

INTISARI

Latar belakang: Profesionalisme merupakan salah satu area kompetensi yang harus dimiliki oleh seorang lulusan dokter. Periode pendidikan formal merupakan bagian dari pembentukan identitas profesional, termasuk perkembangan dan pembelajaran profesionalisme. Elaborasi faktor internal individu, salah satunya adalah motivasi akademik, dan faktor eksternal dari individu yaitu lingkungan belajar akan mempengaruhi perkembangan identitas profesional.

Tujuan: Mengetahui profil motivasi akademik dan identitas profesional mahasiswa selama periode pendidikan formal serta hubungan antara motivasi akademik dengan identitas profesional.

Metode: Penelitian potong-lintang ini dilakukan pada periode Juli-September 2012. Sebanyak 531 mahasiswa Prodi Pendidikan Dokter Fakultas Kedokteran Universitas Gadjah Mada, yang terdiri dari 257 mahasiswa fase awal, 171 mahasiswa fase tengah, dan 103 mahasiswa fase akhir menjadi responden. Instrumen yang digunakan untuk mengukur motivasi akademik adalah *Academic Motivation Scale* dari Vallerand dan untuk mengukur identitas profesional adalah *Profesional Identity Scale* dari Adams yang telah divalidasi terlebih dahulu.

Hasil: Dari penelitian ini diperoleh hasil rerata skor motivasi akademik yang terdiri atas motivasi intrinsik, motivasi ekstrinsik dan amotivasi mahasiswa Prodi Pendidikan Dokter FK UGM berturut-turut adalah 5.02 ± 0.87 , 4.86 ± 0.88 , dan 1.83 ± 0.96 (rerata+standar deviasi). Tidak terdapat perbedaan rerata skor motivasi instrinsik dan motivasi ekstrinsik antara mahasiswa fase awal, tengah dan akhir, sedangkan rerata skor amotivasi mahasiswa fase awal lebih rendah daripada mahasiswa fase tengah dan fase akhir (fase awal, 1.59 ± 0.75 ; fase tengah, 2.12 ± 1.03 ; fase akhir, 1.95 ± 1.12 ; $p < 0.000$). Rerata total skor identitas profesional adalah 38.05 ± 6.03 . Terdapat peningkatan rerata total skor identitas profesi dengan bertambahnya lama studi/pendidikan (fase awal, 35.75 ± 4.35 ; fase tengah, 39.95 ± 6.24 ; fase akhir, 40.38 ± 7.18 ; $p < 0.000$).

Penelitian ini menemukan adanya hubungan antara motivasi akademik, yaitu motivasi internal, motivasi eksternal, dan amotivasi, dengan identitas profesional ($r = 0.257 - 0.607$, $p < 0.01$). Motivasi intrinsik dan motivasi ekstrinsik berkorelasi positif dengan identitas profesional, sedangkan amotivasi berkorelasi negatif dengan identitas profesional.

Kesimpulan: Profil motivasi akademik dan identitas profesional mahasiswa Prodi Pendidikan Dokter Fakultas Kedokteran Universitas Gadjah Mada adalah baik. Terdapat hubungan antara motivasi akademik dengan identitas profesional.

Kata kunci: motivasi akademik, identitas profesional, kedokteran

ABSTRACT

Background: Professionalism is one area of competences that should be mastered by a medical graduate. The period of formal education is essential for the formation of professional identity, and this includes the development and the learning of professionalism. The elaboration of one's internal factors, such as academic motivation, as well as external factors, such as the learning environment, might play role in the development of a professional identity.

Aim: To determine the profiles of academic motivation and students' professional identity during the educational period and the correlation of academic motivation and professional identity.

Methods: This cross sectional research was conducted between the period that lasted between July and September 2012. A number of 531 medical students in the Faculty of Medicine Gadjah Mada University, consisted of 257, 171, and 103 students of early, mid, and late phases, respectively were recruited to the study. Two instruments were used: *Academic Motivation Scale* from Vallerand to assess academic motivation, and *Professional Identity Scale* from Adams to assess professional identity. Both instruments had been validated before the commencement of the study.

Results: The mean scores of academic motivation domains including intrinsic, extrinsic, and amotivation among medical students in the Faculty of Medicine Gadjah Mada University were 5.02 ± 0.87 , 4.86 ± 0.88 , and 1.83 ± 0.96 (mean \pm standard deviation), respectively. No significant differences were found between the mean intrinsic and extrinsic motivation scores among students in early, mid, and late phase of the education, while the scores of amotivation among students in earlier phases were lower than students in the mid and late phase (early phase, 1.59 ± 0.75 ; mid phase, 2.12 ± 1.03 ; late phase, 1.95 ± 1.12 ; $p < 0.000$). The mean total score of professional identity was 38.05 ± 6.03 . The value of this score increased with the increased duration of study/education (early phase, 35.75 ± 4.35 ; mid phase, 39.95 ± 6.24 ; late phase, 40.38 ± 7.18 ; $p < 0.000$). This research demonstrated correlations of academic motivation,

including internal, external, and amotivation, and professional identity ($r = 0.257 - 0.607$, $p < 0.01$). Intrinsic and extrinsic motivation correlated positively with professional identity, while amotivation negatively correlated to professional identity.

Conclusion: Medical students of Faculty of Medicine Gadjah Mada University good profile of academic motivation and professional identity. Significant correlation was found between academic motivation and professional identity.

Keywords: academic motivation, professional identity, medical student