

Original Research Article

Identification of professionalism behaviour blueprint assessment medical students with Eastern and Islamic culture in the profession program

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ABSTRACT

Background: Medical institutions have a role and responsibility in training medical students to have the knowledge and skills needed to become a reliable doctor in terms of mastering knowledge, skills in the field of medicine. One thing that is often overlooked by medical institutions is forgetting aspects of professional behaviour. Professional behaviour is indispensable in creating a new generation of doctors who have professionalism and character. For medical institutions as a starting point in professional behaviour, it is very important to be able to formulate indicators of professional behaviour for medical students. Previous research is limited to the assessment of professional behaviour that is still generally conveyed and does not relate aspects of eastern and Islamic culture. The purpose of this study is to create a blueprint assessment of professional behaviour in the profession program of medical students.

Methods: This research using a qualitative approach. Data collection was conducted with semi structured interviews and conducted at the Faculty of Medicine, University of Muhammadiyah Surakarta, Pabelan, Kartasura, Central Java, Indonesia. Data analysis is done by general inductive approach.

Results: This study formulated three major themes that influenced professionalism in professional students including professionalism in terms of cognitive/knowledge, skills/behavior, and attitude. Based on the results using semi structured interview, 18 items of instruments were formulated related to professionalism assessment in professional students including three cognitive assessments, seven assessment items about professionalism in terms of skills, and eight items of evaluation on professionalism in terms of attitude.

Conclusions: Professionalism in Islamic and eastern culture of medical students includes cognitive abilities, skill abilities and attitudes. The instrument for evaluating the medical professionalism of Islamic and eastern culture was determined for 18 assessment items.

Keywords: Blueprint assessment, Eastern culture, Islam, Professional behavior, Professional programs

INTRODUCTION

Medical institutions have a role and responsibility in training medical students to have the knowledge and skills needed to become a reliable doctor in mastering knowledge, skills in the field of medicine. One thing that is often overlooked by medical institutions is forgetting

aspects of professional behavior. Professional behavior is indispensable in creating a new generation of doctors who have professionalism and character. For medical institutions that based on Islam culture as a starting point in professional behavior, it is very important to be able to formulate indicators in professional behavior for medical students with Islamic characteristics.

There are many unhappy facts in the field regarding the issue of doctor malpractice, some websites on the internet that question the quality of doctors in Indonesia, especially regarding professionalism. Some facts in the field in various institutions such as during professional education where students tend to avoid the guided practice in the hospital in various ways and issues of doctor's immorality towards patients are thought by researchers to be able to develop indicators and instruments for evaluating Islamic professional behavior in line with eastern customs especially Indonesian people who are mostly Muslims.

In 2020, Indonesia faces free trade where there are opportunities for foreign doctors to enter Indonesia. This is a challenge for medical institutions in Indonesia to prepare qualified doctors, have high professionalism, character and have high morality as a characteristic of Indonesia's eastern culture. The existence of a gap in the implementation of professionalism abroad and in Indonesia has made medical institutions in Indonesia work harder to develop and implement professionalism in medical education.

Previous research is limited to the assessment of professional behavior that is still generally conveyed and does not link Islamic aspects of the Islamic institutions based on Islam. Many of the medical institutions especially in Indonesia have not applied the professional behavior assessment to medical students. This will certainly have an impact on the results of doctor graduates in Indonesia. Therefore, a guideline for evaluation and professional behavioral indicators are needed, that should be possessed by medical students in Indonesia who have more character and apply Islamic principles.

This research was conducted with the aim of making a model of evaluating professional behavior with Islamic characteristics. The results of this study are expected that Islamic medical institutions can apply the principles of professional behavior with Islamic characteristics to be able to create a generation of new doctors who have professional behavior and Islamic characteristics.

As far as the researcher's knowledge of professional behavior models based on Islamic values has never been done before. Assessment instruments that already exist only assess some aspects that are not suitable to be applied in Indonesia. In this concern, more research is needed that can produce behavioral models of medical professionals that put forward the image of eastern and Islamic values in it. Indonesia has a population that is predominantly Muslim. The emergence of many Islamic hospitals has made its own demands especially for medical education institutions that are based on Islam to be able to fulfill the expectations of stakeholders in providing medical graduates with Islamic characteristics and promoting eastern culture. The results of this study are expected to provide scientific repertoire in the field of

medical education. The models and instruments developed are expected to be implemented in medical institutions as part of the assessment of professional behavior that prioritizes Islamic values and has eastern cultural characteristics.

This research is a qualitative research by collecting data using the semi structured interview method. Interview script data will be analyzed using the general inductive approach.

Based on the background presented above, the purpose of this study was to determine the professional behavior of Islamic characters in medical students. The indicators will then be formulated. This research was conducted with the aim of making an indicator of evaluating professional behavior with Islamic characteristics. The results of this study are expected that Islamic medical institutions can apply the principles of professional behavior with Islamic characteristics to be able to produce a generation of new doctors who have professional behavior and Islamic characteristics.

Professionalism is a very important thing to be applied and a benchmark for the quality of doctors in Indonesia. The implementation of learning and assessment of medical professionalism is a quite high challenge.¹ However, professionalism can be taught, learned and applied and related behavior can be identified. In addition, assessment of medical professionalism is the best approach to get the quality of a professional doctor.²

The application of professional behavior assessment as long as in Indonesia cannot be implemented properly so that a study is needed to be able to integrate and implement assessment items comprehensively and measurably. Without a correct and integrated assessment, our questions about the efficiency of our learning methods to provide learning about professional behavior will not be effective.³ Another study stated that assessing professionalism is difficult because of lack of clarity of items and examples of professionalism to be assessed.⁴

Another study also made an assessment of professional behavior in the education of final level teacher education students. This assessment only concerns the problem of student responsibility, cooperation between friends, and ethical behavior towards students, as well as enthusiasm.⁵

Competency assessment in medicine does not only involve the cognitive and skill domains but also must pay attention to the assessment of professionalism including interpersonal skills, lifelong learning, professionalism and the integration of medical knowledge into medical practice.⁶

The values of professionalism according to the American Physical Therapy Association divide professionalism into 7 domains, namely accountability, altruism, compassion, excellence,

integrity, professional duty, and social responsibility.⁷ The implementation of learning and the assessment of medical professionalism requires several stages which consist of determining expectations and indicators, determining the items of assessment, determining inappropriate behavior, preventing inappropriate behavior, and implementation.¹

METHODS

This research will be conducted by formulating indicators of the professional behavior of Islamic and eastern-cultural medical students. The stage of formulating indicators of professional behavior of Islamic medical students is carried out by qualitative research methods by collecting data using deep interviews by knowing the opinions of lecturers about Islamic professional behavior. Respondents in this study were lecturers of the Medical

Faculty of the Muhammadiyah University of Surakarta, Pabelan, Kartasura, Central Java, Indonesia.

Interviews will be conducted with semi-structured interviews that will allow both informants to develop answers. The interview data will be analyzed using a “general inductive” approach.^{8,9} This research was conducted at the Medical Faculty of the Muhammadiyah University of Surakarta Pabelan, Kartasura, Central Java, Indonesia.

RESULTS

Based on the results of interviews that have been carried out on fourteen informants including lecturers/lecturers of medicine in the Faculty of Medicine, University of Muhammadiyah Surakarta, the following data have been obtained with semi structured interviews.

Table 1: Characteristics of respondents (N = 11).

Code of lecturer	Gender	Homebased lecturers	No. of men	No. of women	Number of professional lecturers in hospitals based	No. of lecturers S1 in faculty based
D1	Man	Hospital	6	5	8	3
D2	Man	Hospital				
D3	Woman	Hospital				
D4	Woman	Faculty				
D5	Man	Hospital				
D6	Woman	Faculty				
D7	Woman	Hospital				
D8	Man	Faculty				
D9	Woman	Hospital				
D10	Man	Hospital				
D11	Man	Hospital				

Table 2: Islamic and eastern cultural professionalism in terms of cognitive.

Theme	Sub theme	Script and professional sample
Cognitive Medical students in the medical profession program who have cognitive competencies include knowledge skills/ knowledge integration, lifelong learning, critical appraisal '	Knowledge/ knowledge integration	Science can be delivered and useful to others
		Study religious knowledge
		Professional doctors are competent in their fields, cognitive attitude and good skills/psychomotor
		Understanding al Quran and hadith
	Lifelong learning	Students are competent cognitively, skill attitude
		Update by reading the latest references
		Upgrade by participating in training etc.
	Critical appraisal	Being critical
		Want to accept constructive criticism

Based on the Table 1 shows, it is clearly identified that there were eleven respondents, 54.55% of which were men, meanwhile, 45.45% were woman. In addition, 72.73% of the respondents worked in hospitals based

whilst 27.27% from those respondents were occupied in the faculty based. Based on the above data, general induction can be done as a big theme, namely

professionalism in terms of cognitive, skills, and attitudes as follows.

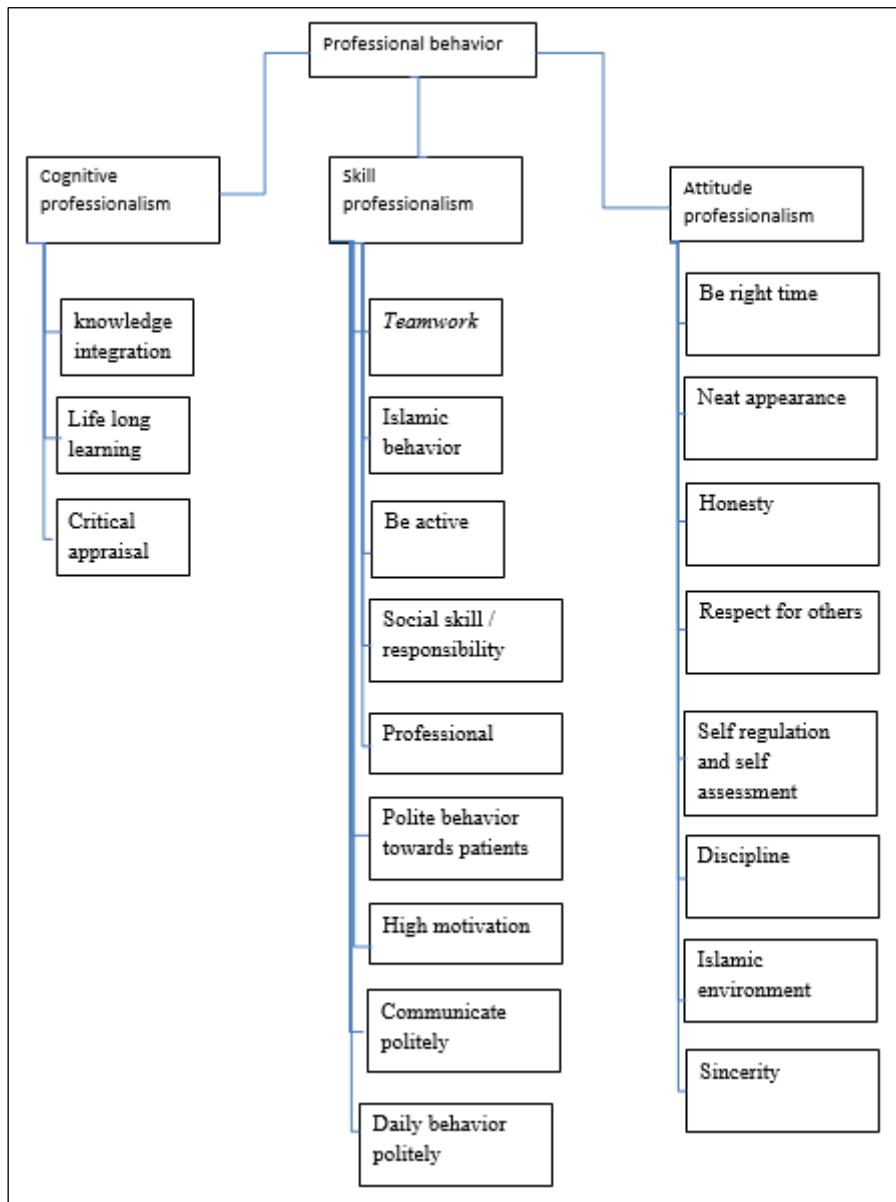


Figure 1: Professionalism behavior of eastern and islamic culture.

Based on this study, it was found that students were said to have professionalism of medical students in the medical profession program who have cognitive competence include knowledge/knowledge integration, lifelong learning, critical appraisal. This is in accordance with the expectations of the lecturers that “Medical students in the professional program are expected to have professionalism in terms of cognitive or good knowledge.”

Based on this study, it was found that students were said to have professionalism of medical students in the medical profession program who have cognitive

competence include knowledge/knowledge integration, lifelong learning, critical appraisal.

This is in accordance with the expectations of the lecturers that “Medical students in the professional program are expected to have professionalism in terms of cognitive or good knowledge.” According to the respondents, professionals have competence in terms of teamwork or cooperating in teams well, having character/behavior that is Islamic, active, has social responsibility, which is professional, behaves politely, has high motivation, communicates politely, behave in a polite manner every day.

As stated by some respondents who said that Professional is part of Islamic behavior, professional is to achieve

collegial competency standards Indonesian Doctors competency standards include cognitive, attitude, skill.

Table 3: Islamic and eastern cultural professionalism in terms of cognitive.

Theme	Sub theme	Script and professional sample
Cognitive Medical students in the medical profession program who have cognitive competencies include knowledge skills / knowledge integration, lifelong learning, critical appraisal '	Knowledge / knowledge integration	Science can be delivered and useful to others
		Study religious knowledge
		Professional doctors are competent in their fields, cognitive attitude and good skills / psychomotor
		Understanding al Quran and hadith
	Lifelong learning	Students are competent cognitively, skill attitude
		Update by reading the latest references
	Critical appraisal	Upgrade by participating in training etc.
		Being critical
	Want to accept constructive criticism	

Table 4: Islamic and cultured eastern professionalism in terms of skills / skills.

Theme	Sub theme	Script professional sample
Skills and behavior Medical students in medical profession programs who are professional have competence in terms of teamwork or cooperate in teams well, have character / behavior that is Islamic, active, has social responsibility, professionals, behaves politely, has high motivation, communicates politely, behaves daily - day politely.	Teamwork	Can work well in teams
		Can cooperate well with friends
	Islamic behavior	Doctors actively preach
		Maintain male and female relationships in positive way, worship in an orderly and guarded manner, perform prayers, discipline, not late, do not cheat
		Willingness to help in kindness, not arrogant
		All values of noble good are included in Islam
		Modeling good morals by making good role models from teachers and friends, the academic environment influences the professional behavior of students.
		Islamic with the values of Islam and Islamic ethics, female relations,
	Be active	Active organizational and social activities
	Social skill / responsibility	Life skills, social skills, soft skills
	Professional	Professional, natural, and have integrity
		Professionals are part of Islamic behavior. Honesty during students in cognitive abilities,
		Showing empathy and sincerity,
		Learning to intend to seek Allah's pleasure, right intention, close genitals, speech, morals, behavior, sincerity, Islam and humanity in the examination and treatment of patients, selection of prescriptions does not burden patients
	Polite behavior towards patients	A strong factor in a person's faith, when his religion is good, it will encourage him to become a professional
Not using BBM / Mobile while on duty to examine patients, respect for patients, place attitudes adapted to situations and conditions. Keep trying time discipline and practice being patient with patients and doctor advisers / lecturers. Paying attention to the situation and mood of the lecturer. Attitude treats patients and simulated patients with good courtesy and good morals. Receive feedback to develop yourself / self-ability, give criticism with a good dose, the right time		
High motivation		Having a strong motivation to learn and behave because of Allah
Communicate politely	Can communicate politely	
Daily behavior politely	Behave politely and be gentle and not rude	

Table 5. Islamic and culturally eastern professionalism in terms of attitude.

Theme	Sub theme	Script and professional sample
Attitude “A professional medical student has professionalism in terms of attitude or attitude which includes being on time, looking neat, communicating, having daily behavior that is polite, honest, respecting others, having self-regulation and self-assessment, discipline, and choosing Islamic environments that support the learning process, as well as sincere / selfless in carrying out their duties as students”.	Be right time	Willingness to appreciate time
		Very appreciative of time, be on time in learning activities
		Appropriate learning and proper worship
	Neat appearance	Dress neatly according to Islamic teachings and eastern culture
		for women clothing becomes a character of self.
	Honesty	Be honest, don't lie by writing or dropping off.
	Respect for others	Respect for lecturers and employees
		Polite and respect for patients / simulated patients
	Self-regulation and self-assessment	Recognize mistakes made and try to improve
		Measuring yourself / self-assessment does not harm the rights of others and there is accountability to Allah, self-reflection of the assessment by improving one's ability.
	Discipline	Discipline in everything
		Carry out all tasks as medical students well
Discipline in attending lecture schedule,		
Islamic environment	Islamic academic environment	
	Factors in the academic environment that Islam influences, helping each other in kindness and preventing evil, good family education and Islam strongly support Islamic professional behavior	
Sincerity	Family factors, academic environment, Islamic boarding house looking environment and friends who are both professional and Islamic remind each other in kindness. Pray always every time as long as students become doctors and so on, ask for blessings and prayers from parents, actually after difficulties there is one convenience, difficulties in learning discipline will entrench the ease of learning discipline, and work.	
	Demonstrate empathy and sincerity	
		All that is done is sincerely intending it for Allah to study and behave in Islam
		Honesty, sincerity, intention because Allah, the relationship between teachers and students who understand each other

One example of medical students according to respondents is the examples of the behavior of professional and professional medical students or medical students in accordance with Islamic culture are examples of examination ethics, starting from introducing themselves first, saying hello before examining patients, informing patients, when examining patients, must apply politeness.

Medical students/Coass who are professional in Islamic behavior and have eastern culture are students who have good manners, are able to be kind to fellow medical staff and also to patients.

Other behaviors that must be possessed by professional medical students or Coass who are highly dedicated, work hard. In addition, the expected behavior is that medical students can work with midwives, nurses, doctors and also the clining service.

A professional stage medical student has professionalism in terms of attitude or attitude which includes being on

time, looking neat, communicating, having daily behavior that is polite, honest, respecting others, having self-regulation and self-assessment, discipline, and choosing Islamic environments that support the learning process, as well as sincere/selfless in carrying out their duties as students. Other behaviors that must be possessed by professional medical students or Medical students are those who are able to admit mistakes and always want to keep trying to practice and learn in all conditions.

Islamic with the obligation to pray on time. Medical students who are professionals are expected to keep trying time discipline and practice being patient with patients and doctor advisers / lecturers.

Based on the formulation of Islamic and culturally eastern professionalism above, an instrument for evaluating professional behavior of Islamic and cultured eastern medical students was used, using the Likert scale with a very disagree value of 0 to very agree 4. The total value of cognitive professionalism is a maximum of 12, total value the skill professionalism is 28 and the attitude

total professionalism value is 32 with the assessment items as follows.

Charging instructions

Please provide the response closest to the statement given. Fill in the appropriate column by giving a sign (√).

- SD: Strongly Disagree
- D: Disagree
- N: Neutral
- A: Agree
- SA: Strongly Agree.

Information

Table 6: Professional evaluation instrument for Islamic and eastern culture of medical students.

Statement	SD	D	N	A	SA
Cognitive assessment					
Professional students have good knowledge about medical science and religion					
Students always study every day at least 2 hours to improve their knowledge					
Students always review and choose valid references to improve their knowledge.					
Skill and behavior assessment					
Students always arrive on time at each learning and examination activity.					
Students always cover their genitals and look neat					
Students have an honest attitude and do not lie in any learning activities					
Students are always respectful and polite towards patients, staff and lecturers.					
Students want to receive criticism from lecturers or staff to improve their abilities					
Students always try to be disciplined and arrive on time at each learning activity					
Students try to choose friends and a good environment that drives their learning					
Attitude assessment					
Students always arrive on time at each learning and examination activity.					
Students always cover their genitals and look neat					
Students have an honest attitude and do not lie in any learning activities					
Students are always respectful and polite towards patients, staff and lecturers.					
Students want to receive criticism from lecturers or staff to improve their abilities					
Students always try to be disciplined and arrive on time at each learning activity					
Students try to choose friends and a good environment that drives their learning					
Students show empathy to patients and adultery					

DISCUSSION

Based on the results of the study, the data obtained from semi-structured interviews with eleven informants from lecturers in the Faculty of Medicine, University of Muhammadiyah Surakarta, can be taken three major themes related to the professional behavior of Islamic and eastern-culture students.

Medical students who are prospective doctors are expected to have all three of these factors. The three factors include cognitive factors, skills or behaviors and attitudes that are Islamic and culturally eastern.

Cognitive factors in this study are described in two sub-themes namely knowledge or integration of knowledge, lifelong learning and critical appraisal.

Own knowledge according to the lecturers includes knowledge about medical material and also about Islam itself which when described in the material in the Qur'an and Hadith includes things about medical science. Therefore, mastering the knowledge of religion can support the mastery of medical science and vice versa.

The second theme is about Islamic skills or behavior. This theme then includes seven sub-themes namely teamwork, Islamic character/behavior, being active, social skills, professionalism, polite behavior towards patients, high motivation. The third theme is about attitude. Attitude factors in this study include timely, neat appearance, communication, daily behavior, honesty, respect for others, self-regulation and self-assessment, discipline, an Islamic environment, sincerity.

This study formulates examples of professionalism in Islamic and eastern civilized medical students, although

some studies suggest that research on professional behavior is a difficult study.⁴ The results of this study also support the results of research where lecturers give their perceptions of the professionalism of medical students who not only respond to cognitive and skill but also include attitude and professionalism in it.⁶

Although some sources stated that professionalism is a difficult thing to learn, but the examples of Islamic and cultured eastern professionalism that are conveyed in this study are things that can be learned and implemented.^{1,2}

This research adds the values of professionalism formulated by the American Physical Therapy Association which only divides professionalism values into seven domains, namely accountability, altruism, compassion, excellence, integrity, professional duty, and social responsibility and other research which only pay attention to issues of student responsibility, cooperation between friends, and ethical behavior towards students, and enthusiasm.^{5,7}

CONCLUSION

Based on the research data that has been obtained, it can be concluded that the indicator of professional behavior of Islamic and eastern cultured medical students includes three major themes of professional behavior that should be possessed by Islamic medical students consisting of excellent cognitive abilities which include three sub-themes namely knowledge integration, lifelong learning and critical appraisal. Excellent skills include seven sub-themes namely teamwork, good Islamic behavior, activeness (energetic), social skills, professionalism, behavior towards patients, motivation. Excellent attitude consists of eight sub-themes including appropriate time, appearance, communication, daily behavior, honesty, respect for others, self-regulation and self-assessment, discipline, the environment condition, sincerity.

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