

## INTISARI

**Latar Belakang:** *Flipped Classroom* merupakan sebuah strategi pembelajaran yang dilakukan dengan mengalihkan konten pembelajaran ke luar kelas lalu diikuti dengan kegiatan di dalam kelas yang difasilitasi instruktur. Motivasi belajar mahasiswa pada penerapan strategi *flipped classroom* dalam pembelajaran keterampilan dapat digunakan sebagai alat ukur dalam mengevaluasi keefektifan penerapan metode *flipped classroom*.

**Tujuan Penelitian:** Untuk mengetahui gambaran motivasi belajar mahasiswa pada penerapan strategi *flipped classroom* dalam pembelajaran klinik keperawatan di PSIK FK-KMK UGM.

**Metode :** Jenis penelitian yang digunakan adalah penelitian metode deskriptif kuantitatif dengan rancangan *cross-sectional*. Sampel dalam penelitian ini diambil dengan teknik *total sampling* yaitu seluruh mahasiswa semester gasal tahun ajaran 2019/2020 dengan jumlah populasi mahasiswa sejumlah 101 mahasiswa pada blok *oral care* dan *bathing*. Penelitian ini menggunakan instrumen *Motivated Strategies for Learning Questionnaire (MSLQ)* yang telah diterjemahkan dalam bahasa Indonesia dan telah diadaptasi sesuai dengan konteks penelitian. Instrumen sudah diuji validitas dan reliabilitas. Penelitian ini sudah mendapat kelayakan etik penelitian dari Komite Etik Fakultas Kedokteran, Kesehatan Masyarakat dan Keperawatan Universitas Gadjah Mada (KE/FK/1239/EC/2019).

**Hasil:** Berdasarkan hasil penelitian data motivasi belajar secara keseluruhan, didapatkan bahwa sebagian besar mahasiswa tahun pertama memiliki motivasi belajar yang tinggi sebanyak 22 mahasiswa (21,8%) terhadap pembelajaran keterampilan klinik menggunakan metode *flipped classroom*. Sementara itu, sejumlah 53 mahasiswa (52,5%) memiliki motivasi belajar sedang dan sejumlah 26 mahasiswa (25,7%) memiliki tingkat motivasi yang rendah. Masing-masing subskala memiliki nilai rendah, sedang, dan tinggi. Mayoritas motivasi belajar mahasiswa bernilai sedang terdapat pada semua subskala. Sebanyak 62 mahasiswa (61,3%) memberikan tanggapan di eLisa sebagai bentuk refleksi diri.

**Kesimpulan:** Mahasiswa semester gasal PSIK FK-KMK UGM tahun ajaran 2019/2020 secara umum memiliki tingkat motivasi belajar yang sedang terhadap penerapan metode *flipped classroom* dalam pembelajaran keterampilan klinik keperawatan.

**Kata Kunci:** *Flipped Classroom*, pembelajaran keterampilan klinik keperawatan, motivasi belajar

## ABSTRACT

**Background:** Flipped Classroom is a learning strategy done by switching learning content outside of the class and then followed by an instructor-facilitated classroom activity. Student learning motivation in the implementation flipped classroom strategy of nursing skills laboratorium learning can be used as a measuring instrument to evaluate the effectiveness of deployment of flipped classroom methods

**Objective:** To describe learning motivation for students during the implementation of flipped classroom strategy in nursing skills laboratorium learning at PSIK FK-KMK UGM

**Method:** The type of research used is quantitative descriptive method research with cross-sectional design. The sample in this study was taken with a total sampling technique, which is all students of the first semester of 2019/2020 school year's with a student population of 101 students. The study used the translation instrument of Motivated Strategies for Learning Questionnaire (MSLQ) which has been translated in Indonesian language and has been adapted according to the context of the research. Instrument has been tested for validity and reliability. This research has been obtained the ethical feasibility of research from the Ethics Committee of the Faculty of Medicine, Public Health and nursing University Gadjah Mada (KE/FK/1239/EC/2019)

**Results:** Based on the results of the research on overall learning motivation data, it is obtained that most of the first year students had a high learning motivation as many as 22 students (21,8%) towards clinical skills learning course using the flipped classroom method. Meanwhile, 53 students (52,5%) had moderate level of learning motivation and a 26 students (25,7%) had low level of motivation. Each subscale had a low, medium, and high value. The majority of learning motivation is valued moderate at all subscales. As many as 62 students (61,3%) had given their responses in eLisa as their self-reflection.

**Conclusion:** Students at the midterm of the PSIK FK-KMK UGM at the school year 2019/2020 generally have moderate level of learning motivation to implement flipped classroom methods in nursing clinical skills learning.

**Keywords:** Flipped Classroom, nursing clinical skills learning, learning motivation