

INTISARI

Latar belakang: Keterampilan klinis merupakan salah satu area kompetensi yang wajib diajarkan di dalam kurikulum pendidikan kedokteran di Indonesia. *Epistemological belief* yang merupakan sebuah keyakinan mahasiswa mengenai hakikat ilmu dan belajar diketahui dapat menuntun bagaimana mahasiswa belajar dan mempengaruhi proses pengambilan keputusan klinis. Penelitian ini bertujuan untuk menjelaskan hubungan yang terjadi antar dimensi-dimensi dalam *epistemological belief*, strategi belajar, dan capaian kompetensi keterampilan klinis mahasiswa dalam konteks pendidikan kedokteran di Indonesia.

Metode: Sebanyak 98 mahasiswa pendidikan dokter FKIK UIN Maulana Malik Ibrahim yang masih berada dalam fase *basic medical sciences* disurvei menggunakan *Epistemological Belief Questionnaire (EBQ)* dan *Revised-Study Process Questionnaire-2 Factor (r-SPQ-2F)*. Data sekunder didapat dari hasil ujian OSCE di akhir semester. *Structural Equation Modeling-Partial Least Square (SEM-PLS)* digunakan sebagai metode analisis untuk mendapatkan model yang tepat dalam menggambarkan hubungan ketiga faktor tersebut.

Hasil Penelitian : Total 88 mahasiswa yang bersedia mengikuti penelitian ini dan mengisi kuesioner dengan lengkap. Dari analisa didapatkan bahwa dimensi *fixed ability* memiliki pengaruh negatif terhadap strategi belajar secara mendalam sedangkan dimensi *certain knowledge* dan *simple knowledge* memiliki pengaruh positif. Hanya dimensi *certain knowledge* yang memiliki pengaruh bermakna terhadap capaian kompetensi keterampilan klinis yaitu berupa pengaruh negatif. Tidak ditemukan hubungan yang bermakna dari faktor strategi belajar terhadap capaian kompetensi keterampilan klinis.

Kesimpulan : Penerapan strategi belajar yang mendalam tidak selalu dipicu oleh *epistemological belief* yang matang. Kepercayaan yang naif bahwa ilmu itu bersifat pasti dan berdiri sendiri-sendiri pada fase *basic medical science* terbukti tetap mendorong mahasiswa mengadopsi strategi belajar yang mendalam. Namun demikian, perkembangan *epistemological belief* mahasiswa tetap harus ditingkatkan mengingat kepercayaan yang naif (semisal kepercayaan bahwa ilmu itu bersifat pasti) dapat menjadi penghambat dalam pencapaian kompetensi keterampilan klinis mahasiswa.

Kata Kunci: *epistemological belief*, strategi belajar, capaian kompetensi keterampilan klinis, mahasiswa kedokteran.

ABSTRACT

Background: Clinical skills are one of the areas of competence that must be taught in the medical education curriculum in Indonesia. Epistemological belief which is a student's belief about the nature of science and learning is known to be able to guide how students learn and influence the clinical decision-making process. This study was aimed to explain the relationship between dimensions in epistemological belief, learning strategies, and achievement of student clinical skills competencies in the context of medical education in Indonesia.

Method: A total of 98 medical students of UIN Maulana Malik Ibrahim who were still in the basic medical sciences phase were surveyed using questionnaire. Secondary data was obtained from the results of the OSCE exam at the end of the semester. Structural Equation Modeling-Partial Least Square (SEM-PLS) is used as an analytical method to get the right model in describing the relationship of the three factors.

Results: A total of 88 students were willing to take part in the study and complete the questionnaire. From the analysis it was found that the dimensions of fixed ability had a negative influence on the deep learning strategy while the dimensions of certain knowledge and simple knowledge had a positive influence. Only the dimensions of certain knowledge that have a significant influence on the achievement of clinical skills competencies are negative influences. No significant relationship was found from learning strategy factors to the achievement of clinical skills competencies.

Conclusion: The application of deep learning strategies is not always triggered by a mature epistemological belief. The naive belief that knowledge is definite and stands alone is proven to keep encouraging students to adopt deep learning strategies in the early phases of their study in medicine. However, the epistemological development of students' beliefs must still be improved given that naive trust (such as the belief that knowledge is definite) can be a barrier in achieving student clinical skills competencies.

Keywords: epistemological belief, learning strategies, achievement of clinical skills competencies, medical students.