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Determinants of Dental Nurse's Decision to Continue Three Years Diploma Through The Recognition of Prior Learning (RPL) Program

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ABSTRACT

There are many dental nurses with vocational high school or one year diploma degree. The aim of this study was to analyze various factors that influence the decision of dental nurses with a vocational high school or one year diploma degree to continue three years diploma through the RPL program. The sample of this study was 100 dental nurses in the East Java who worked at hospital or primary health care (PUSKESMAS). This was a cross-sectional study. We used logistic Regression to analyze the data, first step was characteristic and external factor influence on decision to join RPL, second step was the effect characteristic and external factor influence on decision to join RPL amplified by psychological factors. The results showed that 1) there was an influence of characteristics on dental nurses' decision 2) There was no influence of external factors on dental nurses' decision. 3) Psychological factors strengthen the influence of characteristics on dental nurses' decision and 4) Psychological factors do not strengthen the influence of external factors on dental nurses' decision. Further research is needed to develop characteristic and psychological among dental nurse to continue three years diploma through RPL.

Keywords: Dental nurses, Education, Recognition of Prior Learning (RPL)

INTRODUCTION

Background

Health development is all components of the nation's effort, to reach awareness, willingness and ability to live healthy for individual and community. This achievement cannot be separated from the availability of adequate resources to conduct various health development programs, including human resources development, especially among health workers and the government have to ensure in term of this issue⁽¹⁾. The government decided that health care provider must have a minimum level of three years diploma to fulfill the community demands and to adjust due to development of science and technology issue. This was consistent with law number (No). 36 of 2014 regards health care provider article 9 which states that health workers must have a minimum Diploma Three qualification except for medical personnel.

Dental nurse is one of healthcare provider in Indonesia, with a Ministerial Decree dated 30 December 1950 Number: 27998 / Kab. Based on Permenkes No. 58 of 2012, dental nurses give dental nursing care independently or work in healthcare facilities. Dental nurses who give dental nursing care independently must have a minimum education of three years diploma of Dental Health or Dental Nursing. In fact, there are still many health workers including dental nurses working in service units, especially in rural and remote area^(2, 3), who have vocational senior high school degree or one year diploma degree.

According to data from the dental nurse profession organization (PPGI) in Indonesia, there are 14.682 dental nurses, 5.000 were dental nurses with vocational high school degree. In east java, there are 1.149 people dental nurses, one dental nurse was master degree, 27 were dental nurses with bachelor degree, 253 were Three years diploma and 407 were dental nurses with vocational high school degree level. So from this data, in Indonesia

there are dental nurses who still have a vocational high school degree or one year diploma level, and at that number, 407 were dental nurses from East Java.

Recognition of prior learning (RPL) provides learning opportunities to continue formal education programs and adjust with previous competencies. The special RPL program for health care providers who have a formal education in the vocational high school education and one year Diploma to pursue next education in level of three years diploma until 2022. The implementation of the RPL refers to the general guideline that was determined by the Director General of Learning and Student Affairs of the Ministry of Research, Technology and Higher Education in 2016⁽⁴⁾.

Giving the opportunity to join the RPL is a government policy. Dental nurses must pay attention to this program, especially those who still have a vocational high school degree or one year diploma degree⁽²⁾. Many factors related with the decision⁽⁵⁾, especially in term of continue education, such as cultural, social, characteristic, and psychological factor. In this study we divided into two factors related to decision to continue education, internal and external factors⁽⁶⁾ and amplified by psychological factors.

Many studies related to determinants of school choice^(7,8) and also among nurse⁽⁹⁾, but no study explore about decision was amplified by psychological factor. So, the aim of this study was to explore various factors related to the decision of dental nurses to join RPL as information to dental nurses in making decisions to join RPL, and related organization to make policy.

METHODS

The procedure of this study was granted from Institutional Review Board. This study was analytic observational and used a cross-sectional design to analyze factor related to dental nurses' decision to continue three years diploma, with psychological factors as intervening variables. The variables in this study were independent variable that were characteristic respondents (gender, age, the length of work), literacy about RPL, and external factors (regulations, organizational support, geographical and family support). Intervening variables (motivation, perception, and respond). Also dependent variable was the decision to join RPL. Internal, external, and psychological factors were determinants of decision⁽¹⁰⁾.

Data were collected from dental nurses who worked in PUSKESMAS (primary health care) or Hospitals in East Java who had level of vocational high school or one year diploma. Total population was 407. We used Slovin's Formula to calculate total sample. Final sample was 102. We used self-report questionnaires, structured interviews and focus group discussion (FGD) to collect the data. We also distributed informed consent to respondents before collecting the data.

We used ten instruments to measure the variables.

1. Demographic questionnaire
The demographic questionnaire was asked to participants to provide information about age, gender, and length of work.
2. Literacy about RPL
This questionnaire was used to measure literacy in term of RPL. It had 10 items and use 4-point scale (strongly agree, agree, disagree, and strongly disagree). Higher score indication good literacy.
3. Regulation
This questionnaire was used to measure whether exist or not regulation regards RPL. It had 3 items with 4 likert scale (strongly agree, agree, disagree, and strongly disagree). Higher score indicates that their organization had regulation regards RPL.
4. Organizational support
This questionnaire was used to measure in term of organizational involvement to motivate and support the dental nurse to continue their education. It had 12 items and likert scale (strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1). Higher score indicates high support from organization.
5. Geographical location
This questionnaire was used to measure the distance from house to school location. We divided into three groups, very far means the length for traveling > 4 hours, neither far or close mean 2-4 hours, and very close means <2 hours.
6. Family support
This questionnaire was used to measure family support regards family involvement to motivate and support the dental nurse to continue their education. It had 5 items and used 4 likert scale (strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1). Higher score indicates high family support.
7. Psychological Factors
We divided psychological factors into three subdomains, motivation, perception and respond to continue education⁽⁵⁾.
 - a. Motivation

This questionnaire was used to measure regards all things that make respondents choose to continue their education level. It had 7 items and 4 likert scale (strongly agree = 4, agree = 3, disagree = 2, and strongly disagree =1). Higher score indicates good motivation.

b. Perception

This questionnaire was used to measure respondent’s desire, consider and willingness to continue their education level ⁽¹¹⁾. It had 4 items and 4 likert scale (strongly agree = 4, agree = 3, disagree = 2, and strongly disagree =1). Higher score indicates good perception.

c. Respond to continue education

This questionnaire was used to measure respond in term of continue education degree. It had 9 items and 4 likert scale (strongly agree = 4, agree = 3, disagree = 2, and strongly disagree =1). Higher score indicates good respond to continue education.

8. Decision to join RPL

This questionnaire was used to measure process and decisions of respondents to join the RPL Program. We adopted this questionnaire based on stage of decision making ⁽¹²⁾. It had 10 items and 4 likert scale (strongly agree = 4, agree = 3, disagree = 2, and strongly disagree =1). Higher score indicates strongly agree to join RPL.

All analyzes used SPSS for windows. Descriptive statistics were used to calculate all variables (frequencies and percent). Regression linier was used to investigate the factors relate to dental nurse’s decision. Our analytic used 2 steps. First step was characteristic and external factor influence on dental nurse's decision to join RPL indirectly through psychological factors. Second step was the effect characteristic and external factor influence on dental nurse's decision to join RPL amplified by psychological factors. “*Omnibus Test of Model Coefficients*” < 0.05 was used to interpret significance and R square to calculate influence on variables.

RESULTS

Characteristic of Respondents

Table 1 shows the characteristic of respondents. Most of participants were 41-60 respondents (93%) and most of participants were male (63%). In term of length of work, 63% was respondents who worked for >20 years.

Table 1. Characteristic of respondents

Characteristic	n	%
Total = 100		
Age (years)		
30 – 40	7	7
41 – 50	47	47
51 – 60	46	46
Gender		
Female	37	37
Male	63	63
Length of work		
< 10 years	3	3
10-20 years	34	34
> 20 years	63	63
Literation regards RPL		
Good	65	65
Moderate	29	29
Low	6	6

Descriptive Statistic among Variables

Table 2 showed most of institution (92%) had regulation in term of RPL Programs, and support their staff to joint RPL programs. In term of destination, most of participants live far away from school (55%) and their family support participants to joint RPL program.

Regards psychological factors, the proportion of good motivation were predominantly (Table 3), and almost all participants had desire to join RPL program (97%) (Table 4).

Table 2 Statistical description of external factors

External factors	n	%
Total = 100		
Regulation		
Exist	92	92
No regulation	8	8
Organizational support		
High	60	60
Moderate	33	33
Poor	7	7
Geographical location		
Very far > 4 hours	55	55
Neither far or close : 2-4 hours	20	20
Very close < 2 Hours	25	25
Family support		
High	77	77
Moderate	21	21
Poor	2	2

Table 3. Statistical description of psychological factors

Psychological factors	n	%
Total = 100		
Motivation		
Good	70	70
Moderate	25	25
Poor	5	5
Perception		
Good	28	28
Moderate	61	61
Poor	9	9
Respond		
Good	28	28
Moderate	61	61
Poor	9	9
Mean Total Score		
Good	43	43
Moderate	49	49
Poor	8	8

Table 4. Statistical description of decision to join RPL

Decision to join RPL	n	%
Total = 100		
Join	97	97
Not join	3	3

Correlation among Study Variables and Overview of Model

Table 5 showed significant correlation between characteristic and decision to join RPL program, and no significant correlation between external factors and decision to join RPL program. Table 6 and figure 1 showed that psychological factors strengthen the influence of characteristics on dental nurse’s decision to continue three years diploma through the RPL program.

Table 5. Relationship characteristic and external factors on dental nurse’s decision to join RPL

Characteristic	Decision to join RPL	
	Omnibus Tests of Model Coefficients (p value)	
Characteristic	0.043	
External factors	0.623	

Table 6. Weighted ordinary least squares regression of decision to join RPL

	Model 1			Model 2		
	b	SE	β	b	SE	B
Intervening variables						
Age	-0.033	0.032	-0.120			
Gender	-0.006	0.035	-0.017			
Length of work	-0.053	0.037	-0.170			
Literacy	0.069	0.029	0.244			
Motivation	-0.011	0.028	-0.039			
Respond	-0.059	0.029	-0.209			
Regulation				0.049	0.077	0.097
Geographical location				- 0.005	0.023	-0.023
Family support				0.024	0.043	0.061
Motivation				0.000	0.029	0.001
Respond				-0.059	0.044	-0.206
Model statistics						
Model F			2.024*			0.540
R ²			0.116			0.028

* p < 0.05

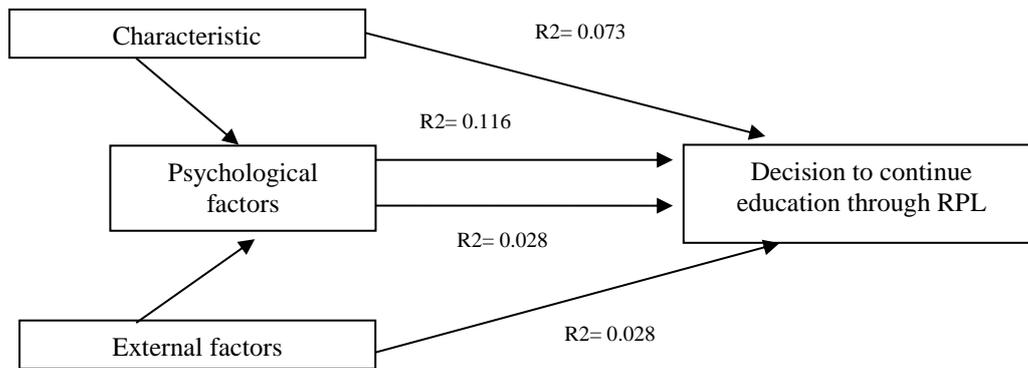


Figure 1. The final model of factors that related decision of dental nurse to continue education through RPL

DISCUSSION

This chapter discussed the factors that related to dental nurse’s decision to continue education, limitations of the study, conclusion, and recommendation for future research. Our finding showed that characteristics were significantly factors that related with dental nurse’s decision to continue their education through RPL (Table 1, Table 5) or at least, one independent variable that that related with dental nurse’s decision to continue their education through RPL. The characteristics were age, gender, length of works, and literacy regards RPL. This result was consistent with previous study about age related with motivation to study⁽¹³⁾.

The characteristics were strengthened by psychological factors to affecting dental nurse’s decision to continue their education through RPL, especially motivation and respond to continue education. This finding was

similar with previous theory about motivation was factor that related to decision⁽¹⁴⁾ also consistent with previous study that mentioned motivation was positive significantly factor of respond and decision⁽¹⁵⁾.

Our finding also showed that external factors were not significantly factors that affecting dental nurse's decision to continue their education through RPL. The external factors were regulation from the institution, organizational support, geographical location, and family support. This finding was not consistent with previous study⁽⁸⁾.

We assumed that participants had strong desire and motivation to continue education even though regulation from participants' origin institution, distance to school, and family did not support. Also, we assumed that governance already had good system in term of RPL and motivated health care provider to continue education to provide good care services among patients⁽⁹⁾. This was fit with our model, motivation and respond strengthen the influence of characteristics on decision dental nurses to continue education through the RPL program (Table 6) and not strengthen the influence of external factors on decision dental nurse to continue education through the RPL program.

This study had limitation that should be noted, we used cross sectional study, non-probability sampling, and relatively small sample size. Therefore, the results may be generalized carefully. Further study is needed to measure economic and cultural factors related to the decision of dental nurse to continue education.

CONCLUSIONS

Beside the limitations, we confident that psychological was factor that strengthen the influence of characteristics on decision dental nurses to continue education through the RPL program. Participants' institution must pay attention in term of psychological factors (such as motivation) as a trigger for their staff to continue education to ensure the quality of healthcare service, especially among dental nurses. Also literacy about RPL, since healthcare provider must have minimum three years diploma level to give healthcare services.

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