

Analysis of Midwives' Perceptions of Training Needs at Puskesmas in Five Districts / Cities in Surakarta Prefecture

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Article Information	ABSTRACT
Article History Submission: 23 October 2024 Revision: 17 December 2024 Reception: 10 March 2025	Introduction: Midwives are one of the health workers who are required to have skills in midwifery services. This study aims to analyze perceptions of training needs at puskesmas 5 districts/cities in Surakarta Prefecture. Method: This research is a descriptive observational quantitative study using a cross-sectional design conducted at puskesmas 5 districts/ cities in Surakarta Prefecture. The research questionnaire uses The Hennessy Hicks Training Needs Analysis Questionnaire. Based on the research data, it is known that all respondents are female. The majority of respondents were 40-49 years old (38,6%). And most of the respondents had the last education D3 (77,3%). Result: The results of the study were analyze univariate analysis showed that midwives' rated Research/ Audit, Communication/ Teamwork, Clinical Tasks, Administration, and Management/ Supervisory Tasks skills as important (score 5,1-6) and felt competent in all aspect (score 5,1-5,7). However, they still want additional training (score 4,9-5,6) as well as changes in their work situation (score 5-5,6). The result of the bivariate analysis show that all respondents have the same perception of the need for skills training (score 5-6). Conclusion: All midwives' have the same perceptions of 5 types of skills: Research/Audit, Communication/Teamwork, Clinical Tasks, Administration, and Management/Supervisory Tasks. They consider all type of skills to be essential, and they feel competent enough, to perform these types of skills. However, despite this, they also before believe there is still a need for training and changes in work situations.
Keywords: Midwives, perception, training needs	
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INTRODUCTION

Midwives are one of the health workers who have an important role in improving public health services and are responsible for promotion and prevention in health sector development (Badariati et al., 2022). Midwives play an important role in health development as service providers who are responsible for promotion and prevention and

must work together to provide the highest possible service to the community (Soimah, 2019). The basic principles in midwifery are structured by organizing midwifery competencies from general to specific, such as profiles (midwife work performance), core competencies, supporting competencies, and performance criteria. Midwife competency standards include knowledge, skills, and attitudes to provide midwifery services (Silalahi, 2020). Several skills must be possessed by a midwife; for example, midwives must understand legal ethics and patient safety and have the knowledge and skills to provide high-quality services. Midwives are also expected to be able to handle emergencies to improve patient health and can also provide quality basic care to patients (Rahmawaty et al., 2020).

To improve high-quality service standards, midwives need to be given regular refresher courses so that their knowledge and skills can be updated from time to time following the latest scientific developments. This is reinforced by the statement that midwife training is an organizational policy that can improve the abilities and skills of midwives. Midwives who receive training in their fields will be able to increase their knowledge and competence in providing midwifery services (Ningsih, 2022).

Based on research conducted by Shikuku et al. (2022) on midwifery educators at several universities in Kenya, effective training can increase a midwife's knowledge, skills, and confidence. To ensure that midwives maintain their competence, structured regular mentoring and continuous professional development are needed. In addition, efforts are needed to increase the capacity of more competent midwifery educators. According to research that has been conducted (Fatalina et al., 2015), health workers still have a lack of understanding about training due to a lack of information about it. The results of another study conducted in the Netherlands regarding perceptions of training supported that health workers still have different perceptions (Romijin et al., 2018). Research shows that in Greece, health workers did not have the same perceptions and views regarding components in training such as task distribution, roles, communication, and decision-making (Matziou et al., 2014). Studies conducted in Japan also show that health workers have poor perceptions of interprofessional collaboration practices in terms of providing patient-centered care, preventing medical accidents, and improving the quality of health services (Minamizono et al., 2014). The results of a study conducted by Wauben et al. (2014) also showed that health workers did not have the same perception of collaboration in the aspects of situation awareness, communication, and cooperation. The lack of understanding of training is due to the lack of exposure to training, both through formal and non-formal activities. Another factor is the lack of interaction or involvement in training programs. This can lead to a lack of professional attitude among midwives, so a good perception will support the successful implementation of training. Training programs are a very important alternative to human resource development to improve the quality of an organization. The need for training programs is a mandatory part of professional development and pre-service education, especially for midwives who are doing the job (Turkmani et al., 2018). A good midwife's perception of the need for training will motivate midwives to choose to take part in training. The importance of refreshing material in the form of effective training regularly to increase the knowledge, skills, and confidence of a midwife and produce more competent midwives.

Based on the preliminary report of research conducted by Mustikaningrum et al. (2024) in 10 health centers in 5 districts and cities in Central Java, it shows that in the last 1 year, many health workers did not attend training (63%). In addition, only 43.7% of health workers wrote down the type of training needed in 2023. There is currently no research on

perceptions of how important training needs are and how well training needs are perceived.

Therefore, the purpose of the researchers conducting this research is to analyze the perceptions of midwives on training needs at 5 district/city health centers in the Surakarta Karisidenan.

LITERATURE REVIEW

Perception can be defined as the process by which an individual detects a stimulus through their senses. This process is followed by interpretation, through which the individual constructs a perspective, comprehends, and assigns meaning to the received stimuli. Generally, such processes are influenced by personal experiences and learning (Alaslan, 2017). There are two main factors that influence individual judgment. The first is internal factors, which originate from within the individual and are responsible for creating and discovering things that are meaningful to them. The second is external factors, which come from outside the individual and can influence the process of forming and discovering something. These include information, novelty, and repetition (Ningsih, 2019).

Training is a process to improve the emotional (attitude), cognitive (knowledge), and psychomotor (behavioral skills) of employees and train employees to always be ready when encountering various changes that occur so that they can overcome obstacles in the work (Bariqi, 2018). Government Regulation Number 71 of 1991 states that labor training aims to form, obtain, improve, and develop skills, work productivity, discipline, work attitudes, and work ethics based on certain requirements to a certain extent. According to research by Mulyani (2019), training refers to the skills and competencies of employees to fulfill valid job descriptions, depending on the proportion of employee duties in the organization. So, it can be concluded that training is a process that aims to improve skills, knowledge, abilities, and opportunities to work more effectively. The purpose of a training program is to help employees learn or improve work methods to meet job requirements.

According to Ahyakudin et al (2019), there are various types of training program methods, namely: On-the-job training is a training method that is carried out in a workplace related to work. On-the-job training is divided into six types, namely: job instruction training, apprenticeship training, internship and assistantship job rotation, leadership, and counseling. Then, the job training method is a type of training that uses situations outside of work where several employees need to be trained at the same time. Off-the-job training is divided into 13 types, namely: vestibule training, lectures, simulations, presentations, conferences and discussions, case studies, role playing, simulations, programmed instruction, computer training, laboratory training, and group programmed training. The benefits of training are that it can help employees in facing challenges and problems that arise in work, improve the quality of employees, and enable better company results. And training can have a positive effect on employee mindset (Yuliana & Kustiwa, 2024).

An important factor influencing training activities is training funds. Training funds play a very important role, because the success of the training program depends on how much funding is allocated for the implementation. This strategy includes preparing learning materials, presenting materials, using learning materials and controlling the learning process (Siregar, 2018).

METHOD

This study was a descriptive observational quantitative study on Puskesmas midwives in 5 cities/regencies in the Surakarta Karisidenan, Central Java. Population of this study was of 74 health center midwives in 5 regencies/cities in the Surakarta Karisidenan. With the determination of the research sample using the total sampling method of 74 people. The dependent research variable is the perception of midwives, while the independent variable is the need for training. With the determination of the research sites as follows; Surakarta City (Puskesmas Setabelan and Puskesmas Manahan), Sukoharjo Regency (Puskesmas Gatak and Puskesmas Baki), Wonogiri Regency (Puskesmas Wonogiri 1 and Puskesmas Wonogiri 2), Karanganyar Regency (Puskesmas Karanganyar and Puskesmas Colomadu 1), and Boyolali Regency (Puskesmas Ngemplak and Puskesmas Boyolali 1).

The type of data used in this study is ordinal data sourced from primary data obtained from data collection using questionnaires that have been filled out by respondents. The research instrument used is a standardized questionnaire from The Hennessy Hicks Training Needs Analysis Questionnaire which has been translated and widely used in Indonesia (Hennessy et al, 2006) and other countries (Pavlidis et al, 2020). The content of the questionnaire consists of 2 sub-points; the first point is the respondent's identity in the form of name, age, place of work, gender, name of health center, health department, occupation (profession), length of work according to the profession, position occupied, length of service, latest education, training that has been attended, training organizers that have been attended, and preferred training methods. The second point is a statement about training needs consisting of 30 items covering 5 sub-chapters of skill types, including research/audit, communication/teamwork, clinical tasks, administration, and management/supervisory tasks. As for each of these ratings, the first rating (A) relates to how important the activity is to the success of the respondent's performance or job, the second rating (B) relates to how well the respondent performs the activity, and the third and fourth ratings (C and D) relate to the scope for improving performance either through training alone or through changes in the respondent's work situation.

Univariate data analysis included statistical graphs of midwives' perceptions of the 5 sub-chapters of the Hennessy-Hicks Training Needs Analysis questionnaire. Univariate tests were conducted to analyze respondent characteristics, training needs, and the need for changes in work situations in 5 types of skills, namely Research/Audit, Communication/ Teamwork, Clinical Tasks, Administration, and Management/ Supervisory Tasks. The five types of skills are broken down into 30 types of sub-skills. Bivariate tests were conducted using descriptive frequency analysis as a whole by comparing the mean results of each skill type.

RESULT AND DISCUSSION

The characteristics of respondents in this study consisted of gender, age, occupation, and last education. All respondents were female (100%), with the majority aged 40 - 49 years (38.6%) and with an average last education level of D3 (77.3%) (Table 1).

The results show that midwives have the perception that research/audit skills are important (average score 5.1-5.7). Midwives also perceived that they had good research/audit skills (mean score 5.1-5.5). However, midwives perceived that they still needed training (mean score 4.9-5.3), and they even felt that they needed a change in work situation related to research/auditing (mean score 5-5.3) (Figure 1).

Table 1. Respondent Characteristics

Characteristics	Frequency (n)	Percent (%)
Gender		
Male	0	0
Female	74	100
Age		
20-29 years	3	4
30-39 years	23	32
40-49 years	29	38,6
50-59 years	19	25,3
Education		
D1	1	1,3
D3	57	77,3
D4	8	10,6
S1	5	6,6
Profession	3	4

Table 2. The Average Score of Midwives' Perception of Training Needs Based on Hennessy-Hicks Training Needs Analysis

Skill Type	How important (A)	How Well (B)	Requires training (C)	Needs a change in work situation (D)
Research/Audit				
Critically evaluate research publications	5,2	5,2	4,9	5
Interpreting the results of your research or survey yourself/others	5,1	5,1	5,1	5
Applying research results to your work practices	5,7	5,5	5,4	5,3
Identifying appropriate research topics	5,1	5,1	5	5
Statistically analyze independent research data	5,3	5,1	5,1	5,1
Writing a research report	5,3	5,2	5,1	5,1
Collect and synthesize information relevant research	5,4	5,3	5,3	5,3
Designing/designing research	5,1	5,2	5,1	5
Assess research resource requirements (e.g.time, funds, information, equipment/materials, etc.)	5,5	5,5	5,3	5,3

The results showed that midwives have a perception that clinical task skills are important (mean score 5.4-5.8). Midwives also felt that they had good clinical task skills (mean score 5.2-5.7). However, midwives felt that they still needed training (mean score 5.1-5.6), and they even felt that they needed changes in work situations related to clinical tasks (mean score 5.1-5.5) (Figure 3).

However, midwives perceive that they still need training (mean score 5.3-5.5), and they even feel that they need changes in work situations related to communication/teamwork (mean score 5.2-5.6).

Table 3. The Average Score of Midwives' Perception of Training Needs Based on Hennessy-Hicks Training Needs Analysis (continued)

Skill Type	How important (A)	How Well (B)	Requires training (C)	Needs a change in work situation (D)
<u>Communication/Teamwork</u>				
Creating a good relationship with the patient	5,9	5,8	5,4	5,2
Cooperate with coworkers	6	5,9	5,5	5,6
Communicate with patients or clients or the public face-to-face	5,8	5,7	5,5	5,5
Giving feedback to coworkers	5,5	5,3	5,3	5,2
Informing the patient and/or family who are caring for them	5,8	5,7	5,5	5,5
Work as part of a team	5,7	5,6	5,5	5,3
<u>Clinical Tasks</u>				
Handling patient	5,8	5,7	5,6	5,4
Assess the literature/libraries relevant to your (clinical) work	5,4	5,2	5,1	5,1
Plan and organize individual health services	5,5	5,4	5,3	5,3
Evaluate the patient's social and psychological needs	5,5	5,4	5,3	5,2
Conduct health promotion activities	5,6	5,6	5,5	5,5
Assess the patient's clinical needs	5,7	5,6	5,5	5,5
<u>Administration</u>				
Perform administrative work and/or enter routine data.	5,7	5,5	5,3	5,3
Use technical equipment, including computers	5,8	5,7	5,6	5,5
Perform administrative activities	5,4	5,4	5,3	5,3
<u>Management/Supervisory Tasks</u>				
Introduce new ideas in doing work/at work	5,5	5,4	5,2	5,3
Showing colleagues and/or students how to do something	5,6	5,5	5,3	5,4
Manage own working time effectively	5,4	5,4	5,2	5,2
Perform work with limited resources	5,8	5,7	5,4	5,6
Personally, trying to cope with/adapt to changes that occur in primary health care	5,3	5,2	5,1	5,1
Introduce new ideas in doing work/in working work/in working	5,7	5,5	5,5	5,4

*Score 5: is a high score category which means that it is important to the type of skill, feels good in performing the type of skill, needs the type of skills training and needs a change in the work situation.

*Score 6: is a high score category meaning that the skill is very important, feels very good at performing the skill, requires the skill and needs a change in work situation.

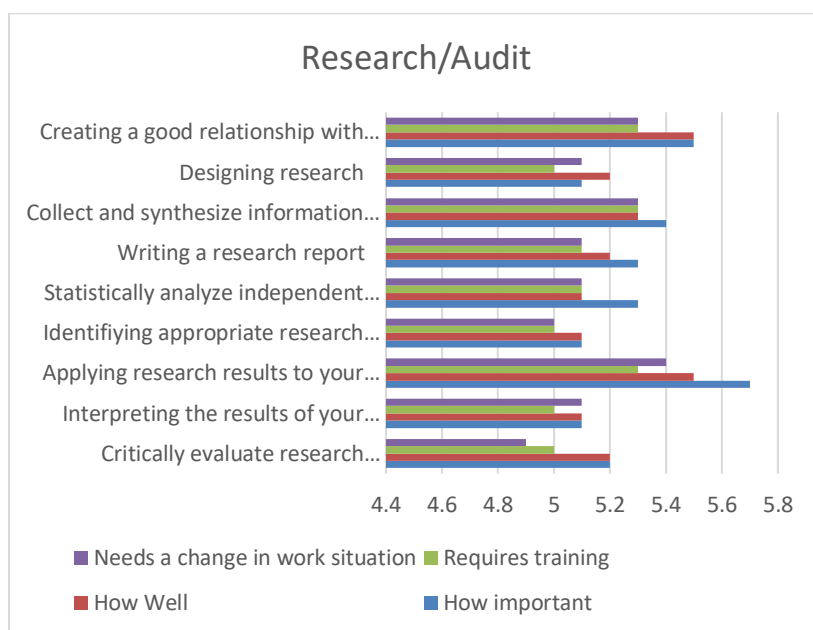


Figure 1. Average Score of Midwives' Perception of the Need for Training to Improve Research/Audit Skills

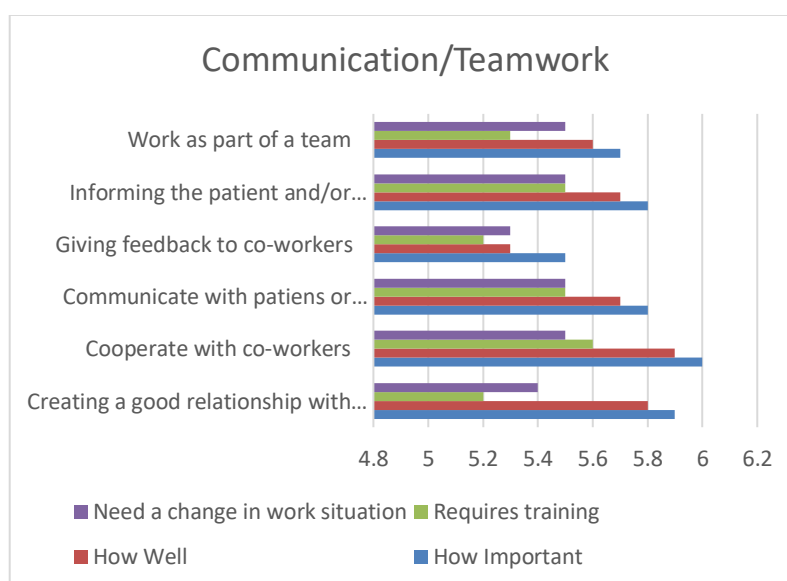


Figure 2. Average Score of Midwives' Perception of Training Needs to Improve Communication/Teamwork Skills

The results show that midwives have the perception that administrative skills are important (average score 5.4-5.8). Midwives also perceive that they have good administrative skills (average score 5.4-5.7). Based on this score, it means that there is no need for training related to administration. However, midwives perceived that they still needed training (mean score 5.3-5.6), and they even felt that they needed changes in work situations related to administration (mean score 5.3-5.5) (Figure 4).

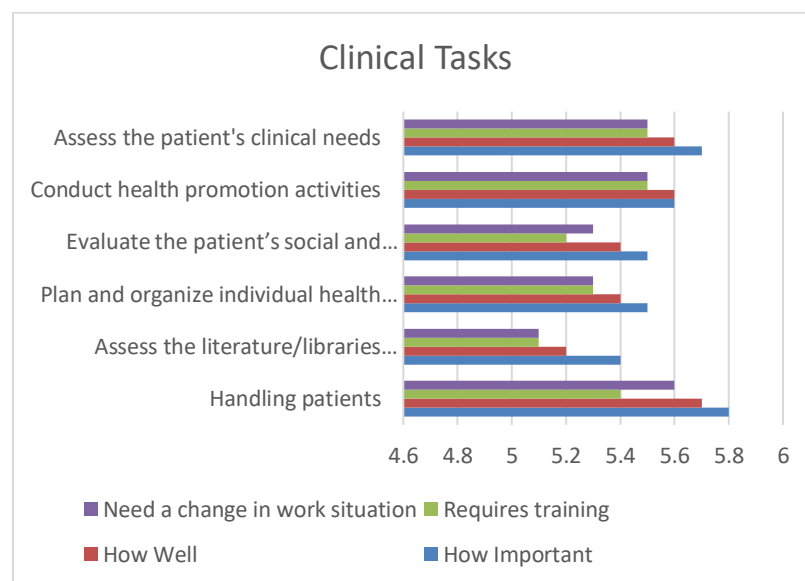


Figure 3. Average Score of Midwives' Perception of the Need for Training to Improve Clinical Tasks Skills

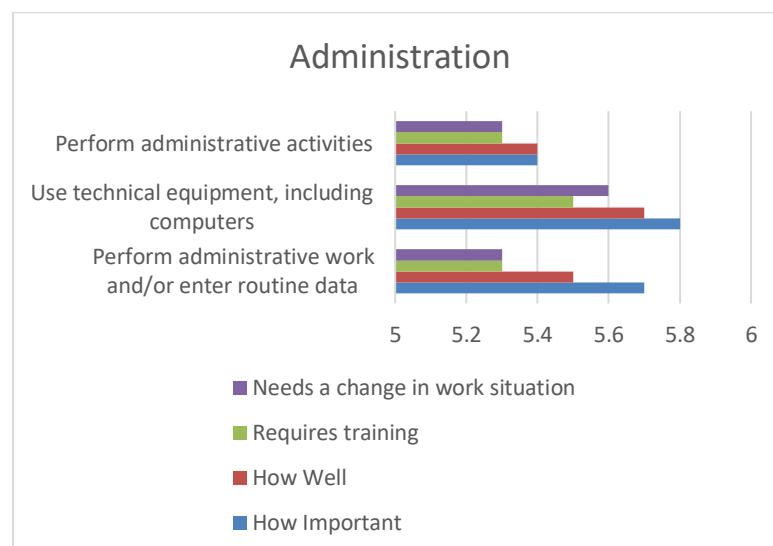


Figure 4. Average Score of Midwives' Perception of the Need for Training to Improve Administrative Skills

The results show that midwives have the perception that Management/ Supervisory Tasks skills are important (average score 5.3-5.8). Midwives also perceive that they have good Management/ Supervisory Tasks skills (average score 5.2-5.7). However, midwives perceived that they still needed training (mean score 5.1-5.5), and they even felt that they needed changes in work situations related to Management/ Supervisory Tasks (mean score 5.1-5.6) (Figure 5).

This study shows that midwives feel they have good skills (research/ audit, communication/ teamwork, clinical tasks, administration, and management/ supervisory tasks) but still feel they need additional training. This could indicate that although basic skills are in place, there may be certain aspects that still need improvement. Some of the

things that might make midwives feel that they need training even though their skills are good are:

1. Need for Continuous Development

Midwives may feel that although they have good basic skills, health practice is constantly evolving. Therefore, they need to constantly update their knowledge and skills to remain relevant and effective in their work. Also, technological developments in the health field require continuous training so that midwives can use the latest tools and techniques efficiently. This statement is reinforced by research conducted by Yuningsih (2016) that midwives' continuous development is needed to anticipate changes in technology and educational science that will be needed in midwifery services. Continuous development is expected to increase the productivity of midwives in providing health services to the community and can also produce a generation of midwives who are competent and have broad insights (Damayanti et al., 2019).

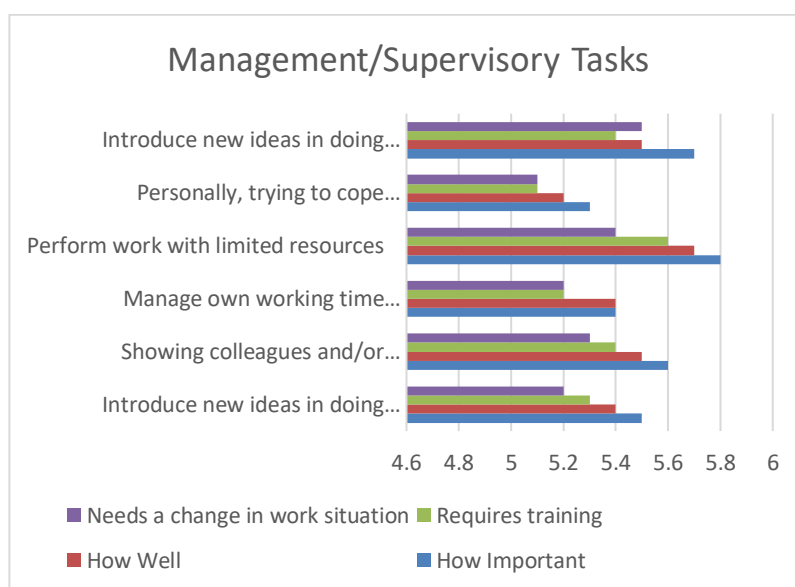


Figure 5. Average Score of Midwives' Perception of Training Needs to Improve Management/Supervisory Tasks Skills

Table 4. Analysis of Differences in Midwives' Perceptions of Regency/City Training Needs in the Surakarta Karisidenan

Type of Skills	N	Mean Score of Midwife's Perception			
		The important category of the need for training	The good category of their skills	Needing training	Needing a change in work situation
Research/ Audit	9	5,22	5,22	5	5
Comunication/ Teamwork	6	6	5,83	5,67	5,5
Clinical Tasks	6	5,83	5,50	5,50	5,33
Administration	3	5,67	5,67	5,33	5,33
Management/Supervisory Tasks	6	5,67	5,50	5,17	5,17
Total	30	5,60	5,50	5,30	5,23

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2. Specialization and Detail

Although midwives feel that they have good basic skills, there may be specific aspects that they feel still need improvement. For example, they need to better understand more complex research methodologies or more sophisticated data analysis techniques and so on.

Training for midwives is carried out to improve the competence of midwives who are expected to continue to improve the knowledge, skills, and attitudes of midwives in meeting the needs of midwifery services to patients. This has an impact on midwives who have more critical thinking and clinical skills in providing midwifery services (Damayanti et al., 2019).

3. Change in Work Situation:

They may feel that they have good skills, but the work environment does not support their skills optimally. There are changes in policies in the world of work that make them have to adjust, so training for midwives can be applied to overcome these obstacles.

The work environment strongly supports the productivity of midwives in doing their work. Conversely, a less conducive work environment can hinder the productivity of midwives in doing their work. This can be seen from the increase in technology and production methods of production facilities and equipment used (Wahyuningsih, 2018). However, the lack of selection of the right type of training will make midwives have difficulty adapting to the work environment and can result in decreased morale and unpreparedness in facing the work environment (Fizia et al., 2018).

4. Confidence and Validation:

Additional training can provide validation and reinforcement of the skills that midwives already have, and can also increase midwives' confidence in carrying out their work. Miharti (2022) said that training allows employees to better understand what and how to do the tasks that must be carried out. In addition, it can also give rise to employee confidence in working and they can feel satisfaction with the work that has been done.

This statement is also reinforced by research conducted by Cahya et al. (2021), which says that training has benefits, namely increasing knowledge about duties and responsibilities in positions, skills and abilities for daily performance, and increasing personal confidence.

5. Personal and Professional Needs

Midwives may have goals to further develop their careers, and additional training can be one way to achieve these goals. Also, additional training can increase job satisfaction by providing a sense of accomplishment and personal development. According to Upasuji and Satrya's research (2020), training has a positive influence on career development. The more frequent the training, the greater the opportunity for someone to develop their career. This statement is also reinforced by research conducted by Setiawan et al. (2021) that training has a very positive influence on employee job satisfaction, which will have an impact on a person's high motivation, commitment, and participation in improving their performance.

Based on the analysis conducted by the author, all mean results of midwives' perceptions of 5 types of skills (Research/Audit, Communication/Teamwork, Clinical Tasks, Administration, and Management/Supervisory Tasks) show a score of 5-6. A score of 5-6 means that it is important to consider the type of skill, feels good performing the

type of skill, requires this type of skill training, and requires changes in the work situation. Thus, it can be described that midwives feel important and already feel good in doing these types of skills; however, they also still feel they need training and changes in work situations. This can be said because they want to continue to hone and improve their abilities to be applied in the work they do. Wahyuningsih (2019) said that training is very beneficial for employee work productivity because employees can develop skills and abilities at work and can help with what must be done, and provide opportunities to increase knowledge and expertise.

Training and development programs have proven to be very effective in improving employee performance and morale. It aims to improve employees' knowledge, skills, and expertise so that they have the right competencies to carry out their duties (Fasha, 2023). This strengthens the perception of midwives who feel they need training and changes in work situations even though they already feel good in terms of work skills. In addition, research has been conducted (Rosmayati et al., 2021) that training programs have proven to have an important role in improving employee performance through work behavior that can help achieve company goals. A good work environment can also support midwives to feel comfortable at work so that they can be more productive and enthusiastic (Wahyuningsih, 2018).

CONCLUSION

Based on the results of the analysis that has been obtained from the range of assessment scores 1-7, the results of this study produce an average score of 5-6, which is included in the high score category. So, this study concludes that all midwives have the same perception of 5 types of skills: Research/Audit, Communication/Teamwork, Clinical Tasks, Administration, and Management/Supervisory Tasks. They considered all skills to be important and felt that they were competent enough to perform them. But despite this, they also think that they still need training needs and changes in work situations. That is because training programs are proven to improve midwives' performance and morale and can provide a sense of individual achievement and self-development for midwives. Another benefit felt by the puskesmas with the training program for midwives is that it can improve the quality of midwifery services to achieve the goals of the puskesmas. And the work changes that midwives' want can also support a sense of comfort at work so that they can be productive and enthusiastic.

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