



PENGARUH *ONLINE CASE BASED LEARNING* TERHADAP MOTIVASI BELAJAR MAHASISWA PROFESI NERS UGM

INTISARI

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Latar Belakang: Covid-19 berdampak pada transformasi proses pembelajaran dari tatap muka menjadi *online*. Salah satu metode pembelajaran klinik adalah *Case Based Learning* yang dapat dilaksanakan secara *online*. Penelitian mengenai CBL pada jenjang *graduate* dan *undergraduate* di bidang keperawatan hanya 4,3%, serta sebanyak 20% menggunakan metode berbasis komputer atau web. *Online Case Based Learning* mampu meningkatkan kompetensi mahasiswa profesi ners, termasuk motivasi belajar.

Tujuan Penelitian: Mengetahui pengaruh *online* CBL terhadap motivasi belajar mahasiswa profesi ners UGM.

Metode: Penelitian ini merupakan penelitian kuantitatif rancangan *quasi-experimental, one group pre-post-test* dengan sampel berjumlah 49 responden. Motivasi belajar diukur menggunakan *Motivated Strategies for Learning Questionnaire* (MSLQ).

Hasil: Hasil penelitian ini adalah mayoritas responden memiliki motivasi belajar pada tingkat sedang sebelum dan setelah diberikan intervensi. Terdapat empat subskala mengalami kenaikan dari tingkat sedang menjadi tinggi, yaitu *intrinsic goal orientation, extrinsic goal orientation, control of learning belief, dan self-efficacy*, sedangkan subskala *task value* dan *test anxiety* tetap pada tingkat sedang. Hasil uji *paired t-test* menunjukkan bahwa tidak terdapat pengaruh yang signifikan pada penerapan metode *online case based learning* terhadap motivasi belajar mahasiswa profesi ners UGM ($p = 0,71$).

Kesimpulan: Tidak ada pengaruh yang signifikan pada penerapan metode *online case based learning* terhadap motivasi belajar mahasiswa profesi ners UGM.

Kata kunci: pembelajaran klinik, *online case based learning*, motivasi belajar, mahasiswa keperawatan

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EFFECT OF ONLINE CASE-BASED LEARNING ON UGM CLINICAL NURSING STUDENTS' LEARNING MOTIVATION

ABSTRACT

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Background: Covid-19 has transformed the learning process from face-to-face to online learning. One of the clinical learning methods is Case-Based Learning which can be implemented online. Only 4.3%, and 20% research on CBL at the graduate and undergraduate levels in the nursing field use computer or web-based methods. Online Case-Based Learning could improve the clinical nursing students' competences, including learning motivation.

Objectives: To determine the effect of online CBL on the learning motivation of UGM clinical nursing students.

Methods: This research is a quantitative study with a quasi-experimental design using one group pre-post-test with a sample of 49 respondents. Learning motivation was measured using the Motivated Strategies for Learning Questionnaire (MSLQ).

Results: The majority of respondents had moderate level of learning motivation before and after the intervention was given. There are four subscales increased from moderate to high levels Those subscales are intrinsic goal orientation, extrinsic goal orientation, control of learning belief, and self-efficacy, while the task value and test anxiety subscales remain at moderate levels. The results of the paired t-test showed that there was no significant effect on the application of the online case-based learning method on the learning motivation of UGM clinical nursing students ($p = 0.71$).

Conclusion: There is no significant effect on the application of the online case-based learning method on the learning motivation of UGM clinical nursing students.

Keywords: clinical learning, online case-based learning, learning motivation, nursing students

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