

**PROGRAM STUDI ILMU KEPERAWATAN
FAKULTAS ILMU KEPERAWATAN
UNIVERSITAS ISLAM SULTAN AGUNG SEMARANG**

ABSTRAK

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**HUBUNGAN KINERJA TUTOR DAN KUALITAS SKENARIO DENGAN
KEEFEKTIFAN DISKUSI KELOMPOK PADA METODE *PROBLEM
BASED LEARNING* DI FIK UNISSULA.**

59 Halaman + 8 tabel + 2 gambar + 14 lampiran

Latar belakang: PBL merupakan sistem pembelajaran yang dilakukan berkelompok & kolaboratif, terdapat seorang tutor dan skenario sebagai pencetus diskusi. Faktor penting PBL kualitas skenario, kinerja tutor yang berpengaruh terhadap keefektifan diskusi kelompok & berdampak pada pencapaian hasil belajar.

Metode: Penelitian menggunakan metode kuantitatif dengan pendekatan *cross sectional*. Pengumpulan data menggunakan kuesioner jumlah 95 responden dengan teknik *total sampling*. Data penelitian diolah menggunakan *Uji Pearson*.

Hasil: Penelitian menunjukkan 86,3% berjenis kelamin perempuan, kinerja tutor dengan kategori baik 84,2%, kualitas skenario dengan kategori cukup baik 63,2%, & keefektifan diskusi dengan kategori baik 51,6%. Pada kinerja tutor dengan keefektifan diskusi *p-value* 0,000 keeratan hubungan kuat (0,785), serta arah hubungan positif. Pada kualitas skenario dengan keefektifan diskusi *p-value* 0,000 dengan keeratan hubungan kuat (0,618) serta arah hubungan positif.

Kesimpulan & Saran: Terdapat hubungan kinerja tutor & kualitas skenario terhadap keefektifan diskusi kelompok pada metode belajar PBL di FIK Unissula. Berdasarkan hasil penelitian diharapkan tutor lebih meningkatkan kinerjanya & mahasiswa ditingkatkan belajarnya agar diskusi berjalan dengan efektif & dapat mencapai keberhasilan belajar.

Kata kunci: Keefektifan diskusi kelompok, kinerja tutor, kualitas skenario, PBL

Daftar pustaka: 36 (2003-2020)

**NURSING SCIENCE STUDY PROGRAM
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ABSTRACT

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THE RELATIONSHIP OF TUTOR PERFORMANCE AND SCENARIO QUALITY WITH THE EFFECTIVENESS OF GROUP DISCUSSION ON PROBLEM BASED LEARNING METHODS AT FACULTY OF NURSING SCIENCE UNISSULA.

59 pages + 8 tables + 2 pictures +14 attachments

Background: PBL is a learning system that is carried out in groups & collaboratively, there is a tutor and a scenario as the initiator of the discussion. The important factors of PBL are the quality of the scenario, the performance of the tutor which affects the effectiveness of group discussions and has an impact on the achievement of learning outcomes.

Methods: This study used quantitative methods with a cross sectional approach. Data collection using a questionnaire with the number of 95 respondents with a total sampling technique. The research data were processed using the Pearson test.

Results: The study showed that 86.3% were female, the tutor's performance was in the good category, 84.2%, the quality of the scenario was 63.2% in good category, and the effectiveness of the discussion was 51.6%. In the tutor's performance with the effectiveness of the discussion, the p-value is 0,000, the closeness of the relationship is strong (0.785), and the direction of the relationship is positive. On the quality of the scenario with the effectiveness of the discussion p-value 0.000 with a strong relationship (0.618) and the direction of the positive relationship.

Conclusions & Suggestions: There is a relationship between tutor performance and scenario quality on the effectiveness of group discussions on the PBL learning method at FIK Unissula. Based on the research results, it is hoped that tutors will further improve their performance and students will improve their learning so that the discussion runs effectively & can achieve learning success.

Keywords: Effectiveness of group discussions, tutor performance, quality of scenarios, PBL

Bibliography: 36 (2003-2020)