

Kegunaan grup *Facebook* sebagai media informasi pendukung untuk meningkatkan keterlibatan kognitif dalam *Ocular Trauma flipped-classroom*

ABSTRAK

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Latar Belakang: *Facebook* telah terbukti secara empiris dapat mendukung proses pembelajaran mahasiswa kedokteran. Namun, potensinya sebagai media informasi pendukung pembelajaran untuk metode *flipped-classroom* masih perlu dievaluasi lebih lanjut.

Tujuan: Untuk mengukur perubahan keterlibatan kognitif mahasiswa kedokteran, khususnya motivasi, kesiapan belajar mandiri, dan pengetahuan, setelah bergabung dengan grup *Facebook ocular trauma flipped-classroom*.

Metode: Studi *mix-method sequential explanatory* telah dilakukan di Fakultas Kedokteran, Universitas Muhammadiyah Surabaya. Sebanyak 45 mahasiswa sarjana kedokteran tahun ketiga berpartisipasi dalam penelitian ini. Sebuah studi *pretest-posttest* telah dilakukan untuk mengukur perubahan ketiga variabel keterlibatan kognitif mahasiswa. Studi *pre-posttest* diikuti oleh studi observasional melalui *Facebook Insight* untuk melihat aktivitas pengguna yang mungkin mendukung perubahan ketiga variabel keterlibatan kognitif.

Hasil: Semua variabel keterlibatan kognitif mahasiswa ($n = 45$) setelah bergabung dengan grup *Facebook* meningkat secara signifikan (motivasi, $p = 0,000$; kesiapan belajar mandiri, $p = 0,000$; pengetahuan, $p = 0,000$). Peningkatan pengetahuan pengguna aktif lebih tinggi dibandingkan dengan pengguna pasif. Efikasi diri dan manajemen diri para pengguna sebagai komponen motivasi belajar dan kesiapan belajar mandiri yang paling meningkat perubahannya.

Kesimpulan: Grup *Facebook* memiliki potensi untuk meningkatkan keterlibatan kognitif mahasiswa terhadap *flipped-classroom*.

Keywords: *Facebook*, mahasiswa kedokteran, *flipped-classroom*, *self-regulated learning*, *cognitive engagement*

FACEBOOK GROUP USAGE AS SUPPORTING INFORMATION MEDIA ON THE VISUAL SENSE ORGAN BLOCK IN FACULTY OF MEDICINE, MUHAMMADIYAH SURABAYA UNIVERSITY: A PILOT STUDY

Abstract

Background: Facebook has proven empirically to support the learning process of medical students. However, its potentials in supporting flipped-classroom method as a learning resources media still need further evaluation.

Aim: to measure undergraduate medical students' cognitive engagement changes in motivation, self-directed learning readiness, and knowledge gain after joining an ocular trauma flipped-classroom Facebook group and to explore factors that could explain why those changes could occur.

Method: A sequential explanatory mix-method pre-experimental study had been done in the Faculty of Medicine, Muhammadiyah University Surabaya. A total of 45 third-year undergraduate medical students participated in this study. A single-group pre-posttest study was conducted to measure three cognitive engagement variables changes. Followed by observational study through Facebook Insight, all users' activities were collected to find behavioral factors that might affect the quantitative result. In the end, individual semi-structured interviews of 5 students who were selected with maximum variation criteria had been transcribed verbatim and analyzed thematically as triangulation of all previous results.

Result: All variables of students' (n=45) cognitive engagement after joining Facebook group were rising significantly (motivation, $p=0,000$; self-directed learning readiness, $p=0,000$; knowledge gain, $p=0,000$). Observations from Facebook Insight have shown that most of the students act as a passive user. All respondents agreed that performance expectancy and effort expectancy were positively affect Facebook group usage. Meanwhile, factors like; intention to use, previous experiences, social influences, and facilitating conditions obtaining diverse perspectives related to their potentials to explain the previous results.

Conclusion: Facebook has the potential to support flipped classrooms if planned carefully. Empirical studies must have continued exponentially following the transformation of the social media itself.

Keywords: Facebook, undergraduate medical students, flipped-classroom, self-regulated learning, cognitive engagement.