

FAKULTAS KEDOKTERAN

UNIVERSITAS PEMBANGUNAN NASIONAL “VETERAN” JAKARTA
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Priska Septiana, No. NRP 2210211027

**Hubungan Antara *Self Directed Learning Readiness* dan Efektivitas Tutorial
Dalam Membentuk Kemampuan Mahasiswa FK UPNVJ dalam Mendiagnosis
Kasus Klinis Pada Ujian *Student Oral Case Analysis***

RINCIAN HALAMAN (xvi+ 96 halaman, 14 tabel, 3 bagan, 3 lampiran)

ABSTRAK

Kemampuan mendiagnosis kasus klinis merupakan salah satu kompetensi utama yang harus dimiliki oleh mahasiswa kedokteran. Kompetensi tersebut tidak hanya ditentukan oleh penguasaan ilmu kedokteran, tetapi juga dipengaruhi oleh kemampuan berpikir analitis, berpikir kritis, pemecahan masalah, serta *clinical reasoning*. Pengembangan kemampuan tersebut diduga berkaitan dengan SDLR dan efektivitas tutorial dalam metode PBL. Penelitian ini bertujuan untuk menganalisis hubungan antara SDLR dan efektivitas tutorial dengan kemampuan mahasiswa Fakultas Kedokteran Universitas Pembangunan Nasional “Veteran” Jakarta dalam mendiagnosis kasus klinis pada ujian *Student Oral Case Analysis* (SOCA). Penelitian ini menggunakan desain analitik observasional dengan pendekatan *cross sectional*. Sampel penelitian terdiri atas mahasiswa PSKPS angkatan 2024 yang dipilih menggunakan teknik *simple random sampling*. Tingkat SDLR diukur menggunakan kuesioner *Self Directed Learning Readiness Scale* (SDLRS), efektivitas tutorial diukur menggunakan *Tutorial Group Effectiveness Instrument* (TGEI), sedangkan kemampuan mendiagnosis kasus klinis diukur berdasarkan nilai SOCA. Analisis data dilakukan secara univariat dan bivariat menggunakan uji *Fisher’s Exact*. Hasil penelitian menunjukkan bahwa sebagian besar responden memiliki SDLR kategori tinggi (65%), efektivitas tutorial kategori cukup efektif (61.7%), dan kemampuan mendiagnosis kasus klinis berdasarkan nilai SOCA kategori sedang (51.7%). Analisis bivariat menunjukkan bahwa tidak terdapat hubungan yang bermakna antara SDLR dengan kemampuan mendiagnosis kasus klinis ($p = 0.300$) maupun antara efektivitas tutorial dengan kemampuan mendiagnosis kasus klinis ($p=0.293$). Disimpulkan bahwa tidak terdapat hubungan yang signifikan antara SDLR dan efektivitas tutorial dengan kemampuan mahasiswa FK UPNVJ dalam mendiagnosis kasus klinis pada ujian SOCA.

Daftar Pustaka: 60

Kata Kunci : Efektivitas Tutorial, Kemampuan Mendiagnosis Kasus Klinis, *Self Directed Learning Readiness*, *Student Oral Case Analysis*.

**FACULTY OF MEDICINE UNIVERSITAS PEMBANGUNAN NASIONAL
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Priska Septiana, 2210211027

The Relationship Between Self Directed Learning Readiness and Tutorial Effectiveness in Developing Clinical Case Diagnostic Ability Among Medical Students at The Faculty of Medicine, Universitas Pembangunan Nasional Veteran Jakarta in The Student Oral Case Analysis (SOCA) Examination

PAGE DETAILS (xvi + 96 pages, 14 tables, 3 figures, 3 appendices)

ABSTRACT

The ability to diagnose clinical cases is one of the core competencies that medical students are expected to acquire. This competency is determined not only by mastery of medical knowledge but also by analytical thinking, critical thinking, problem-solving skills, and clinical reasoning. The development of this competency is presumed to be associated with Self-Directed Learning Readiness (SDLR) and the effectiveness of tutorials in the Problem-Based Learning (PBL) method. This study aimed to analyze the relationship between SDLR and tutorial effectiveness and the ability of medical students at the Faculty of Medicine, Universitas Pembangunan Nasional "Veteran" Jakarta to diagnose clinical cases in the Student Oral Case Analysis (SOCA) examination. This study employed an observational analytic design with a cross-sectional approach. The participants were undergraduate medical students from the 2024 cohort, selected using a simple random sampling technique. SDLR was measured using the Self-Directed Learning Readiness Scale (SDLRS), tutorial effectiveness was assessed using the Tutorial Group Effectiveness Instrument (TGEI), and the ability to diagnose clinical cases was evaluated based on SOCA scores. Data were analyzed using univariate analysis and bivariate analysis with Fisher's Exact Test. The results showed that most respondents had a high level of SDLR (65%), moderately effective tutorial performance (61.7%), and a moderate level of clinical case diagnostic ability based on SOCA scores (51.7%). Bivariate analysis revealed no significant relationship between SDLR and the ability to diagnose clinical cases ($p = 0.300$) or between tutorial effectiveness and the ability to diagnose clinical cases ($p = 0.293$). In conclusion, there was no significant relationship between SDLR and tutorial effectiveness and the ability of medical students at the Faculty of Medicine, Universitas Pembangunan Nasional "Veteran" Jakarta to diagnose clinical cases in the SOCA examination.

Reference : 60

Keywords : Clinical Case Diagnostic Ability, Self Directed Learning Readiness, Student Oral Case Analysis, Tutorial Effectiveness