

Analysis of Implementation of Teamwork Domains in the Application of Interprofessional Education at Polytechnic of Ministry of Health Surakarta

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ABSTRACT

Purpose: The purpose of this study is to analyze the implementation of teamwork in the application of Interprofessional Education so that and to identify the supporting factors and inhibiting factors. **Method:** This research methodology using the mixed method. The participants of this study were 200 students consisting of 2 majors namely midwifery and herbal majors at the Polytechnic of the Ministry of Health Surakarta. Participants are taken from students who have entered semester 3 in each study program. This research was conducted during February to August 2019. The specification of this research is descriptive analysis which aims to make a description of the facts, the characteristics and the relationship of the phenomenon. Data was collected through observation and interviews and then analyzed using thematic analysis. **Results:** team work in the midwifery department was quite good at 40.8%, and the herbal medicine department was quite good at 46.2%. Each department meets indicators of successful Interprofessional Education, which is able to resolve conflicts within the team openly. **Conclusion:** Team collaboration in the implementation of Interprofessional Education has been going well, the supporting factor to give the highest contribution is open conflict, The factor which is the highest obstacle is the factor of disagreement regarding the allocation of resources within the team.

Keywords: Interprofessional Education, Teamwork, Student, Midwifery, Herbal, Indonesia.

INTRODUCTION

Interprofessional Education is a form of learning which focuses on learning with, from, and about inter-profession so as to develop collaboration between two or more health professions for the realization of more optimal patient services. IPE is all about trying to understand and respect each other between health professions, with interactions between different professions [1].

Effective collaboration practices are a key principle in health care. In providing collaborative health services, it is undeniable that the healthcare team often experiences conflicts. Medical errors and the emergence of conflicts between health professionals are often associated with communication failures and divisions in team functions and lack of teamwork. One very important component for effective collaboration in health services is the skills of health workers in teamwork. Teamwork skills are a basic competency for successful interprofessional collaboration. Interprofession team collaboration applies in any setting where healthcare professionals interact for common goals in care with patients or the community. The team collaboration process reflects the level of interdependence embedded in the team, in small units such as hospital units, and / or between organizations and the community. Some of the benefits of teamwork for students are that they can provide valuable opportunities to achieve high quality work, develop confidence and prepare students to be ready to work [1].

Interprofessional education has been applied to education at the Poltekkes Kemenkes Surakarta, but there are no studies evaluating the interprofessional education program. The purpose of this study is to analyze the implementation of teamwork in the application of Interprofessional Education so that and to identify the supporting factors and inhibiting factors.

METHODS

This research is a field study, this research methodology uses a mixed method. The participants of this study were 200 students consisting of 2 majors, midwifery and herbal medicine at the Polytechnic of the Ministry of Health Surakarta. Participants are drawn from students who have entered semester 3 in each study program. This research was conducted in February to August 2019. The specification of this research is a descriptive analysis that aims to make a description of facts, characteristics and relationships of phenomena. Data collected through observation and interviews are then analyzed using thematic analysis.

RESULTS

Department of Midwifery

The results of the study of the frequency distribution of teamwork functions in the implementation of Interprofessional Education (IPE) of the Midwifery Department at Poltekkes Kemenkes Surakarta can be seen in table 1.

Based on table 1, the results of research on the function of teamwork in the implementation of Interprofessional Education (IPE) in Poltekkes Surakarta, most of the categories are quite good as many as 49 (40.8%). Whereas the least stated as good as 2 (1.7%). The following details the results of the questionnaire about the function of the teamwork in table 2.

Tabel 1. frequency distribution of teamwork functions (n=120)

Criteria	F	%
Very good	0	0%
Well	2	1.7%
Pretty good	49	40.8%
Not good	33	27.5%
Very Poor	36	30%
Total	120	100%

Table 2. Results of the collaboration team function questionnaire (n = 120)

Category	Question 1		Question 2		Question 3		Question 4		Question 5		Question 6		Question 7		Question 8	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Strongly Agree	0	0%	4	3%	44	37%	32	27%	40	33%	34	28%	33	28%	40	33%
Agree	46	38%	54	45%	44	37%	73	61%	9	8%	22	18%	41	34%	49	41%
Netral	16	13%	50	42%	28	23%	3	3%	28	23%	39	33%	32	27%	25	21%
Disagree	23	19%	8	7%	4	3%	1	1%	29	24%	18	15%	10	8%	4	3%
Strongly Disagree	35	29%	4	3%	0	0%	11	9%	14	12%	7	6%	4	3%	2	2%
Total	120	100	120	100	120	100	120	100	120	100	120	100	120	100	120	100

Based on table 3, most respondents agreed with statement 2 that as many as 45% agreed that between team members felt comfortable delegating to other members of the team. Statement 4 as many as 61% of respondents agreed that between members respect each other. In statement no 8, 41% agreed that the conflict was handled openly. The results of the negative statement questionnaire related to the teamwork function are shown in table 4.

Table 3. Percentage of questionnaire results from positive statements

Q. No.	Positive statement of function of teamwork	%
1	Team members trust each other	38%
2	Team members feel comfortable delegating to other members in the team	45%
3	Team members are honest and trustworthy	37%
4	Team members respect each other	61%
5	Team members respect each other's ideas	33%
6	As a team, we discuss issues openly	34%
7	As a team, we communicate openly	37%
8	In teams, conflicts are handled openly	41%

Table 4. The Team Cooperation Function on the negative statement questionnaire (n = 120)

Category	Question 9		Question 10		Question 11		Question 12		Question 13		Question 14	
	f	%	f	%	f	%	f	%	f	%	f	%
Strongly Agree	2	2%	0	0%	0	0%	0	0%	0	0%	0	0%
Agree	5	4%	6	5%	14	12%	8	7%	18	15%	22	18%
Netral	39	33%	59	49%	24	20%	19	16%	25	21%	29	24%
Disagree	32	27%	33	28%	29	24%	38	32%	47	39%	39	33%
Very Disagree	42	35%	22	18%	53	44%	55	46%	30	25%	30	25%
Total	120	100%	120	100%	120	100%	120	100%	120	100%	120	100%

Category	Question 15		Question 16		Question 17		Question 18		Question 19	
	f	%	f	%	f	%	f	%	f	%
Strongly Agree	0	0%	0	0%	0	0%	0	0%	0	0%
Agree	9	8%	10	8%	3	3%	12	10%	22	18%
Netral	30	25%	19	16%	20	17%	21	18%	18	15%
Disagree	33	28%	50	42%	42	35%	38	32%	20	17%
Very Disagree	48	40%	41	34%	55	46%	49	41%	60	50%
Total	120	100%	120	100%	120	100%	120	100%	120	100%

Based on table 5, it can be seen that the most negative statement questionnaire results in the statement in item 13 there are about 15% of the respondents team members disagree with the opinion about the work that has been done, in the statement item 14 that about 18% of respondents still experience conflicts in doing work. While the biggest negative statement is in the statement in point 19 that there are 15% having differences of opinion regarding the division of resource allocation in my team.

Table 5. Percentage of negative negative questionnaire results

Q. No.	Negative statement of function of teamwork	%
9	Much friction between team members	2%
10	There are personal conflicts in my team	6%
11	There is tension between my team members	12%
12	There are emotional conflicts between my team members	7%
13	Team members disagree with opinions about work done	15%
14	There is a conflict about ideas in my team	18%
15	There is a conflict regarding the work done in my team	8%
16	There are differences of opinion or opinions in my team	8%
17	There are differences of opinion regarding the division of tasks in my team	3%
18	There are conflicts about the duties and responsibilities in my team	10%
19	There are differences of opinion regarding the division or allocation of resources in my team	15%

Department of Herbal

Based on table 6. the results of research on the function of team collaboration in the implementation of Interprofessional Education (IPE) in the Poltekkes Surakarta most of the categories are quite good as many as 37 (46.2%). Whereas the least stated as good as 2 (1.7%). The following details of the results of the questionnaire about the function of the team collaboration can be seen in table 7.

Tabel 6. frequency distribution of teamwork functions (n=80)

Criteria	F	%
Very good	0	0
Well	2	1,7
Pretty good	37	46,2
Not good	27	33,8
Very Poor	14	17,5
Total	80	100

Table 7. Results of the collaboration team function questionnaire (n = 80)

Category	Question 1		Question 2		Question 3		Question 4		Question 5		Question 6		Question 7		Question 8	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Strongly Agree	1	1%	9	11%	25	31%	35	44%	33	41%	13	16%	40	50%	41	51%
Agree	25	31%	35	44%	29	36%	35	44%	7	9%	16	20%	19	24%	27	34%
Netral	6	8%	30	38%	26	33%	5	6%	10	13%	30	38%	11	14%	4	5%
Disagree	15	19%	5	6%	0	0%	1	1%	16	20%	15	19%	9	11%	6	8%
Very Disagree	33	41%	1	1%	0	0%	4	5%	14	18%	6	8%	1	1%	2	3%
Total	120	100%	120	100%	120	100%	120	100%	120	100%	120	100%	120	100%	120	100%

Based on table 8, the majority of respondents agreed with statement item 7 that 50% of respondents stated that the team from the herbal medicine department had open communication. In point 8 there are 51%, which states that the team from the herbal medicine department has a way to handle conflicts openly. The results of the negative statement questionnaire related to the teamwork function are shown in table 9.

Table 8. Percentage of questionnaire results from positive statements

Q. No.	Positive statement of function of teamwork	%
1	Team members trust each other	31%
2	Team members feel comfortable delegating to other members in the team	44%
3	Team members are honest and trustworthy	36%
4	Team members respect each other	44%
5	Team members respect each other's ideas	41%
6	As a team, we discuss issues openly	38%
7	As a team, we communicate openly	50%
8	In teams, conflicts are handled openly	51%

Table 9. The Team Cooperation Function on the negative statement questionnaire (n = 80)

Category	Question 9		Question 10		Question 11		Question 12		Question 13		Question 14	
	f	%	f	%	f	%	f	%	f	%	f	%
Strongly Agree	5	6%	0	0%	0	0%	0	0%	0	0%	0	0%
Agree	1	1%	4	5%	4	5%	7	9%	4	5%	7	9%
Netral	16	20%	36	45%	19	24%	8	10%	12	15%	16	20%
Disagree	29	36%	32	40%	39	49%	45	56%	37	46%	31	39%
Very Disagree	29	36%	8	10%	18	23%	20	25%	27	34%	26	33%
Total	80	100%	80	100%	80	100%	80	100%	80	100%	80	100%

Category	Question 15		Question 16		Question 17		Question 18		Question 19	
	f	%	f	%	f	%	f	%	f	%
Strongly Agree	0	0%	0	0%	0	0%	0	0%	0	0%
Agree	13	16%	2	3%	1	1%	17	21%	14	18%
Netral	24	30%	20	25%	17	21%	12	15%	20	25%
Disagree	19	24%	35	44%	39	49%	23	29%	26	33%
Very Disagree	24	30%	23	29%	23	29%	28	35%	20	25%
Total	80	100%	80	100%	80	100%	80	100%	80	100%

Table 10. Percentage of negative negative questionnaire results

Q. No.	Negative statement of function of teamwork	%
9	Much friction between team members	1%
10	There are personal conflicts in my team	5%
11	There is tension between my team members	5%
12	There are emotional conflicts between my team members	9%
13	Team members disagree with opinions about work done	5%
14	There is a conflict about ideas in my team	9%
15	There is a conflict regarding the work done in my team	16%
16	There are differences of opinion or opinions in my team	3%
17	There are differences of opinion regarding the division of tasks in my team	1%
18	There are conflicts about the duties and responsibilities in my team	21%
19	There are differences of opinion regarding the division or allocation of resources in my team	1%

Based on table 10, it can be seen that the results of the most negative statement questionnaire in statement item 15 are about 16% of respondents who stated that they did not resolve conflicts in the work done by my team. In point 18 there are also 21% of respondents who stated that they cannot resolve conflicts regarding tasks and responsibilities within the team. In point 19, there are 18% stated that they did not resolve differences of opinion regarding the distribution of resources within the team

DISCUSSION

Interprofessional Education

Interprofessional Education is a form of learning which focuses on learning with, from, and about each profession so as to develop collaboration between two or more health professions for the realization of more optimal patient services. IPE is all about trying to understand and respect each other between health professions, with interactions between different professions [1]. The paradigm shift in education led to the application of technology in the health profession. WHO, (2012) has made a grand design about the formation of collaboration character in the form of formal education in the form of Interprofessional Education in the realm of academic education. IPE is a learning implementation strategy that is followed by two or more different professions to improve collaboration and quality of service and its implementation can be carried out in all learning at the Undergraduate, Clinical Educator level with the aim of producing professional health workers. [1]

In carrying out its main functions, IPE is expected to sustain the quality of Professional Collaboration in the world of services, especially in hospitals [2]. The success of the interprofessional education process in higher education cannot be separated from the role of lecturers as educators and student initiatives to learn together which can occur if facilitated by the environment such as the system and also the teaching staff [3]

Many studies have shown the positive impact of the implementation of interprofessional education in health education. The benefits are not only in terms of education, but also in terms of health services [4]. In academic matters, interprofessional education helps students to improve specific knowledge and skills, such as team problem solving, health counseling, and clinical skills. This has the potential to increase understanding, trust, and mutual respect between health professions, thus enabling students to achieve collaborative competence [5].

The goal of interprofessional education is to achieve the collaboration and collaboration competencies of the health service team. The implication of this competency is that educational institutions need to develop an interprofessional education model that allows their students to gain interprofessional learning experience [6]. Teamwork is the interaction or relationship of two or more health workers who work dependently to provide services to patients. Teamwork means that team members are interdependent, see themselves as collaborative work for patient care, take advantage of collaborative work to provide patient services, share information about the division of tasks in decision making, and know when collaboration should be used to optimize service to patients [7]. IPE implementation must begin in the early academic stages of students, before they become a health professional. This is reinforced by the research results of Thibault (2013), that IPE must be carried out both at the academic stage and clinical practice with the aim of linking the theory obtained by students during learning on campus and the practice undertaken in the field, this has proven to provide many benefits for students [8].

IPE occurs when students from two more health professions learn together, learn from other health professions, and learn about the role of each health profession to improve collaboration skills and the quality of health services[9]. IPE aims to produce health workers who have the knowledge, skills and attitudes that support the practice of collaboration between health professionals [10].

Implementation of Interprofessional Education

Midwifery Department

The results of research on Interprofessional Education Department of Midwifery stated that most of the categories were quite good at 49 (40.8%). Whereas the least stated as good as 2 (1.7%). The good enough category in teamwork can be seen in detail in the results of the questionnaire. The results of the questionnaire on a positive statement most of the respondents stated agree on statement 2 that as many as 45% stated agree that between team members feel comfortable delegating to other members in the team. Statement 4 as many as 61% of respondents agreed that between members of the group respected. In statement no 8, 41% agreed that the conflict was handled openly.

The most negative statement questionnaire results in the statement in item 13 there are about 15% of respondents team members disagree with the opinion about the work that has been done. in statement item 14 that around 18% of respondents still experience conflicts in doing work. While

the biggest negative statement is in the statement in point 19 that there are 15% having differences of opinion regarding the division of resource allocation in my team.

Conclusions from the results of the questionnaire stated that the implementation of teamwork in the implementation of Interprofessional Education (IPE) had a pretty good category. This can be seen in the results of the questionnaire that the team always delegates work to its members. Team members always respect the results of decisions and always handle conflicts well. But there are still negative respondents' perceptions seen from negative statements. The results obtained a small portion of respondents felt that not all agreed with the work they got. There are still some respondents who feel that they are still experiencing conflict, and there are also respondents who do not agree with the division of work allocation.

Perception is an interpretation of the stimuli and stimuli received by our five senses. Perception is an activity of receiving, organizing and interpreting stimuli. The perception of teamwork can greatly influence the achievement of IPE. This is in line with research HPEQ Proje Dikti [3] states that students' perceptions of IPE are very influential in achieving future IPE because it is a approach that must be met in the implementation of the IPE curriculum [11].

Herbal Department

The results of research on the function of teamwork in the implementation of Interprofessional Education (IPE) in Poltekkes Surakarta were mostly quite good in 37 categories (46.2%). Whereas the least stated as good as 2 (1.7%). The results of the category quite well in the jamu department can be seen in detail in the results of the questionnaire that most respondents agreed in statement item 7 that there were 50% of respondents stated the team from the herbal medicine department had open communication. In point 8 there are 51% which states that the team from the herbal medicine department has a way to handle conflicts openly.

However, there are still some respondents who have negative perceptions as seen from the results of the questionnaire on negative statements that at most statements in item 15 there are around 16% of respondents who stated that they did not resolve conflicts in the work done by my team. In point 18 there are also 21% of respondents who stated that they cannot resolve conflicts regarding tasks and responsibilities within the team. In point 19, 18% stated that they did not resolve differences of opinion regarding the allocation of resources within the team.

These results if examined more deeply can be caused by the lack of readiness for the implementation of IPE. Judging from the teamwork there are those who are still not ready with the IPE tool because most respondents have their own egos who become obstacles in the implementation of IPE. Yet according to Barr's theory, states that the component of perception about IPE consists of collaboration, competency equality, working in teams and experience in applying applied science [12]. this study implementation of interprofesional eduction in the midwifery department can be said to be going pretty well as well as the herbal medicine major. Each department meets the indicators of success of the IPE that is able to resolve conflicts within the team openly, although there are still respondents who feel the inaccurate allocation of human resources.

CONCLUSION

The implementation of Interprofessional Education (IPE) has run quite well in the midwifery majors with a percentage of 40.8% while in the midwifery majors it has run quite well with a percentage of 43%. A supporting factor for contributing to the highest implementation of Interprofessional Education (IPE) in the midwifery and herbal medicine majors is overcoming conflicts openly. The factor which is the obstacle for the implementation of Interprofessional Education (IPE) in the midwifery and herbal medicine majors is the difference in opinion regarding the distribution of resources within the team.

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