

## INTISARI

**Pendahuluan:** Panduan pertanyaan membantu mahasiswa melalui tahap demi tahap proses refleksi untuk melatih mahasiswa melakukan refleksi dan meningkatkan kedalaman refleksi diri. Tujuan penelitian ini adalah untuk membuat panduan pertanyaan refleksi yang menstimulasi refleksi diri dan berpikir kritis mahasiswa kedokteran pada pembelajaran berbasis masyarakat; melakukan uji coba panduan pertanyaan refleksi; membandingkan tingkat refleksi diri mahasiswa yang diberikan panduan pertanyaan refleksi dengan mahasiswa yang tidak diberikan panduan pertanyaan.

**Metode:** Penelitian ini merupakan penelitian eksperimen *double blind* dengan rancangan *posttest only control group*. Pembuatan panduan pertanyaan refleksi berdasarkan *literature review* dan validasi konten panduan pertanyaan oleh pembimbing. Tingkat refleksi diri mahasiswa pada kelompok kontrol dan kelompok perlakuan dinilai menggunakan instrumen REFLECT.

**Hasil:** Terdapat perbedaan refleksi diri secara umum kelompok kontrol dan kelompok perlakuan dengan  $p = 0,000 (< 0,05)$ . Terdapat 5 elemen refleksi diri yang mengalami peningkatan pada kelompok perlakuan yaitu keluasan tulisan, kehadiran atau keterlibatan, gambaran konflik atau dilema, menghadirkan emosi, analisi dan membuat makna.

**Kesimpulan dan saran:** Panduan pertanyaan refleksi diri dapat menstimulasi refleksi diri dan berpikir kritis mahasiswa kedokteran pada pembelajaran berbasis masyarakat. Penelitian selanjutnya untuk eksplorasi pendapat mahasiswa terhadap manfaat panduan pertanyaan.

**Kata kunci:** refleksi, refleksi tertulis, panduan pertanyaan, pembelajaran berbasis masyarakat, berpikir kritis

## ABSTRACT

**Introduction:** Self-reflection question guides can help students to go through a process of reflection step by step training them to better reflect and increasing the depth of self reflection. The authors' objectives of this study were to create a self-reflection question guide that stimulates medical students' self reflection and critical thinking within community-based learning; to test the newly developed self-reflection question guide; and to compare the level of self-reflection between the students who were given the self-reflection question guide and those who were not in their assigned portfolio writing.

**Methods:** This was a double blind experimental study with a post-test only control group design. The making of the reflection question guide was based on a recent and thorough literature review and validation of the content by medical education experts. The levels of student self-reflection between the groups were assessed with a measurement instrument called the Reflection Evaluation for Learners' Enhanced Competencies Tool (REFLECT).

**Results:** There was a significant difference in the levels of self-reflection in general in the control group and the intervention group with a  $p$  value of 0.000 ( $< 0.05$ ). There were five elements assessed and compared in the self-reflection measurement in which intervention group students demonstrated increase in their reflective abilities: writing spectrum, presence, description of conflict or disorienting dilemma, attending to emotions, and analysis and meaning making.

**Conclusions:** As demonstrated, the self-reflection question guide can stimulate the reflection and critical thinking skills of medical students in a context of community-based learning. Further research should be conducted to explore students' reactions and opinions on the benefits of the self-reflection question guide.

**Keywords:** reflection, self-reflection, written reflection, question guide, community-based learning, critical thinking skills