FAKULTAS KEDOKTERAN DAN ILMU KESEHATAN UNIVERSITAS MUHAMMADIYAH MAKASSAR

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"HUBUNGAN GAYA BELAJAR TERHADAP PRESTASI BELAJAR PADA MAHASISWA ANGKATAN TAHUN 2024 FAKULTAS KEDOKTERAN DAN ILMU KESEHATAN UNIVERSITAS MUHAMMADIYAH MAKASSAR"

ABSTRAK

Latar Belakang: Gaya belajar merupakan faktor internal yang dapat memengaruhi prestasi akademik mahasiswa. Perbedaan preferensi belajar seperti visual, auditori, read/write, dan kinestetik berperan dalam cara mahasiswa memahami materi, terutama pada pendidikan kedokteran yang memiliki beban akademik tinggi.

Tujuan: Mengetahui hubungan antara gaya belajar dengan prestasi belajar yang diukur berdasarkan Indeks Prestasi Kumulatif (IPK) pada mahasiswa angkatan 2024 Fakultas Kedokteran dan Ilmu Kesehatan Universitas Muhammadiyah Makassar.

Metode: Penelitian ini menggunakan desain deskriptif analitik dengan pendekatan cross-sectional. Sampel berjumlah 174 mahasiswa yang dipilih secara simple random sampling. Gaya belajar diukur menggunakan kuesioner VARK, sedangkan IPK diperoleh dari dokumentasi akademik. Analisis data menggunakan uji Kruskal-Wallis dengan tingkat signifikansi $p < 0,05$.

Hasil: Mayoritas responden memiliki gaya belajar kinestetik (74,1%) dan IPK kategori sangat memuaskan (48,3%). Terdapat hubungan signifikan antara gaya belajar dan IPK ($p = 0,024$; nilai uji $= 10,922$).

Kesimpulan: Terdapat hubungan bermakna antara gaya belajar dan prestasi belajar mahasiswa. Pemahaman gaya belajar dapat menjadi salah satu strategi dalam meningkatkan pencapaian akademik mahasiswa kedokteran.

Kata Kunci: Gaya belajar, prestasi belajar, IPK, mahasiswa kedokteran.

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"THE RELATIONSHIP BETWEEN LEARNING STYLES AND LEARNING ACHIEVEMENT OF STUDENTS OF THE CLASS OF 2024, FACULTY OF MEDICINE AND HEALTH SCIENCES, MUHAMMADIYAH UNIVERSITY OF MAKASSAR"

ABSTRACT

Background: Learning style is an internal factor that may influence students' academic achievement. Differences in learning preferences visual, auditory, read/write, and kinesthetic play a role in how students understand learning materials, particularly in medical education, which has a high academic workload.

Objective: To determine the relationship between learning styles and academic achievement measured by Grade Point Average (GPA) among the 2024 cohort of students at the Faculty of Medicine and Health Sciences, Universitas Muhammadiyah Makassar.

Methods: This study employed a descriptive analytic design with a cross-sectional approach. The sample consisted of 174 students selected through simple random sampling. Learning styles were measured using the VARK questionnaire, while GPA data were obtained from academic records. Data were analyzed using the Kruskal–Wallis test with a significance level of $p < 0.05$.

Results: The majority of respondents had a kinesthetic learning style (74.1%) and a GPA categorized as very satisfactory (48.3%). There was a significant relationship between learning style and GPA ($p = 0.024$; test statistic = 10.922).

Conclusion: There is a significant relationship between learning styles and students' academic achievement. Understanding learning styles may serve as a strategy to improve academic performance among medical students.

Keywords : Learning styles, academic achievement, GPA, medical students.