ABSTRAK

Nama	:	Muhammad Rafli Maulana
Program Studi	:	Kedokteran Gigi Program Sarjana
Judul	:	Persepsi Mahasiswa Program Sarjana FKG Universitas Yarsi terhadap Modifikasi Langkah PBL dengan *Reflective Feedback*

Latar Belakang: *Problem-Based Learning* (PBL) mendorong mahasiswa untuk berpikir kritis dan aktif dalam proses pembelajaran. Penambahan *reflective feedback* memberikan kesempatan kepada mahasiswa untuk mengevaluasi pengalaman belajar dan mengidentifikasi hal yang perlu diperbaiki. **Tujuan:** Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Program Sarjana Fakultas Kedokteran Gigi Universitas YARSI terhadap modifikasi langkah PBL dengan *reflective feedback*. **Metode Penelitian:** Penelitian kuantitatif analitik dengan pendekatan *cross-sectional* dan desain komparatif berpasangan pada 100 mahasiswa Program Sarjana FKG Universitas YARSI. Data dikumpulkan menggunakan kuesioner skala Likert lima poin dan dianalisis menggunakan uji Wilcoxon *Signed Rank Test*. **Hasil:** Rata-rata skor persepsi meningkat dari 60,35 sebelum penerapan menjadi 89,06 setelah penerapan. Hasil uji Wilcoxon menunjukkan perbedaan yang signifikan ($Z = -7{,}391$; $p < 0{,}001$). Perubahan signifikan ditemukan pada domain afektif ($Z = -7{,}967$; $p < 0{,}001$), metakognitif ($Z = -7{,}606$; $p < 0{,}001$), dan interpersonal ($Z = -7{,}382$; $p < 0{,}001$), sedangkan domain kognitif tidak signifikan ($Z = -0{,}502$; $p = 0{,}616$). **Kesimpulan:** Terdapat perbedaan yang signifikan antara persepsi mahasiswa sebelum dan sesudah penerapan modifikasi langkah PBL dengan *reflective feedback*, terutama pada domain afektif, metakognitif, dan interpersonal, sedangkan domain kognitif tidak menunjukkan perubahan yang signifikan.

Kata Kunci: Persepsi mahasiswa, *Problem-Based Learning*, *reflective feedback*, mahasiswa kedokteran gigi.

ABSTRACT

Name : *Muhammad Rafli Maulana*
Study Program : *Undergraduate Dentistry Program*
Title : *Undergraduate Students' Perceptions of the Modification of PBL Steps with Reflective Feedback at the Faculty of Dentistry, YARSI University*

Latar Belakang: *Problem-Based Learning (PBL) encourages students to think critically and actively participate in the learning process. The addition of reflective feedback allows students to evaluate their learning experiences and identify areas for improvement.* ***Objective:*** *This study aimed to determine the perceptions of undergraduate students of the Faculty of Dentistry, YARSI University, toward the modification of PBL steps with reflective feedback.* ***Methods:*** *This quantitative analytical study used a cross-sectional approach with a paired comparative design involving 100 undergraduate students of the Faculty of Dentistry, YARSI University. Data were collected using a five-point Likert-scale questionnaire and analyzed using the Wilcoxon Signed Rank Test.* ***Results:*** *The mean perception score increased from 60.35 before implementation to 89.06 after implementation. The Wilcoxon test showed a significant difference ($Z = -7.391$; $p < 0.001$). Significant changes were found in the affective domain ($Z = -7.967$; $p < 0.001$), metacognitive domain ($Z = -7.606$; $p < 0.001$), and interpersonal domain ($Z = -7.382$; $p < 0.001$), while the cognitive domain showed no significant change ($Z = -0.502$; $p = 0.616$).* ***Conclusion:*** *There was a significant difference in students' perceptions before and after the implementation of the modified PBL steps with reflective feedback, particularly in the affective, metacognitive, and interpersonal domains, while the cognitive domain showed no significant change.*

Keywords: *Student perception, Problem-Based Learning, reflective feedback, dental students.*