

**FAKULTAS KEDOKTERAN
UNIVERSITAS PEMBANGUNAN NASIONAL “VETERAN” JAKARTA**

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NUZUL KARIMA RAMADANI, No. NRP 2210211099

**HUBUNGAN *SELF DIRECTED LEARNING READINESS* DENGAN
PEMBENTUKAN *PROFESSIONAL IDENTITY* PADA MAHASISWA
KEDOKTERAN UPN “VETERAN” JAKARTA TAHUN 2025**

RINCIAN HALAMAN (xix + 72 halaman, 10 tabel, 3 bagan, 6 lampiran)

ABSTRAK

Tujuan

Penerapan pendekatan *Student Centered Learning* (SCL) dalam pendidikan kedokteran menuntut mahasiswa untuk aktif, mandiri, dan memiliki kesiapan belajar yang baik melalui *Problem Based Learning* (PBL) sebagai salah satu metode utamanya. Kesiapan belajar mandiri atau *Self Directed Learning Readiness* (SDLR) berperan dalam membentuk proses pembelajaran yang efektif, sementara pembentukan *Professional Identity* merupakan bagian penting dalam perkembangan mahasiswa sebagai calon dokter. Mengingat PBL turut berkontribusi terhadap peningkatan motivasi belajar dan perkembangan identitas profesional melalui pembelajaran mandiri, maka penelitian ini dilakukan untuk mengisi kebutuhan pemahaman tersebut dalam konteks pendidikan kedokteran di Indonesia. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara *Self Directed Learning Readiness* (SDLR) dan pembentukan *Professional Identity* pada mahasiswa Kedokteran UPN “Veteran” Jakarta tahun 2025.

Metode

Penelitian ini menggunakan metode analitik observasional untuk menganalisis data dengan menggunakan pendekatan *cross-sectional*. Sebanyak 148 mahasiswa berpartisipasi dalam penelitian ini. *Self-directed Learning Readiness* dinilai dengan kuesioner *Self-directed Learning Readiness Scale* dan *Professional Identity* dinilai dengan kuesioner *Identitas Profesional*. Analisis data meliputi analisis univariat dengan distribusi dan frekuensi, sedangkan analisis bivariat dengan uji statistik *Chi-Square*.

Hasil

Sebanyak 113 responden (76,4%) *Self Directed Learning Readiness* (SDLR) tergolong tinggi, sebanyak 35 responden (23,6%) *Self Directed Learning Readiness*

(SDLR) tergolong sedang, sebanyak 141 orang (95,3%) memiliki *Professional Identity* baik, 7 responden (4,7%) memiliki *Professional Identity* kurang baik. Tidak ada hubungan signifikan antara SDLR dengan *Professional Identity* ($p=0,357$).

Kesimpulan

Berdasarkan hasil penelitian didapatkan *Self Directed Learning Readiness* (SDLR) tidak berhubungan dengan pembentukan *Professional Identity*.

Daftar Pustaka : 34 (2006-2025)

Kata Kunci : **Identitas profesional, Kesiapan belajar mandiri, Pembelajaran berbasis masalah,**

**FACULTY OF MEDICINE
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Undergraduate Thesis, Desember 2025

NUZUL KARIMA RAMADANI, No. NRP 2210211099

***SELF DIRECTED LEARNING READINESS AND ITS RELATIONSHIP
WITH PROFESSIONAL IDENTITY FORMATION AMONG MEDICAL
STUDENTS OF UPN “VETERAN” JAKARTA, 2025***

PAGE DETAILS (xix + 72 pages, 10 tables, 3 charts, 6 appendices)

ABSTRACT

Objective

The implementation of the Student-Centered Learning (SCL) approach in medical education requires students to be active, independent, and well-prepared for learning, with Problem-Based Learning (PBL) as one of its main methods. Self-Directed Learning Readiness (SDLR) plays a role in shaping an effective learning process, while the development of *Professional Identity* is an essential component in the growth of medical students as future physicians. Considering that PBL contributes to increasing learning motivation and the development of *Professional Identity* through independent learning, this study was conducted to address the need for a deeper understanding of this topic within the context of medical education in Indonesia. The aim of this research is to examine the relationship between Self-Directed Learning Readiness (SDLR) and the formation of *Professional Identity* among medical students of UPN “Veteran” Jakarta enrolled in the active class of 2025.

Method

This study employed an analytical observational design with a cross-sectional approach. A total of 148 students participated in the research. Self-Directed Learning Readiness was assessed using the Self-Directed Learning Readiness Scale questionnaire, while *Professional Identity* was measured using the *Professional Identity* questionnaire. The data analysis consisted of univariate analysis to describe distributions and frequencies, and bivariate analysis using the Chi-Square statistical test.

Result

A total of 113 respondents (76.4%) demonstrated a high level of Self-Directed Learning Readiness (SDLR), while 35 respondents (23.6%) demonstrated a

moderate level of SDLR. In addition, 141 respondents (95.3%) showed a good *Professional Identity*, whereas 7 respondents (4.7%) showed a less developed *Professional Identity*. There was no significant relationship between SDLR and *Professional Identity* ($p = 0.357$).

Conclusion

Based on the findings of this study, Self-Directed Learning Readiness (SDLR) was not associated with the development of *Professional Identity*.

Reference : 34 (2006-2025)

Keywords : *Problem Based Learning, Professional Identity, Self Directed Learning Readiness*