THE EFFECT OF SUPERVISION TRAINING ACADEMIC MODEL TOWARDS SUPERVISION CAPABILITY OF NURSING MANAGERS IN RSI IBNU SINAPEKANBARU

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Abstract

Supervision must be done by nurse managers in order to enhance the quality of nursing care. Most of the nurse managers in RSI Ibnu Sina could not implement adequate supervision due to lack of understanding of it, so that the supervision training is needed. This study aims to know the effect of academic model supervision training in nurse supervision capability. This was quasi-experimental study with pre-post test only design. Thirty five nursing managers followed the training, there were no control group. The sample did test before and after the training to know their capability in supervision. The Wilcoxon test showed that academic model training increases the nurse supervision capability significantly (p = 0.000). Their supervision capability increases in knowledge, attitudes and skills. To sum up, academic model supervision can be applied in order to improve the supervision ability of the nurse managers.

Keywords: Academic model, nurse manager, supervision, and training.

BACKGROUND

The quality of nursing care as an indicator of the health care quality is one of the factors that determines the health care institution's image in the eye of public. There are six main indicators of the health care quality in hospitals; First, patient safety, including nosocomial infection rates, the incidence of patient falls, pressure sores, medication errors and the level of patient satisfaction with the health care. Second, the management of pain and comfort, the third, level of patient satisfaction with care, fourth, self-care, fifth, patient anxiety, and sixth, patient's behaviors (knowledge, attitudes, skills) (Marquis & Huston, 2000 in Nursalam, 2011).

According to Kuntoro (2010), nursing resources is the dominant human resources at the hospital and is a profession that has an important role in organizing and maintaining the quality of service in hospitals because not only large in number, the nurse is a profession that deal continuously for 24 hours with the patient. Nursing resources in hospitals are divided into several groups, which are nurses, team leader and director of room. Nurse is a person who plays a role in caring, nurturing, helping and protecting people who are sick, injured and aging. Furthermore, the nurses will be coordinated by a team leader.

The team leader is a nurse in charge of coordinating the nurses in performing nursing care (assessment until the documentation is good and right). In performing the job, the team leader is under the supervision of a Director of room (Gartinah, 2006).

Director of room is one of the determining factors in the management of nursing service activities. One of the functions of a director of room is through the guidance function (directing) whose

role is to maintain all the activities that have been programmed to be carried out well. In this directing functions, supervision and evaluation are also involved. Therefore, as a nursing manager or team leader, director of room is expected to have the ability to supervise (Kuntoro, 2010).

The directing function of the director of room is an activity in order to maintain and improve the quality of nursing care services and one of them through supervision activities. Directing is also one of the efforts to reduce and prevent the occurrence of undesirable events such as the increased incidence of nosocomial infections are often caused by officers' factors as the main cause. Lindawati's research (2001) results at Pertamina hospital in Jakarta says that one of the variables that affect the prevention of nosocomial infections is supervision in addition to the means and standard operational procedure. Likewise, according to the Ministry of Health (2007), in developing the application and control of nosocomial infections, then steps must be taken is to carry out supervision.

The purpose of this study is to determine the effect of supervision training academic model on the ability of nursing manager in RSI Ibnu Sina Pekanbaru

METHODS

This study used quantitative research methods with quasi experimental pre post-test only. Population and samples in this study were all managers in the RSI Ibnu Sina Pekanbaru (35 persons).

Data Collection Tool in this research using three formats that consist of the characteristics data, capabilities data (knowledge and attitudes) as well as the observation sheet for skills. The explanations are as follows: 1) Characteristics data of the respondents,

which include: age, gender, and length of employment was measured using a questionnaire. 2) Capability data, variable knowledge, and attitude of each was measured by using a questionnaire with 10 questions. As well as observation sheet consisting of 10 activities.

Validity test was conducted at PMC Hospital on 11-13 January 2014. Questionnaire was given to all director of room and team leader of 20 people. The list of the questions were 20, which cover about knowledge 10 items and about the attitude of 10 items. The result of the data collection tested with Pearson Product Moment. From the SPSS processing of 20 items, all items are valid with p value 0.444 to 0.865 (p> 0.05) and Cronbach's Alpha value of knowledge is 0.92 while and attitudes is0.94.

Data of respondents' characteristics, which include age, gender, and length of employment was measured by using a questionnaire. Data for age, gender and length of employment are in the form of categorical, therefore data were processed with proportion technique.

To see the differences in knowledge, attitudes and skills before and after the training, Wilcoxon test was used by using 95% confidence level, where $p < 0.05$. While Spearman test was used to see the correlation between the characteristic variable with the knowledge, attitude and skills of director of room and the shift manager in charge of supervision after the training given.

RESULTS

This research was conducted in RSI Ibnu Sina Pekanbaru. This research was conducted from February to June 2014. The spread of the questionnaire (pre-test) was on 14-15 May 2014, training 17-18 May 2014, mentoring 20 to 25 May, independent activities 27-29 May 2014, and the post-test 31 Mei-01 June 2014.

Table 1

Frequency Distribution of Respondents by Age, Gender and Length of Employment in RSI Ibnu Sina Pekanbaru 2014 (n = 35)

Characteristic	F	%
Age		
• **Young**	12	34,3
• **Old**	23	65,7
Gender		
• **Male**	2	5,7
• **Female**	33	94,3
Length of Employment		
• **Short**	2	5,7
• **Long**	3	94,3

Table 1 shows that more than half of the respondents are in old age (65.7%) and most respondents were female (94.3%) and has a long service of working (94.3%).

Table 2

Frequency Distribution of Respondents' Supervision Ability before Training in RSI Ibnu Sina Pekanbaru 2014 (n = 35)

Ability Variable	f	%
Prior Knowledge		
• **Low**	26	74,3
• **High**	9	25,7
Prior Attitude		
• **Mediocre**	18	51,4
• **Good**	17	48,6
Prior Skill		
• **Mediocre**	35	100
• **Good**	0	0

As presented in Table 2, it can be seen that most of the respondents had low knowledge about supervision (74.3%) and more than half of the respondents showed unfavorable attitude towards supervision (51.4%), while all respondents have poor skills in supervision (100%). This suggests that the ability of the director of room and the shift manager toward supervision before training was not good.

Table 3

Frequency Distribution of Respondents Ability after Training in RSI Ibnu Sina Pekanbaru 2014 (n = 35)

Ability Variable	f	%
Post Knowledge		
• Low	1	2,9
• High	34	97,1
Post Attitude		
• Mediocre	4	11,4
• Good	31	88,6
Post Skill		
• Mediocre	1	2,9
• Good	34	97,1

Based on Table 3, it can be seen that the general knowledge about supervision of the respondents is high (97.1%) and respondents' skills on supervision are good (97.1%) after the training given, while the attitude of the majority of the respondents

are good towards supervision (88, 6%) after the training given.

Table 4

The difference in Respondents' Supervision Ability Before and After the Training in RSI Ibnu Sina Pekanbaru 2014 (n = 35)

Variable	N	p
• Post-pre knowledge		0,01
Negative ranks	0	
Positive ranks	25	
Ties	10	
Total	35	
• Post- pre Attitude		0.01
Negative ranks	0	
Positive ranks	14	
Ties	21	
Total	35	
• Post-pre Skills		0.01
Negative ranks	0	
Positive ranks	34	
Ties	1	
Total	35	

Based on Table 4, it can be seen that there is a significant difference between knowledge, attitudes and skills of the respondents toward supervision before and after the training given. Score $p < 0.01$, respectively.

Table 5

Correlation between Age, Length of Employment and Gender with Respondents' Knowledge after Training in Ibnu Sina Hopital Pekanbaru 2014 (n = 35)

Charac-teristic	Know-ledge	Atti-tude	Skill
• Age			
r	-0,12	0.31	-0,12
p	0,48	0,07	0,48
• Length of Em-ploy-ment			
r	-0,04	0,30	-0,04
p	0,81	0,08	0,81
• Gender			
r	-0,042	0,30	-0,04
p	0,81	0,08	0,81

Based on Table 5, it can be seen that the correlation between respondents' characteristics such as age, length of employment and gender with the knowledge, attitude and skills of the respondents toward supervision is not significant ($p > 0.01$).

DISCUSSION

Effect of Supervision Training Academic Model towards supervision knowledge of director of room and shift manager

The results showed that the prior knowledge of Director of room and shift manager toward supervision training academic model are mostly low (74.3%).

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The results are in line with research conducted by Febrianti, (2012) which states that the knowledge of the respondents before the treatment is low (68%).

According to researcher, Director of room and shift manager's lack of knowledge about supervision are because they never followed any special training on supervision, so their understanding of supervision activities are low. Besides, training for the clinical supervision for the director of room or shift manager has not been programmed yet and has not been the requirements for the appointment of the director of room. It causes the director of room perform poor in the supervision.

To improve the knowledge of the director of room and the shift manager who is low on supervision academic model, training can be done to all director of room and shift manager. After the intervention, it was found that there is a significant difference knowledge before and after treatment were given with $p < 0.01$. This results are in line with research conducted by Widiyanto, (2009) which shows that there are significant differences in the quality of nursing care after being given supervisory training $p < 0.01$.

The researcher believes that the supervisory training conducted by giving lectures and discussion in the classroom followed by a mentoring activities and independent activities along with giving the supervision training academic model modules can increase the knowledge of the director of room and shift managers towards supervision academic model. This can be seen from the increasing of the respondents' knowledge after the training is given as 71.4%. It also proves that the training has a very big influence, especially for respondents who previously had low score in pre-test or before training was given.

While knowledge of the director of room and the shift manager after given supervision training academic model in RSI Ibnu Sina Pekanbaru is generally high (97.1%), most of the question related to the competence of a supervisor, educative activities, supportive and managerial which have not been able to be answered correctly during the pre-test were answered correctly by the director of room and the shift manager after training was given. This study is in line with a research conducted by Yulia, (2010) who found an increase in the understanding after the conducting a training for the nurses. Similarly, Febrianti, (2012) found an increase of knowledge of the nurses after training is given.

The researcher believes that the improvement of director of room and shift manager caused by the high motivation of the respondents. This can be proven by high enthusiasm showed by respondents during the training activities carried out in two (2) days with activities of lecturing, discussion and role play in class (only 1 respondent who went out from training due to illness). It can be concluded that the training is a way of learning that involves individuals to improve their performance. In other words, training is an organized method to prepare individuals to have the specific knowledge and skills in their work. Training in this research is oriented on increasing the knowledge of director of room and shift manager performing their functions through supervision.

In this research, there was no significant relationship between the characteristics of respondents with

knowledge shown by the score of p> 0.01. This study is in line with a research by Estele, (2011) who found no correlation between age and length of employment with job satisfaction of nurses after training and also research by Wahap, (2001), which proves that there is correlation between the lengths of employment with satisfaction after training. Researcher believes that regardless of the age of respondents and the length of employment don't affect the increase in knowledge. In other words, all director of room and shift manager at RSI Ibnu Sina Pekanbaru can increase their knowledge in training given.

Effect of Supervision Training Academic Model toward the Supervision of director of room and shift manager.

The results showed that the attitude of the director of room and shift manager before the training was not good more than half of them (51.4%), while the attitude of the director of room and the shift manager that is still not good is about supportive and managerial activities in supervision. Anwar (2003) argues that one of the components of attitude is cognitive formed by knowledge and information received which then processed and resulted in a decision to act.

Researcher believes that the lack of good response of respondents to the supervision is one of the reasons of the ineffectiveness of supervision activities in RSI Ibnu Sina. In addition, the lack of information about supervision caused respondents to be less good because attitude is a reaction of a person to act in the form of knowledge and the information it receives. If the director of room or the shift manager acted less good to supervision, it will impact on the implementation of the supervision which is an activity to provide direction and guidance to nurses that will affect the delivery of services to patients.

From the results, it was found that there is a significant difference between the attitudes of respondents about supervision before and after training with p <0.01. Where the respondents' attitudes about supervision after being given training increase to 40% from the previous, although more than half of the respondents have the same attitude towards supervision between before and after training. For the revelation of the attitude that was not able previously to be perceived well by the director of room and shift managers, after the training they show an increasing perception. It can be seen from supportive and managerial activities undertaken. The results are in line with the opinion of Sulistyani and Rosidah (2009), who state that one of the purposes of training is to improve employee performances resulting in increasing attitudes and skills with advances in technology. Besides, Ilyas (2002) states that supervision can affect a person's performance. This research was also supported by a research conducted Saljan (2005) on the influence of supervisory training on the performance of nurses with the result that the supervisory training influence the attitudes and performance of nurses.

Researcher believes that the training can improve respondents' performance in terms of knowledge, skills and attitudes to supervision. For the director of room and the shift manager can effectively carry out the functions of guidance, they should improve their knowledge, attitudes and skills in nursing supervision activities.

Besides, supervisory training gives a good change to the ability of the director of room and the shift manager to supervise in the RSI Ibnu Sina Pekanbaru. This has been indicated by the value of post-test that is better, especially on the attitude statement. Although 60% of respondents still have the same attitude between before and after training, but statistics show the change. Increased ability supervision of director of room and the shift manager in RSI Ibnu Sina Pekanbaru is also supported by the understanding and the motivation of all nursing managers after training with the beginning stages of the pre-test, training, supervision, mentoring supervision activities, independent activities and ended up with a post-test. However, researcher believes that a person's attitude cannot be changed in a short time, in which to be able to make changes to a person's attitude takes a long process, while this study did only take place within a relatively short time, so there are respondents who have the same attitudes before and after training.

The results of this study also found that there is no significant correlation between the characteristics of respondents with attitudes toward supervision with p> 0.01. This study is in line with research conducted by Febrianti (2012) who found no correlation between age and ability to nurse after being given the training (p = 0.517).

Effect of Supervision Training Academic Model towards Supervision Skills Director of room and shift manager.

The results showed that the skill of director of room and shifts manager before training is not good (100%). Most of supervision activities were not carried out by the director of room and the shift

manager before training, especially in terms of making supervision schedule, providing the date of the nurses, orienting the material supervision, reviewing the performance of staff and providing role models. This is in line with the research by Supratman and Sudaryanto (2008) which states that the implementation of nursing supervision and implementation of management functions are not able to be well performed in most hospitals in Indonesia.

Researcher believes that one of the reasons why the respondents have poor skills on supervision is because in RSI Ibnu Sina Pekanbaru has never been carried out supervision training academic model activities to oversee the implementation of professional and quality nursing care. Though supervision in nursing is an activity to provide guidance / instruction, assistance, and support in completing a job in accordance with policies and procedures. This will certainly have impacts on the performance of nurses who will provide nursing care to patients or in other words the impact is the lack of quality of service provided. Therefore, efforts should be made to improve the implementation of this supervision, especially in the inpatient unit.

The results showed that there were no statistically significant differences between supervision skills before and after supervision training academic model with p <0.01. This is supported by the opinion of Authority (2010) in Pitman (2011), which states that good supervision can improve patient safety. Likewise with the previous study using a phenomenological approach to conclude that managerial support from the hospital to the presence of supervisory training is very helpful manager nursing

supervisor in its function as true (Williams & Irvine, 2009).

The increase of skills of director of room and the shift manager can be seen the skills of the manufacturing supervision schedule, orienting the schedule of nurses, identifying nurses' performance and providing role-play to the staff. Researcher believes that the increase is caused by the respondents' interest in the activities of supervision which they considered only as a measure to find fault with subordinates and done secretly before. This can be seen from the enthusiasm of respondents during role play and direct assistance activities by researcher who acted as a speaker and facilitator at the same in the implementation of the intervention. This capacity increase is seen from the director of room and the shift manager in implementing supervision training academic model through educative, supportive and managerial activities so when the post training supervision schedule has been made, socialization to the nurses who will be supervised already running, the supervision material has been oriented, the supervisor has been able to identify the performance of the staff as well as some of the activities in the form of guidance on nursing action and improve standard operational procedures have started nursing actions involving nurses.

Skills after training showed an increase in a very high number i.e. 97.1%. According to Notoatmodjo (2007), the ability changes, performances or attitudes are based on changes or additions in terms of knowledge, attitudes and behavior. Likewise, Siagian (2009) says that training is a form of short-term investments to help improve the skills of employees in

performing their duties. While Rosidah (2009) suggests that training is important because it is the means used by the organization to maintain, keep, obtain and improve the skills of staff to then be able to increase its productivity.

Based on researcher's analysis, this training has a strategic role in changing a person's skills although training is believed to be not the only way to change a person's performance. The performance of a director of room and the shifts manager can be affected by several other factors such as the moral assistance and material support and clear job descriptions. The improvement of skills of respondents to the implementation of supervision due to a good understanding of supervision itself. This is especially noticeable when the director of room and the shift managers in implementing educational activities in the form of guidance or direction and provide feedback. If this activity is done continuously, it will be able to oversee the implementation of safe nursing care and professional as expected of this educational activity nurses gain new knowledge resulting in increased understanding, competence, and confidence. Furthermore, to the director of room and the shift manager, this educative activity provides an opportunity to transfer knowledge or skills to nurses.

Director of room and shift manager after training has been able to run educative activities by giving opportunities for nurses in presenting cases that are often encountered briefly. This activity aims to find solutions to the problems encountered in implementing nursing care such as nursing independently carry out acts as a main task of the nurse besides the duty of the health care team such as a doctor. In

addition, supportive activities that have been carried out by the director of room and the shift manager in the form of support to other nurses give the guarantee of comfort at work. The expected outcome of these activities is to reduce conflict, to provide comfort in carrying out their duties and job satisfaction. Furthermore, the benefit of these activities for manager is to improve the ability to be a good negotiator in dealing with any problems that occur among nurses. While in managerial activities, director of room and shift manager in RSI Ibnu Sina Pekanbaru has started by involving nurses in improving standard operational procedures of nursing actions which have to be adjusted with the circumstances of the hospital without leaving the standard established by Ministry of Health. So is the standard documentation discusses the nursing care that has the ease of implementation as made in the form of a checklist format. Managerial activity is aimed to improve the change of action, problem solving, improving professional nursing practice, job satisfaction and patient safety, while the benefits of this activity for a manager is trained in providing the delegation.

However, this study found no correlation between the characteristics of the respondents with the skills shown by the value of p> 0.01. The results are consistent with a research by Wahap (2001), which proves that there is relationship between the lengths of employment with satisfaction after training. Likewise, Robbins (2008), found no significant difference between men and women affect to the performance or capabilities. Researcher believes it is proved that the change in the skills of the respondents on the implementation of supervision is caused by the support from hospital management, as well as the

motivation of respondents to improve skills and run a new thing in their routine activities

CONCLUSION

The conclusions of this research are:
1. Characteristics of director of room and the shifts manager are mostly have a long employment and are female, while more than half of them are in old age.
2. The ability of director of room and the shift manager about the knowledge of supervision before training is mostly in low level, more than half of the respondents' attitudes about supervision before training is not good while the skills before supervision training academic model of all respondents are still not good.

3. After the training was carried out, knowledge and skills of director of room and the shift manager is good, while most of respondents' attitudes about supervision is good.

4. There is a significant difference between knowledge, attitudes and skills of director of room and the shift manager on supervision before and after the supervision training academic model was given.

5. There is no correlation between the characteristics of the director of room and the shift manager includes age, gender and length of employment with knowledge, attitudes and skills on supervision training academic model.

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