

ABSTRAK

Latar belakang: untuk menjadi tenaga kesehatan yang siap praktik kolaborasi, seorang mahasiswa profesi kesehatan harus memiliki identitas interprofesional. Pembentukan identitas interprofesional membutuhkan proses sosialisasi interprofesional yang bertahap dan waktu yang tidak sebentar. Penelitian ini bertujuan mengkaji tentang pengaruh pembelajaran IPE longitudinal terhadap proses sosialisasi dan pembentukan identitas interprofesional mahasiswa kedokteran.

Metode: desain *mixed-methods* dengan pendekatan sekuensial eksplanatori dilakukan. Studi kuantitatif dengan *non-randomized post-test only design*, dilanjutkan dengan Studi kualitatif menggunakan desain *Explanatory Case study-Embedded Multiple Case Design*. Partisipan berasal dari fakultas kedokteran yang menerapkan pendidikan interprofesional longitudinal dan non-longitudinal. Teknik total sampling dilakukan pada tiap angkatan dan tiap model IPE. Instrumen yang digunakan adalah *Interprofessional Socialization and Valuing Scale (ISVS)*, *Extended Interprofessional Identity Scale (EPIS)*, dan *Interdisciplinary Education Perception Scale (IEPS)*. Analisis data kuantitatif dengan uji *t-test*, ANOVA, dan uji regresi linier ganda, Responden kualitatif dipilih secara *purposive sampling* berdasarkan partisipan studi kuantitatif pada kedua program IPE yang memiliki skor ISVS dan EPIS di atas dan di bawah rata-rata angkatan. Pengambilan data menggunakan *Focus Group Discussion (FGD)* dan wawancara mendalam. Analisis data menggunakan teknik analisis tematik

Hasil: sejumlah 344 responden dianalisis secara kuantitatif. Mahasiswa dalam kelompok IPE longitudinal memperoleh skor sosialisasi interprofesional secara signifikan lebih tinggi terutama pada Semester 6 ($p < 0.01$). Skor identitas interprofesional juga secara signifikan lebih tinggi pada kelompok longitudinal ($p = 0.035$), khususnya pada subskala rasa memiliki ($p = 0.011$). IPE longitudinal mempengaruhi sosialisasi interprofesional secara signifikan ($\beta = 0.51, p < 0.001; R^2 = 0.29$). IPE longitudinal bersama dengan sosialisasi interprofesional ($\beta = 0.32$) dan persepsi pendidikan indisipliner ($\beta = 0.32$) mempengaruhi identitas interprofesional secara signifikan ($p < 0.001; R^2 = 0.54$). Sosialisasi interprofesional merupakan proses yang dinamis dan multi tahap. Persepsi mahasiswa terkait profesinya dan profesi lain dapat berubah selama pembelajaran IPE dipengaruhi oleh faktor sosialisasi, seperti kesamaan status, kesamaan tujuan, kontribusi individu dan ketergantungan antarprofesi. Responden IPE longitudinal cenderung memiliki identitas dan perkembangan tim interprofesional yang lebih matang dibandingkan IPE non-longitudinal. Pendidikan interprofesional longitudinal dipengaruhi berbagai faktor seperti karakteristik individu, pembelajaran, dan peran fasilitator.

Kesimpulan: pendidikan interprofesional longitudinal mempengaruhi sosialisasi dan identitas interprofesional mahasiswa kedokteran

Kata kunci: *interprofessional education*; longitudinal; identitas; sosialisasi; mahasiswa kedokteran

ABSTRACT

Background: to become healthcare professionals ready for collaborative practice, health professional students must possess an interprofessional identity. The formation of an interprofessional identity requires a gradual interprofessional socialization process and a considerable amount of time. This study aimed to examine the influence of longitudinal Interprofessional Education (IPE) on the interprofessional socialization process and the formation of interprofessional identity among medical students.

Methods: a mixed-methods design with an explanatory sequential approach was employed. A quantitative study, utilizing a non-randomized post-test only design, was followed by a qualitative study using an Explanatory Case Study—Embedded Multiple Case Design. Participants were recruited from medical faculties implementing both longitudinal and non-longitudinal interprofessional education. Total sampling was performed for each cohort and each IPE model. The instruments used were the Interprofessional Socialization and Valuing Scale (ISVS), the Extended Interprofessional Identity Scale (EPIS), and the Interdisciplinary Education Perception Scale. Quantitative data were analyzed using t-tests, ANOVA, and multiple linear regression. Qualitative respondents were selected through purposive sampling based on participants from the quantitative study in both IPE programs who had ISVS and EPIS scores above and below their cohort's average. Data collection involved Focus Group Discussions (FGDs) and in-depth interviews. Data analysis was conducted using thematic analysis.

Results: A total of 344 respondents were quantitatively analyzed. Students in the longitudinal IPE group scored significantly higher on interprofessional socialization, particularly in Semester 6 ($p < 0.01$). Interprofessional identity scores were also significantly higher in the longitudinal group ($p = 0.035$), specifically on the belonging subscale ($p = 0.011$). Longitudinal IPE significantly influenced interprofessional socialization ($\beta = 0.51, p < 0.001; R^2 = 0.29$). Longitudinal IPE, along with interprofessional socialization ($\beta = 0.32$) and perceptions of interdisciplinary education ($\beta = 0.32$), significantly influenced interprofessional identity ($p < 0.001; R^2 = 0.54$). Interprofessional socialization is a dynamic and multi-stage process. Students' perceptions regarding their own profession and other professions can change during IPE, influenced by socialization factors such as status similarity, common goals, individual contributions, and interprofessional interdependence. Respondents in the longitudinal IPE group tended to have a more mature interprofessional identity and team development compared to those in the non-longitudinal IPE group. Longitudinal interprofessional education is influenced by various factors: individual characteristics, learning processes, and the role of facilitators.

Conclusion: Longitudinal interprofessional education influences the interprofessional socialization and identity of medical students.

Keywords: interprofessional education; longitudinal; identity; socialization; medical students