

ABSTRAK

Pandemi Covid-19 menyebabkan sistem perkuliahan berlangsung secara daring, sehingga perubahan metode pembelajaran dapat memengaruhi pola gaya belajar mahasiswa. Penelitian ini dilakukan untuk mendeskripsikan perkembangan gaya belajar dan faktor-faktor yang memengaruhi perkembangan gaya belajar mahasiswa PBSI Universitas Sanata Dharma dalam proses perkuliahan daring.

Penelitian ini menggunakan metode penelitian survei dengan jenis penelitian deskriptif. Data diperoleh dari hasil jawaban kuesioner dan wawancara bersama partisipan. Dari 19 partisipan, hanya enam mahasiswa yang mengalami perkembangan gaya belajar dalam kurun waktu dua bulan. Proses analisis data dilakukan dengan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil analisis data disajikan secara deskriptif kuantitatif dan kualitatif, melalui tabel dan narasi deskripsi.

Perkembangan gaya belajar mahasiswa PBSI Universitas Sanata Dharma terjadi dalam bentuk perubahan gaya belajar bimodal [K-A] menjadi unimodal [K], quadrimodal [R-A-K-V] menjadi unimodal [A], bimodal [V-A] menjadi unimodal [K], dan quadrimodal [V-K-A-R] menjadi unimodal [K]. Perubahan gaya belajar dominan terjadi dalam bentuk unimodal [A] menjadi [K] dengan preferensi kategori sangat kuat dan multimodal [R-A-K-V] menjadi [V-K-A-R]. Perkembangan dan perubahan gaya belajar tersebut terjadi sebagai respon terhadap metode pembelajaran ceramah yang monoton. Oleh karena itu, dalam pembelajaran daring dosen perlu menerapkan metode pembelajaran kreatif agar tidak monoton dan dapat meningkatkan minat belajar mahasiswa.

Kata kunci: *gaya belajar, perkembangan gaya belajar, perkuliahan daring*

ABSTRACT

Covid-19 pandemic has caused the lecture system to take place online, so changes in learning methods can affect student learning styles. This study was conducted to describe the development of learning styles and the factors that influence the development of learning styles of PBSI students at Sanata Dharma University in the online lecture process.

This research uses survey research method with descriptive research type. The data was obtained from the results of the questionnaire answers and interviews with the participants. Of the 19 participants, only six students experienced the development of learning styles within two months. The process of data analysis is carried out by reducing data, presenting data, and drawing conclusions. The results of data analysis are presented descriptively quantitatively and qualitatively, through tables and narrative descriptions.

The development of learning styles that occur in PBSI students at Sanata Dharma University occurred in the form of changes in learning styles from bimodal [K-A] to unimodal [K], quadrimodal [R-A-K-V] to unimodal [A], bimodal [V-A] to unimodal [K], and quadrimodal [V-K-A-R] to unimodal [K]. The dominant learning style changes occurred in the form of unimodal [A] to [K] with a very strong category preference and multimodal [R-A-K-V] to [V-K-A-R]. The development and changes in learning styles occurred in response to the monotonous lecture learning method. Therefore, in online learning, lecturers need to apply creative learning methods so that they are not monotonous and can increase student interest in learning.

Keywords: learning style, learning style development, online lecture

