

ABSTRAK

Latar Belakang: Berpikir kritis merupakan kompetensi yang harus dimiliki oleh seorang dokter, dengan memiliki keterampilan berpikir kritis membuat seseorang mampu menghadapi berbagai tantangan di masa depan. Keterampilan berpikir kritis sangat diharapkan untuk dapat diajarkan sedini mungkin dalam proses pendidikan. Namun dalam pelaksanaannya menghadapi berbagai kendala. Faktor-faktor yang dapat mempengaruhi berpikir kritis adalah mahasiswa, pengajar, sistem pendidikan dan lingkungan. Berbagai pandangan mengenai definisi, strategi mengajar dan cara menilai berpikir kritis telah banyak disampaikan oleh para pakar berpikir kritis namun tidak jarang menimbulkan kebingungan diantara para pengajar dalam cara mengajarkan dan menilai kemampuan berpikir kritis.

Tujuan: penelitian ini bertujuan untuk mengetahui pendapat pengajar FK UGM mengenai cara mengajar dan menilai keterampilan berpikir kritis melalui penulisan karya ilmiah skripsi.

Metode: Rancangan penelitian ini adalah kualitatif dan kuantitatif dengan menggunakan metode Delphi sebanyak 2 putaran. Subjek penelitian ini adalah para pakar (ahli) yang berasal dari FK UGM sebanyak 20 orang yang dipilih melalui *purposive sampling* yang memenuhi kriteria inklusi. Analisa data akan dilakukan dengan *constant comparative method* dan *central tendency*.

Hasil : Para pengajar mendefinisikan berpikir kritis ke dalam 3 komponen yaitu kemampuan, sifat dan proses. Para pakar sepakat bahwa komponen berpikir kritis dapat dinilai melalui karya ilmiah skripsi. Berpikir kritis dapat diajarkan melalui penulisan karya ilmiah skripsi dengan beberapa cara seperti *critical appraisal*, *socratic questioning*, *constructive feedback*, *experiential learning*, *be a role model*, *concept mapping*, *integrate* dan *one to one discussion*. Para pakar sepakat mengenai 9 aspek penilaian penulisan karya ilmiah skripsi yaitu materi, metode penelitian, cara penulisan, etika penelitian, kontribusi penelitian, kelengkapan penelitian, presentasi /diskusi dan proses pembimbingan. Beberapa kendala yang dihadapi dalam mengajarkan berpikir kritis melalui karya ilmiah skripsi antara lain adalah hambatan institusi, hambatan pengajar, hambatan mahasiswa, dan hambatan lingkungan/budaya. Pendapat para pakar mengenai batasan penulisan karya ilmiah skripsi adalah bagi mahasiswa S1 tidak dituntut untuk dapat menemukan originalitas sebuah penelitian.

Kata kunci: Berpikir kritis, metode Delphi, karya ilmiah skripsi

ABSTRACT

Background: Critical thinking is a competence that must be acquired by a doctor to face the challenges of the future. Critical thinking ability is expected to be taught as early as possible in the educational process. However, there are a lot of obstacles in its practice. Factors that may affect critical thinking are students, teachers, educational system and the environment. Various views on the definition, teaching strategies and how to assess critical thinking has been expressed by the experts of critical thinking but otherwise it cause confusion among teachers in how to teach and assess critical thinking skills.

Objective: The aim of this study is to know the opinion of the lecturers of Medical Faculty of UGM on how to teach and assess critical thinking ability through undergraduate research.

Methods: This was qualitative and quantitative study using the 2 rounds Delphi method. The subjects were 20 experts from the medical faculty of UGM who were selected through purposive sampling to meet the inclusion criteria. Data analysis will be performed by constant comparative method and central tendency.

Results: The lecturers defined critical thinking into three components: the ability, the disposition and processes. The experts agreed that critical thinking components can be assessed through the undergraduate research. Critical thinking can be taught through undergraduate research in several methods such as critical appraisal, Socratic questioning, constructive feedback, experiential learning, be a role model, concept mapping, integrate and one to one discussion. The experts agreed on 9 aspect of undergraduate research assessment: material, research methods, writing techniques, research ethics, research contributions, research comprehensiveness, presentation/discussion and learning process. There are some obstacles encountered in teaching critical thinking through undergraduate research such as barriers in institution, teachers and students and environment/culture. Experts argue about the limitation of undergraduate research is that students are not required to be able to find the originality of a study.

Keywords: *Critical thinking, Delphi method, undergraduate research*