



INTISARI

Pendahuluan: Keanekaragaman etnis dan budaya di Indonesia menuntut dokter yang memiliki *cultural competence* untuk menjamin kualitas layanan kesehatan yang inklusif. Meskipun krusial, evaluasi kompetensi ini pada mahasiswa kedokteran di Indonesia masih terbatas. Penelitian ini bertujuan untuk mengukur dan mengeksplorasi tingkat *cultural competence* mahasiswa Program Studi Profesi Dokter dengan pendekatan penilaian diri.

Metode: Penelitian ini menggunakan pendekatan *mixed-method* dengan desain *sequential explanatory*. Fase kuantitatif melibatkan 115 mahasiswa tingkat akhir di Universitas Udayana yang mengisi instrumen *Global Worldview Cultural Competence Survey* (GWCCS). Fase kualitatif selanjutnya dilakukan melalui wawancara mendalam semi-terstruktur dengan partisipan terpilih melalui *maximum variation sampling*. Data kualitatif dianalisis menggunakan analisis tematik deduktif.

Hasil: Median usia mahasiswa adalah 23 tahun, dengan 81 orang perempuan (70,4%) sebagai mayoritas. Secara kuantitatif, mahasiswa umumnya berada pada tingkat *cultural competence* (94 mahasiswa; 81,7%), diikuti 19 orang dengan tingkat *cultural awareness* (16,5%), dan hanya dua mahasiswa (1,7%) mencapai *cultural proficient*. Median (*interquartile range*) skor GWCCS adalah 120 (10). Analisis kualitatif menguatkan temuan kuantitatif dengan memetakan karakteristik ketiga kategori mahasiswa berdasarkan enam tema yang menggambarkan *cultural competence*, meliputi kesadaran, keterampilan, pengetahuan, pertemuan, dan keinginan budaya, serta faktor-faktor yang mempengaruhi pengembangan *cultural competence*.

Kesimpulan: Mayoritas mahasiswa tergolong *cultural competence*, namun belum mencapai profisiensi penuh. Pengembangan *cultural competence* membutuhkan paparan langsung, refleksi terbimbing, dan penguatan peran *role model*.

Kata kunci: kompetensi budaya, mahasiswa kedokteran, pendidikan kedokteran, penilaian diri



ABSTRACT

Introduction: Indonesia's ethnic and cultural diversity necessitates physicians who possess cultural competence to ensure the delivery of inclusive and high-quality healthcare. Despite its criticality, the evaluation of such competence among medical students in Indonesia remains limited. This study aims to measure and explore the level of cultural competence among students in the Medical Doctor Profession Study Program using a self-assessment approach.

Methods: This study employed a mixed-methods approach utilizing a sequential explanatory design. The quantitative phase involved 115 final-year students at Udayana University who completed the Global Worldview Cultural Competence Survey (GWCCS). Subsequently, the qualitative phase was conducted via semi-structured in-depth interviews with participants selected through maximum variation sampling. Qualitative data were analyzed using deductive thematic analysis.

Results: The median age of the students was 23 years, with females constituting the majority (n = 81; 70.4%). Quantitatively, the majority of students were at the 'cultural competence' level (n = 94; 81.7%), followed by the 'cultural awareness' level (n = 19; 16.5%), while only two students (1.7%) attained the 'cultural proficient' level. The median (interquartile range) GWCCS score was 120 (10). The qualitative analysis corroborated the quantitative findings by mapping the characteristics of the three student categories across six themes describing cultural competence: cultural awareness, skill, knowledge, encounters, and desire, as well as factors influencing the development of cultural competence.

Conclusion: The majority of students demonstrated cultural competence but have not yet attained full proficiency. Cultural competence was found to develop through authentic clinical experiences and guided reflection.

Keywords: cultural competence, medical education, medical students, self-assessment