

Peer dan Authentic assesment untuk Meningkatkan Motivasi Belajar
Mahasiswa Saat Praktik Lapangan Program D III Keperawatan

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ABSTRAK

Latar belakang: Penerapan metode assesment tidak banyak mendapatkan perhatian. Proses *assesment* dilakukan tanpa melibatkan mahasiswa akibatnya mahasiswa tidak *interest* terhadap proses pembelajaran dengan metode *assesment* yang ada sehingga mahasiswa yang aktif saja yang mau mengerjakan tugas.

Tujuan: Tujuan penelitian ini untuk mengetahui perbedaan *motivasi belajar* mahasiswa saat praktik lapangan pada kelompok *peer* dan *authentic assesment* dengan kelompok *authentic assesment*.

Metode: Jenis penelitian yang digunakan adalah penelitian kuantitatif *non experiment* dengan rancangan penelitian deskriptive komparatif. Subyek penelitian mahasiswa STIKES An Nur semester VI D III perawat dengan total sampling, jumlah responden 119 mahasiswa. Normalitas data dengan *kolmogorov-smirnov test* dengan hasil $\rho < 0,001$. Analisis data menggunakan *wilcoxon* dan *Mann Whitney test*.

Hasil dan Pembahasan: Hasil penelitian terdapat perbedaan motivasi belajar sebelum dan sesudah *peer* dan *authentic assesment* pada kelompok A dan *authentic assesment* pada kelompok B dengan hasil $\rho < 0,001$. Terdapat perbedaan motivasi belajar yang signifikan antara kelompok A dan kelompok B dengan hasil $\rho < 0,001$. *Peer assesment* dilakukan antar mahasiswa sehingga memungkinkan mahasiswa untuk terlibat secara langsung dalam penilaian, mahasiswa menjadi aktif, percaya diri dan termotivasi dalam belajar.

Kesimpulan: Terdapat perbedaan peningkatan motivasi belajar pada mahasiswa D III Keperawatan STIKES An Nur Purwodadi saat praktik klinik lapangan.

Kata Kunci : Motivasi Belajar, Peer Assesment, Authentic Assesment

Peer and authentic assessment to improve student's learning motivation when
field clinical practice of Nursing Diploma Program

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ABSTRACT

Background: The application of the assessment method did not get much attention. Assessment process conducted without involving students as a result students do not interest on the learning process with the method of assessment that is so that students who are active who want to do the task.

Objective: The purpose of research to know the difference of students' learning motivation during field practice on group peer and authentic assessment with authentic assessment group given.

Methods: The type of research used non-experimental quantitative research with comparative descriptive research design. Research subject of students at VI semester of Nursing Diploma Program of An NurPurwodadi School of Health Sciences with quota sampling, The number of respondents 119 students. Data normality with kolmogorov-smirnov test with result $p < 0,001$ Data analysis using wilcoxon and Mann Whitney test.

Results and discussion: The result of the research shows that there is difference of learning motivation before and after peer and authentic assessment on group A and authentic assessment in group B with result $p < 0.001$. There are significant differences in learning motivation between the group A and group B with the result $p < 0,001$. Peer assessment is conducted among students so as to enable students to be directly involved in the assessment, students become active, confident and motivated in learning.

Conclusion: There is a difference in the increase of students learning motivation Of Nursing Diploma Program of An NurPurwodadi School of Health Sciences during field clinical practice during field clinic practice.

Keywords : Learning motivation, Peer Assessment, Authentic Assessment