

THE RELATIONSHIP OF INTERPROFESSIONAL EDUCATION (IPE) AT DISASTER EMERGENCY SIMULATION IN FIKES UPN VETERAN JAKARTA

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ABSTRAK

Indonesia merupakan wilayah yang rawan bencana. Berdasarkan Data Informasi Bencana Indonesia, terjadi 9.390 kejadian bencana sepanjang tahun 2019 dengan rincian 911 orang meninggal dunia, 2.163 orang luka-luka dan 5.371.345 orang terkena dampak bencana tersebut. Diperlukan sinergi dan kolaborasi dari berbagai pihak dalam penanggulangan bencana, termasuk kolaborasi antar profesi kesehatan. Mempersiapkan kompetensi kesehatan harus ditanamkan sejak dini, melalui IPE (Interprofessional Education). Tujuan dari penelitian ini adalah untuk mengetahui hubungan Interprofessional Education (IPE) dan Kolaborasi Mahasiswa FIKES dalam Simulasi Tanggap Darurat Bencana di FIKES UPN Veteran Jakarta. Metode Penelitian: Penelitian ini dilakukan dengan menggunakan desain deskriptif dan analitis dengan pendekatan cross-sectional. Untuk melengkapi informasi yang diperlukan, isikan pertanyaan terbuka. Analisis data dilakukan dengan metode deskriptif dan Chi-square, sedangkan data pertanyaan terbuka dianalisis menggunakan analisis isi. Hasil penelitian dengan menggunakan analisis bivariat menunjukkan terdapat hubungan yang signifikan antara Interprofessional Education (IPE) dengan Kolaborasi Antar Mahasiswa dalam Simulasi Tanggap Darurat Bencana di FIKES UPN Veteran Jakarta dengan nilai $P = 0,005$ ($P < 0,05$). Kesimpulan: Perlu dibangun kerjasama siswa sejak dini melalui IPE dan IPC. FIKES UPN Veteran Jakarta perlu mempertimbangkan penerapan IPE secara struktural dalam Simulasi Tanggap Darurat Bencana untuk mendukung pengembangan generasi tanggap bencana yang kolaboratif.

Kata Kunci : Bencana, Edukasi Interprofesional, Kolaborasi

ABSTRACT

Indonesia is a disaster-prone region. According to the Indonesian Disaster Information Data there are 9,390 disasters throughout 2019 with 911 dead, 2,163 injured and 5,371,345 affected by the disaster. Synergy and collaboration from various parties in disaster management are needed, including collaboration between health professions. Preparing health competencies, should be instilled early on, through IPE (Interprofessional Education). The purpose of this study was to identify the relationship of Interprofessional Education (IPE) with Collaboration between FIKES Students in Disaster Emergency Response Simulation at FIKES UPN Veteran Jakarta. Method of this research, this study conducted by descriptive and analytical design with a cross-sectional approach. To complete the information required, it completed by open question. The data was analyzed, by descriptive and Chi-square method and data from open question analyzed by content analysis. The results of this research, by bivariate analysis showed a significant relationship between Interprofessional Education (IPE) and Collaboration between Students in Disaster Emergency Response Simulation at FIKES UPN Veteran Jakarta with P value = 0.005 ($P < 0.05$). Conclusion: Need to build the student collaboration, since early on, by IPE and IPC. FIKES UPN Veteran Jakarta need to consider applying IPE structurally in the Disaster Emergency Response Simulation to support the build of collaborative disaster response generation.

Keywords: *Disaster, Interprofessional Education (IPE), Collaboration*

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INTRODUCTION

Indonesia is a disaster-prone region. According to the Indonesian Disaster Information Data, there were 9,319 disasters throughout 2019 with 911 dead, 2,163 injured, and 5,371,345 affected victims (DIBI, 2019). Due to the highest disaster incidents in Indonesia, need implementation of disaster management response perfectly. Disaster management policy in Indonesia is referring to the Act No. 24 of 2007 regarding Disaster Management (Kemenkes, 2007). The lack of coordination between institutions obligated to manage disasters is one factor inhibiting disaster management in Indonesia (Sirait, 2018). Synergy and cooperation from various parties in disaster management are needed. Early implementation of understanding, knowledge, and attitude regarding preparedness in disaster management is required through the Interprofessional Education (IPE) to society and students. Interprofessional Education (IPE) is two or more professions learn together to solve a problem. IPE aims to improve collaboration between participants (Coyle, 2013). Several higher educations in Indonesia have made IPE as a part of the learning curriculum (Sembodo, 2013).

Interprofessional education refers to “occasions when students of two or more professions learn with, from and about one another to improve collaboration and the quality of care” (Centre for the Advancement of Interprofessional Education, 2002) (CIHC, 2011). Collaborative practice is an interprofessional process of communication and decision making that enables the separate and shared knowledge and skills of health care providers to synergistically influence the patient care provided (Way et al 2000). mplementation of the interprofessional collaboration as key to the safety, high quality of care, accessible, patient-centered care desired by all. Achieving the vision for the future requires the continuous development of interprofessional competencies by health professions students as part of the learning process, so that they enter the workforce ready to practice effective teamwork and team-based care. (Wiwin, 2011). Important to build on each profession’s expected disciplinary competencies in defining competencies for interprofessional collaborative practice. The development of interprofessional collaborative competencies (interprofessional education), requires moving beyond these profession-specific educational efforts to engage students of different professions in interactive learning with each other. Being able to work effectively as members of, clinical teams, or disaster management team, while students is a fundamental part of that learning. Faculty of Health Sciences UPN Veteran Jakarta has initiated IPE in the integrated disaster management simulation, although unstructured. This study aimed to identify the relationship of IPE with collaboration between health students in disaster management simulation on FIKES UPN Veteran Jakarta.

METHOD

The study method was conducted by descriptive and analytical design with a cross-sectional approach. To complete the information required, it completed by open. The mixed method, where quantitative data were obtained from cross-sectional approach and qualitative data were obtained from open questions. The study was conducted at the Faculty of Health Sciences UPN Veteran Jakarta on February - June 2020. The population of this study was all students of the Faculty of Health Sciences of 467 students, with 237 student of sample size. Come from 6 study programs, i.e., Nurse Profession, bachelor’s in nursing program, Public Health program, Nutrition Science program, Diploma in Nursing program, and Diploma in Physiotherapy program, who attended disaster management simulation project 2020. Data collect online by distributing questionnaires through google form

RESULT AND DISCUSSION

The result of this studi performed by univariat and bivariate analysis, with convenience sample of 215, as below:

Table 1. Frequency Distribution of Respondents' Characteristic

Characteristic	Total (n=215)	Percentage (%)
Age		
20-22 years old	161	74.9
23-24 years old	54	25.1
Gender		
Male	19	8.8
Female	196	91.2
Study Program		
Nurse Profession	28	13
S1 Nursing	36	16.7
S1 Public Health	66	30.7
S1 Nutrition	43	20
D3 Nursing	16	7.4
D3 Physiotherapy	26	12.1

Respondents' characteristic in this study show, of 161 students (74.9%) of 20-22 years old, the majority is female for 196 students (91.2%), the majority based on study program came from S1 Public Health of 66 (30.7%).

Table 2. Frequency Distribution of Interprofessional Education (IPE) Respondents

Interprofessional Education (IPE)	Total (n=215)	
	N	%
Excellent	33	15.3
Good	126	58.7
Bad	56	26.0
Total	215	100.0

Interprofessional Education (IPE) Value Frequency Distribution shows that the majority of respondents included in the good category for 58.7%.

Table 3. Frequency Distribution of Collaboration Respondents

Collaboration	Total (n=215)	
	N	%
Excellent	45	20.9
Good	118	54.9
Bad	52	24.2
Total	215	100.0

Collaboration Value shows that most respondents performed in the good category of 118 student (54.9%).

Table 4. The Relationship Analysis of Age and Collaboration Between Students in Disaster Simulation on FIKES UPN Veteran Jakarta

Age/years	Collaboration			Total	P Value
	Excellent	Good	Bad		
20-22	38 (23,6%)	81 (50,3%)	42 (26,1%)	161 (100%)	0,061
23-24	7 (13,0%)	37 (68,5%)	10 (18,5%)	54 (100%)	
Total	45 (20,9%)	118 (54,9%)	52 (24,2%)	215 (100%)	

Based on the table 4, most of respondent with 20-22 years old, spread proportionally from excellent to bad measures. Rather than respondent of 23-24 years old most of them is in good collaboration measures of 37 students (68.5%), respectively. Based on the result of Chi-square analysis performed, a p value = 0.061 ($p < 0.05$) it is mean that no significant relationship of age and collaboration between students on the disaster management simulation project at FIKES UPN Veteran Jakarta.

Result of study Martiningsih (2011), find out the significant relationship, between attitude of nurses and doctors regarding collaboration practice with p Value = 0.000 ($p < 0.05$). Based on this result above, researchers assume that difference Criteria of sample and difference research location affected to the result of research. On this study, most student participated on the simulation are on the age of 20-22 years old. Eventhough the result of this study show that there is no significant relationship between ages and collaboration among participants in FIKES UPN Veteran emergency respons simulation, we need to consider that initiated the implementation of disaster simulation conducted in campus could build students' collaboration skill.

Table 5. The Relationship of Analysis of Gender and Collaboration Between Students in Disaster Management on FIKES UPN Veteran Jakarta

Gender	Collaboration			Total	P Value
	Excellent	Good	Bad		
Male	4 (21,1%)	11 (57,9%)	4 (21,1%)	19 (100%)	0,942
Female	41 (20,9%)	107 (54,6%)	48 (24,5%)	196 (100%)	
Total	45 (20,9%)	118 (54,9%)	52 (24,2%)	215 (100%)	

Based on the table 5, performed that no significant relationship between gender to collaboration with a P value = 0.942 ($p < 0.05$). This result, in line with study of Martiningsih (2011), to find out that no influence of attitude of nurses and doctors regarding collaboration practice with p value = 0.365 ($p < 0.05$).

Based on the result of this study, researchers assume that respondents were dominated by female, in general most of student in FIKES UPN Veteran Jakarta are female.

Table 6. The Relationship Analysis of Study Program and Collaboration Between Students in Disaster Management on FIKES UPN Veteran Jakarta

Study Program	Collaboration			Total	P Value
	Excellent	Good	Bad		
Nurse Profession	2 (7.1%)	19 (67.9%)	7 (25%)	28 (100%)	0,009
S1 Nursing	6 (16.7%)	27 (75%)	3 (8.3%)	36 (100%)	
S1 Public Health	22 (33.3%)	26 (39.4%)	18 (27.3%)	66 (100%)	
S1 Nutrition	10 (23.3%)	20 (46.5%)	13 (30.2%)	43 (100%)	
D3 Nursing	1 (6.3%)	9 (56.3%)	6 (37.5%)	16 (100%)	
D3 Physiotherapy	4 (15.4%)	17 (65.4%)	5 (19.2%)	26 (100%)	
Total	45 (20.9%)	118 (54.9%)	52 (24.2%)	215 (100%)	

According to the table 6, performed that significant relationship between study program to collaboration on disaster management simulation at FIKES UPN Veteran Jakarta, with P value = 0.009 ($p < 0.05$). This result strengthened by open question about collaboration skill affects team performance, it the responses "It greatly affects. We, as human, are created in such a unique way, and therefore we have to possess a skill to collaborate with anyone." It means that, regardless of the student's background, collaboration affects team performance. This result, across to study of Martiningsih (2011), find out that education influenced attitude of nurses and doctors regarding collaboration practice with p value = 0.000 ($p < 0.05$). Researchers assume, early implementation of collaboration will improve collaboration between professions in the workplace.

Table 7. The Relationship Analysis of Interprofessional Education (IPE) and Collaboration Between Students in Disaster Management on FIKES UPN Veteran Jakarta

IPE	Collaboration			Total	P Value
	Excellent	Good	Bad		
Excellent	10 (30.3%)	16 (48.5%)	7 (21.2%)	33 (100%)	0,002
Good	29 (23%)	76 (60.3%)	21 (16.7%)	126 (100%)	
Bad	6 (10.7%)	26 (46.4%)	24 (42.9%)	56 (100%)	
Total	45 (20.9%)	118 (54.9%)	52 (24.2%)	215 (100%)	

Based on the table 7 above, performed that a significant relationship to Interprofessional Education (IPE) with collaboration between health students on disaster management simulation at FIKES UPN Veteran Jakarta, with P value = 0.002 ($p < 0.05$)

WHO suggests IPE implementation through two mechanisms, i.e., educator mechanism and curriculum mechanism (Barr, 2017). FIKES UPN Veteran Jakarta currently implements IPE through educator mechanism, and IPE is still non structured in the learning curriculum. IPE implementing on the disaster management simulation. The result of this study in line to study of Mulyati (2017) that find out that increase students' collaborative skill it on average score after interprofessional learning from 37.8 to 41.2. This study was supported with interview result where students considered IPE learning using the Problem-Based Learning (PBL) method as the most effective method, especially if followed by simulation in the real act. Unstructured IPE implementation will affect students' understanding regarding the IPE itself. Data shows that students with good IPE understanding also had good collaboration skill, while respondents with poor IPE understanding and good collaboration was only 6 (10.7%). Disaster Management Simulation conducted in FIKES UPN Veteran Jakarta not only augment students' understanding regarding IPE, but also a place for students to train their collaboration skills with students from other study programs and build awareness of the importance on conducting Disaster Risk Management (DRM). It is in line to the policies the government program through BNPB that emphasizes on DRM with a motto of Ready to be Safe (*Siap untuk Selamat*). Students can also understand how collaboration is required in disaster management, where they have to cooperate with various institutions and professions in emergency situation. It is supported by the answer from Respondent No. 210 as follows, *"Collaboration can train students to cooperate so that they understand that cooperation will help to finish the job faster and more effective."*

The analysis result of Disaster Management Simulation evaluation on FIKES UPN Veteran Jakarta obtained 209 respondents (97.2%) stated that the Disaster Management Simulation has executed well. Here are some answers of respondents:

1. *"The simulation is useful, and healthcare students should do better preparedness to become a volunteer on when disasters occur."*

2. *"It is well-executed. I understand more about disasters and feel like being on the field. I feel ready."*

However, other than these answers, there were six respondents (2.8%) state that the simulation was still poorly executed. Here are some answers of respondents:

1. *"Not maximum, collaboration interprofession has not executed, so that we only understand about our profession."*

The Disaster Management Simulation execution on FIKES UPN Veteran Jakarta has executed well. The discrepancies between study programs were estimated because Diploma Physiotherapy Program was lectured by different lecturer than other study programs in FIKES UPN Veteran Jakarta. It may contribute to the imbalance of provided materials. Furthermore, in disaster management situation, the priority is on salvation. Therefore, it is possible that not all professions act accordingly. It is solely due to the consideration of salvation and evacuation. After evacuation and transferring victims to the post or Field Hospital, victims are handled according to professions. However, it can be evaluation materials for the future competence development.

IPE implementation in Faculty of Medicine UPN Veteran Jakarta was elaborated in a study of Muktamiroh. The study explained suggestions from students and teach staff in FK UPNVJ regarding the implementation and recommendation of IPE development in FK UPNVJ. From the study result, researchers sparked the combination of FK and FIKES UPNVJ to conduct a collaborative learning, in the simplest way such as disaster management simulation execution. There were also suggestions concerning Mini Hospital execution before healthcare students go straight to the hospital. From several suggestions, the recommendation proposed was the collaboration between FK and FIKES UPNVJ to discuss more-in-depth about IPE implementation in the medical field on the scope of UPN Veteran Jakarta, module creation, and special team formation to arrange IPE development. IPE

implementation in FIKES UPN Veteran Jakarta has to be improved. If the implementation is structured within the curriculum, it is possible to improve collaboration between students in the Disaster Management Simulation in FIKES UPN Veteran Jakarta, and puts forward possible excellence.

CONCLUSION

This study concludes that there is a significant relationship of Interprofessional Education (IPE) and collaboration between students on disaster management simulation in FIKES UPN Veteran Jakarta with ($p=0.002$) ($p<0.05$).

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