

The Effectiveness of Education and Training Management Systems

Maman Suryaman*, Yousef Bani Ahmad

Faculty of Teacher Training and Education
Universitas Singaperbangsa Karawang
Karawang, Indonesia

*maman.suryaman@fkip.unsika.ac.id,
yousef.baniahmad@fkip.unsika.ac.id

Farisha Noor

Politeknik Al Islam
Bandung, Indonesia
farisha297@gmail.com

Abstract—The study aims at exploring management and training improvement of nursing competence in hospital. There are two concerns of this study that represent education and training management. They consist of training management and its implementation. The training management begins with an assessment of need for increased employee capacity in accordance with the demands of the organization, the task and the employees. Moreover, implementation of training includes content, methods, and approaches, including curriculum, instructional media, and evaluation systems. The method used is descriptive qualitative. Interview instrument, questionnaires, and documentation are used in this study. The data are processed through displaying data, reduction and verification and conclusion by triangulation or member check. The result of this study consists of the management of training has conducted to know the needs assessment so as to be able to formulate the training in accordance with the demands of the organization choosing andragogy approach in conducting training. Getting positives reaction from the participants was demonstrated by active participation in activities and proper learning outcomes. In sum up education and training have positive impact on the implementation of nursing task.

Keywords—standards of professional qualifications; the improvement of nursing qualification; the management and training

I. INTRODUCTION

Nursing resources are a very noteworthy element of the hospital, main pillar and drive the hospital in an effort to realize its vision and mission. Therefore, it must be ensured that these resources are managed as well as possible so that they can be optimally provided, it requires a systematic and planned management so that the requested goals in the present and future can be obtained as management of task resources so that the mission of the hospital can be actualized [1].

The development of soft competency, which consists of attitude/behavior is a reflection of the value concept that is believed, personal characteristics and employees' motivation. The concept of value that works is worship, helping others is an obligation, being kind and smiling at everyone is a necessity that will foster good performance in employees. According to Samsudin Sadili, learning to improve one's competence and having motivation to be passionate to work [2].

The competency are something expensive that is not be possessed by everyone. This competency is hidden and takes a long time to develop it [3]

Al Islam Hospital as an institution where nurses work, has an interest in increasing the competence of these nurses, for services that satisfy customers (patients) according to the standards and operational procedures of a hospital. For this reason, this institution through Employee Education and Training for Improving Nurses' level of education from Diploma (D3) to Bachelor (S1) [4].

Based on previous research on a number of Al-Islamic hospitals in the city of Bandung, it shows that nursing resources that have been developed have not shown optimal service. This is due to not being optimal in planning, implementing and evaluating the application of competencies so that it has a negative impact on service quality. Further research is needed, so that valid data can be found and at the same time alternative solutions can be determined [5].

Education and training in Nursing Resources Problem is an unsolved problem in line with the complexity of changes in the environment, both in terms of planning, implementation and assessment. Various nursing resource education and training techniques continue to be carried out both through empowerment, classroom action research, further education, domestic and foreign comparative studies, and training but have not had a significant impact on improving the quality of learning [6].

This problem occurs because it is not optimal empowerment of raw student input; instrumental empowerment input includes programs, service values, infrastructure and costs; coupled with the lack of optimal involvement of environmental inputs consisting of family, society and stakeholders/environment. The main components of nursing education and training will affect performance and output [7]. Outcome and impact refer to the standard size competency level (stand norms) will be an attractive force (incentives) and motivation (motivation factors); and is a stimulating factor, including in the response factor. The researchers limit the problems related to the management of education and training in nursing resources as well as the

supporting factors and constraints of the process of nursing education and training at Al Islam Bandung Hospital [8].

The general objective of this study is describing how administer nursing education and training in order to increase the competency of personnel resources at Al Islam Bandung Hospital. The specific purpose of this study is to describe and analyze planning, implementation, assessment /evaluation, supporting and inhibiting factors as well as solutions to overcome the problems of nursing education and training which include expectations of improvement, needs assessment and training design in Al Islam Bandung Hospital [9].

II. LITERATURE REVIEW

In general, the management of education and training to improve nurses' educational qualifications from D3 to S1 at Al Islam Hospital consists of four main parts, they are: planning, implementation, evaluation and performance of the nurse [10]. The four components (Plan, Do, Check, and Act) are often abbreviated as PDCA. Planning includes three things, namely; (1) needs analysis, (2) goals to be achieved and measures of success, and (3) training design and delivery. Covering needs assessment; (1) organizational needs in accordance with the vision, mission, goals, programs and objectives; (2) needs related to tasks that must be carried out and (3) the needs of nurses as personal as well as employees who always expect careers and income. Targets and measures are the benchmarks for the success of education and training activities, both in terms of quantity and quality, including the efficient use of resources both human resources, finance and facilities. Design and integration includes learning models including the learning burden that must be taken, the sources of teaching materials, the evaluation system and the determination of the success rate of learning [11].

Training implementation includes content, methods and approaches to learning. In this section the author wants to get a complete and comprehensive picture of how training is carried out according to the design that has been set [12]. The study covers curriculum and learning, scheduling, utilization of facilities and resources, methods and approaches used, involvement of all components in learning, especially the involvement of students in increasing participation as active learners [13].

Training evaluation includes four things, specifically; reaction, learning, behavior and results. How students (nurses) respond to this program greatly determines the success rate of this training program. They are not only decisive component, because there are still other components such as instructors (lecturers, tutors, widyaiswara), executive committees and management of the training itself. For this reason a positive reaction from all components, especially participants, is a big capital to achieve a smooth level of process and better learning outcomes. Learning effectiveness determines the level of knowledge, attitudes and skills of learning outcomes [14]. The expertise of the instructors plays a key role, in addition to the complete components of the facilities and the atmosphere of learning that takes place in the classroom [15]. Thus interpersonal relationships between teachers and students hold control in increasing learning motivation. If the three

components above are met properly (positive reaction, effective learning, pleasant behavior) then the results achieved from this training activity will also show good results [16].

The implementation of this training is not just students (nurses) get a good achievement index, but there is an expectation of changes in the implementation of tasks and increased performance. Thus the success of all training activities will be seen from changes in performance in service and customer satisfaction (patients). The participants' changing after following the training activity such as have high motivation in providing the best service and they also show a working ability that meets the standard. These two things become the benchmarks for the success of the training to increase the qualifications of nurses in the implementation of tasks, so that it becomes the program evaluation material for the future.

III. RESEARCH METHOD

The method used in this study is qualitative evaluative research with a system approach (input-process-output) from the point of view of public service. The informants in this study were a sample of the nursing staff population at Al Islam Bandung Hospital. Data was collected through in-depth interviews, Focus Group Discussion (FGD), document observation and research. Data obtained are processed manually and content analysis is carried out.

Qualitative data analysis is conducted interactively, continuously and completely, so the data is saturated. The size of data saturation is indicated by no new data or new information. Activities in the analysis include data reduction, data presentation (data display) and drawing conclusions and verification. Presentation activities (displays) of data are collected and analyzed beforehand, given that qualitative researchers compose narrative texts. Display is a format that presents information thematically to readers. The next step is the stage of drawing conclusions based on findings and verifying data. As explained above, the initial conclusions put forward are still temporary and will change if evidence is found that supports the next stage of data collection. This process of obtaining evidence is referred to as data verification. If the conclusions expressed at the initial stage are supported by strong evidence in the sense that they are consistent with the conditions found related to the improvement of nursing resource competencies, accordingly the conclusions obtained are credible conclusions.

IV. RESULTS AND DISCUSSION

The authors used the interview method, questionnaire and also document review to get the results of the study. Interviews were carried out on several officials who had links with training on improving nurses' competencies and nurses' performance assessments consisting of; Head of Human Resources Division, Head of Education and Training Division, Implementing Activities. This is intended to get an idea of planning, implementation and evaluation of training and supporting document data sources. On the other hand the authors also want to get the performance of the nurses who attend training. Thus getting an overview from the stakeholders

about the implementation of training and contributions to the organization. Whereas in the type of data the author questionnaire provides a questionnaire to participants in education and training.

Research Findings related to Planning Education and Training of Nursing Personnel at Al Islam Bandung Hospital

The results of interviews with the Head of Human Resources, get information about; Vision and Mission of Al Islam Hospital institutions, the background of education and training increases the competence of nurses from D3 to S1 levels, targets for human resource service performance, and career guidance systems especially for nurses. So it seems clear why nurses need to get an increase in their educational competencies.

The background of training implementation in improving the competence of nurses from D3 to S1 level. The authorized official explained that; after evaluating the regulations (rules) and the performance and educational background of the nurses at Al Islam Hospital, it was found that in general, around 88.5% of the 400 nurses had just completed their D3 education level. While the rules require that nurses have at least the level of education (level) equivalent to S1 or D4 plus Certificate Ners. Whereas to get certificate of Ners, it is required to have an education level of S1 or D4.

Based on the planning and strategy document, information was obtained that education and improvement training were priority programs for the existing nursing staff. Its function is expected to be able to increase the competency of nurses from D3 to S1 levels in order to increase work capacity to support the hospital care service system. At least 18 people are programmed each year to attend the training. This is an effort to realize the Agency's vision, mission, goals, objectives and policies.

Information about the goals and objectives of developing nursing resources, types of activities carried out including enhancing nurse education competencies from D3 to S1 are obtained in work plan documents. In addition, there are also State Ministry/Institution Work Plan & Budget-based and targets for the number of nurses included in the program, including those involved in education and training activities to improve nurse education competencies.

A. *Implementation of Education and Training for Nursing Personnel at Al Islam Bandung Hospital*

Evaluation implementation was oriented to the process and results, where evaluation was carried out; (1) formative for each subject in each subject through the assignments given by the lecturer, (2) summative, middle and end of semester which includes Mid test and Final Test. Moreover, there are also practical examinations according to the nature of the courses delivered. Thus the participants will be monitored the level of learning progress. Evaluation was intended to see; (1) participant's reaction about how much interest and motivation to learn (2) how the learning process takes place effectively and efficiently, (3) how to increase the attitudes and skills levels of participants, and (4) how the participants learn and

how much contribution to the implementation of their daily tasks.

The interview results of the activity implementation obtained information that the lecture activities related to the theory were carried out on the STIKES campus of Aisyiah Bandung, while the lectures related to the practice were held at Al Islam Hospital Bandung. For lectures according to their nature (theory or practice), they are held at the STIKES Campus and Al Islam Hospital two days of each. Participants come to campus and implement the practice from 2:00 p.m. until 8 p.m. The average lecture material every day was two courses, so that in one week/one semester participants can take eight courses.

The presence of students (participants) and lecturers were quite good, which was around 95% in one semester. Even though they were working the next morning, and afternoon to night went to class, their presence in the class was quite good. Likewise with lecturers, their presence can be justified, both lectures held at STIKES, and practices held in hospitals. It should be noted that they were not present, but they actively participate in learning including making assignments or presentations in front of the class. There was no reason for them to be employees who asked for the privilege of a lecturer. All lecture activities, both theory and practice still had no weakness in tools and learning media. In addition, for learning resource books, besides printed books, digital books were available. So that the need for students to source books can be fulfilled adequately.

Based on the questionnaire given to the training participants, overall received an average response of 89.02 agreed, 10.56% were hesitant, and the remaining 0.42% did not agree to the implementation of training on improving the competency of nurses' education from D3 to S1.

In other words, it can be said that 99.58% of participants received the intended training program. The details can be conveyed that; (1) The training program is felt to be in accordance with the training participants' needs, taking into account the current conditions, arranged systematically, according to daily work and the content of the program responding to the demands of the job, getting a response of 89 % agreed and 11% was hesitant; (2) Training methods were felt to be very helpful in understanding the implementation of work, also adjusted to the number of participants, the training objectives and job requirements were thus quite interesting and supported problem solving in the work, get a response of 96% agreed and 4% hesitant; (3) The instructor showed good mastery of the material, so that the delivery was also easy to understand, because he had experience in his field and thus his appearance increased enthusiasm for participating in the activity, got a response of 93.5% agreed 6% hesitant and 0.5% did not agree; (4) Learning facilities greatly helped smooth training, making it easier for students to understand the material of the jar as a whole and thoroughly. Class air was cool enough and comfortable making the trainees more focused on learning. On the other hand the complete kit (student kit), as well as building facilities that were very supportive of the learning process, got a response of 75% agreed, 24% hesitant and 1% did not agree; (5) Training related to nursing tasks that

must be conducted, useful to overcome the problems that arised. The order, presentation, and content of the training material were easy to understand, and always up-to-date in following developments of scientific progress, getting responses of 85.5% agreed and 14.5 % hesitant; (6) The length of time used for training affects the understanding of the material provided for it according to needs, and did not interfere with the smooth functioning of work. The implementation schedule was arranged in such a way from start to finish in accordance with the time schedule so that it did not saturate, got a response of 91% agreed and 9% hesitant; (7) At the end of learning students felt that they had sufficient and adequate knowledge, understood how to plan work programs, handled good patients, gained knowledge in completing achievement targets, understood priority work assignments at the time of urgency to increase knowledge about controlling and evaluating nursing staff could be applied in service, got a response of 94% agreed, 5% hesitant and 1% did not agree.

B. Supervision of Education and Training of Nursing Personnel at Al Islam Bandung Hospital

Based on interviews conducted by researchers, information was obtained that at Al Islam Bandung hospital there was a nursing committee that had the main function of maintaining and increasing the professionalism of nursing staff through credential mechanisms, safeguarding professional quality and maintaining ethics and professional discipline. This nursing committee functions to develop the competence and authority of functional nursing staff, formulated norms and professional behavior and provide a measure of the performance of nursing staff, maintain and monitor the implementation of the quality improvement of nursing staff, communicated information on the quality of nursing professionals to all parties involved, recommended the proposal to solve the problem of nursing staff related to ethics, discipline and professional quality to the president director, initiated changes in improving the quality of the profession of nursing staff. While the level of skills needed was nurses at level I, II, III, and IV. Thus the standard of hospital service performance from the side of nursing could be fulfilled.

The Field of Human Resources also explained that the nursing committee had a role to oversee the nurses who were undergoing training programs. Whereas for nurses who took an education program submitted to high school. However, data collection and reporting from high schools must be carried out with assessments obtained by nursing staff.

The field of Human Resources also described about the system of career development of human resources, especially nurses. Explanation provided around nurse career coaching, payroll and reward systems. Al Islam Hospital used a career merit system in fostering its employees, it means improving employee careers would be evaluated from educational background, type of work, tenure, and performance of the employee concerned as well as opportunities to participate in increasing knowledge and skills. According to the organizational structure, the main tasks and functions of nurses were expected to have a competency level of S1 or D4 towards achieving Ners certification.

Nurse career gap had the meaning of competency level to carry out accountable and ethical nursing care according to the limits of authority. The general description of nurses' professional career consists of four fields including 1. Clinical nurse, namely nurses who provide nursing care directly to patients/clients as individuals, families, groups and communities. 2. Nurse Manager is a nurse who manages nursing services in health facilities, both as a front line manager, middle management and top manager. 3. Nurse educators, who provide education to students in nursing education institutions, 4. Research nurses, who work in the field of nursing/health research.

Al Islam Bandung Hospital determined the standard of assessment based on the increase of knowledge, skills, and attitudes in the hospital service process as outputs obtained by education and training programs conducted by the hospital. This showed the correlation between the efficiency of education and training in the pattern of hospital services. The better knowledge, skills, and attitudes shown are always supported by the good academic performance of nurses in attending educational programs.

Affectively the character of nurses at Al Islam Hospital upholds the code of ethics, Islamic values and social considerations with effectiveness (quickly and precisely as needed), efficiency (time, cost and equipment), service quality (patient and family satisfaction), responsiveness (responsive to patient complaints), and accountability (can be accounted for professionally).

V. CONCLUSION

Based on the data collected by the researchers, it can be seen that what was conducted by Al Islam Bandung Hospital in the planning of Education and Training Management in Increasing Competence of Nursing Resources is to determine Needs, determine the purpose of training and education programs, determine policy priorities and training participants' competencies, formulate education and training activities programs, determine fund allocation, and determine education and training activities evaluation standards.

According to the results, the activities carried out in the implementation of management education and training in improving Nursing Resources Competency in Al Islam Bandung Hospital took the form of undergraduate formal education with the Nursing S1 curriculum at the STIKES Aisyiah while the Al Islam Hospital nursing training program was conducted in the environment Al Islam Hospital and applied to all nursing staff. The training methods provided are Expressible Methods, incident processes, and conferences and observations.

Assessment of management of education and training in improving nursing competency in Al Islam Bandung Hospital is based on the ability to understand the mechanism and standard of medical services for patients; understand the medical actions that must be given to the patient and its limitations; understand technical expertise and expertise; understand specific knowledge concerning personal experience directly with the object as well as appreciation of the

organizational culture of the Al Islam Hospital sourced from the Qur'an and Hadith.

Several factors that support the program to increase the competency of nursing staff in the education and training programs available at Al Islam Hospital, including; (1) the institution has provided opportunities for nurses to improve their educational careers by collaborating with STIKES Aisyiah; (2) institutions provide complete training facilities and are able to bring in sufficient teaching staff to directly engage in the work environment; (3) Expressible methods, incident processes, and conferences are the absolute standard in Al Islam Hospital training program, specifically in the curriculum program also applied; (4) Awareness of nursing staff has largely understood the importance of increasing competency based education and training.

Whereas the obstacles include; (1) nurses are still burdened with strict work time and lecture time; (2) funding sources are still self-reliant and independent, ie financing is fully charged to students; (3) the administration of study permits for nursing staff who want to take an education program is still difficult; (4) Educational institutions that cooperate with hospitals are often late in providing scientific updates related to nursing technology.

The solution made by Al-Islam Hospital in overcoming obstacles to the implementation of Management of Education and Training in Increasing Competence of Nursing Resources includes; (1) giving relief to nursing staff who are pursuing an education program to obtain shift change permits, reduction in work time, or not even entering work even though the provisions that apply are very strict; (2) Al Islam Hospital provides scholarships to complete the final assignment and even full education scholarships for outstanding nurses; (3) to apply for a study permit at least 3 months before registering for college; (4) Between hospitals and STIKES Aisyiah coordinates in the form of annual Focus Group Discussion to understand the dynamics of science in Health and nursing. Suggestions that can be given to the management of education and training in improving the competence of nursing staff at Al Islam Bandung Hospital are; (1) Policy makers should not give

a heavy burden in Education and Training activities and programs; (2) Al Islam Hospital should provide Training Intensity more often so that there is no knowledge gap between nurses who have attended an education program and those who have not had time to attend an education program.

REFERENCES

- [1] A.A. Anwar Prabu Mangkunegara, *Manajemen Sumber Daya Manusia*, Cetakan Ke Tujuh. Bandung: PT. Remaja Rosdakarya, 2007
- [2] Almasdi and J. Suit, *Aspek Sikap Mental Dalam Manajemen Sumber Daya Manusia*. Jakarta: Syiar Media, 2012.
- [3] S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 1998.
- [4] A. Arief, *Pengantar Ilmu dan Metodologi Pendidikan Islam*. Jakarta: Ciputat Press, 2002.
- [5] B. Atep, *Dasar-dasar Pelayanan Prima*. Jakarta : Elex Media. Komputindo, 2004.
- [6] A. Azwar, *Menjaga Mutu Pelayanan Kesehatan*. Jakarta: Sinar Harapan, 2010.
- [7] Djam'an, Satori, dkk. *Profesi Keguruan*. Jakarta: Universitas Terbuka, 2007.
- [8] Gibson, Ivancevich, Donnelly, *Organization*, 5th edition, dialihbahasakan oleh Agus Dharma. Organisasi, Edisi Kelima. Jakarta: Erlangga, 1992.
- [9] D.A. Gillies, *Manajemen Keperawatan Suatu Pendekatan Sistem*, Edisi Kedua. Terjemahan Illiois W. B. Saunders Company, 2006.
- [10] O. Hamalik, *Manajemen Pendidikan dan Pelatihan*. Bandung: Y. P. Pemindo, 2000.
- [11] O. Hamalik, *Pengembangan Sumber daya insani: Manajemen pelatihan Ketenagakerjaan*. Jakarta: Bumi Aksara, 2000.
- [12] T.H. Handoko, *Manajemen Personalia dan Sumber Daya Manusia*. Edisi Kedua. Yogyakarta : BPFE UGM, 1994.
- [13] Hasibuan and S.P. Malayu, *Manajemen Sumber Daya Manusia*, Edisi Revisi, Jakarta: PT. Bumi Aksara, 2005.
- [14] Y. Ilyas, *Perencanaan Sumber daya insani Rumah Sakit*. Jakarta: Pusat Kajian Ekonomi FKM UI, 2000.
- [15] P. Irawan, *Penelitian Kualitatif & Kuantitatif Untuk Ilmu-Ilmu Sosial*. Departemen Ilmu Adminstrasi FISIP UI, 2006.
- [16] Keban, T. Yeremias, *Enam Dimensi Strategis Administrasi Publik, Konsep, Teori dan Isu*. Yogyakarta: Gava Media, 2004.