



The 1st Cirebon International Health Symposium: Faculty of Medicine, Universitas Swadaya Gunung Jati
Update on Non-Communicable Diseases: Global Perspective on Health Challenges and Innovation

Correlation between Motivation and Professional Identity of Medical Students of Universitas Swadaya Gunung Jati, Cirebon, Indonesia

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DOI: [10.35898/ghmj-82s1237](https://doi.org/10.35898/ghmj-82s1237)

ABSTRACT

Background: Professional identity plays an important role for doctors in their practice. The important role of professional identity in medical education, namely learning the professionalism of doctors and being responsible for the duties of being a student and the rules that make it more responsible to patients. Professional identity is influenced by external and internal factors, one of which is motivation which plays an important role in medical education can foster creativity which makes the learning process a transformational experience that is important for the development of a strong professional identity. Objective: To determine the relationship between motivation and professional identity of students of the Faculty of Medicine, Universitas Swadaya Gunung Jati, Cirebon, Indonesia.

Aims: To determine the relationship between motivation and professional identity of students of the Faculty of Medicine, Universitas Swadaya Gunung Jati, Cirebon, Indonesia.

Methods: This research is an analytic observational study with a cross-sectional approach. Respondents were selected through Stratified Random Sampling technique, resulting in 295 respondents consisting of undergraduate and professional students. The study used primary data using the Academic Motivation Scale (AMS) questionnaire and Professional Identity with Spearman analysis.

Results: This study involved 295 medical students (64.4% female and 35.6% male) from various academic stages, including undergraduate semesters 2, 4, 6, 8, and professional (clinical) phases from 2018 to 2019. Across all groups, most students had a good level of motivation (52.4-67.9%) and a high or very high professional identity. Spearman correlation analysis showed a significant positive relationship between motivation and professional identity ($p=0.000$, $r=0.333$).

Conclusion: There is a significant positive relationship between motivation and professional identity.

Keywords: Academic motivation; Professional identity; Medical students.

Received: 22 June 2025

Reviewed: 07 July 2025

Revised: 14 August 2025

Accepted: 15 August 2025.

1. Introduction

Professional identity is a self-image that develops gradually over time, in which the characteristics, values, and norms of the medical profession are internalized so that individuals think, act, and behave like a doctor. Professional identity can also increase self-confidence in carrying out the role of a doctor, both for those who have entered practice and those who are still in the preclinical stage. However, many medical students do not fully understand the meaning of professional identity and have not been able to develop this identity effectively. As a result, they often face difficulties in interacting with patients, behaving professionally, and performing the role of a doctor. Therefore, it is important for academics to pay attention to medical education and professional identity development in order to provide educational tools that can produce better future doctors (Park et al, 2022).

One important factor in professional identity development is motivation. Motivation plays an important role in medical education, where students need to be motivated and committed to lifelong learning in order to complete their medical studies on time. This includes participation in lectures, as well as understanding all the material taught in medical school. Motivation helps to reduce psychological stress due to the amount of coursework and encourages the spirit to study harder (Apriana, 2020).

The study by Susani, et al. (2018) found a positive and direct correlation between motivation and professional identity. The participation of learners in education is intricately linked to their self-concept and aspirations. An interdependent and cohesive relationship exists between academic drive and identity, manifesting in the daily dynamics of medical students' lives. A study by Wasityastuti et al, (2018), identified a strong positive association between intrinsic motivation and professional identity. Therefore, researchers seek to comprehend the formation of the professional identity of students during both the academic and professional (clinical) phases, with motivation being a significant influencing factor. This study aims to determine the correlation between motivation and the professional identity of students in the Faculty of Medicine, Universitas Swadaya Gunung Jati, Cirebon, Indonesia.

2. Methods

Study design

The study was conducted in April 2024 at Universitas Swadaya Gunung Jati's Faculty of Medicine in Cirebon City. This study is an analytical observational study that uses a cross-sectional approach. The data was gathered using questionnaires or primary data given directly to respondents. This study aims to determine the correlation between motivation and the professional identity of students in the Faculty of Medicine, Universitas Swadaya Gunung Jati.

Measurements

The study involved students from the Faculty of Medicine, Universitas Swadaya Gunung Jati, including those at undergraduate stages (semesters 2, 4, 6, and 8) and those in the professional (clinical) phase from the classes of 2018 and 2019, considering the inclusion and exclusion criteria. The inclusion criteria for sampling were students who are actively enrolled as undergraduate and professional students at the Faculty of Medicine, Universitas Swadaya Gunung Jati, and students who agreed to participate in the study. The exclusion criteria were students who did not complete their identity information and students who did not fill out the questionnaires completely. The independent variable in this study was the student's motivation, while the dependent variable in this study was their professional identity. The sampling method used in this study was Stratified Random Sampling is a sampling method in which the population is divided into several distinct groups or strata defined by academic stage (undergraduate semesters 2, 4, 6, and 8; professional (clinical) phase 2018 and 2019), and then a random sample is taken from each stratum.

Instruments

This study collected data directly using a questionnaire filled out by respondents, namely undergraduates in the Faculty of Medicine at Universitas Swadaya Gunung Jati in their 2nd, 4th, 6th, and 8th semesters, up to the professional (clinical) phase. The motivation questionnaire instrument was adapted from a previous study by Natalya, (2018) Validation of Academic Motivation Scale: Short Indonesian Language Version. The reliability test results showed a Cronbach's alpha value of over 0.7, with all corrected item correlations above 3. The factor analysis results also indicated that all items were grouped according to their dimensions, as did the correlation analysis results. The professional identity instrument was adapted from previous research by Susani, (2018) Model Identitas Profesional Mahasiswa Kedokteran Universitas Gadjah Mada. There are three components in the instrument: comfort (questions 1-5), willingness to engage (questions 6-10), and effectiveness (questions 11-17).

Table 1. Operational Definition

Variables	Definition	Measurement Tool	Results	Scales
Motivation	An internal drive that encourages individuals to act or achieve a goal.	Academic Motivation Scale (AMS) questionnaire consisting of 14 items, each with 5 responses: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree	Low Motivation = 14-31 Sufficient Motivation = 32-51 Good Motivation = 52-70	Ordinal
Professional Identity	Attributes that must be possessed by both medical students and practicing doctors.	Questionnaire consisting of 17 items. The scale ranges from 1 to 7, where 1 means very inappropriate and 7 means very appropriate, with an additional option for Not Applicable (N/A).	Minimum = 0 ; Maximum = 7 Very Low = 17-37 Low = 38-58 Medium = 59-79 High = 80-100 Very High = 101-119	Ordinal

Statistical techniques

Data analysis included univariate analysis that described the characteristics of respondents, motivation levels, and professional identity. Bivariate analysis aimed to determine the relationship between motivation and professional identity. Spearman's test was used to analyze ordinal variables. Potential confounding variables were examined descriptively and discussed as study limitations. Incomplete questionnaires and missing demographic data were excluded based on the predefined exclusion criteria.

Ethical clearance

This research has been approved by the Ethics Committee of the Faculty of Medicine, Universitas Swadaya Gunung Jati. Ethical Clearance (EC) Number: 67C/FKUGJ/V/2024. All subjects provided informed consent, and confidentiality was maintained throughout the study.

3. Results

Respondent characteristics

The total number of participants in this study, as indicated in Table 2, is 295. The distribution of undergraduate students is as follows: semester 2 (17.6%), semester 4 (19.7%), semester 6 (18.0%), semester 8 (14.9%), professional phase 2019 (15.6%), and professional phase 2018 (14.2%). The predominant participants in this study were women. A total of 295 individuals responded, with 190 (64.4%) identifying as women and 105 (35.6%) identifying as men.

Table 2. Respondents' characteristics

	Characteristics	Frequency (n)	Percentage (%)
Student's stage	Semester 2	52	17.6%
	Semester 4	58	19.7%
	Semester 6	53	18.0%
	Semester 8	44	14.9%
	Class professional (clinical) phase 2019	46	15.6%
	Class professional (clinical) phase 2018	42	14.2%
	Total	295	100.0%
Gender	Male	105	35.6%
	Female	190	64.4%
	Total	295	100.0%

Table 3. Level of Motivation

Student's stage	Measurement Results	Frequency (n)	Percentage (%)
Semester 2	Low motivation	0	0.0%
	Sufficient motivation	19	36.5%
	Good motivation	33	63.5%
	Total	52	100.0%
Semester 4	Low motivation	0	0.0%
	Sufficient motivation	23	39.7%
	Good motivation	35	60.3%
	Total	58	100.0%
Semester 6	Low motivation	0	0.0%
	Sufficient motivation	17	32.1%
	Good motivation	36	67.9%
	Total	53	100.0%
Semester 8	Low motivation	0	0.0%
	Sufficient motivation	15	34.1%
	Good motivation	29	65.9%
	Total	44	100.0%
Class professional (clinical) phase 2019	Low motivation	0	0.0%
	Sufficient motivation	15	32.6%
	Good motivation	31	67.4%
	Total	46	100.0%
Class professional (clinical) phase 2018	Low motivation	0	0.0%
	Sufficient motivation	20	47.6%
	Good motivation	22	52.4%
	Total	42	100.0%

Based on the results in Table 3, in semester 2, the majority have a good level of motivation (63.5%). In semester 4, the majority also have a good level of motivation, with 35 respondents (60.3%). In semester 6, most students have a good level of motivation, with 36 respondents (67.9%). In semester 8, the majority have a good level of motivation (65.9%). For the professional phase 2019, the majority has a good level of motivation (67.4%), and for the professional phase 2018, the majority has a good level of motivation (52.4%).

Table 4. Professional Identity

Category	Measurement Results	Frequency (n)	Percentage (%)
Semester 2	Very low	0	0.0%
	Low	3	5.8%
	Medium	17	32.7%
	High	23	44.2%
	Very high	9	17.3%
	Total	52	100.0%
Semester 4	Very low	0	0.0%
	Low	1	1.7%
	Medium	12	20.7%
	High	35	60.3%
	Very high	10	17.2%
	Total	58	100.0%
Semester 6	Very low	0	0.0%
	Low	1	1.9%
	Medium	11	20.8%
	High	27	50.9%
	Very high	14	26.4%
	Total	53	100.0%
Semester 8	Very low	0	0.0%
	Low	0	0.0%
	Medium	3	6.8%
	High	26	59.1%
	Very high	15	34.1%
	Total	44	100.0%
Class professional (clinical) phase 2019		0	0.0%
	Very low	0	0.0%
	Low	3	6.5%
	Medium	16	34.8%
	High	27	58.7%
	Very high	46	100.0%
Class professional (clinical) phase 2018	Total	0	0.0%
		0	0.0%
	Very low	1	2.4%
	Low	19	45.2%
	Medium	22	52.4%
	High	42	100.0%
	Very high		
	Total		

Based on the results in Table 3, in semester 2, the majority have a high level of professional identity (44.2%). In semester 4, the majority also have a high level of professional identity (60.3%). In semester 6, most students have a high level of professional identity (50.9%). In semester 8, the majority have a high level of professional identity (59%). For the professional phase 2019, the majority has a very high level of professional identity (57%), and for the professional phase 2018, the majority has a very high level of professional identity (52%).

Relationship between motivation and professional identity

The bivariate analysis of the relationship between motivation and professional identity reveals a correlation with a p-value of 0.000 (<0.05), indicating a significant relationship between motivation and professional identity among medical students at Universitas Swadaya Gunung Jati. However, the correlation coefficient ($r = 0.333$) suggests a weak correlation with a positive or direct relationship.

Table 5. Relationship between motivation and professional identity

Motivation	Professional Identity					Total	P-value	r
	Very Low	Low	Medium	High	Very High			
Low	0	0	0	0	0	0	0.000	0.333
Enough	0	1	28	67	13	109		
Good	0	4	19	79	84	186		
Total	0	5	47	146	97	295		

Table 6 presents a bivariate analysis that demonstrates the varying links between motivation and professional identity across different stages of schooling. There was no significant association in Semester 2 ($n = 52$; $p = 0.960$, $r = -0.007$). There was a weak but significant positive relationship between Semester 4 ($n = 58$) and Semester 6 ($n = 53$) ($p = 0.015$, $r = 0.317$; $p = 0.020$, $r = 0.318$, respectively). There was a moderate to strong positive connection in Semester 8 ($n = 44$) ($p = 0.000$, $r = 0.588$). There was a considerable favorable association between the 2019 professional (clinical) phase students ($n=46$) and the 2018 professional (clinical) phase students ($p=0.000$, $r=0.665$). On the other hand, there was a moderate positive connection ($p=0.000$, $r=0.529$).

4. Discussion

Overviewed Motivation

The research examined the motivation levels of students in the Faculty of Medicine at Universitas Swadaya Gunung Jati. The findings indicated that a majority (63.1%) exhibited strong levels of motivation. The motivation levels by academic stage are as follows: second-semester students (63.5%), fourth-semester students (60.3%), sixth-semester students (67.9%), eighth-semester students (65.9%), professional phase 2019 (67.4%), and professional phase 2018 (52.4%).

This study corroborates prior research indicating that both undergraduate and professional students exhibit high levels of motivation. Several variables contribute to this, both internal to the individual and affecting interpersonal dynamics. Intrapersonal characteristics pertain to aspects such as goal-setting, altruism, a sense of responsibility, persistence, independence, collaboration, readiness to initiate, and a willingness to make sacrifices. (Novianti et al, 2022; Suparyanto et al, 2021; Yusuf, 2013)

Additional studies indicate that students aspiring to become physicians from the outset, coupled with a desire to serve others or exhibit empathy, are more likely to be intrinsically driven, hence facilitating rapport between doctors and patients. Furthermore, pupils must exhibit responsibility to regulate their thoughts, activities, and personal inclinations. This assists kids in establishing priorities and perspectives in both educational and other aspects of life (Novianti et al, 2022).

Table 6. Relationship between Motivation and Professional across academic stages

Relationship between Motivation and Professional Identity in Semester 2 Students								
Motivation	Professional Identity						<i>P- value</i>	<i>r</i>
	Very low	Low	Medium	High	Very High	Total		
Low	0	0	0	0	0	0	0.960	-0.007
Enough	0	1	6	9	3	19		
Good	0	2	11	14	6	33		
Total	0	3	17	23	9	52		
Relationship between Motivation and Professional Identity in Semester 4 Students								
Motivation	Professional Identity						<i>P-value</i>	<i>r</i>
	Very low	Low	Medium	High	Very high	Total		
Low	0	0	0	0	0	0	0.015	0.317
Enough	0	0	9	12	2	23		
Good	0	1	3	23	8	35		
Total	0	1	12	35	10	58		
Relationship between Motivation and Professional Identity in Semester 6 Students								
Motivation	Professional Identity						<i>P- value</i>	<i>r</i>
	Very low	Low	Medium	High	Very High	Total		
Low	0	0	0	0	0	0	0.020	0.318
Enough	0	0	6	10	1	17		
Good	0	1	5	17	13	36		
Total	0	1	11	27	14	53		
Relationship between Motivation and Professional Identity in Semester 8 Students								
Motivation	Professional Identity						<i>P-value</i>	<i>r</i>
	Very Low	Low	Medium	High	Very High	Total		
Low	0	0	0	0	0	0	0.000	0.588
Enough	0	0	3	12	0	15		
Good	0	0	0	14	15	29		
Total	0	0	3	26	15	44		
Relationship between Motivation and Professional Identity among 2019 Professional (Clinical) Phase Students								
Motivation	Professional Identity						<i>P-value</i>	<i>r</i>
	Very Low	Low	Medium	High	Very high	Total		
Low	0	0	0	0	0	0	0.000	0.665
Enough	0	0	3	10	2	15		
Good	0	0	0	6	25	31		
Total	0	0	3	16	27	46		
Relationship between Motivation and Professional Identity among 2018 Professional (Clinical) Phase Students								
Motivation	Professional Identity						<i>P-value</i>	<i>r</i>
	Very Low	Low	Medium	High	Very High	Total		
Low	0	0	0	0	0	0	0.000	0.529
Enough	0	0	1	14	5	20		
Good	0	0	0	5	17	22		
Total	0	0	1	19	22	44		

Interpersonal variables are social aspects influencing an individual's motivation to learn, such as attending class, comprehending the content, receiving feedback, and the desire for further knowledge. A problem-based learning (PBL) curriculum enables students to identify and resolve clinical issues, thereby increasing the likelihood of task completion. Feedback enhances student performance and increases their engagement in learning. (Novianti et al, 2022; Suparyanto et al, 2021; Hafida, 2023).

Overviewed Professional Identity

Based on the results of this study on professional identity among students at the Faculty of Medicine, Universitas Swadaya Gunung Jati, it was found that the majority of students have a high level of professional identity (49.5%). By academic stage, the professional identity levels are as follows: second-semester students have a high professional identity (44.2%), fourth-semester students (60.3%), sixth-semester students (50.9%), eighth-semester students (59.1%), professional phase 2019 (58.7%), and professional phase 2018 (52.4%).

The formation of professional identity is a continuous process. Many factors influence the development of an individual's professional identity throughout their lives. The development of professional identity can begin even before one starts their profession or career. A prospective medical student may already have a professional identity before starting their education (Sari et al, 2019; Adams et al, 2006).

This study is consistent with previous research that states that new students who begin their studies already possess a good professional identity. This is because these students are able to recognize themselves as part of their interaction group or differentiate themselves from other groups, allowing them to seek role models to emulate or reject. Similarly, other studies have shown that those who have received education better understand the roles and responsibilities of their profession (Lestari et al, 2022; Goldie, 2012; Rees et al, 2018).

Previous research explains that several factors influence professional development, including social experiences, educational context, perceived fit with the profession, demographic characteristics, professional image, professional experiences, and individual personal development. Motivation and participation influence the development of professional identity in medical students. Students can participate in their professional identity development by engaging in various activities. Both internal factors, such as academic motivation, and external factors, such as the learning environment, impact professional identity development (Sari et al, 2019).

Correlation between motivation and professional identity of medical students

Using Spearman's test to examine the data in this study, it was discovered that most highly motivated students had a strong sense of professional identity. The p-value was 0.000 (<0.05), and the r value was 0.333, indicating a high correlation between motivation and professional identity. The correlation is good, but the association's strength is poor. These findings are consistent with previous research, which found that incoming students had a strong sense of who they are as professionals before beginning their studies. This is consistent with earlier studies, which have demonstrated that students who understand the medical sector better have a greater sense of their professional identity. Furthermore, students that desire to go to medical school are usually very motivated, which helps them maintain their professional identity throughout their education (Adams et al, 2006).

According to the findings, the relationship between motivation and professional identity varies by semester and clinical phase. It decreases in semester 2 before increasing in semesters 4, 6, 8, and the professional stages of 2019 and 2018. This is consistent with earlier research that indicates that professional identity develops gradually from the beginning to the end, or clinical, phases. The average professional identification score has increased, indicating how students feel about the characteristics of their job or sector. Academic motivation is critical for developing a professional identity since it influences behavior and establishes success criteria (Wasityastuti et al, 2018).

The second semester of this study produced a non-significant result, with a p-value of 0.960 (>0.05) and an r-value of -0.070, indicating a negative relationship with extremely weak correlation strength. This means that professional identity may decline as motivation rises. The comfort component of professional identity received the lowest rankings. Students are still getting acclimated to things and have difficulty shifting their way of thinking to fit into medical school. This is consistent with earlier studies, which have indicated that first-year students had the

highest motivation scores both internally and externally. However, their high desire does not necessarily translate into a strong professional identity because they do not have many opportunities to practice medicine, which can decrease their professional identity scores. Furthermore, this non-statistically significant result may be influenced by other factors that affect motivation that have not been adequately studied, such as age, gender, race, income level, education level, parental support, faculty support, independence, individual competence, and exposure to the desired field of work. Personal preferences or external influences, such as parents pressuring their children to attend medical school or new students who are unsure about their professional path, may also play a role (Wasityastuti et al, 2018; Suparyanto et al, 2021; Lestari et al, 2022).

This study has several limitations; it focuses only on the relationship between motivation and professional identity, ignoring other factors that may influence both motivation and professionalism. It was difficult to ensure that everyone who completed the questions online answered honestly, accurately, and in accordance with their own beliefs. This study was conducted at single institution, which may limit the generalizability of the findings. The data collection relied on self-reported questionnaires, which may introduce response bias. Despite these issues, this is the first study at the Faculty of Medicine, Universitas Swadaya Gunung Jati, to examine the relationship between motivation and professional identity in medical students. Because of the high response rate and the fact that Universitas Swadaya Gunung Jati is Cirebon's only medical school, the findings can also be applied to medical students. A questionnaire was utilized to collect the responses, and only the researcher knew who the responders were, ensuring that students were honest.

5. Conclusion

There is a significant positive relationship between motivation and professional identity. The findings indicate that most medical students at Universitas Swadaya Gunung Jati have good level of motivation and a high professional identity. Statistical analysis revealed a significant positive relationship between motivation and professional identity, although the correlation strength was weak. These results suggest that enhancing student's motivation may contribute to the development of their professional identity. Medical education institutions are expected to continuously ensure the development of professional identity by more explicitly internalizing learning within the medical curriculum. This way, students will be better prepared and more confident in shaping their professional identity as future doctors. For future research, it is necessary to employ open-ended questionnaires to explore in greater depth the factors that influence the formation of professional identity among medical students.

Conflict of Interest

There is no conflict of interest. Nothing to disclosure.

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Cite this article as:

Mustopa, M. S. M., Permatasari, T. O., & Sulistiyana, C. S. (2025). Correlation between Motivation and Professional Identity of Medical Students of Universitas Swadaya Gunung Jati, Cirebon, Indonesia. *GHMJ (Global Health Management Journal)*, 8(2s), 304–313. <https://doi.org/10.35898/ghmj-82s1237>