

Abstrak

Latar belakang: Profesi dietisien berperan penting dalam menjamin kualitas pelayanan gizi melalui penerapan *Proses Asuhan Gizi Terstandar* (PAGT). Namun, hingga kini belum tersedia kerangka sistem penilaian yang baku untuk menilai kompetensi asuhan gizi mahasiswa pendidikan profesi dietisien di Indonesia. Perbedaan instrumen antarinstansi menimbulkan potensi kesenjangan pengukuran dan ketidaksamaan kualitas lulusan. Di sisi lain, perkembangan regulasi profesi dan akreditasi menuntut adanya penilaian yang sah, objektif, dan sesuai pendekatan *workplace-based learning*.

Tujuan penelitian: Penelitian ini bertujuan untuk mengembangkan kerangka sistem penilaian kompetensi asuhan gizi yang dapat digunakan sebagai acuan dalam evaluasi keterampilan mahasiswa pendidikan profesi dietisien.

Metode: Penelitian ini menggunakan rancangan *mixed methods* dengan desain multifase empat tahap. Pendekatan kualitatif dilakukan melalui telaah dokumen dan wawancara mendalam, dilanjutkan dengan pengembangan kerangka sistem penilaian. Pendekatan kuantitatif dilakukan melalui penilaian konsensus ahli terkait komponen penilaian instrumen dan survei persepsi. Analisis data kualitatif dilakukan dengan NVIVO 12. Konsensus ahli dianalisis dengan *Content Validity Index* (CVI), sedangkan kejelasan redaksi menggunakan *Face Validity Index* (FVI). Survei persepsi *stakeholder* dianalisis serta secara deskriptif dan uji beda *independent t-test*.

Hasil: Penelitian ini menghasilkan kerangka sistem penilaian kompetensi asuhan gizi yang mencakup enam komponen (skrining, asesmen, diagnosis, intervensi, monitoring-evaluasi, dokumentasi) dengan total 27 butir penilaian, jenis metode yang dipakai, serta kolom umpan balik kualitatif. Hasil uji menunjukkan konsensus ahli dan kejelasan redaksi yang baik dengan nilai I-CVI dan I-FVI $\geq 0,83$, S-CVI/Ave=0,98, S-CVI/UA=0,89, S-FVI/Ave=0,99 (dosen) dan 0,98 (CI), S-FVI/UA=0,89 (dosen) dan 0,78 (CI). Persepsi *stakeholder* terkait penerimaan instrumen sangat baik dengan proporsi respon positif $\geq 95\%$ pada seluruh butir pertanyaan. Uji beda menunjukkan tidak ada perbedaan signifikan antara dosen dan CI pada mayoritas butir ($p > 0,05$).

Kesimpulan: Penelitian ini berhasil mengembangkan kerangka sistem penilaian kompetensi yang berfokus pada PAGT dengan tingkat kesepakatan ahli dan persepsi *stakeholder* yang sangat baik. Implementasi kerangka ini diharapkan dapat meningkatkan objektivitas dan mutu evaluasi kompetensi mahasiswa pendidikan profesi dietisien di Indonesia.

Kata kunci: Asuhan gizi terstandar, *dietetic intern*, pendidikan profesi dietisien, penilaian kompetensi

Abstract

Background: Dietitians holds a pivotal role in maintaining the quality of nutrition services through the application of the Nutrition Care Process (NCP). However, a standardized assessment framework to evaluate the nutrition care competence of dietetic interns is currently unavailable in Indonesia. Variations in assessment instruments across institutions may lead to measurement disparities and inconsistencies in graduate quality. Meanwhile, changes in professional regulations and accreditation standards require assessment approaches that are sound, objective, and aligned with workplace-based learning.

Objective: This study aimed to develop an assessment framework for evaluating nutrition care competence that can serve as a basis for assessing dietetic interns' skills.

Methods: This research employed a mixed-methods design with four sequential phases. Qualitative methods included document analysis and in-depth interviews, followed by the development of the assessment framework. Quantitative methods involved expert consensus assessment of the instrument components and a perception survey. Qualitative data were analyzed using NVIVO 12. Expert consensus was examined using the Content Validity Index (CVI), while clarity of wording was assessed using the Face Validity Index (FVI). Stakeholder perception data were analyzed descriptively and using independent t-test.

Results: The study produced a nutrition care competency assessment framework, comprising 27 assessment items across six components (screening, assessment, diagnosis, intervention, monitoring–evaluation, and documentation), assessment methods, and a qualitative feedback section. The results demonstrated strong expert consensus and good clarity of wording, with I-CVI and I-FVI values of ≥ 0.83 , S-CVI/Ave=0.98, S-CVI/UA=0.89, S-FVI/Ave=0.99 (lecturers) and 0.98 (CI), and S-FVI/UA=0.89 (lecturers) and 0.78 (CI). Stakeholder's perception on the instrument was good, with $\geq 95\%$ positive responses across all items, and no significant differences between lecturers and clinical instructors on most items ($p > 0.05$).

Conclusion: The study successfully developed a NCP-focused assessment framework, which is expected to enhance the objectivity and quality of competence evaluation for dietetic interns in Indonesia.

Keywords: Nutrition care process, dietetic intern, dietetic internship, assessment