ABSTRAK

Hubungan Gaya Belajar Honey & Mumford terhadap Hasil Objective Structured Clinical Examination (OSCE) pada Mahasiswa Fakultas Kedokteran Universitas Pasundan

Latar Belakang:

Hasil *Objective Structured Clinical Examination* (OSCE) merupakan indikator penting dalam menilai kompetensi klinis mahasiswa kedokteran. Namun, tingkat kelulusan OSCE di Fakultas Kedokteran Universitas Pasundan masih menunjukkan variasi antarangkatan. Salah satu faktor yang sering dianggap berpengaruh terhadap keberhasilan akademik adalah gaya belajar. Model Honey & Mumford mengelompokkan gaya belajar menjadi Aktivis, Reflektor, Teoritis, dan Pragmatis, yang masing-masing mencerminkan cara mahasiswa mengolah informasi dan menguasai keterampilan klinis.

Metode:

Penelitian ini merupakan studi *cross-sectional* analitik yang melibatkan 149 mahasiswa FK UNPAS angkatan 2022, 2023, dan 2024. Pengambilan sampel dilakukan dengan *total sampling* sesuai kriteria inklusi. Gaya belajar diukur menggunakan kuesioner Honey & Mumford, sedangkan hasil OSCE dikategorikan menjadi lulus langsung, lulus sebagian, dan tidak lulus. Analisis hubungan menggunakan uji *Kruskal-Wallis*.

Hasil:

Gaya belajar yang paling banyak dimiliki mahasiswa adalah Teoritis (41,6%). Sebagian besar mahasiswa berada pada kategori lulus sebagian (57,0%), diikuti tidak lulus (29,5%) dan lulus langsung (13,4%). Berdasarkan angkatan, mahasiswa angkatan 2023 memiliki capaian OSCE relatif lebih baik, dengan persentase lulus langsung tertinggi (22,4%) dan tidak lulus terendah (4,1%), sedangkan angkatan 2024 menunjukkan tingkat tidak lulus tertinggi (65,2%). Uji *Kruskal-Wallis* menunjukkan nilai $p = 0{,}741$ ($p > 0{,}05$), sehingga tidak terdapat hubungan yang signifikan antara gaya belajar Honey & Mumford dan hasil OSCE.

Kesimpulan:

Penelitian ini menunjukkan bahwa gaya belajar tidak berhubungan secara signifikan dengan hasil OSCE. Performa OSCE kemungkinan lebih dipengaruhi oleh faktor lain, seperti frekuensi latihan keterampilan, kualitas bimbingan klinis, kesiapan psikologis, dan pengalaman klinis. Penguatan strategi pembelajaran dan dukungan akademik diperlukan untuk meningkatkan pencapaian OSCE mahasiswa.

Kata Kunci: Gaya Belajar, Honey & Mumford, OSCE, Mahasiswa Kedokteran.

ABSTRACT

The Relationship Between Honey & Mumford Learning Styles and Objective Structured Clinical Examination (OSCE) Results Among Medical Students at Universitas Pasundan

Background:

The Objective Structured Clinical Examination (OSCE) is an essential assessment tool used to evaluate clinical competence in medical students. However, OSCE pass rates at the Faculty of Medicine, Universitas Pasundan show considerable variation across cohorts. Learning style is often considered one of the factors that may influence academic performance. The Honey & Mumford model categorizes learning styles into Activist, Reflector, Theorist, and Pragmatist, each representing different approaches to processing information and developing clinical skills.

Methods:

This analytic cross-sectional study involved 149 medical students from the 2022, 2023, and 2024 cohorts. Total sampling was applied based on inclusion criteria. Learning styles were assessed using the Honey & Mumford questionnaire, while OSCE outcomes were classified into "pass directly," "pass partially," and "fail." The association between learning styles and OSCE results was analyzed using the Kruskal-Wallis test.

Results:

The most common learning style among students was the Theorist type (41.6%). Most students fell into the partially passed category (57.0%), followed by failed (29.5%) and directly passed (13.4%). The 2023 cohort demonstrated relatively better OSCE outcomes, with the highest percentage of direct passes (22.4%) and the lowest failure rate (4.1%). In contrast, the 2024 cohort had the highest failure rate (65.2%). The Kruskal-Wallis test yielded a p-value of 0.741 ($p > 0.05$), indicating no statistically significant relationship between Honey & Mumford learning styles and OSCE performance.

Conclusion:

This study concludes that learning styles are not significantly associated with OSCE results. OSCE performance is likely influenced more strongly by other factors, including the frequency of clinical skills practice, quality of clinical supervision, psychological readiness, and prior clinical exposure. Strengthening instructional strategies and academic support systems may contribute to improving OSCE outcomes.

Keywords: *Learning Styles, Honey & Mumford, OSCE, Medical Students.*