

**THE DESCRIPTION OF LEARNING STYLES BASED ON ETHNICITY
IN THE MEDICAL STUDENTS BATCH 2015, FACULTY OF MEDICINE,
ANDALAS UNIVERSITY**

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ABSTRACT

Learning style will affect the academic success of student. In the multicultural institution, students came from different culture to study the same things and it influence their learning style. It's important to understand their learning style to achieve the equality in study. Their ethnicity will influence the culture. This study described the learning styles of medical students based on ethnicity.

This is a descriptive quantitative study with cross sectional approach. First years student completed Vermunt's ILS (Inventory Learning Style) and demographic questionnaire. 218 from total 275 first year medical students were included as the subject. Data were analyzed to determine the frequency and distribution.

Major ethnic of students was Minangkabau (79.8%), Java (5.5%), Melayu (4.6%), Sunda (4.1%), and Batak (3.7%). 50% (n=109) students have undirected learning style, 21.1% (n=46) students have reproduction directed learning styles, 16.5% (n=36) students have application directed learning style, 18 (8.3%) students have more than one learning styles, and only 9 (4.1%) students have meaning directed learning style. Javanese (33.33%) have more meaning directed learning style than Minangkabau (2,87%) while others have none. In all ethnicity, except Java, the most learning style was undirected. While most of Javanese are either meaning directed or reproduction directed (33,33%).

The learning styles of students vary on ethnicity. Further study to prove the relation between ethnicity and learning styles is needed; specifically by characterize the feature of ethnicity and its influence toward cognitive development.

Keyword: ethnicity, learning style, Vermunt's ILS

GAMBARAN POLA BELAJAR MAHASISWA FK UNAND ANGKATAN 2015 BERDASARKAN SUKU BANGSA

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ABSTRAK

Pola belajar akan mempengaruhi kesuksesan akademik mahasiswa. Pada institusi multikultur, para mahasiswa datang dari berbagai budaya yang berbeda untuk mempelajari hal yang sama dan hal itu akan mempengaruhi pola belajar mereka. Pola belajar mahasiswa perlu dipahami demi terwujudnya kesamaan dalam pembelajaran. Suku bangsa mahasiswa akan mempengaruhi budaya mereka. Penelitian ini bertujuan untuk menggambarkan pola belajar mahasiswa berdasarkan suku bangsa.

Penelitian ini merupakan penelitian deskriptif kuantitatif dengan pendekatan potong lintang. Mahasiswa angkatan 2015 mengisi kuisioner Vermunt's ILS dan kuisioner demografis. 218 dari total 275 mahasiswa termasuk kedalam subjek penelitian. Data kemudian dianalisis untuk mendapatkan frekuensi dan distribusi dalam penelitian ini.

Suku bangsa terbanyak adalah Minangkabau (79.8%), Jawa (5.5%), Melayu (4.6%), Sunda (4.1%), dan Batak (3.7%). 50% (n=109) mahasiswa memiliki *undirected learning style*, 21.1% (n=46) mahasiswa memiliki *reproduction directed learning style*, 16.5% (n=36) mahasiswa memiliki *application directed learning style*, 18 (8.3%) mahasiswa memiliki pola belajar lebih dari satu, dan hanya 9 (4.1%) mahasiswa memiliki *meaning directed learning style*. Suku Jawa (33.33%) lebih banyak memiliki pola belajar *meaning directed* dibandingkan suku Minangkabau (2,87%), sementara yang lain tidak ada. Pada semua suku bangsa, kecuali Jawa, pola belajar terbanyak adalah *undirected*. Sementara pola belajar terbanyak pada suku Jawa adalah *meaning directed* atau *reproduction directed* (33,33%).

Pola belajar mahasiswa bervariasi bergantung kepada suku bangsa. Penelitian lebih lanjut diperlukan untuk melihat hubungan antara suku bangsa dan pola belajar; terutama dengan memahami ciri masing-masing suku bangsa dan pengaruhnya terhadap perkembangan kognitif.

Kata kunci: pola belajar, suku bangsa, Vermunt's ILS