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EXPLORING THE IMPACT OF COMMUNITY-BASED EDUCATION ON TEAMWORK SKILLS AMONG NURSING PROFESSIONAL STUDENTS DURING COMMUNITY AND WETLAND HEALTH PLACEMENTS

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Indonesian Nursing Journal of Education and Clinic (INJEC)

Volume 10 Issue 1, June 2025
DOI: 10.24990/injec.v20i1.784
injec.aipni-ainec.org/index.php/INJEC/index
Received : 2024-09-23
Accepted : 2024-06-30

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ABSTRACT

Introduction: As the demand for nursing professionals increases in response to evolving community health needs, the importance of effective educational strategies becomes more critical. Community-Based Education (CBE) offers a hands-on, context-driven approach that prepares nursing students to address real-world public health challenges. This study aimed to explore the impact of CBE on the development of teamwork skills among nursing professional students during their community and wetland health placement.
Methods: A mixed-methods design was employed, combining quantitative and qualitative data collection. The quantitative component involved 31 nursing professional students who completed the Nursing Teamwork Survey (NTS). For the qualitative phase, in-depth interviews were conducted with five students until data saturation was reached. Descriptive statistics were used to analyze the quantitative data, while thematic analysis was used for the qualitative findings. Triangulation was applied to integrate both data sets. The study was conducted at Puskesmas Martapura Barat.
Results: The highest mean score in the NTS domains was found in "team orientation" (mean = 33.68), indicating strong collaborative tendencies among participants. Thematic analysis identified seven key themes reflecting the impact of CBE: self-determination, self-help, leadership, localization, integrated service delivery, reduced service duplication, and acceptance of diversity.
Conclusion: The application of Community-Based Education significantly enhances students' teamwork abilities, fostering collaboration both within student groups and with the wider community. These findings suggest that CBE can serve as an effective clinical learning model, especially during community-engaged stages of professional nursing education, supporting the development of well-rounded, community-responsive nurses.

Keyword: Community-Based Education, Clinical Learning, Nursing Profession, Teamwork

INTRODUCTION

The primary goal of nursing education is to prepare competent and confident nurses who possess the knowledge, attitudes, and skills required to maintain and improve public health (Bahramnezhad et al., 2019). However, many nursing graduates lack advanced skills such as communication, creativity, critical and analytical thinking, problem solving, decision making, and teamwork (Thabet et al., 2017). Challenges such as the increase in new diseases, the increase in chronic diseases, population aging, and technological advances require nurses to have not only advanced knowledge but also higher thinking skills such as critical thinking, problem solving, and

decision making (Lv et al., 2021). Nurses have the potential to be a valuable resource in promoting health and driving economic and social development. CBE is a promising approach for improving the link between education and community needs (Kristina et al., 2018). At the same time, by immersing students in the context of health and illness, it may foster personal, social, and psychological growth, innovation skills, communication, critical thinking, and teamwork (Fereidouni et al., 2017). Given nurses' critical role in meeting community needs while also maintaining and improving community health, it is critical to train competent nurse candidates with the skills required by communities.

Community-based education (CBE) is defined as learning experiences obtained in a community setting (Fereidouni et al., 2017). Nursing students engage in CBE through tasks such as assessing community health needs, identifying health problems, planning activities to solve identified problems, implementing solutions, monitoring progress, and determining whether planned goals and objectives have been met (Philip et al., 2018). These activities are carried out in collaboration with individuals, families, and the entire affected community, as well as other partners. The implementation of CBE contributes to the World Health Organization's universal health coverage initiative (World Health Organization, 2016). This is because CBE allows you to identify and address community health needs (Kang et al., 2018). Furthermore, CBE can help students meet core competencies and improve their ability to work in groups, leadership skills, and community interactions, as well as provide them with opportunities to learn in situations similar to those in which they may work later in their professional lives (Lv et al., 2021). Competencies related to critical thinking skills, decision making, and being able to work in a team are basic competencies that every nurse must have.

Many clinical learning methods can be applied, from traditional to modern. In this case, nursing institutions adjust to the real conditions needed by the community, using community-based methods, so that students can learn real things that happen in the community according to the conditions they will encounter when working later. The need to identify the right clinical learning method so that it becomes an appropriate and targeted method requires study and evaluation, because the implementation of good community-based methods can improve students' ability to overcome community health problems in the future. Effective teamwork is an important factor in implementing nursing care (Kaiser & Westers, 2018). However, no research has identified the impact of CBE based on the nursing model on teamwork skills in nursing students. As a result, the effects of CBE implementation on teamwork skills require careful consideration. This research aims to explore the application of community-based education to teamwork skills in order to gain a comprehensive and general understanding of the phenomenon.

METHODS

Study Design

Mix-methods research was used, which combines quantitative and qualitative research. Quantitative research involves identifying teamwork skills possessed by nursing profession students during the nursing and wetland health stage using quantitative descriptive methods such as questionnaires. In-depth interviews are used in qualitative research to identify the application of community-based education in nursing students during the nursing and wetland health stage.

Population, Samples, and Sampling

This study included 31 nursing students enrolled in the nursing and wetland health stage. The inclusion criteria were as follows: 1) currently practicing in the nursing and wetland health program; and 2) completing the series of studies. The quantitative research sample consisted of 31 people selected using a total sampling technique. The researcher selected total sampling because it is used when the population is relatively small. In qualitative research, samples that reach the saturation level are used as resulted 5 participants.

Instruments

Teamwork was evaluated using the Nursing Teamwork Survey (NTS) instrument, which contains 33 items divided into five domains: trust (7 items), team orientation (9 items), backup (6 items), shared mental models (7 items), and team leadership (4 items) (Kalisch et al., 2010). This questionnaire employs a Likert scale (1-5), with the highest score indicating better teamwork (Bragadóttir et al., 2016). This questionnaire was translated into Indonesian and tested for validity and reliability by previous researchers, with a validity test value of 0.05 and a reliability test of 0.988 (Ayu Amalia et al., 2021). While the implementation of CBE is assessed using an interview guide created and developed by the research team based on the Community-Based

Education concept based on the Community as Partner model, which has seven principles, including self-determination, self-help, leadership, localization, integrated delivery of service, reduce duplication of service, and accept diversity.

Procedure

The study was conducted after receiving an ethical clearance. The researcher then collected data in two stages, beginning with quantitative data collection and progressing to qualitative data collection based on the instrument used, and then analyzing the data to produce research findings in the form of reports and scientific articles.

Data Analysis

Triangulation analysis, which examines the results of both quantitative and qualitative analyses in mixed-methods research, was used. Quantitative analysis will make use of descriptive statistics such as frequency distribution and average. Thematic analysis is then used in qualitative research. The results of both analyses are then subjected to triangulation analysis to identify the phenomena under consideration, resulting in a high level of truth from a variety of approaches.

Ethical Clearance

This research was conducted through an ethical test at the Health Research Ethics Commission (KEPK) of the DPD PPNI of Banjarbaru with the number 054/EC/KEPK-DPDPPNI/VII/2024.

RESULTS

Demographic characteristic

With the total of 31 respondent, respondent characteristics obtained the majority of female gender, namely 25 people (80.6%), while based on age, the majority were in the late adolescents 17-25 years) as many as 30 people (96.8%) on Table 1.

Teamwork on nursing students

Table 2 showed mean score and standard deviation in each domain and the total of nursing teamwork survey results. Based on these values, it was found that the highest domains were team orientation (Mean 33.68, Sd 6.940), shared mental model (27.45, Sd 4.781), trust (25.84, Sd 5.386), backup (21.81, Sd 4.593), and team leadership (14.39, Sd 3.019).

Table 1. Respondent characteristics

Respondent characteristics	n	%
Gender		
Male	6	19,4
Female	25	80,6
Total	31	100
Age		
Late adolescents (17 – 25 years)	30	96,8
Early adult (26 – 35 years)	1	3,2
Total	31	100

The application of community-based education

Based on thematic analysis of the results of in-depth interviews with five participants, seven themes were found in accordance with the components of the implementation of Community-Based Education (CBE) as follows.

Self-determination

According to the students, the time constraint of five weeks for the wetland nursing phase's CBE implementation was deemed adequate, albeit extremely constrained. Additionally, students stated that they divided the tasks to accomplish group goals because they understood that this was an assignment.

"We have a tight schedule, but five weeks is enough. However, the community feels that less is happening because insufficient to alter community behavior (Participant 1).

"We divide the tasks so that they are finished quickly, if the assignment is good, our group also gets good grades, ... there are individual assignments, such as preliminary reports but sometimes we focus more on that" (Participant 2).

Self-help

Students reported that they learned time management, coordination skills, communication, responsibility, and other benefits from the use of CBE.

"...we can learn to coordinate with important parties, like the head of the village, and as a result, we also learn to manage time, create community programs, and be accountable for their implementation" (Participant 2).

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Table 2. Mean score and standard deviation of nursing teamwork survey.

Domain	Mean					Std. Deviation				
	Male	Female	Late adolescents	Early adult	Total	Male	Female	Late adolescents	Early adult	Total
Trust	27.83	25.12	25.67	31.00	25.84	4.535	5.535	5.390	.	5.386
Team orientation	35.50	33.00	33.50	39.00	33.68	9.268	6.447	6.986	.	6.940
Backup	23.33	21.29	21.70	25.00	21.81	5.502	4.428	4.632	.	4.593
Shared mental model	28.83	26.92	27.30	32.00	27.45	4.708	4.827	4.786	.	4.781
Team leadership	15.83	14.04	14.40	14.00	14.39	4.875	2.458	3.069	.	3.019
Total Nursing teamwork	131.33	120.38	122.57	141.00	123.16	27.311	21.087	22.386	.	22.258

Leadership

Students said they have a group leader and also a chief executive for each program and have had experience as a previous leader.

"There is a group leader who leads us, besides that, each program also has a PJ (person in charge) or chief executive, so it is structured..., discussions together are rare because each program has a different PJ so the leader only reports on the implementation plan, we discuss the program with friends who get the same program" (Participant 1).

Localization

Students said many parties were involved in their service process starting from the permit preparation stage to program implementation.

"... after getting permission from Dinas Kesehatan Kabupaten Banjar, Puskesmas Martapura Barat, and the Village Head, then we conduct a nursing assessment, then process the data, make a nursing plan until its implementation and evaluation" (Participant 4)

Integrated delivery of service

Students said they collaborated with related parties such as the community, village officials, and the Environmental Service in implementing health programs for the community.

"... collaboration with the parties involved. For example, in the health education program related to reproductive health, we involved Duta Genre, or in the environmental cleanliness program and provision of trash bins, we collaborated with the Dinas Lingkungan, BABINSA also invited the community to participate in the program" (Participant 5).

Reduce duplication of service

Students reported the implementation of the program was in accordance with the needs of the community, although there were several obstacles that occurred during its implementation.

When we implemented the program, we actually studied it according to what was in the community. It's just that during its implementation there were several obstacles such as the lack of interest from the community to come and participate in the activity, besides that we also had to adjust the schedule between the CT (Clinical Teacher), CI (Clinical Instructor), Health Center, and community schedules" (Participant 5).

Accept diversity

Students said the community participated and was involved in licensing until the implementation of health programs for the community.

"There are the village head and his staff who gave us permission to implement the program, the Posyandu cadres who helped in the stunting health education program, the BABINSA who invited the community, Puskesmas dan Dinas Lingkungan Hidup regarding waste sorting, and there were also Duta Genre" (Participant 5).

The influence of the application of community-based education on teamwork

Based on the triangulation analysis, it was found that the team orientation and shared mental model items were the highest items in student teamwork, indicating that team members have commitment and responsibility in completing tasks by prioritizing team goals and interests. This is in

accordance with the findings regarding the implementation of CBE, namely in the self-determination and integrated delivery of service items where students stated that they understand that this is a team task and share the tasks equally, they also realize that if the team's tasks can be done well, they will also get good team grades. Meanwhile, the trust, backup, and team leadership items that have low scores indicate that team members have poor communication, are less willing to replace other team members who have excess workloads, and do not depend on the team leader. This is also in accordance with the findings from the implementation of CBE on the leadership and integrated delivery of service items, team members stated that they more often discuss with fellow team members who receive the same program, comprehensive discussions as a group are rarely carried out because they have received responsibility for their respective tasks or programs.

DISCUSSION

Based on the results obtained, the highest scores start from the team orientation, shared mental model, trust, backup, and team leadership items. Team orientation describes a commitment to team goals and integrity compared to personal goals (Kaiser & Westers, 2018). Teams with high team orientation focus more on collective work than their own responsibilities (Bragadóttir et al., 2023). This shows that the team is committed to completing team tasks compared to personal tasks first by prioritizing team goals and interests over personal interests. Shared mental model is a shared mental model factor used to measure whether all team members understand their roles and responsibilities and thus work together to achieve quality work results (Kalisch et al., 2010). A high score on this item means that team members clearly understand the responsibilities and tasks expected of themselves and others (Goh et al., 2020). They feel they work well together and respect and appreciate each other as team members. The main focus on the trust item is communication.

Team members trust each other enough to communicate ideas, information, and values, seek and provide constructive feedback to each other, and trust that team members will accept feedback and change as needed for the good of the team (Kaiser & Westers, 2018). The lower trust item is a lack of self-monitoring and self-correction through communication or a lack of feedback from team members. Feedback is essential for teams to function effectively (Jomaa et al., 2022). The backup item describes team members who willingly help and assist each other in their tasks and responsibilities. Specifically, members monitor and recognize when someone is busy or overloaded and assist them in their work (Kaiser & Westers, 2018). When workloads are heavy, both team members and the leader work together to get things done (Anderson et al., 2019). In this study, the least common behavior was one in which team members themselves monitored each other and were aware of functions outside of their work assignments. This can also be influenced because team members divide their tasks according to the program they hold so that other teams that do not hold the same program tend to be less involved in other programs. Low scores on team leadership mean that team leaders are less likely to monitor progress, direct changes in plans and responsibility structures, and determine who should do what (Ystaas et al., 2023). In contrast, the positive thing found is that they are self-organizing, self-adaptive and much less dependent on the directing leader. This also shows that by sharing tasks, they can organize themselves according to the workload they have.

Community-based education is a form of learning in society that takes and strengthens existing community structures, creates a sense of community among and for its beneficiaries, and offers a number of positive benefits for individuals, families, communities, and the wider community (Haughtigan et al., 2023). Its implementation can facilitate learning, which supports mobility and growth towards optimal life actualization (Morton et al., 2019). Community-based education is designed for individuals and local groups, to enable them to improve their quality of life in their community. In the self-determination item, students can learn to independently determine how to solve problems in the community and be responsible for their implementation (Nuuyoma et al., 2022). Students are required to provide assistance to the community they provide care for and also benefit from the assistance themselves in the self-help item (Zeydani et al., 2023). Students are asked to learn about leadership while still being accompanied by companions and the community as partners (Okide et al., 2020). In localization, students learn about coordination and understand the local regulatory system in the community (Harvey et al., 2019). In integrated delivery of service, students as CBE implementers in their duties as change agents in improving health services in the community must understand the

process of cooperation and relationships between elements in the community (Greenberg et al., 2020). Students are required to be able to identify and analyze community needs so that they can create effective and efficient programs so as to reduce duplication of service (Morton et al., 2019). In Accept diversity, students learn to empower communities so that they can actively participate in improving the quality of services and health in their communities (Arnold et al., 2021).

Community-based Education (CBE) provides an appropriate opportunity to develop students' teamwork skills and a better understanding of interprofessional collaboration (Chung, 2019). The results showed that community-based education increased students' readiness for interprofessional learning and collaboration with various stakeholders. CBE has resulted in increased commitment and teamwork among team members and accountability for achieving goals. The community environment provides a situation where students can work in interprofessional teams to ask about community needs and find solutions to meet community needs (Raponi et al., 2023). Students feel more comfortable working in teams and interacting with various people. Students' understanding of community needs, social factors of health, barriers, challenges to accessing health services, and community-centered care significantly increased through CBE (Yang et al., 2022). CBE can result in changes in student performance through the development of attitudes, values, and skills important to meet community health needs (Keshmiri & Barghi, 2021). This study showed that students had a positive attitude towards teamwork after having a commitment and understanding the same responsibilities. Student involvement in the teamwork process with the community provides a situation for collaboration and learning (Buregyeya et al., 2021).

The team of nursing profession students in the Nursing and Wetland Health program in this study showed that team members had a clear understanding of their responsibilities and worked together with full awareness to achieve goals. This reflects a sense of parallel work where everyone does their own work and collaborates, communicates, and shares information for specific situations (Han & Roh, 2020). However, awareness and attention to other team members is still lacking, providing opportunities for improvement. A busy schedule can make individuals focus on themselves, reducing their awareness of their colleagues and the surrounding environment (Copeland, 2021). Communication is a basic thing that is important in the success of teamwork (Loesche, 2020). Team members work together but focus on the tasks and responsibilities of their own program even though they have a strong commitment to the goals and interests of the team rather than personal interests.

CONCLUSIONS

The results of the study on the exploration of the application of Community-based Education (CBE) to teamwork in nursing profession students in the Nursing and Wetland Health stages showed that there was teamwork both within the team itself and in collaboration with the community. This is evidenced by the value of the team orientation and shared mental model items in the Nursing Teamwork Survey (NTS) which show that team members are committed and understand their responsibilities in carrying out tasks to achieve team goals, in addition, cooperation with the community is evidenced by the exploration of the application of CBE in the items self-help, localization, integrated delivery of service, and accept diversity which show that the team has collaborated with related parties in implementing the program during the service process at the practice facility. Although there are shortcomings in communication and leadership skills in the team, indicating the need for improvement in this section. Further research, training and implementation of advanced curriculum that supports the implementation of Community-based Education clinical learning so that it produces good teamwork as one of the learning outcomes in nursing learning can be assessed comprehensively.

DECLARATION OF CONFLICTING INTEREST

None

FUNDING

None

ACKNOWLEDGMENT

None

AUTHORS' CONTRIBUTIONS

All authors contributed equally to the conception, design, data collection, analysis, and writing of this manuscript.

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