Assessing The Competency Of The Nursing Graduates Of Diploma (D3) In A Private Hospital In Semarang Indonesia: Input For An Action Plan

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Abstract

Background: The Competency of the Nurse Diploma 3 Graduates is the ability of the person which includes knowledge, skills and attitudes in completing a job according to the standard performance as determined. The researcher wanted to explore the competency of the Nurse Diploma 3 Graduates and find out is it there were significant differences in the self-assessed competencies of Nurse Diploma 3 Graduates, when their personal characteristics ware taken as test factors. The researcher aimed to develop the competencies of nurses in the service of health care in Santa Elisabeth Hospital Semarang, Indonesia. Method: The researcher used Miller GE Conceptual Framework about the assessment of the clinical competence of the Nurse Diploma 3 Graduates and Head Nurses who worked in Santa Elisabeth Hospital Semarang, Indonesia, and met the inclusion criteria. There were 187 Nurses Diploma 3 Graduates and 23 Head Nurses. Their competencies were assessed by themselves and by their Head Nurses, and tested the significant differences including their personal characteristics as test factors using t-test and ANOVA. Results : Majority of the respondents were 36 – 40 years old (27%), Female (89%), Roman Catholic (89%), and their length of service 11 years and above (46%). The competencies of Nurse Diploma 3 Graduates with their corresponding weighted mean were; knowledge overall (4.24) outstanding, Skills overall (4.27) outstanding, Attitude overall (4.44) outstanding.. The assessment of the Head Nurse respondents on the competency of Nurse Diploma 3 Graduates with their corresponding weighted mean were; knowledge overall (4. 17) above average, Skills overall (4.26) outstanding, Attitude (4.40) outstanding.. Conclusions : There is no significant difference in the self-assessed competencies of Nurse Diploma3 Graduate respondents and the assessment of the Head Nurse respondents in the competency of Nurse Diploma 3 Graduates in terms of knowledge, Skills and attitudes.

Key words : Competency of Nurse Diploma, Competency of Attitude. Competency of Knowledge , Competency of Skill.

Introduction

Competency is the ability of a person which includes knowledge, skills and attitudes in completing a job or task to the standard performance as determined, (Competency Standards of Nursing in Indonesia, 2013). According to Indonesian Nursing Act No.38 of 2014, Nurse is a person who has completed a nursing education program both within and abroad are recognized by the government of the Republic of Indonesia in accordance with the laws and regulations. The nurse Consisting of vocational nurse (Diploma 3 Graduates), professional nurse (Bachelor's degree), professional nurse specialist (Master's degree) and (Doctoral degree) . Qualification Nursing Education in Indonesia refers to Law No.20 of 2003 of the National Education System, which define the type of nursing education in Indonesia to include vocational, academic and professional education. Vocational education is a kind of diploma education corresponding to

having an expertise in applied science nursing recognized by the government of the Republic of Indonesia. Academic education is higher education with undergraduate and graduate programs directed mainly towards the mastery of specific scientific disciplines.

Professional education is higher education after an undergraduate program that prepares students to have jobs with specific skill requirements. On the other hand, nursing education includes educational programs like diploma, undergraduate, master's, specialist, and doctoral degrees. According to the Indonesian National Nurses Association (2005), Standard competence of nurses in Indonesia is based on Act No. 23 of 1992, regarding Health Act No 20 of 2003 on National Education System Government, Government Regulation No.32 of 1996 on Health Workers, and Decree on the Ministerof Health No.1239, 2001, all of which are about the registration and practice of nurses. Standards of competence should,

however, reflectthe competencies expected from individuals who will work in the field of nursing services. With the current era of globalization, such standards must be equivalent to the standards in the healthcare industry sectors in other Asian countries as well as internationally. Santa Elisabeth Hospital in Semarang Central Java, Indonesia is private hospital owned by the Franciscan Sisters, founded on October 18, 1927, with acapacity of 300 beds. The hospitalis autonomy invarious ways, but in certain cases wefollow the regulations set out in law, the basic law of the Constitution Actof 1945, in particular, Health Act No23. Until now we continue to increase the range of services and human resources both in quantity and quality. Currently, human resources at Santa Elisabeth Hospital include 421 nurses whose educational backgrounds are Diploma 3 Graduates, and Bachelor's degree. Some nurse have backgrounds that are recommended by the Department of Health like Diploma 3 Graduates, Bachelorof Nursing, Master's and Doctoral degree as well as competencyin knowledge and skills as professional nurses. In Santa Elisabeth Hospital, only those at the managerial level have a background of Bachelor of Nursing and Master's of Nursing. Gradually, however the hospital accepted nurses with a bachelor'seducational background and also improved the education of nurses who were permanent employees to the level of Bachelor's degree. According of Nursing Credentials for Santa Elisabeth Hospital (2015), Santa Elisabeth Hospital until 2015 employed 421 nurses.These with an educational background of Diploma totaled 373 (88,6 %), Bachelor 48 (11,4 %), and Diploma Nurses who werefull-time employees and who were continuing to Bachelor's degree totaled 20. However, have discovered differences in competence of these nurses of different educational backgrounds in health care. The nurses with a Bachelor's background (11,4%)has very little differencein

Competency of nursing care with the nurses a Diploma educational background. This fact encouraged me to investigate in order to truly maximize, empower and improve the

competence of nurses in accordance with their educational backgrounds, and apply their competencies directlyin the serviceof the patients'.

Methods

The researcher uses a quantitative approach, and used (Miller GE Conceptual Framework 1990) about the assessment of the clinical competence of the Nurse Diploma 3 Graduates in terms of knowledge, skills and attitude and descriptive correlation study. This descriptive study discussed the competencies of Nurse Diploma 3 Graduates. It described the competencies based on three dimensions which are knowledge, skills, and attitude. The respondents of this study were Nurse Diploma 3 Graduates and Head Nurses who worked in Santa Elisabeth Hospital Semarang, Indonesia and met the inclusion criteria. There were 187 Nurses Diploma 3 Graduates and 23 Head Nurses. Their competencies were assessed by themselves and by their Head Nurses, and tested the significant differences including their personal characteristics as test factors using t-test and ANOVA (Dayrit, Benyamin C, College Statistics 2013 edition Manila; Ymas Publishing Foundation) .

Results

This research was taken on May 6, 7, and 9, 2015, at St. Elisabeth Hospital Semarang. Using total population of 187 samples Nurse Diploma 3 graduates and 23 Head Nurses, with 30 statements were used in the test instrument in Santa Elisabeth Hospital Semarang, Indonesia. The method is to gather nurses in the group within 3 days. They fill out questionnaires in the form of personal data, and work period and answer 30 questions consisting of 10 knowledge questions, 10 Skill questions and 10 Attitude Questions.

Table 1 : Summary of Values Showing the Frequency and Percentage Distribution of the Personal Characteristics of Nurse Diploma 3 Graduate Respondents in Terms of Age

Age	Frequency	Percentage
21-25	35	19 %
26-30	41	22%
31-35	43	23%
36-40	50	27%
41-45	15	8%
46-50	1	1%
51 and above	2	1%
Total	187	100%

Table 1 Presents the frequency and percentage distribution of the Nurse Diploma 3 Graduate respondents according to their age. Based on the study's result it showed that among 187 respondents, Majority of the respondent belong to age bracket ranges from 36 – 40 years old having an equivalent 27 %. The least among the respondents belongs to 46 – 50 and 51 and above years old having an equivalent rate of 1%.

Table 2 : Summary of Values Showing the Frequency and Percentage Distribution of the Personal Characteristics of Nurse Diploma 3 Graduate Respondents in Terms of Gender

Gender	Frequency	Percentage
Female	166	89%
Male	21	11%
Total	187	100%

Table 2 Presents the frequency and percentage distribution of the Nurse Diploma 3 Graduate respondents according to their Gender. Based on the study's result it showed that among 187 respondents, 166 respondents or 89% were female, while 21 respondents or 11% were male.

Table 3 : Summary of Values Showing the Frequency and Percentage Distribution of the Personal Characteristics of Nurse Diploma 3 Graduate Respondents in Terms of Religion

Religion	Frequency	Percentage
Roman Catholic	99	53%
Islam	58	31%
Christian	29	16%
Buddha	1	1%
Total	187	100%

Table 3 Presents the frequency and percentage distribution of the Nurse Diploma 3 Graduate respondents according to their Religion.
Based on the study's result it showed that among 187 respondents, most of the respondents were religions affiliation of Roman Catholic were 99 respondents or 53%. On the other hand, only 1 respondent or 1% the religion affiliation was Buddha.

Table 4 : Summary of Values Showing the Frequency and Percentage Distribution of the Personal Characteristics of Nurse Diploma 3 Graduate Respondents in Terms of Length of Service

Length of Service	Frequency	Percentage
1-5 years	52	28%
6-10 years	49	26%
11years and above	86	46%
Total	187	100%

Table 4 presents the frequency and percentage respondents according to their length of services. Based on this study's result it showed among 187 respondents, The majority of the respondents belong to the length of services 11 years above were 86 or 46 % . The lost among the respondents belongs the length of service were 6– 10 years or 26 %.

Table 5 : Summary of Values Showing the Mean and Verbal Interpretation of the Self-Assessed Competency of the Nurse Diploma 3 Graduate Respondents in Terms of Knowledge

Legend	4.21-5.00	Always	Outstanding
	3.41-4.20	Often	Above average
	2.61-3.40	Sometimes	Average
	1.81-2.60	Seldom	Fair
	1.00-1.80	Never	Need improvement

Table 5 Shows the self-assessed in competency of the nurse Diploma 3 graduates in terms of knowledge. Based on this study's result it showed highest score was 4.61, verbally interpreted as outstanding, the statement of "I clarify the diversity of the patient's condition", the lowest mean score was 3.69, verbally interpreted above average, the statement of "I can illuminate legal and

regulatory factors that apply to nursing practice".

Table 6 : Summary of Values Showing the Mean and Verbal Interpretation of the Self-AssessedCompetency of the Nurses Diploma 3 Graduates in Terms of Skills.

Skills (Behavior)	Mean	Verbal Interpretation	Extended Meaning
1. I apply effective use of technology and standardized practices that support safe practice.	4.37	Always	Outstanding
2. I actualize programs to patients and their families to maintain good healthy, related to healthy food, healthy lifestyle habits, and consulting with the doctor.	4.41	Always	Outstanding
3. I seek education about how information is managed in the care setting before providing care.	4.32	Always	Outstanding
4. I demonstrate barriers to effective communication (language, developmental level, medical condition/disabilities, anxiety, learning styles, etc.).	3.95	Often	Above Average
5. I exercise the improvement processes to make processes of care interdependent and explicit.	4.15	Often	Above Average
6. I perform collaboratively with health care providers from diverse backgrounds.	4.48	Always	Outstanding
7. I action professional comportment.	4.60	Always	Outstanding
8. I implement plan of care within legal, ethical, and regulatory framework of nursing practice.	4.41	Always	Outstanding
9. I contribute to the resolution of a conflict.	3.89	Often	Above Average
10. I discuss clinical decisions with the patient and his/her families.	4.13	Often	Above Average
Overall Average	4.27	Always	Outstanding

Table 6 shows the self-assessed competency of the nurse Diploma 3 graduates in terms of skills. Based on this study's result it showed The highest mean score is 4.60, verbally interpreted as outstandingn the statement of "I action professional comportment", the lowest mean score was 3.89, verbally interpreted as above average, the statement of "I contribute to the resolution of a conflict ".

Table 7 : Summary of Values Showing the Mean and Verbal Interpretation of the Self - AssessedCompetency of the N urse Diploma 3 GraduateRespondents in Terms of Attitude

Attitudes (Affective)	Mean	Verbal Interpretation	Extended meaning
1. I value the importance of transparency in communication with the patient, family, and health care team regarding safety and adverse events.	4.53	Always	Outstanding
2. I accept the values mutually respectful of the communication of health education in terms of health promotion.	4.48	Always	Outstanding
3. 1 appreciate my own role in influencing the attitudes of other nurses toward computer use for nursing practice and education.	**4.08**	Often	Above Average
4. I respect others person's or patient's rights to make decisions in planning care.	**4.61**	Always	Outstanding

5. I realize appreciate the value of what individuals and teams can do to improve care processes and outcomes of care.	4.40	Always	Outstanding
6. I acknowledge the values of the inherent worth and uniqueness of the individuals or patient.	4.53	Always	Outstanding
7. I value reverence capabilities, knowledge base, and areas for development.	4.31	Always	Outstanding
8. I sense in the values of professional standards of practice.	4.38	Always	Outstanding
9. I homage that each individual involved in a conflict has accountability for it and should work to resolve it.	4.45	Always	Outstanding
10. I honor the values of the patient's and family's right to know the reason for chosen interventions.	**4.61**	Always	Outstanding
Overall Average	**4.44**	**Always**	**Outstanding**

Table 7 Shows the self-assessed competency of the nurse Diploma 3 graduates in terms if attitude. Based on this study's result it showed the highest mean score was 4.61, verbally interpreted as outstanding, the statement of "I respect others person's or patient's rights to make decisions in planning care" and I honor the values of the patient's and family's right to know the reason for chosen interventions", the lowest mean score was 4.08, verbally interpreted as above average, the statement of "1 appreciate my own role in influencing the attitudes of other nurses toward computer use for nursing practice and education ".

Table 8 : Summary of ANOVA values on the Significant Differences in the Competency of Nurse Diploma 3 Graduates, When Age was Taken as Test Factor

F computed	F critical	Decision
2.259446	2.666574	Accepted Ho

Table 8 Presents the summary of ANOVA on the Significant differences in the competence of Nurse Diploma 3 Graduates when their profile are taken as test factor. Based on the ANOVA statistical treatment with a 0,05 level of significance, F value of 2.259446 was less than the F critical value of 2.666574. Based on the results of this study, age did not have significant role affecting the Diploma 3 Graduates competence.

Table 9 : Summary of t-test values on the Significant Differences in the Competency of Nurse Diploma 3 Graduates, when Gander was taken as Test factor

Computed t	T Value	Level of significance	Decision
-0.605	1.96	5%	Accept Ho

Table 9 Presents the significant difference between in the self-assessed competence of Diploma 3 graduate respondents when grouped according to their gender was taken as Test Factor. ,The computed T of -0605 was lesser then T values of 1.96, Level of significance was 5%, so that null hypothesis of no significant difference in the self-assessed competence of Diploma 3 Graduate respondents when their personal profile (gender) are taken as test factor was accepted. This result showed that gender did not have significant role affecting the competence of Diploma 3 Graduates.

Table 10 : Summary of ANOVA Values on the Significant Differences in the Competency of Nurse Diploma 3 Graduates, When Religion was Taken as Test Factor

F computed	F critical	Decision
0.680636	3.057621	Accept Ho

Table 10 presents the summary of ANOVA on the significant differences in the competence of Nurse Diploma 3 Graduate respondents when grouped according to their religion which F computed was

0.680636, F critical was3.057621 and Decision was Accept Ho.

Based on the results of this study, Religion did not have significant role affecting the competence Diploma 3 Graduates.

Table 11 : Summary of ANOVA Values on the Significant Differences in the Competency of Nurse Diploma 3 Graduates, When Length of Service was Taken as Test Factor

F computed	F critical Value	Decision
3.835256	3.057621	Reject Ho

Table 11 Presents the summary of ANOVA on the significant differences in the competences of Nurse Diploma 3 Graduate respondents when grouped according to their Length of services was taken as Test Factor. The third ANOVA statistical treatment with a 0,05 level of significance, F value of 3.835256 was greater than the F critical value of 3.057621. Based on the results of this study, length of service had the significant differences role affecting the competence of Nurse Diploma 3 graduates.

Table 12 : Summary of Values Showing the Mean and Verbal Interpretation of the Assessment of the Head Nurse Respondents on the Competency Nurse Diploma 3 Graduates in Terms of Knowledge

Knowledge	Mean	Verbal Interpretation	Extended meaning
1. The Nurse Diploma Outstanding 3 understands that safe, effective care environment means the safety, infection control and management of care.	4.48	Always	Outstanding
2. The Nurse Diploma 3 interprets that health promotion and its maintenance means growth and development through life.	4.22	Always	Outstanding
3. The Nurse Diploma 3 defines the impact of computerized information management on the role of the nurse.	4.00	Often	Above Average
4. The Nurse Diploma 3 knows the physiological, psychosocial, developmental, spiritual, and cultural influences on effective communication to the patient, and her / his family.	4.43	Always	Outstanding
5. The Nurse Diploma 3 describes that nursing contributes to systems of care and processes that affect outcomes.	4.35	Always	Outstanding
6. The Nurse Diploma 3 clarifies the diversity of the patient's condition.	4.74	Always	Outstanding
7. The Nurse Diploma 3 explains the professional standards of practice, the evaluation of that practice, and the responsibility and accountability for the outcome of that practice.	4.17	Often	Above Average
8. The Nurse Diploma 3 can illuminates legal and regulatory factors that apply to nursing practice.	3.52	Often	Above Average
9. The Nurse Diploma 3 can find outs effective strategies for communicating and resolving conflict.	4.04	Often	Above Average
10. The Nurse Diploma 3 analyzes the concepts of health literacy.	3.70	Often	Above Average
Overall Average	4.17	Often	Above Average

Table 12 Shows the statement knowledge of the Nurse Diploma 3 Graduate, according to the self-

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assessment of the Head Nurse Respondents. The highest mean score was 4.74, verbal as outstanding, the statement of "The Nurse Diploma 3 Graduates clarifies the diversity of the patient's condition", the lowest mean score was 3.52, as above average, the statement of "The Nurse Diploma 3 Graduates can illuminates legal and regulatory factors that apply to nursing practice.

Table 13 : Summary of Values Showing the Mean and Verbal Interpretation of the Assessment of the Head Nurse Respondents on the Competency of Nurses Diploma 3 Graduates In Terms of their Skills

Skills (Behavior)	Mean	Verbal Interpretation	Extended meaning
1. The Nurse D3 applies effective use of technology and standardized practices that support safe practice.	4.13	Often	Above Average
2. The Nurse D3 actualizes programs to patients and their families to maintain good healthy, related to healthy food, healthy lifestyle habits, and consulting with the doctor.	4.57	Always	Outstanding
3. The Nurse D3 seeks education about how information is managed in the care setting before providing care.	4.22	Always	Outstanding
4. The Nurse D3 demonstrates barriers to effective communication (language, developmental level, medical condition/disabilities, anxiety, learning styles, etc.).	3.78	Often	Above Average
5. The Nurse D3 exercises the improvement processes to make processes of care interdependent and explicit.	4.04	Often	Above Average
6. The Nurse D3 performs collaboratively with health care providers from diverse backgrounds.	4.70	Always	Outstanding
7. The Nurse D3 actions professional comportment.	4.43	Always	Outstanding
8. The Nurse D3 implements plan of care within legal, ethical, and regulatory framework of nursing practice.	4.17	Often	Above Average
9. The Nurse D3 contributes to the resolution of a conflict.	4.30	Always	Outstanding
10. The Nurse D3 discusses clinical decisions with the patient and his/her families.	4.22	Always	Outstanding
Overall Average	4.26	Always	Outstanding

Table 13 Shows the statement skills of the Nurse Diploma 3 Graduates, according to the self-assessment of the Head Nurse Respondents. Based on this study's result it the highest mean score was 4.70 as outstanding, the statement of "The Nurse Diploma 3 Graduates performs collaboratively with health care providers from diverse backgrounds.", the lowest mean score was 3.78as above average, the statement of "The Nurse Diploma 3 Graduates demonstrates barriers to effective communication (language, developmental level, medical condition or disabilities, anxiety, learning styles, etc.)

Table 14 : Summary of Values Showing the Mean and Verbal Interpretation of the Assessment of the Head Nurse Respondents on the Competency Nurses Diploma 3 Graduates in Terms of Attitude

Attitudes (affective)	Mean	Verbal Interpretation	Extended meaning
1. The Nurse D3 values the importance of transparency in communication with the patient, family, and health care team regarding safety and adverse events.	4.48	Always	Outstanding

2. The Nurse D3 accepts the values mutually respectful of thecommunication of health education in terms of health promotion.	4.57	Always	Outstanding
3. The Nurse D3 appreciates my own role in influencing the attitudes of other nurses toward computer use for nursing practice and education.	3.96	Often	Above Average
4. The Nurse D3 respects others person's or patient's rights to make decisions in planning care.	4.65	Always	Outstanding
5. The Nurse D3 realizes appreciate the value of what individuals and teams can do to improve care processes and outcomes of care.	4.26	Always	Outstanding
6. The Nurse D3 acknowledges the values of the inherent worth and uniqueness of the individuals or patient.	4.57	Always	Outstanding
7. The Nurse D3 value reverences capabilities, knowledge base, and areas for development.	4.26	Always	Outstanding
8. The Nurse D3 senses in the values of professional standards of practice.	4.26	Always	Outstanding
9. The Nurse D3 homages that each individual involved in a conflict has accountability for it and should work	4.30	Always	Outstanding

to resolve it.			
10. The Nurse D3 honors the values of the patient's and family's right to know the reason for chosen interventions.	4.65	Always	Outstanding
Overall Average	4.40	Always	Outstanding

Table 14 Shows the statement attitude of the Nurse Diploma 3, according to the assessment of the Head Nurse respondents. Based on this study's result it showed the highest mean score was 4.65, as outstanding, the statement of "The Nurse Diploma 3 Graduates respects others person's or patient's rights to make decisions in planning care" and "honors the values of the patient's and family's right to know the reason for chosen interventions " , the lowest mean score was 3.96a s above average, the statement of "The Nurse Diploma 3 Graduates appreciates their own role in influencing the attitudes of other nurses toward computer use for nursing practice and education".

Table 15 : Summary of t-test Values on the Significant Difference in Self-Assessed Competency of the Nurse Diploma 3 Graduate Respondents and the Assessment of the Head Nurse Respondents on the Competency of Nurse Diploma 3 Graduates in terms of Knowledge, Skills, and Attitude

Areas	Computed t	T Value	Level of Significant	Decision
Knowledge	0.487	1.96	5%	Accept Ho
Skills	0. 102	1.96	5%	Accept Ho
Attitudes	0.491	1.96	5%	Accept Ho

Table 15 shows the significant differences in self-assessment of the Nurse Diploma 3 Graduate respondents and the assessment of the Head Nurse respondent on the competency of the Nurse Diploma 3 Graduates in terms of Knowledge, Skills, Attitudes. The tabled showed First in term of knowledge, Second are skills and third are attitudes , all competency that null hypothesis of no significant difference in the self-assessed competence of Nurse Diploma 3 Graduate respondents when their

competence (Knowledge , Skills and Attitude) was taken.

Discussion

Majority of the respondents were 36 – 40 years old (27 %), Female (89 %), Roman Catholic (89 %), and their length of service 11 years and above (46 %). The competencies of Nurse Diploma 3 Graduates with their corresponding weighted mean were; knowledge overall (4.24) outstanding, Skills overall (4.27) outstanding, Attitude (4.44) outstanding. There is no significant difference in the self-assessed competency of the nurse diploma 3 graduates when age, gander, and religion were taken as test factor. There is no significant difference in the self –assessed competency of the nurse diploma 3 graduates when length of service is taken as test factor. The assessment of the Head Nurse respondents on the competency of Nurse Diploma 3 Graduates with their corresponding weighted mean were; knowledge overall (4. 17) above average, Skills overall (4.26) outstanding, Attitude (4.40) outstanding. The is no significant difference in self-assessment of the Nurse D3 Graduate respondents and the self-assessed competency of the nurse diploma 3 graduates and the assessment of the head nurse on the competency of the nurse diploma 3 graduates in terms of knowledge, skills, and attitude. Based from the results of this study, the inputs for enhancement of the competencies in nursing care program was proposed.

Conclusions

Nurse Diploma 3 Graduate respondents were overall outstanding in performing their duties and responsible. But one statement in each of **Knowledge, Skills** and **Attitudes** were above average. Age, Gender, Religion, do not influence their self-assessment on their knowledge, Skills, and Attitudes. But in terms of length of services it influences their knowledge, Skills, and Attitudes. The Head Nurses assessment of the Nurse Diploma 3 Graduate respondents were overall outstanding in performing their skills and attitude but above average in their knowledge. One statement of **Knowledge, Skills and Attitude** were above average. There is no significant difference in the self-assessed competencies of Nurse Diploma3 Graduate respondents and the assessment of the Head Nurse respondents in the competency of Nurse Diploma 3 Graduates in terms of knowledge, Skills and attitudes. As a recommendation in the short term is to improve the legal aspects in terms of Knowledge, Skills and Attitudes, the willingness to improve technology in the use of the nursing service system, improve effective communication both verbally and non-verbally. In long-term planning is to increase knowledge in scholarship programs for all the nurses with Diploma 3 backgrounds for further study and gradually.

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