

# Evaluation of Midwifery Update Training at the IBI Sidoarjo Branch

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This study aims that to find out effectiveness of midwifery update training in Education and Training of IBI Sidoarjo Branch in increasing participant competence, and to find out that modules or curriculum, Human Resources, Infrastructure, and this Organisations can improve participant competency. The approach in this research is a qualitative approach with 18 participants. Data collection in this study is carried out in natural conditions (natural settings) by means of interviews and documentation. The results show that: in terms of HRM, teachers have good competencies and provide materials in accordance with the midwifery update module, but there are still some training institutions that have less competent teachers and sometimes teaching staff lack understanding of the materials presented; in terms of human resource development, trainers are competent, but there are weaknesses due to the short training times; in terms of training conditions, the implementation of the training is in accordance with existing procedures and supported by infrastructures; the curriculum is relevant to the needs of education and training, materials are according to competency standards, and modules according to central regulations but the module's text is less clear; and in terms of training evaluations, the training programs have never been evaluated.

**Key words:** *Evaluation, Education and Midwifery Update Training.*

## Introduction

The efforts to improve health services are currently focused on implementing health facilities according to community needs. In addition to access to health facilities, an important thing that must be prepared is the quality of human resources (HR). In the health subsystem, health workers are the main element that support other health subsystems. To ensure high

competitiveness and the availability of competent and qualified health workforce resources in their fields, it is necessary to improve the quality of education and training in the health sector. In improving the quality of and developing human resources (HR), education and training is one of the methods that can be adjusted especially to develop intellectual abilities and human personality.

In general, the purpose of conducting education and training in the context of fostering employees, is to improve the personality and spirit of devotion to the organisation and the community. In addition, the training also aims to improve work knowledge and skills, improve quality and ability, and skills in carrying out their duties (Fathoni, 2012). At present, it is recognised that midwives' abilities in general still need to be improved due to various conditions, including the lack of opportunities for most midwives to take part in training, limited manuals as a work reference and some midwives are still poorly educated (Paramitasari, 2007). On the other hand, based on Government Regulation of the Republic of Indonesia Number 32 in 1996 about Health Workers in clause 10 verse (1) it is explained that each health worker has the same opportunity to attend training in the field of health in accordance with their area of work. However, the current condition shows the opposite, in which there are still many health workers, especially midwives, who have not received fair and proper education and training.

Midwives are one of the health workers who have an important and strategic position, especially in reducing the Maternal Mortality Rate (MMR) and Infant Mortality Rate (IMR) (Manuaba, 2014). Therefore, as members of professional organisations in the health sector, midwives must also play an active role in efforts to reduce infant and toddler mortality. In providing these public health services, midwives must comply with applicable laws and regulations (PP IBI, 2016). One implementation that can be done to overcome the problems, required a breakthrough in the form of Midwifery Update (MU) training. This training is now packaged using a more interactive method. After being given training, it is expected that midwives' knowledge and skills in providing midwifery services will increase.

In its implementation, education and training as an effort to increase the potential of human resources is certainly required to be able to meet the needs that refer to the competencies and skills to be achieved in order to increase performances. Likewise, midwives at IBI Sidoarjo Regency Branch need training to be able to improve their abilities and skills in providing health services. Training is very important to midwives, so to ensure the training runs according to expectations, it is necessary to evaluate the implementation of the midwifery update training. Many methods are used to evaluate training programs, one of the proposed by Stufflebeam et al (1967) at Ohio State University is called the CIPP evaluation model (Contexts, Inputs, Processes, Products).

## Literature Reviews

### *Education Management*

Gaffar in Mulyasa (2004) argued that Educational Management implies a systematic, systemic and comprehensive process of cooperation in order to realise the goals of national education. Educational management can also be interpreted as anything related to managing the educational process to achieve the goals set, both short-term, medium-term goals, and long-term goals. Mulyasa (2004) stated that education management is the process of developing collaborative activities carried out to achieve predetermined educational goals. The process of controlling these activities includes planning, organising, actuating and controlling, as a process to turn vision into action (Siswono, et al, 2018 January; Prawoto, et al, 2018).

### *Management Training*

Good and organised training management is one of the important factors to produce competitive human resources. There are several management components that include curriculum, human resources, facilities / infrastructures, and costs. Systematic and planned management of education and training consists of planning, implementing, monitoring, and evaluating, specifically related to organisation, programs, resources, and financing (Siswono, et al, 2019). Sudjana (2007: 7) stated that the training management process begins with an analysis, that is, a need analysis of the things that will be the object of training, then continued by the design of the training program, which is the step of designing training programs. The next stage is the implementation and application, which is the process of implementing and applying training programs.

Sudjana (2007: 7) stated that the training management process begins with an analysis, which is a need analysis of things that will be the object of training, then continued by the design of the training program, which is the step of designing training programs. The next stage is the implementation and application, which is the process of implementing and applying training programs. Then ended by an evaluation which is a stage to provide an assessment and analysis of development. At each stage, there will be a feedback process, which aims to control the effectiveness of the training process and implementation.

### *Human Resource Management*

Hasibuan (2016: 10) explained that human resource management is the science of managing relationships and the role of human resources or employees to be more effective and efficient in achieving company, employee, and community goals. Mangkunegara (2013: 2) also

believed that human resource management (HRM) is the management and utilisation of resources owned by each individual. Management and utilisation is carried out and maximally improved in the organisation to achieve organisational goals and development of each employee. Schuler, et al. (in Sutrisno 2014: 6) argued that human resource management is an acknowledgment of the importance of employees as human resources who play a major role in contributing to the goals of the organisation, and uses several functions and activities to ensure that these human resources are used effectively and fairly.

### ***Evaluation***

Evaluation basically is to assess the quality (merit) of the program being evaluated, and the assessment of benefits (worth), beneficial highs or lows in the program, in relation to a particular goal or standard (Wirawan, 2011: 9). Suchman was quoted by Arikunto, et al (2010: 56), looking at evaluation as a process of determining the results achieved in several activities planned to support the achievement of objectives. Basically, the purpose of evaluation is to find out how far the activities carried out have been according to or deviated from the established guidelines, or to find out the level of inequality (Mardikanto and Soebiato, 2015: 272).

### ***CIPP Evaluation Model***

This CIPP (Contexts, Input, Process, Product) evaluation model is one of several evaluation techniques for an existing program (Iswahyudi, et al, 2019). The CIPP model was developed by Stufflebeam et al (1967) at Ohio State University. This model is based on the four dimensions, namely the context dimension, the input dimension, the process dimension, and the product dimension. CIPP is an abbreviation of the initial four words, namely: 1) Context Evaluation. Context evaluation is an evaluation that clearly illustrates the objectives of the program that will be achieved. According to Daniel Stufflebeam, Evaluating the context to answer the question: “What needs to be done?” This evaluation identifies and assesses the needs that underlie the preparation of a program. Context evaluation is intended to assess the situation that is being carried out by an educational institution. So, this evaluation does not require educational institutions to have a new curriculum beforehand to conduct evaluation activities, 2) Input Evaluation. Input evaluation, to find answers to the question: “What should be done?” Input evaluation requires evaluators who have extensive knowledges and various skills about the various possible sources and strategies that will be used to achieve program objectives.

At this stage, the evaluation is carried out by assessing the design of the training program by looking at; a) the characteristics of the training participants, b) the state of the training institution (ratio of the number of training institutions to the training needs, academic

qualifications of the education and training institutions, suitability of competencies with the field being taught), c) availability of curriculum, education learning tools and guidelines for organising education and training, d) facilities and program implementation infrastructure.

Then, 3) Process Evaluation. The process evaluation seeks to find answers to the question: “Is it being done?”. This evaluation seeks to assess the implementation of the plan to help program staff carry out activities and then help the wider user group to access the program and interpret the benefits. The evaluation component of this process assesses the suitability of the curriculum and schedule, the teaching competencies of the education and training institutions as well as the learning process in the classroom which includes: systematic presentation by the education and training institutions, the ability to present, the use of methods, the use of education tools and media, and the performance of education and training institutions.

Furthermore, 4) Product; product evaluation is directed to find answers to the question: “Did it succeed?” This evaluation seeks to identify and assess outputs and benefits, both planned and unplanned, both short and long term. Both are to help staff to maintain efforts to focus on achieving important benefits and ultimately to more broadly help user groups in measuring the success of efforts in meeting targeted needs.

In product evaluation, the assessment of training programs in the form of an overall evaluation of the participants is seen from two aspects namely: first, the academic aspect (it includes: understanding of the material, the ability to analyze and solve problems, written communication and oral communication), secondly, the attitude aspect (consisting of: initiative, discipline, cooperation, leadership).

### ***Effectiveness***

According to Robbins in Daryanto (2010: 57), effectiveness is a broader concept that encompasses a variety of factors inside and outside oneself from an individual. Effectiveness is not only seen from the results (Siswono, et al, 2018) but also in terms of one's perception and attitude and as a measure of satisfaction achieved by someone. Effectiveness is a measure that gives a description of to what extent the target can be achieved. The notion of effectiveness is more output oriented while the problem of using input slightly becomes a major concern. If efficiency is associated with effectiveness, even though it happens as an increase in effectiveness, it does not necessarily increase efficiency (Sedarmayanti, 2001: 59). Steers (2005) stated that effectiveness is the capacity of an organisation to obtain and utilise valuable resources as smart as possible in pursuing operational objectives.

## Methods

This research is using a qualitative approach. Furthermore, this study uses descriptive qualitative research that aims to collect actual information in detail that describes the symptoms that exist, identify problems or check the conditions and practices that apply.

Informants who act as sources of data and information must meet the criteria. The following is the description of the informants in this study, consisting of:

**Table 1:** Information from the Research Informant

Position	Name of the Informant
Chair of Education Section	Sri Rahayu
Education and Training Implementer	Hj. Purnomowati
	Hj. Tini Susilowati
	Aliva Yulianti
Training participants	Sus Mahayana
	Hj. Nufus
	Siti Astika
	Hj. Siti Zubaidah
	Hj. Anidah
	Hj. Nuril Aini
	Erniadi
	Luthfiatul Mas'adah
	Hj. Eni Wardoyo
	Di Purwaningrum
	Siti Jubaidah
	Hj. Siti Aminah
	Hj. Sri Mei
Head of IBI	Hj. Siti Murdijati

Data collection in qualitative research is carried out in natural conditions. Data collection and processing techniques in qualitative research are mostly conducted by interviews and documentation (Sugiyono, 2014: 223). Interviews in this study consisted of asking a number of questions related to the conducted evaluation related to the training program provided by the training institute to midwives at IBI in the Sidoarjo Regency Branch and was divided into the following points, mainly; Context Evaluation, Input Evaluation, Process Evaluation, and Product.

The documentation in this case is conducted by observing documents related to the implementation of the training program by the Training Institute to the midwifery update

trainees at IBI in Sidoarjo Regency Branch. Qualitative data analysis is a way of working with data, organising data, sorting it into units that can be processed, synthesizing it, searching and finding patterns, finding what is important and what is learned, and deciding what can be told to others (Moleong, 2014: 248).

## **Results and Discussion**

### ***HRM in Midwifery Update Training in Education and Training Indonesian Midwives Association (IBI) in Sidoarjo Regency Branch***

The findings in the Midwifery Update Training in Education and Training Indonesian Midwives Association (IBI) in Sidoarjo Regency Branch found good qualified teaching staff in the midwifery update training, as well as the teacher's expertise in providing training to participants who did not understand what was taught. Teachers also have the abilities and skills to provide training for midwifery update trainees, but there needs to be increased knowledge. The teaching staff and/or administrators have not been able to provide examples of daily applications but only delivered the course material content, with at times the teaching staff not understanding the materials presented. This can be seen from the teaching staff who are lacking the experience and are as such unable to provide examples of the course material they provide to training participants.

In addition to the quality of the teaching staff in the Midwifery Update Training in Education and Training Indonesian Midwives Association (IBI) in Sidoarjo Regency Branch, it was found that teaching competencies were in accordance with what was needed by the staff having sufficient competence in conducting the training related to providing relaying the course content to participants, but there are still some training institutions that had instructors who are less competent in teaching the training participants, so it is necessary to make the transfer of TOT from the training institute team.

### ***Human Resource Development in Midwifery Update Training in Education and Training Indonesian Midwives Association (IBI) in the Sidoarjo Regency Branch***

The findings of HR Development in the Midwifery Update Training in Education and Training Indonesian Midwives Association (IBI) in Sidoarjo Regency Branch show that trainers, in providing training to midwives, where trainers are very competent in providing training to midwives, the quality of trainers is quite good. The good quality of trainers can be seen from the use of learning methods that are aimed at adults. However, it is still necessary to provide special training for trainers in order to improve their quality of providing training to midwifery update trainees. In addition, there are also weaknesses in the implementation of education and training within a short time resulting in the training becoming less effective.

The short duration of the training becomes a weakness in the implementation of the training which makes the training less effective, because the amount of material is not matched by a long enough training duration.

An increase in the qualities of midwifery teachers is required in order to be able to carry out education and training more effectively. Teachers need to be re-selected to update trainer verification. The addition of teachers from outside the branch is required, in addition to teachers at the branch. The importance of competence and the ability of training instructors must be cared for to provide quality training to midwives in the hopes of increasing the competency of midwifery update trainees who follow training. The obstacle faced by teachers is the lack of teaching staff who have the competency of the Midwifery Update training. Not sure what next sentence is meant to say: It is obtained that there is a low level of competence, seen from the low capacities of teachers who need to be improved remembering there are teachers who seem up to date slightly.

#### ***Condition of the Training in Midwifery Update Training in Education and Training Indonesian Midwives Association (IBI) at the Sidoarjo Regency Branch***

The findings of the Training Conditions can be reviewed from the implementation process which shows that the implementation process is good and in accordance with existing procedures and in accordance with applicable procedures, but there are slight differences of opinion in which the training program implementation process has shortcomings in which there are participants who have not yet participated in the training of APN and CTU and attended the old training in ± 2000 to 2010.

The process of implementing the Education and Training program is to have the availability of adequate facilities and infrastructures as well as the adequate condition of facilities and infrastructures, as well as the equipment in the training has been provided so as not to reduce or slow down training services. The condition of the facilities and infrastructures in the implementation of education and training is inadequate, meaning that the facilities and infrastructures are already available but have not been able to meet the needs in the training, as they are not in accordance with the number of training participants, and the condition of the facilities and infrastructures is not good so that it cannot be utilised optimally.

The curriculum used in the midwifery update training is quite relevant to the training needs, the findings state that the curriculum used in the training is relational but it needs to be refined, while the current curriculum relation is good enough but there is a need to be improvements to the curriculum in the future so that it can be used to improve the implementation of the training.

The quality of the module is one of the important things that must be considered in the implementation of the module training which is used as a reference in the implementation of the midwifery update training in accordance with central regulations, but there are still weaknesses in the writing on the module making it unclear. The module should be improved by making the writing clearer. Moreover, the module in midwifery update training can help increase participants' knowledges. Material that is in accordance with the competency standard is needed in the training process and the material provided is in accordance with the Midwifery Update competency standard.

***Evaluation of Midwifery Update Training in Education and Training Indonesian Midwives Association (IBI) at the Sidoarjo Regency Branch which is Effective for Increasing Competency of Participants***

The results of the future training evaluation are expected to be reviewed again if there are visits from the department. Participants in the education and training program have given advice in developing future training and show that: (1) The number of midwifery update participants should be limited at each meeting so that participants can better absorb the updated midwifery sciences; (2) To increase training time in accordance with sufficient materials so that all can be well absorbed; (3) It is hoped that the implementation of the education and training program will be on time. (4) It is hoped that in the future the implementation of the education and training program can be better designed and ordered in the administration; (5) It is expected that in the future there will be accommodation for those participants that live far away so that they do not get tired. ; (6) It is expected that in the future, the provided tutors and/or trainers are more competent and occasionally use external speakers; and (7) It is expected that in the future the facility can expand and multiply the room and props so as to save time and avoid queuing.

**Conclusion**

Based on the results of the research and discussions in the previous chapter, several conclusions can be drawn to answer the problem formulations. Some of these conclusions consist of: in terms of HRM in the Midwifery Update Training at the Indonesian Institute of Education Training (IBI) in Sidoarjo Branch, showed that the instructors employed by the training institute already have good competency in organising training related to providing training to participants but there are still some training institutions that have less competent instructors in providing training to update training participants. The HR reviews also showed that the teachers in the midwifery update training provided materials in accordance with the midwifery update module, but sometimes the teaching staff did not understand the materials presented. This can be seen from the teaching staff who are lacking experience and /or are unable to provide examples of the material they provide to training participants.

Then, in terms of the development of human resources in midwifery update training at the Sidoarjo Branch of the Indonesian Agency Association (IBI), it shows that HR and/or trainers are of good quality in providing training to midwives, but it is still necessary to provide special training to trainers in order to improve their qualities in providing training to midwives. In addition, there are also weaknesses in the implementation of training within a short timeframe resulting in the training becoming less effective.

Also, in terms of the conditions of the training in midwifery update training in the Indonesian Agency Association (IBI) Training at the Sidoarjo Branch, it shows that the implementation of the training is in accordance with existing procedures. The available facilities and infrastructures exceed the needs in the implementation of the Training by not reducing or slowing down the training services, but even though there are already facilities and infrastructures, they are not in accordance with the needs of the participant numbers. Based on the results of interviews conducted with several informants, it showed that the curriculum used in the midwifery update training was quite relevant to the training needs. The module used is in accordance with the central provisions but there are still weaknesses in the writing on the module making it unclear.. In addition, the material is in accordance with competency standards.

Furthermore, in terms of the midwifery update training evaluation at the Sidoarjo Branch of the Indonesian Agency Association (IBI) which is effective in increasing the competency of participants, it has been shown that the midwifery update training program was never evaluated. It is hoped that the follow up of the results of the training evaluation in the future will be returned if there are visits from the department.

Some suggestions can be developed for interested parties in this research. The suggestions raised are as follows: It is hoped that in the future, the Sidoarjo Branch of the Indonesian Agency (IBI) can improve the implementation of training by increasing the quality of existing human resources or teaching staff so that they can further enhance the competence of training participants. For further research, they are expected to develop the results in this study by taking in other subjects in order to obtain more varied results.



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