

Implementation Of Management Strategic To Team Learning Cohesion In Study Program Of Nursing

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ABSTRACT: The purpose of this research is to analyze the empiric of management strategic: Driving Factor (DF) and Pull Factor (PF) to team learning cohesion among nursing program in Banten Provisinon. The study was designed in the quantitative descriptive correlational study, and the method was a cross sectional. The total sampling (n=192) were manager (n=3), lecturers (n=45) and students (n=144) at nursing program study among Banten province in Indonesia. The data were analyzed by using the Chi-Square. The results were shown 'good' category (83.33%) in DF and PF of Management Stratgict Implementataion and 'high' category (59.72%) in Team Learning Cohesion. There was not a statistically significant relationship, $p = 0.543$ ($p \geq 0.05$), between the DF and PF of team learning cohesion in implementation of Management Stratgic. In view of this, it can be concluded that the nursing lecturer should be able to be a good motivator in order to encourage the student academic achievement.

Keywords: driving factor, lecturer, management strategic, nursing, pull factor, quantitative research, student, team learning cohesion

1. Introduction

Indonesian nursing educations tend to be facing with a crucial issue, which it is about low competitiveness of human resources. Increased accountability has become a common theme in contemporary society, while Indonesian nursing educations have not ready yet to competitive in the public market place. It is a wide gap among nursing educations across all types of clinical fields. In Indonesia society, there is a statement that "a costumer is a king" has been replaced with the philosophy of "excellence is defined by the customer." This perspective relates to nursing education or nursing profession, so the standards of acceptable performance must be clearly defined by regulatory and professional bodies and society holds practitioners fully accountable when performance is unacceptable or questionable. Preparing for this condition, nursing education should set the competent performance, because the competence performance is one of the most challenging and essential competent in Inonesian nursing education today. The evidence-based that studied by Puspronakes (2013) shown the total number of fresh graduate nursing who passed on competency nursing exam for going abroad is seen still low (< 50%) if compered with the students who have taken exam in the same times. Two other studies that have taken by AIPNI (2012) about graduate nurses (n=862) who have attempted the national competency test in 2011 found the highest value of score was 63.89 and the lowest was 24.44.

Then, by 2012, the result was distressed in the scores, that the highest value of score was not move from 63.89, but the lowest was turn down from 24.44 to 21.11, while the participants were many (n=1418). Those conditions have featured many challenges in Indonesia nursing education today and forward. In order to fulfil the quality assurance of education and the global environment change, professional nursing program should be taught the essential knowledge and skills to become competent nurses. However, the global environment changing needs analyze of approach the team learning in the management strategic of nursing study program. The team learning is one part or dimensional form in nursing education, and it has a fundamental concequence in order to deliver nursing professional. Based on fenomena and evidenced that said about, so the authors were interested in study about "Corelation between implementation of management strategic: driving and pull factors with team learning cohesion among nursing study program in Banten province – Indonesia." The purpose of this research is to analyze the empiric of management strategic: Driving Factor (DF) and Pull Factor (PF) to team learning cohesion among nursing program in Banten Provisinon

2. Method of Research

A correlation research design examined the relationships among two factors of management strategic and team learning cohesion variables at nursing program study in Banten province – Indonesia. The respondents were students (n=144), nursing lecturers (n=45), and head of nursing program study (n=3), the total was (n=195). All respondents have to complete the questionnaires in which examined the management strategic and team learning cohesion. The questionnaires were formed by the Likert Scale in four options to examine management strategic; for instance very agree has value 4, agree has value 3, disagree has value 2, very disagree has value 1. Another questionnaire about plagiates to examine the team learning cohesion which formed by four options the Likert Scale with options often has value 1, sometimes has value 2, and rare has value 3, and never has value 4. The questionnaires that were given to complete by respondents have tested by

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Peter Senge (2012). Data were analyzed by univariat and bivariat through *chi-square test*.

3. Results and discussion

Table 1 Demographic Respondents (n=192)

Demographic	Total (n)	Percentage (%)
Student		
Female	105	72.90
Male	39	27.10
Lecturer		
Female	40	88.90
Male	5	11.10
Manager		
Female	2	66.70
Male	1	33.30

Table 1 shows that female more than male in this study either among students (72.90%) or lecturer (88.90%) or manager (66.70%).

Table 2 Description students to conduct the Objective Structure Competency Examination (OSCE) method in Banten provine, 2014

Class	Identificatio n I		Total	Identificatio n II		Total
	Yes (%)	DO (%)		Yes (%)	None (%)	
Group A	0	0	100	100	0	100
Group B	42	100	100	100	0	100
Group C	0	0	100	100	0	100
Group D	27	100	100	100	0	100

The table 2 shown that only two groups of students which were followed the OSCE before taking the OSCE, however after socialization all groups were conducted of OSCE. The reason why the students conducted 100% of OSCE that because is not only the govenment regulation but also supported by the Association Indonesia Nurse Education. Beside of this reason, the socialization intensively made the student more have attentive and responsive to conduct the OSCE.

Table 3 Lecturer's Perception Of Management Strategic

Manajemen Strategik	Good		Poor		Total	
	n	%	n	%	n	%
Vision Development	12	100	0	0	12	100
Leadership Development	10	83.3	2	16.7	12	100
Decision Making Development	9	75	3	25	12	100
Communication Development	12	100	0	0	12	100
Reward System Development	7	58.3	5	41.7	12	100
Variabel Manajemen Strategik	8	66.7	4	33.3	12	100

Table 3 exposed about lecturer perception of management strategic in which the result vision and communication development perception were good (100%), leadership development 16.7% were poor, and reward system

development were 41.7% were poor. The reasons why the lecturer perceptions were poor about leadership and reward system development, it was due to unfavorable perception about management system and reward system gaverment of OSCE. In order to achieve the student competencies, the faculty members and team leaders ought to have the same perception about all asoects in management strategic.

Table 4: Students' Perception about Team Learning

Team Learning	High		Low		Total	
	n	%	n	%	n	%
Role awerness	134	93.5	10	6.9	144	100
Belief	140	97.2	04	2.8	144	100
Commitment	140	97.2	04	2.8	144	100
Responsibility	140	97.2	04	2.8	144	100
Trust	125	86.8	19	13.2	144	100
Teamwork	130	90.3	14	9.7	144	100
Respect	130	90.3	14	9.7	144	100
Openmind	120	90.3	24	9.7	144	100
Dicipline	140	97.2	04	2.8	144	100
Autonomy	125	86.8	19	13.2	144	100
	132	91.7	12	8.3	144	100

Table 4 shown that all students were had all aspects of team learning, but the level was diferent such as belief, commitment, responsibility, and discipline of lecturers were highest (97.2%), then followed by role awerness (93.5%), and finally the trust and autonomy (86.8%). Version of students' perception about team learning were caused of diferent in teaching approach. Beside of this problem, there were found diferent perception of OSCE between students and lecturers. The authors assum that higher of components in belief, commitment, responsibility, and discipline will be able to motivate self directed learning among students. However, the lecturer must respond as fast as the students' reaction in teaching learning. If the lecturers are able to respond this condition, the teaching learning will enhance the student competence achievement. This study was supported by Senge (1999) that student achievement will accept by team learning through belief, commitment, responsibility, and discipline aspects. Therefore the belief, commitment, responsibility, and discipline aspects of team learning are resource potention of nursing program education. This is relevant with Senge (1999) statement "People continually expand their capacity to create the results they desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together."

Table 5: Correlation between Strategic Management with Team Learning Cohesion

	Team Learning Cohesion				p	
	High		Low			
	N	%	n	%		
Strategic Management : Driving and Pull Factor	Poor	13	54.2	11	45.8	0.543
	Good	73	60.8	47	39.2	
Total		86	59.7	58	40.3	

Table 5 shown that management strategic and team learning cohesion was not correlation $p = 0.543$ ($p \geq 0.05$). This study is not relevant with Scanlan (2006) and Dey, Antonaros, Ott, Barnhardt & Holsapple (2010) studies. Scanlan (2006) said that campus culture will contribute to academic behavior, while Dey et al (2010) state that campus climate has correlation with academic integrity. Eksternal and internal factors will affect the team learning, but internal factors more toughly than eksternal factors. This statement appropriates with Marquardt (1996) study that individual which is a part of internal factor in organization. The author beliefs every individual as an organization asset, because every person has capability, knowledge, attitude, value, skill, and paradigm. Keçeci et al. (2011) dan Tippitt et al. (2009) support this study that lecturers have role and responsibility in order to develop of cultere integrity, so that it can build up the academic environment among students such as ethic and professional behavior. The authors' belief that autonomy and trust as key success to increase the quality of teaching learning process. Then, every faculty member has autonomy to implement the curriculum in order to achieve the holistic and comprehensive approaches in teaching learning process. This statement interrelated with Baldwin *et al* (1997) who said all members of organization in every level must have autonomy and trust in the teachin learning process. Strategic management of nursing education comprehensively must pay attention to education systems, namely: input, through out, and out put. Hopefully the graduates are able to competitive advantages in the global area. This idea inline with paradigm of Enco Mulyasa (2002) that the education based on input, through out and out put, so that the graduate are able to survive with challenge and demand of global area. Therefore the stakeholder in the education institution ough to aware toward academic content standards and performance standards, these are essential aspects of teaching learning process.

4. Conclusion

Although most of respondent are female in this study, all respondent have given information related to strategic management with team learning cohesion. After giving socialization about OSCE, all respondent were involved in this program. Faculty members' perception about leadership development is very important to support OSCE implementing in the nursing education. The student needs the good personality of lecturer such as belief, commitment, responsibility, and discipline. Then, there was found that strategic management: a driving and pull factor was not relevant with team learning cohesion.

5. Recomendations

In fact, there are other factors that influence team learning like an internal factor, so that need advance research related to internal factor or impact of teaching learning process especially in the evaluation of teaching learning aspects. In order to improve professional competency among nursing lecturers, so study nursing program should develop of strategic management and team learning for optimalize the quality of graduates' competency.

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