

# Acceptance of interprofessional education (IPE) for educators at health-based faculty universitas nahdlatul ulama Surabaya

*by Prihartini Widiyanti*

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## Acceptance of interprofessional education (IPE) for educators at health-based faculty universitas nahdlatul ulama Surabaya



Wiwik Afridah<sup>1\*</sup>, Trimartiana<sup>1</sup>, Prihartini Widiyanti<sup>2</sup>, Mochammad Bagus Qomaruddin<sup>1</sup>

### ABSTRACT

**Introduction:** Health professionals as key players in the health effort, who must prepare to face the 'triple burden' of challenges such as the current pandemic COVID-19. Closely related to interprofessional education is the realization of a workforce that is prepared through independent learning to face change, social order, culture, labor needs and technological advances. The purpose of this study was to assess acceptance of interprofessional education among health-based undergraduate educators.

**Methods:** Cross-sectional study design. Respondents are 45 educators from 141 educators from the Public Health, Nutrition, Nursing, Medicine, Midwifery, Occupational Health and Safety, and Medical Laboratory Technology Study Program. The instrument is a questionnaire that refers to the Interdisciplinary Education Perception Scale (IEPS) in the form of multiple-choice questions and the results are analyzed descriptively.

**Results:** The result of the study is respondents agree that educators need to work with other professions through interprofessional education is 62,2%. Respondents that said about individuals in their profession are very positive about their contributions and achievements are 71,1%. 68,9% of respondents trust each other's professional judgment. There are 40% of respondents who do not agree with the assumption that their status profession is looked higher than other professions. 64,4% of respondents understand that they need to make every effort to understand the capabilities and contributions of other professions.

**Conclusion:** The results of this study indicate that educators' perceptions of IPE can provide an understanding of the need for collaboration and a better attitude in teamwork through interdisciplinary education. Further research is needed to explore other factors that may influence specific perceptions among educators.

**Keywords:** interprofessional education, healthcare, public health, students.

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### INTRODUCTION

Interprofessional Education (IPE) is the key in developing collaboration between professions to prepare the workforce, especially in the health sector. Health professionals, as the main actors in health efforts are required to be ready to face the "Triple Burden" of challenges caused by infectious diseases, degenerative diseases, and emerging diseases such as COVID-19, which is currently becoming a global pandemic. Through human resources who are ready to face change, social order, culture, labor needs, and technological progress, which is manifested through independence in learning, of course, this is closely related to Interprofessional education. To run it, it takes a good understanding of IPE

through interprofessional collaborative practice in health profession education. The implementation of IPE in the health education curriculum can improve students' knowledge, skills, and attitudes in collaborative practices between health professionals and create effective collaboration in teams to improve service quality.

Several studies suggest that the most common collaboration is between medical and nursing schools in a shared curriculum format through integrated modules.<sup>1</sup> Students engaged in interprofessional activities significantly enhance their understanding of roles and responsibilities, ability to work in teams, and clinical reasoning.<sup>2</sup> Meanwhile, to advance interprofessional collaboration in clinical practice and education, more

insights are needed in designing an effective IPE curriculum, including IPE-related research.<sup>3</sup> The ineffectiveness of interprofessional collaboration is still reported to occur in various health care facilities.<sup>4</sup> Therefore, there may be obstacles and the need to know the acceptance of IPE for educators.

This study aimed to identify the acceptance of Interprofessional Education for educators at health-based faculty in Universitas Nahdlatul Ulama Surabaya (UNUSA) to prepare students for Merdeka Belajar Kampus Merdeka (MBKM).

### METHODS

#### General Background of Research

The research design is cross-sectional. The instrument is a questionnaire that refers to the Interdisciplinary Education Perception

Scale (IEPS) whose results are analyzed descriptively. The survey is in the form of multiple-choice questions. Each question has an answer on a scale of 1 (strongly disagree) to 6 (strongly agree). There are 7 demographic questions related to name, contact, email, gender, age group, study program where the educator teaches, and how long the respondent's experience as an educator. Data collection was carried out for approximately 3 months since the survey was distributed. Eighteen survey questions were distributed to educators of the health-based faculty at Universitas Nahdlatul Ulama Surabaya.

### Sample of Research

Respondents were 45 lecturers from 141 lecturers in the Public Health, Nutrition, Nursing, Medicine, Midwifery, Occupational Health and Safety, and Medical Laboratory Technology study program.

### Study Procedures

The questions in the questionnaire include four major components of Inter-Professional Education (IPE): knowledge competency, skills competency, attitude competency, and team ability competency. The questions included in the competence of knowledge include: (1) Individuals in other professions respect the work done by the lecturer profession; (2) Individuals in the profession of lecturers shall always depend on the work of persons in other professions; (3) People who are highly trained lecturers; and (4) People who are lecturers are very optimistic about the objectives and objectives of their profession.

While the questions that are in the area of competency skills include: (1) Individuals in the profession of lecturers are willing to share information and resources with other professionals; (2) People who are lecturers are extraordinarily competent; (3) Individuals in the profession of lecturers make every effort to understand the abilities and contributions of other professions; (4) Individuals in the lecturer profession need to cooperate with other professions. The points of question that are in the area of competency attitudes include: (1) Individuals in other professions often seek some advice from people in the

profession of lecturers; (2) Individuals in other professions think highly about the profession of lecturers; (3) Individuals in the lecturer profession have a higher status than individuals in other professions; (4) People in the profession of lecturers are very concerned about other related professions; (5) People in the teaching profession are very optimistic about their contributions and achievements. The question points that lead to the competency area of the team's ability include: (1) Individuals in the lecturer profession shall show a good agreement regarding autonomy; (2) People in the profession of lecturers work well with each other; (3) Persons in the lecturer profession have a good relationship with people in other professions; (4) Individuals in the lecturer profession trust each other's professional judgment; (5) Individuals in the lecturer profession may cooperate with individuals in other professions.

### Data Analysis

Data analysis is carried out using Google Form with a description of the frequency and percentage analysis. The description of the analysis explains the demographics of the respondents and the results of the acceptance of the IPE survey for educators in the health-based faculty at UNUSA. The data of age, gender, length of work as a lecturer, and IPE (Inter-Professional

Education) component were analyzed using the Spearman Rank Test correlation test with a confidence level of 95% ( $\alpha=0.05$ ).

## RESULTS

In the demographic characteristics data, the results were 80% of respondents are female, almost half are >40 years old, with more than 5 to 10 years of becoming lecturer staff. All data are shown in Table 1.

The result of the study that is conducted toward 45 lecturers in Universitas Nahdlatul Ulama Surabaya shows 60% of respondents are well trained, 51.1% of respondents can work with individuals in other professions, 64.4% of respondents know individuals in respondents' professions deal with autonomy, 53.3% of respondents agree that individuals in their profession respect each other. Respondents that understand their goals and objectives 64,4%. Respondents that agree lecturers need to work with other professions through interprofessional education are 62,2%. Respondents that said about individuals in their profession are very positive about their contributions and achievements are 71,1%. 37,8% of respondents do not agree that individuals in their profession rely on other

Table 1. Demographic characteristics of respondents.

Demographic Characteristics	N(%)
Sex	
Female	36 (80%)
Male	9 (20%)
Age	
<30	5 (11,1%)
30-40	18 (40%)
>40	22 (48,9%)
Study Program	
Public Health	6 (13,3%)
Nutrition	1 (2,2%)
Nursing	11 (24,4%)
Medical	8 (17,8%)
Midwifery	13 (28,9%)
Midwifery, Occupational Health, and Safety	1 (2,2%)
Medical Laboratory Technology	5 (15,1%)
Experience of Being Lecturer	
1 to exactly 5 years	13 (28,9%)
More than 5 to 10 years	14 (31,1%)
More than 10 to 20 years	11 (24,4%)
More than 20 years	7 (15,6%)

professions. 55,6% of respondents think that individuals in other professions think highly toward their profession. 68,9% of respondents trust each other's professional judgment.

There are 40% of respondents who do not agree with the assumption that their status profession is higher than other professions. 64,4% of respondents understand that they need to make every effort to understand the capabilities and contributions of other professions. Respondents that said individuals in their profession are very competent are 46,7% and 60% realize that need to share the resources with other professions. 55,6% of respondents strongly agree that individuals in their professions have good relations with other professions. There was 53,3% of respondents think about other related professions. 48,9% of respondents understand individuals in their professional work well with other professions. There are still 57,8% of individuals in other professions look for advice in respondents' professions that is explained in Table 2.

Based on Table 3, it can be seen that there is a significant relationship between the variables of age and gender with the experience of being a lecturer, indicated by the value of  $p < 0.05$  ( $p = 0.001$  and  $0.035$ ). However, Inter-Professional Education (IPE) did not show a significant relationship with the length of time as an educator or lecturer. This result is indicated by a  $p > 0.05$  for each Inter-Professional Education (IPE) competence component, including knowledge, skills, attitudes, and team abilities.

Meanwhile, based on Table 3, it is also found that most of the research subjects who have work experience  $< 15$  years or  $> 15$  years have good knowledge, skills, attitudes, and abilities of the team in Inter-Professional Education.

## DISCUSSION

The result of the study shows a positive response and states that IPE is still needed. The result of this study is based on previous research that has a positive perception of Interprofessional Education.<sup>5,6</sup> Through IPE, it can help to improve skills and expertise, especially in terms of collaboration and working as a team, so

**Table 2. The Acceptance of IPE for Educators at Health-Based Faculty in Unusa.**

Questions	N (%)
Individuals in my profession are well trained.	
Strongly Agree	16 (35,6%)
Moderately Agree	27 (60%)
Somewhat Disagree	2 (4,4%)
Individuals in my profession can work closely with individuals in other professions.	
Strongly Agree	20 (44,4%)
Moderately Agree	23 (51,1%)
Somewhat Agree	1 (2,2%)
Somewhat Disagree	1 (2,2%)
Individuals in my profession demonstrate a great deal of autonomy.	
Strongly Agree	11 (24,2%)
Moderately Agree	29 (64,4%)
Somewhat Agree	4 (8,9%)
Somewhat Disagree	1 (2,2%)
Individuals in other professions respect the work done by my profession.	
Strongly Agree	20 (44,4%)
Moderately Agree	24 (53,3%)
Somewhat Agree	1 (2,2%)
Individuals in my profession are very positive about their goals and objectives.	
Strongly Agree	13 (28,9%)
Moderately Agree	29 (64,4%)
Somewhat Agree	2 (4,4%)
Somewhat Disagree	1 (2,2%)
Individuals in my profession need to cooperate with other professions.	
Strongly Agree	28 (62,2%)
Moderately Agree	16 (35,6%)
Somewhat Agree	1 (2,2%)
Individuals in my profession are very positive about their contributions and accomplishments.	
Strongly Agree	12 (26,7%)
Moderately Agree	32 (71,1%)
Somewhat Disagree	1 (2,2%)
Individuals in my profession must depend upon the work of people in other professions.	
Strongly Agree	2 (4,4%)
Moderately Agree	9 (20%)
Somewhat Agree	8 (17,8%)
Somewhat Disagree	3 (6,7%)
Moderately Disagree	17 (37,8%)
Individuals in other professions think highly of my profession.	
Strongly agree	6 (13,3%)
Moderately Agree	25 (55,6%)
Somewhat Agree	6 (13,3%)
Somewhat Disagree	5 (11,1%)
Moderately Disagree	3 (6,7%)
Individuals in my profession trust each other's professional judgment.	
Strongly Agree	13 (28,9%)
Moderately Agree	31 (68,9%)
Somewhat Disagree	1 (2,2%)
Individuals in my profession have a higher status than individuals in other professions.	
Strongly Agree	1 (2,2%)

they can work well with others. This is in line with the result of research which states that the experience of Interprofessional Education can also increase perceptions regarding the importance of teamwork.<sup>7</sup> IPE prepares students to value teamwork and develop skills to work in teams.<sup>8</sup>

Sharing information, giving each other advice, and being very considerate of other professions, and making good relationships with other professions is a must. Therefore, it takes a readiness to have extraordinary competence from each profession in terms of communication and respecting opinions. With IPE can result in increased communication skills among team members and achieve the best communication quality when aligning policies.<sup>9,10</sup> Educators are expected to be able to develop learning methods and strategies that improve communication skills for the importance of being able to communicate effectively.<sup>11</sup>

When carrying out IPE, inter-professional trust is prioritized, by demonstrating the ability to understand and contribute to other professions. Then there is no longer a higher professional status among other professions, and trusting the judgment of other professions. Because with IPE it is possible to understand and explore the role of each professional which will eliminate conflict while working as a team, it must be explained that the responsibilities and duties between professions are different.<sup>12</sup>

## CONCLUSION

The results of this study indicate that educators' perceptions of IPE can provide an understanding of the need for collaboration and a better attitude in teamwork through interdisciplinary education. Further research is needed to explore other factors that may influence specific perceptions among educators.

## FUNDING

The authors are responsible for all of the study funding without a grant or any external funding source.

## CONFLICT OF INTEREST

No potential conflict of interest relevant to this article was reported.

5	Questions	N (%)
	Moderately Agree	7 (15,6%)
	Somewhat Agree	5 (11,1%)
	Somewhat Disagree	4 (8,9%)
	Moderately Disagree	18 (40%)
	Strongly Disagree	10 (22,2%)
	Individuals in my profession make every effort to understand the capabilities and contributions of other professions.	
	Strongly Agree	4 (8,9%)
	Moderately Agree	29 (64,4%)
	Somewhat Agree	6 (13,3%)
	Somewhat Disagree	3 (6,7%)
	Moderately Disagree	3 (6,7%)
	Individuals in my profession are extremely competent	
	Strongly Agree	15 (33,3%)
	Moderately Agree	21 (46,7%)
	Somewhat Agree	7 (15,6%)
	Somewhat Disagree	2 (4,4%)
	Individuals in my profession are willing to share information and resource with other professionals.	
	Strongly Agree	17 (37,8%)
	Moderately Agree	27 (60%)
	Somewhat Agree	1 (2,2%)
	Individuals in my profession have good relations with people in other professions.	
	Strongly Agree	25 (55,6%)
	Moderately Agree	20 (44,4%)
	Individuals in my profession think highly of other related professions.	
	Strongly Agree	12 (26,7%)
	Moderately Agree	24 (53,3%)
	Somewhat Agree	7 (15,6%)
	Somewhat Disagree	2 (4,4%)
	Individuals in my profession work well with each other.	
	Strongly Agree	21 (46,7%)
	Moderately Agree	22 (48,9%)
	Somewhat Agree	1 (2,2%)
	Somewhat Disagree	1 (2,2%)
	Individuals in other professions often seek the advice of people in my profession.	
	Strongly Agree	5 (11,1%)
	Moderately Agree	26 (57,8%)
	Somewhat Agree	11 (24,4%)
	Somewhat Disagree	3 (6,7%)

## AUTHOR CONTRIBUTION

All authors similarly contribute from the investigate concepts, information acquisitions, information investigation, factual investigations, changing the paper, until detailing the consider comes about through publication.

## ETHICAL CONSIDERATION

The Ethical Clearance was obtained from the Universitas Nahdlatul Ulama Surabaya

(Ethical Clearance (EC) no. 198/EC/KEPK/UNUSA/2021).

## ACKNOWLEDGMENTS

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**Table 3. Relationship of Inter-Professional Education (IPE) Components with Length of Work as Lecturers.**

Variable	Experience Becoming a Lecturer (N=45)				P-value
	< 15 years old		≥ 15 years		
	n	%	n	%	
Age					
< 30 years old	6	13.3	0	0	0.001*
30 - 40 years	12	26.7	5	11.1	
≥ 40 years	8	17.4	14	31.1	
Gender					
Man	8	17.8	1	2.2	0.035*
Woman	18	40	18	40	
IPE (Inter-Professional Education) Component					
Knowledge					
Average	6	13.3	2	4.4	0.287
Good	20	44.4	17	37.8	
Skills					
Average	1	2.2	1	2.2	0.825
Good	25	55.6	18	40	
Attitude					
Average	11	24.4	6	13.3	0.825
Good	15	33.3	13	28.9	
Team Ability					
Average	1	2.2	1	2.2	0.535
Good	25	55.6	19	42.2	

## Information:

Number of research subjects = 45 people

The analysis uses the Spearman Rank Test correlation test, with a significance level of 0.05

The notation indicates significant are \*

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