



Intisari

Latar Belakang: Profesionalisme dalam kedokteran mencakup nilai-nilai non-kognitif yang terwujud dalam bentuk nilai abstrak dan perilaku konkret, keduanya membentuk praktik klinis dan berdampak pada *patient care*. Pendidikan spesialis merupakan fase krusial dalam pembentukan identitas profesional. Dalam satu dekade terakhir, perhatian bergeser dari kurikulum formal berbasis kompetensi ke *hidden curriculum*, di mana pembentukan identitas profesional berkembang seiring peningkatan kompetensi peserta didik. Untuk memahami identitas profesional di Indonesia, penting untuk terlebih dahulu memahami seperti apa identitas profesional spesialis secara universal.

Metode: Review sistematis dilakukan pada enam basis data utama, *grey literature*, *backward citation searching*, dan sumber institusional (UGM). Seleksi artikel menggunakan kriteria PICO, dengan penilaian kualitas melalui *Medical Education Research Study Quality Instrument* (MERSQI). Data dianalisis secara naratif dan disintesis menggunakan pendekatan *framework synthesis* untuk mengidentifikasi pola identitas profesional pada spesialis.

Hasil: Sembilan artikel terpilih memperlihatkan sembilan atribut utama: otoritas, kapabilitas, kesenangan, stimulasi intelektual, berpikir kritis, kesetaraan, altruisme, moralitas, dan profesionalisme. Spesialis bedah menunjukkan dominasi nilai *self-enhancement*, sementara non-bedah menonjol dalam *self-transcendence* dan *openness to change*. Kedua kelompok berbagi domain *conservation*, namun dengan atribut yang berbeda. Hasil *framework synthesis* memperlihatkan bagaimana atribut-atribut tersebut berinteraksi dalam empat kuadran utama yaitu, *self-enhancement*, *openness to change*, *self-transcendence*, dan *conservation*.

Kesimpulan: Identitas profesional spesialis dibentuk oleh upaya institusional, terutama melalui *hidden curriculum*. Identifikasi nilai universal memberikan landasan untuk menafsirkan dan menyesuaikan pembentukan identitas dalam konteks sosio-kultural Indonesia, serta membimbing pendidik menuju profesionalisme klinis yang responsif terhadap budaya.

Kata Kunci: Spesialis, Identitas Profesional, Karakter, Profesionalisme, Kurikulum tersembunyi

Mapping Professional Identity in Medical Specialization: A Systematic Review
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Abstract

Background: Professionalism in medicine encompasses non-cognitive domains expressed through abstract values and observable behaviors, both of which shape clinical practice and influence patient care. Specialist training is a critical stage in developing professional identity. Over the past decade, attention has shifted from formal, competency-based curricula toward the hidden curriculum, where professional identity formation (PIF) evolves alongside increasing clinical competence. To understand professional identity within the Indonesian context, it is essential to first examine the universal constructs of specialist professional identity.

Methods: A systematic review was conducted across six major academic databases, supplemented by grey literature, backward citation searching, and institutional sources (UGM). Articles were selected using the Population–Phenomenon of Interest–Context (PICO) framework and appraised for quality using the Medical Education Research Study Quality Instrument (MERSQI). A narrative analysis and framework synthesis approach were applied to identify patterns of professional identity across specialties.

Results: Nine studies were included, identifying nine core character attributes: authority, capability, pleasure, intellectual stimulation, critical thinking, equality, altruism, morality, and professionalism. Surgical specialists were characterized by a predominance of self-enhancement values, whereas non-surgical specialists emphasized self-transcendence and openness to change. Both groups reflected the conservation domain, though with differing underlying attributes. The synthesized framework demonstrated how these values interact within four principal quadrants: self-enhancement, openness to change, self-transcendence, and conservation.

Conclusion: Specialist professional identity is shaped by institutional efforts, notably through the hidden curriculum. Identifying universal character constructs offers a foundational lens to interpret and adapt identity formation within Indonesia’s sociocultural context, guiding educators toward culturally responsive clinical professionalism.

Keywords: Specialist, Professional Identity, Character, Professionalism, Hidden curriculum