

Pada Tabel 7., juga disebutkan bahwa tidak ada hubungan antara informasi untuk merefleksikan aktivitas belajar harian (*reflective journaling*) dan informasi untuk merefleksikan aktivitas yang dijalani dengan strategi belajar. Hal tersebut bertentangan dengan hasil penelitian (Yamada *et al.*, 2017) yang menyampaikan bahwa terdapat hubungan yang signifikan antara informasi tentang refleksi dengan strategi belajar. Penelitian tersebut menyampaikan bahwa informasi yang dimiliki atau diperoleh mengenai kemampuan *reflective journaling* berperan penting dalam perkembangan strategi belajar. Penelitian Norman (2005) juga menyebutkan bahwa awal kali dilakukan *reflective journaling* harus sudah mengetahui dengan jelas pengertian dan tujuan dari *reflective journaling*. Hal tersebut menunjukkan bahwa terdapat hubungan antara keduanya karena semakin seseorang mengetahui tentang *reflective journaling*, maka semakin baik kualitas menulisnya. Dengan demikian, mahasiswa mampu menghasilkan hasil refleksi yang baik. Menurut Farrah (2012) mahasiswa yang mempunyai pengalaman menulis *reflective journaling* memiliki efek yang lebih baik daripada mahasiswa yang baru saja menulis.

Selain hal tersebut terdapat beberapa faktor yang dapat mempengaruhi hasil penelitian ini menjadi bias seperti pada penelitian Cazan (2012) yang menyebutkan bahwa adanya kemungkinan bias saat responden menjawab kuisioner dengan tidak jujur atau agar mendapatkan hasil yang baik. Hal tersebut tidak dapat dikendalikan oleh peneliti dan bisa menjadi faktor. Namun peneliti juga sudah memberikan pengertian

secara langsung maupun secara tertulis bahwa jawaban responden tidak mempengaruhi nilai akademik dan peneliti juga mengingatkan untuk menjawab dengan jujur.

Selain itu menurut penelitian (Zaluchu, 2017) yang mengungkapkan apa yang terjadi saat mahasiswa menjalani pembelajaran blok. Ternyata, pembelajaran refleksi pada sistem blok dapat meningkatkan strategi pembelajaran bagi mahasiswa, seperti mengatur jam belajar; menerapkan tujuan belajar; dan mengevaluasi proses pembelajaran. Dimana pembelajaran blok yang padat dan beban perkuliahan yang berat membuat mahasiswa lebih terencana dalam belajar dan membuat strategi belajar semakin baik. Untuk mengatasi hal in peneliti sudah menerapkan kelompok kontrol juga yang sama-sama mengalami pembelajaran blok juga. Akan tetapi, pada kelompok kontrol tidak terjadi peningkatan yang signifikan walaupun intervensinya berbeda. Hal tersebut bisa menunjukkan bahwa sistem blok tidak begitu berpengaruh besar terhadap responden.

Menurut Koole *et al.* (2011) motivasi mempengaruhi strategi belajar mahasiswa sehingga hasil penelitian ini kemungkinan bisa karena motivasi mahasiswa namun mahasiswa sebelum melakukan intervensi sudah diberi motivasi yang sama tentang manfaat *reflective journaling* dan ketika itu peneliti melakukan personal chat untuk mengingatkan mahasiswa mengisi refleksi terkadang peneliti memberikan motivasi kepada responden untuk melakukan refleksi.

Meskipun beberapa penulis mencatat keterlibatan yang rendah saat refleksi. Pada penelitian Grant *et all*. Siswa menyatakan bahwa mereka menganggap diri mereka sudah melakukannya dan menyatakan bahwa mereka menganggap diri mereka sudah melakukannya bahwa proses menulis tidak sesuai dengan preferensi belajar mereka. Penelitian baru-baru ini menyatakan bahwa mahasiswa kedokteran /rumpun kesehatan tahun pertama terlalu menyoroti bahwa kebanyakan mahasiswa memasuki net generation. Dimana mahasiswa memiliki preferensi tersendiri untuk belajar seperti kegiatan berbasis kelompok dan kreatif daripada pendekatan berbasis teks tertulis (Sandars, 2008). Pada penelitian ini peneliti sudah melakukan hal untuk mengantisipasi itu seperti responden menulis refleksi melalui aplikasi *smartphone* yang bisa menyesuaikan dengan generasi *net generation* sehingga responden tidak perlu menulis secara konvensional.

## BAB V. KESIMPULAN DAN SARAN

### A. Kesimpulan

Berdasarkan hasil penelitian ini dapat disimpulkan bahwa *reflective journaling* bisa meningkatkan strategi belajar pada mahasiswa. Terdapat perbedaan yang signifikan skor rata-rata strategi belajar sebelum dan sesudah dilakukan *reflective journaling* menggunakan panduan Gibbs dengan *feedback* pada kelompok intervensi. Akan tetapi, tidak ada pengaruh yang bermakna *reflective journaling* dengan panduan Gibbs dan *feedback* terhadap strategi belajar pada mahasiswa tahun pertama. Tidak terdapat hubungan antara karakteristik

demografi responden dengan hasil skor strategi belajar pada mahasiswa tahun pertama.

Kendati demikian, *reflective journaling* yang dikolaborasikan dengan siklus Gibbs dan *feedback* dari fasilitator masih menjadi salah satu metode efektif yang dapat digunakan untuk meningkatkan strategi belajar.

## B. Saran

Berdasarkan kesimpulan penelitian, maka penulis merekomendasikan beberapa saran:

1. *Reflective journaling* harus dilakukan secara rutin agar menjadi kebiasaan mahasiswa demi mendapatkan hasil yang bagus;
2. PSIK dapat mempertimbangkan agar *reflective journaling* masuk ke dalam kurikulum, mulai dari tahap akademik hingga profesi, agar menjadi kebiasaan mahasiswa;
3. bagi peneliti selanjutnya, harus menyiapkan semua subjek penelitian (mahasiswa dan fasilitator) dengan matang dalam segala aspek, termasuk pengetahuan, konsep, cara, dan tujuan dari *reflective journaling*. Waktu intervensi yang lebih lama juga dibutuhkan dalam penelitian selanjutnya sekitar 8 sampai 10 minggu.
4. Aplikasi sudah dikembangkan dengan matang sesuai kegunaan dan masukan dari user agar tidak menjadi faktor penghambat saat melakukan *reflective journaling*.

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