

Knowledge, Skill, and Mentoring System of Chairman on Influencing the Team Method Approach at Inpatient Room of Cengkareng Hospital

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Abstract

Background: The team often organizes nursing services to improve healthcare services. **Objective:** The study aims to obtain empirical evidence of the influence of the team leader's knowledge and skills on implementing the team method with the mentoring system as a moderating variable. **Method:** This study applied to the cross-sectional study. The population was the team leader who served in the inpatient installation of as many as 107 personnel. **Result:** The results found that knowledge, skills, and mentoring system among team leaders significantly affect the implementation of the team method. While partially only the mentoring system does not affect the effectiveness of the team method implementation, the mentoring system cannot moderate the relationship between team method knowledge and skills on the efficacy of team method implementation. **Conclusion:** Supposedly, to increase the effectiveness of implementing the team method, the head of the room as a manager would be better off if he only carried out the supervisory and control functions. **Recommendation:** The team leader needs to improve their knowledge and skills to implement the team method effectively. Further studies need to explore how mentoring system could improve the team approach using the mixed method study.

Keywords: knowledge, skills, team methods, mentoring systems, team leaders

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INTRODUCTION

One of the professional nursing care methods applied is the team method. The team method often organizes nursing services, using a team consisting of groups of clients and nurses led by certified nurses with work experience and knowledge in their fields. Success is measured by leadership, communication, coordination, direction, and assignment (1).

The application of nursing care using the team method is inseparable from the role of the head of the room as a mentor who tries to direct nurses to be able to implement the assignment method ordered to them. Mentoring relates to how leaders provide psychological and career support and build exemplary employees (2).

Knowledge, of course, must be owned by everyone in interpreting and implementing the methods applied by the organization in its work system. Knowledge is obtained after sensing in the form of seeing, hearing, smelling, feeling, and touching a particular object so that the person becomes aware. Personal knowledge is measured based on experience, information, expert views, and intuition.

Previous studies showed that knowledge could increase the effectiveness of implementing team methods (3-6). Other studies also confirmed that skills could increase the effectiveness of team method implementation (7-10). At the same time, the mentoring system can contribute to improving the effectiveness of the team method (11-12). Even though several studies showed a positive effect on the outcomes, few explore the issues in the context of the hospital in Indonesia.

In preliminary interviews conducted by researchers related to the implementation of the team method found that seven nurses needed to understand their duties and responsibilities in implementing the team model of professional nursing care. All the nurses interviewed said that while working, they were still required to receive training on implementing the team method of nursing care. Therefore, its application in the room has followed the existing pattern. Nurses

assume that whatever process is used to provide nursing care, the most important thing is that the patient gets service. Thus there is a need for further deepening of this phenomenon.

OBJECTIVE

The study aims to obtain empirical evidence of the influence of the team leader's knowledge and skills on implementing the team method with the mentoring system as a moderating variable.

METHODS

Design

The design used in this study is a cross-sectional study. This study consisted of 2 independent variables, namely knowledge (X1) and skills (X2), and the dependent variable, namely the application of the team method (Y). Besides that, the moderating variable is the mentoring system (Z).

Sample, Sample Size, & Sampling Technique

The sample in this study was the team leader who served in the inpatient room with 107 personnel. Sampling in this study uses a saturated sampling technique.

Data collection procedure

Researchers assisted by research assistants conducted this research. All respondents involved in this study were asked to sign informed consent to participate in the research process. In this study, the data collection technique was distributing questionnaires to respondents simultaneously.

The instrument for data collection

The knowledge questionnaire measured nurses' knowledge regarding implementing the team method in the inpatient room. This instrument is modified from Davenport (1988), which consists of 4 dimensions, including 1) experience; 2) information regarding the implementation of the team method; 3) Expert view; and intuition. The number of questions in this study is 12. This instrument is modified from

Davenport (1988), which consists of 4 dimensions, including 1) experience; 2) information regarding the implementation of the team method; 3) Expert view; and intuition. The number of questions in this study is 12 on a Likert scale. Validity and reliability tests were carried out by distributing questionnaires to 30 respondents. The Cronbach alpha value is 0.747, indicating the instrument's reliability.

The skills questionnaire is used to measure the skills of nurses in implementing team methods in inpatient rooms. This instrument is modified from Robbins (2016) and consists of 4 dimensions, including 1) basic skills; 2) technical expertise; 3) interpersonal skills, and 4) problem-solving. The development of the skills instrument consists of 12 Likert scale questions. The score of 4 =always, 3=often, 2=sometime, and 1=never. The Cronbach alpha value is 0.750, indicating the instrument's reliability.

The monitoring system instrument assesses the monitoring process carried out by the team leader on duty in the ward. This instrument was adopted by Kasper (2002) and consisted of 3 dimensions, including 1) psychological support, 2) career support, and 3) and build exemplary employees. The questions consisted of 12 Likert scale items: 4=always, 3=often, 2=sometime, and 1=never. The Cronbach alpha value is 0.741, indicating the instrument's reliability.

The Team Method application instrument is used to assess the effectiveness of the team method application in the nursing process. This questionnaire was adopted from Marquis & Huston (2016) and consisted of 5 dimensions, including 1) leadership; 2) communication; 3) coordination; 4) briefing; and 5) assignment. The questions consisted of 12 items on a Likert scale: 4=always, 3=often, 2=sometime, and 1=never. The Cronbach alpha value is 0.741, indicating the instrument's reliability.

Data Analysis

This study applied multiple linear regression and MRA in answering the research hypothesis. A classical assumption test was performed to determine the

appropriate feasibility of the regression model. Partial and simultaneous significance tests were performed at a significance level of 5%. The determination test would reveal the moderating variable's ability to interact with the relationship of the independent variable to the dependent variable.

RESULTS

Characteristic of respondents

The results showed that most respondents were female (87%). The distribution of respondents by age showed that respondents aged 26-30 were 36%, and those aged 31-35 were 36%. For respondents aged 36-40, it was 12%, and for 40-45 years was 15%. Most respondents completed their education in the D3 program (86%). At the same time, those with bachelor's degrees are 14%. Regarding the duration of work, almost half of the respondents have worked between 6-10 years (48%). However, about 11% of respondents have worked for over 20 years.

Multiple Linear Regression Analysis

The statistical results found that the regression equation $=0.015+0.385(X1)+0.467(X2)+0.145(Z)$, and the simultaneous significance test showed a p-value <0.05 . so that if simultaneously knowledge, skills, and the mentoring system are increased by one unit, then the effectiveness of applying the team method will increase by 0.385 through knowledge, 0.467 through skills, and 0.145 through the mentoring system. The coefficient of determination was 0.729, which means that knowledge, skills, and the mentoring system contribute as much as 72.9% in increasing the effectiveness of the team method. The remaining 27.1% is caused by other variables not examined.

Table 1. Multiple Linear Regression

Variable	coefficient	P-value(t)	Adj RSquare
Knowledge	0.385	0.001	0.729
Skill	0.467	0.000	

Mentoring system	0.145	0.122
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Moderate Regression Analysis

The coefficient of interaction between knowledge and the mentoring system on the effectiveness of the team method is 0.003. The significance test shows that the p-value is $0.156 > 0.05$, which means that the mentoring strategy is not a moderator and cannot moderate the influence of knowledge on the effectiveness of the team's method. The regression coefficient of the interaction between skills and mentoring of the efficacy of the team method is 0.008. The significance test shows that the p-value is $0.644 > 0.05$.

Thus, the mentoring system is not a moderator and cannot moderate the influence of skills on the effectiveness of the team method. The determination test shows a coefficient of determination of 0.729, the same as before the mentoring system became moderating, meaning that the mentoring system cannot interact with knowledge and skills in increasing the effectiveness of team methods. The mentoring system is not a moderating variable.

Variables	coefficient	P-value	Adj R Square
Knowledge	0.255	0.190	0.729
Skill	0.177	0.190	
Mentoring	-0.201	0.193	
Knowledge with Mentoring	0.003	0.156	
Skill with Mentoring	0.008	0.644	

DISCUSSION

The effect of Knowledge, Team Leader Skills, and Head of Room Mentoring System on the Team Method implementation

The results of the analysis conclude that knowledge, skills, and mentoring systems can simultaneously increase the team's method's effectiveness. This is in line with previous research, which State that knowledge can increase the effectiveness of applying team methods (3, 4, 13).

Other research also states that skills can increase the effectiveness of implementing team methods (14-15). With good skills, the implementation of the team method will go well according to existing standards. In addition, an excellent mentoring system from superiors to subordinates will increase the effectiveness of implementing team methods in the patient care process (11-12).

These results prove the alignment of the theory, which states that the team method aims to reduce the nursing fragments found in functional forms and provide a more comprehensive approach (1). its effectiveness depends on leadership, communication, coordination, direction, and assignment. This means that a team leader must have more knowledge and skills than its members because they will lead a group to realize the effectiveness of the team's method. With added assistance from the head of the room, the team leader will get more energy because they will get guidance from the head to realize the maximum effectiveness of applying the team method.

The ability of the room head's Mentoring System Moderates the Relationship of Knowledge to the Effectiveness of Implementing the Team Method

The analysis results conclude that the mentoring system cannot moderate knowledge in increasing the effectiveness of team methods, and the mentoring strategy is not a moderating variable. This result contradicts previous research (11-12), which stated that mentoring could increase the effectiveness of team assignment methods.

This result contradicts the theory, which states that the monitoring system is a natural process in which someone with more ability and experience serves as a role model, teacher, sponsor, encourager, consultant, and friend to someone with less capacity and understanding (16). The assistant carried out by the head of the room is someone with more abilities than the team leader. It can direct the team leader's abilities to realize the effectiveness of implementing the team method, not become a dictator who seeks to

dictate the team leader in recognizing the point of implementing the method team.

The ability of the room head's Mentoring System Moderates the Relationship between Skills to the Effectiveness of Implementing the Team Method

The analysis results conclude that the mentoring system cannot moderate skills in increasing the effectiveness of team methods, and the mentoring strategy is not a moderating variable. This result contradicts previous research (11-12), which stated that mentoring could increase the effectiveness of team assignment methods. During the observation process, the mentoring system was good enough for the head of the room. However, career support has yet to be optimally carried out by the head of the room. Most of the directors of the room need more trust in the team leader, as division room assignments and arrangements await directions from the head of the room, and many team leaders are reluctant to convey these obstacles. If the head of the room is not in place and is difficult to contact, the team leader does not take the initiative to make decisions because he is waiting for the head of the room. Thus, the team leader needs to gain knowledge through experience while being the team leader.

The negative direction results from the interaction of the mentoring system and skills to implement the team method. The mentoring system guides through regular demonstrations, instructions, challenges, and encouragement. More mature individuals usually carry out Mentoring to enhance the competence and character of the younger individual. During this process, the mentor and mentee develop a bond of shared commitment that involves emotional character and is characterized by respect and loyalty (17). This means that the unit's mentoring system should be democratic as a director and supervisor, not dictatorial, which requires the team leader to carry out the orders of the head of the room in implementing the team method. Therefore, the individual skills possessed by the team leader could be better.

The results found that mentoring is a relationship based on a structured sense of trust. This process offers guidance and support and provides enthusiasm to develop competence and character (18). It was indicated that the team leader's communication skills could better convey his vision to members. This requires trust from the head of the room, who will inspire him to be the right leader in directing team members to achieve the effectiveness of implementing team methods.

CONCLUSION

The results conclude that the mentoring system could not be a moderator variable between the knowledge and skills of the team leader on the effectiveness of implementing the team method, so it can be concluded that the mentoring system is not a moderating variable. Supposedly to increase the effectiveness of implementing the team method, the head of the room as a manager would be better off if he only carried out the supervisory and control functions so that the team leader would capitalize on his knowledge and skills. The team leader would use his knowledge and skills to lead his members to implement team methods with effective results. The head of the room should emphasize trusting the team leader to support the team leader. They also need to maximize knowledge and skills in implementing team methods, not as a leader who forces an action because of certain situations but gives freedom to the team leader to maximize his knowledge and skills in leading members to realize the effectiveness of the application of the team method.

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