

INTISARI

Latar Belakang: *Reflective journaling* merupakan metode yang signifikan untuk memfasilitasi proses pembelajaran melalui pengalaman. Peran fasilitator dalam *reflective journaling* adalah memberikan *feedback* pada refleksi mahasiswa untuk pengembangan kompetensi dan kepercayaan diri mahasiswa. *Reflective journaling* sudah dilakukan di PSIK FK-KMK UGM namun belum dilakukan evaluasi mengenai kemampuan fasilitator dalam memberikan *feedback* dari persepsi mahasiswa.

Tujuan Penelitian: Mengetahui persepsi mahasiswa keperawatan tahun pertama terhadap kemampuan fasilitator dalam memberikan *feedback* pada kegiatan *reflective journaling*.

Metode: Penelitian deskriptif kuantitatif dengan rancangan penelitian *cross sectional* secara online pada Februari 2021. Subjek penelitian adalah 66 mahasiswa tahun pertama angkatan 2020 di PSIK FK-KMK UGM. Kuesioner yang digunakan adalah kuesioner demografi dan 35 item STERLinG (*Student perceptions of their Teachers' competencies to Encourage Reflective Learning in small Groups*) scale versi bahasa Indonesia. Analisa data yang digunakan adalah analisis data univariat untuk melihat distribusi frekuensi, nilai rata-rata (*mean*) dan standar deviasi serta analisis bivariat yaitu *mann-whittney test* dan *kruskall wallis test* untuk melihat perbedaan persepsi mahasiswa berdasarkan karakteristik demografi.

Hasil: Persepsi mahasiswa terhadap fasilitator pemberi *feedback* dalam ketiga domain STERLinG mempunyai nilai rata-rata (dalam rentang rata-rata 1,00-4,00) yaitu $\geq 3,00$ (domain *supporting self insight* = $3,21 \pm 0,47$; domain *creating a safe environment* = $3,20 \pm 0,46$; domain *encouraging self regulation* = $3,14 \pm 0,49$). Persepsi mahasiswa berdasarkan karakteristik demografi menunjukkan terdapat perbedaan signifikan berdasarkan jenis kelamin ($p=0,034$) dan berdasarkan pengalaman mendapat informasi mengenai kegiatan *reflective journaling*/merefleksikan aktivitas belajar harian ($p=0,044$) sedangkan tidak terdapat perbedaan signifikan berdasarkan usia ($p=0,307$) dan berdasarkan pengalaman mendapat informasi mengenai kemampuan refleksi/merefleksikan kegiatan yang telah dijalani ($p=0,503$).

Kesimpulan: Persepsi mahasiswa terhadap fasilitator pemberi *feedback* dikategorikan sangat baik. Terdapat perbedaan signifikan berdasarkan jenis kelamin dan berdasarkan pengalaman mendapat informasi mengenai kegiatan *reflective journaling*/merefleksikan aktivitas belajar harian.

Kata kunci: fasilitator, mahasiswa keperawatan, persepsi, *reflective journaling*

ABSTRACT

Background of the study: *Reflective journaling is a significant method to assist learning process through experience. The role of facilitators in reflective journaling is to provide feedback on student reflection for the development of student competence and confidence. Reflective journaling has been conducted at Nursing UGM but has not been evaluated on the ability of facilitators to provide feedback from student perceptions.*

Purpose of the Study: *To understand the perceptions of first-year nursing students towards the ability of facilitators to give feedback on reflective journaling activity.*

Methods: *Quantitative descriptive research with a cross sectional research design via online in February 2021. The research sample is 66 undergraduate first-year students from the class of 2020 at Nursing UGM. The questionnaire used is a demographic questionnaire and 35 items of the Indonesian version of the STERLinG (Student perceptions of their Teachers' competencies to Encourage Reflective Learning in small Groups) scale. Analysis of the data used is univariate data analysis to see the frequency distribution, the average value (mean) and standard deviation and bivariate analysis, there are mann-whitney test and kruskall wallis test to see differences in student perception based on demographic characteristics.*

Results: *Student perception of feedback facilitators in all three STERLinG domains has an average value (in the average range of 1.00-4.00) which is ≥ 3.00 (domain supporting self insight = 3.21 ± 0.47 ; domain creating a safe environment = 3.20 ± 0.46 ; domain encouraging self regulation = 3.14 ± 0.49). Student perception based on demographic characteristics showed significant differences based on gender ($p=0.034$) and based on experience of being informed about reflective journaling activities/reflecting daily learning activities ($p=0.044$) while there were no significant differences based on age ($p=0.307$) and based on experience of being informed about the ability to reflect/reflect on activities that have been undertaken ($p=0.503$).*

Conclusion: *The ability of facilitators to provide feedback from student perceptions are quite well. There were significant differences on student perception based on gender and based on experience of being informed about reflective journaling activities/ reflecting daily learning activities.*

Keywords: *facilitator, nursing student, perception, reflective journaling*