

INTISARI

HUBUNGAN ANTARA KEPUASAN MAHASISWA TERHADAP LAYANAN AKADEMIK DENGAN IDENTITAS PROFESIONAL MAHASISWA PROGRAM STUDI S1 GIZI

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Latar Belakang: Kepuasan mahasiswa terhadap layanan akademik dan faktor-faktor yang memengaruhi identitas profesional mahasiswa kesehatan dapat digunakan untuk meningkatkan mutu lulusan yang baik dari suatu program studi. Namun, penelitian mengenai identitas profesional mahasiswa di Program Studi S1 Gizi FK-KMK belum pernah dilakukan sebelumnya. **Tujuan:** Mengetahui hubungan tingkat kepuasan mahasiswa terhadap layanan akademik dengan identitas profesional dan faktor-faktor yang mempengaruhinya. **Metode:** Penelitian ini menggunakan desain *cross-sectional* pada subjek mahasiswa Program Studi S1 Gizi FK-KMK UGM angkatan 2020 hingga 2023 ($n=100$). Analisis multivariat menggunakan *path analysis* dengan dua model. **Hasil:** Analisis jalur model pertama menunjukkan bahwa kepuasan mahasiswa terhadap layanan akademik tidak berhubungan dengan identitas profesional ($\beta = 0.001$ dan $p \text{ value} = 0.988$) dan motivasi belajar memediasi hubungan tersebut ($\beta = 0.118$). Analisis jalur model kedua menunjukkan bahwa lingkungan belajar merupakan satu-satunya variabel perancu pada hubungan kepuasan mahasiswa dengan identitas profesional ($p \text{ value} < 0.000$). Pengalaman praktik berhubungan secara tidak langsung dengan identitas profesional melalui motivasi belajar ($\beta \text{ tidak langsung} = 0.128 > \beta \text{ langsung} = 0.037$). Lama studi dan prestasi akademik tidak berhubungan dengan identitas profesional ($p \text{ value} = 0.723$ dan 0.990). **Kesimpulan:** Kepuasan mahasiswa terhadap layanan akademik secara langsung berhubungan dengan motivasi belajar mahasiswa, dan secara tidak langsung berhubungan dengan identitas profesional mahasiswa melalui motivasi belajar sebagai variabel mediasi.

Kata Kunci: identitas profesional; kepuasan mahasiswa; lingkungan belajar; motivasi belajar; pengalaman praktik; prestasi akademik

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ABSTRACT

THE RELATIONSHIP BETWEEN STUDENT SATISFACTION WITH ACADEMIC SERVICES AND THE PROFESSIONAL IDENTITY OF STUDENTS IN THE UNDERGRADUATE NUTRITION STUDY PROGRAM

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Background: Student satisfaction with academic services and factors that influence the professional identity of health students can be used to improve the quality of good graduates from a study program. However, research regarding the professional identity of students in the FK-KMK Nutrition Undergraduate Study Program has never been conducted before. **Objective:** To understand the relationship between students' level of satisfaction with academic services and factors related to students' professional identity. **Method:** This research uses a cross-sectional design on students from the Undergraduate Nutrition Study Program FK-KMK UGM class 2020 to 2023 (n=100). Multivariate analysis using path analysis with two models. **Results:** Path analysis of the first model shows that student satisfaction with academic services is not related to professional identity ($\beta = 0.001$ and $p \text{ value} = 0.988$) and learning motivation mediates this relationship ($\beta = 0.118$). The path analysis of the second model shows that the learning environment is the only confounding variable in the relationship between student satisfaction and professional identity ($p \text{ value} < 0.000$). Practical experience is indirectly related to professional identity through learning motivation (indirect $\beta = 0.128 > (\text{direct } \beta = 0.037)$). Length of study and academic achievement are not related to professional identity ($p \text{ value} = 0.723$ and 0.990). **Conclusion:** Student satisfaction with academic services is directly related to student learning motivation, and indirectly related to student professional identity through learning motivation as a mediating variable.

Keywords: professional identity; student satisfaction; learning environment; motivation to learn; practical experience; academic achievement

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