

Intisari

Latar belakang masalah: Mahasiswa kedokteran perlu mengembangkan kemampuan-kemampuan *self-directed learning* agar bisa menumbuhkan keterampilan *life-long learning* yang penting bagi profesionalitas medis (Zhang *et al*, 2011; Premkumar *et al*, 2013). Pesatnya kemajuan dan perubahan ilmu pengetahuan dan tantangan dunia kedokteran di masa depan semakin mengukuhkan *self-directed learning* dan *life-long learning* sebagai sesuatu yang harus diperhatikan (Elzubeir, 2009; Shankar *et al*, 2011). Pentingnya SDL bisa dilihat dari dimasukkannya SDL oleh *American Board of Medical Specialties* dan *World Federation for Medical Education* sebagai sesuatu yang harus dievaluasi pada mahasiswa kedokteran (Premkumar *et al*, 2013).

Tujuan Penelitian: 1) Mendapatkan gambaran mengenai penerapan *self-directed learning* melalui sistem PBL di fakultas-fakultas kedokteran di Asia; 2) Mendapatkan gambaran mengenai *self-directed learning readiness* mahasiswa fakultas-fakultas kedokteran di Asia.

Metode Penelitian: Penelitian ini merupakan penelitian *literatur review* yaitu penelitian yang dilakukan dengan menganalisis sejumlah artikel yang membahas mengenai penerapan *self-directed learning* dalam pendekatan PBL pada mahasiswa fakultas-fakultas kedokteran di Asia.

Kesimpulan: 1) *Self-directed learning readiness* mahasiswa fakultas-fakultas kedokteran di Asia masih rendah, terutama pada mahasiswa tahun pertama; 2) Penerapan *Self-directed learning* untuk situasi di Asia, peranan dan pengaruh Pendidik masih sangat kuat; 3) Pemahaman mengenai *self-directed learning* yang tepat akan sangat berpengaruh terhadap keberhasilan penerapannya; 4) Pemaparan *self-directed learning* sejak awal harus disertai dengan pengelolaan SDM yang tepat serta sarana dan prasarana yang mendukung; 5) Keberhasilan penerapan *self-directed learning* membutuhkan keterlibatan dan komitmen semua pihak.

Kata Kunci: *self-directed learning*, *problem-based learning*, *medical student*, Asia.

Abstract

Background: *Medical student need to develop self-directed learning skills in order to promote life-long learning skill which important for medical professionalism (Zhang et al, 2011; Premkumar et al, 2013). Rate of progression and innovation in science along with future medical world challenge increasingly strengthen self-directed learning and life-long learning as something that need to be noted (Elzubeir, 2009; Shankar et al, 2011). The importance of SDL can be discerned when American Board of Medical Specialties and World Federation for Medical Education put it as something that need to be evaluate in medical student during their time of study (Premkumar et al, 2013).*

Objective: *1)To get a description about self-directed learning implementation through PBL system in medical institutions in Asia; 2)To get a description about self-directed learning readiness medical student in Asia.*

Method: *This study is a literature review, that is a study been held by searching, collect, analyze and summarize a number of articles concerning self-directed learning implementation through problem-based learning to medical students in Asia.*

Conclusion: *1)Self-directed learning readiness medical students in Asia found inferior, especially those in the first year; 2)Self-directed learning implementation for Asian context, found that influence of lecturer exceedingly intense; 3)The right insight of self-directed learning will have an impact to succeed it implementation; 4)Self-directed learning acquaintance have to be accompanied with accurate human resources management as well as support of facility and infrastructure; 5) success of self-directed learning implementation required entailment and commitment of all party.*

Keywords: *self-directed learning, problem-based learning, medical student, Asia.*