ACCREDITATION OF MIDWIFE EDUCATION ON QUALITY OF MIDWIFERY EDUCATION

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BACKGROUND:
Globally the increasing shortage of health workers, especially midwives, has been responded well in several countries by increasing the number of midwifery education institutions (Nove et al., 2018). Midwives are one of the health professionals who work as community partners and have a strategic position to provide comprehensive holistic health services that are sustainable, integrated and complete in an effort to improve the health status of mothers and children. In the midwife's career, the quality of midwives is now considered to be declining, this is due to the number of midwifery education institutions that increasingly remember to make the quality of education uneven, the lack of supervision related to midwifery education institutions is increasing so that it will have an impact on increasing the number of graduates who are not matched by the quality produced. One of the government's efforts to supervise and foster institutions is to assess the accreditation of educational institutions (Kusumastuti et al., 2015).

METHODS:
The author select the data on study by PubMed and Science Direct with predetermined inclusion criteria and journals with full text or open access. Appraisal studies using the Critical Appraisal Skills Program (CASP), and the synthesis method using PEOS modification.

RESULTS:
Accreditation of midwifery education becomes a benchmark of the quality of midwifery education will affect the quality of midwifery graduates in providing health services to mothers and children. The accreditation system with an assessment system conducted by the International Confederation of Midwifery (ICM) through the Midwifery Education Accreditation Program (MEAP) can have a good impact due to its global assessment system but there is no further research on more benefits. While efforts that can be made to improve the quality of education are by paying attention to community-based midwifery education, and the quality of competency-based midwifery education so that midwifery graduates can have equal competence and will later have an impact on strengthening the roles and functions of midwives in the community.

KEYWORDS
Maternal Self Efficacy; Social Support; Postpartum Depression

INTRODUCTION
Globally the increasing shortage of health workers, especially midwives, has been responded well in several countries by increasing the number of midwifery education institutions (Nove et al., 2018). Midwives are one of the health professionals who work as community partners and have a strategic position to provide comprehensive holistic health services that are sustainable, integrated and complete in an effort to improve the health status of mothers and children. In the midwife's career, the quality of midwives is now considered to be declining, this is due to the number of midwifery education institutions that increasingly remember to make the quality of education uneven, the lack of supervision related to midwifery education institutions is increasing so that it will have an impact on increasing the number of graduates who are not matched by the quality produced. One of the government's efforts to supervise and foster institutions is to assess the accreditation of educational institutions (Kusumastuti et al., 2015).

According to the 2013 World Health Organization (WHO) accreditation is defined as a review and approval process where educational institutions or programs meet the standards set within a certain time limit. Accreditation is the main tool for quality management of professional education and to ensure that graduates

DOI: http://dx.doi.org/10.35730/jk.v11i0.556

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have the appropriate competencies to accept professional standards and for the needs of the population. Through accreditation, it is easier for the government to guarantee the quality of tertiary institutions and workers graduating from accredited tertiary institutions. The process of evaluating the accreditation of an institution is carried out as a whole in the process and performance as well as the linkages between the objectives, inputs, processes and outputs of educational institutions.

Quality of service becomes a multi-dimensional concept, which demands a good workforce, and can work in an enabling environment and situation. One of the foundations of the quality of care is the provision of pre-service education or during education which ensures that health workers have important competencies to meet the needs of the population they serve. The low quality of midwifery education has been identified as a barrier to the quality of midwifery services, so it is also the responsibility of the organization to develop and maintain the competencies needed to provide high quality health care, including with accreditation of educational programs that are recognized as important strategies to improve the quality of care obstetrics (Nove et al., 2018).

Strengthening the role of midwives can be enhanced through several aspects including social culture, education and professionalism in providing high quality services and WHO recommends that there must be an international effort to ensure that the education of health workers in all countries is truly regulated and guided by global standards so that later will affect the quality of education, the quality of graduates and the quality of midwifery services in the world of work (WHO, 2013).

Based on data obtained from the Indonesian Independent Higher Education Institution of Health in 2015 there were 579 midwifery study programs in Indonesia, 9 of which were accredited A, 409 accredited B, 163 accredited C and 1 midwifery education institution not accredited. The large number of midwifery study programs that are accredited C and not even accredited, will raise questions about the quality of graduates, this is because the results of a good accreditation assessment will give a picture of the quality of a good educational institution (LAM-PTKes, 2015). This literature review aim to found the relation of accreditation on the quality of midwifery education.

**METHOD**

The data of this study were sourced from PubMed and Science Direct with the specified inclusion criteria. Accreditation at midwifery education institutions, quality of midwifery education, journals with full text or open access. Appraisal studies using the Critical Appraisal Skills Program (CASP), and the synthesis method using PEOS modification. The author used Framework Population, Exposure, Outcome, dan Study design (PEOS) as a reference in identifying key concepts that are consistent with the objectives of this study.

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<th>Criteria</th>
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<tr>
<td>Population/Problem</td>
<td>Educational Institution</td>
<td>Midwifery education institution</td>
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<tr>
<td>Exposure</td>
<td>Accreditation process</td>
<td></td>
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<tr>
<td>Outcomes</td>
<td>Quality of midwifery education</td>
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<td>Study Design</td>
<td>Qualitative Study</td>
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**RESULT and DISCUSSION**

The author uses a literature search strategy using a systematic search system with two databases namely Pubmed and Science Direct by the author's selection is free full text or open access. The first step undertaken by the author to search for literature is to enter keywords that fit the theme of the journal (((influence) or effect) or impact) and developments*) and "midwifery education accreditation program") or "international confederation of midwives midwifery education accreditation program") and "high-quality midwifery education " or "quality of midwifery education") and on searches with more than two syllables given two quotation marks (" .....") to specify a literature search, the authors then determine the period of literature search that is limited to the last 10 years of journals as of 2009-2018.

The findings of 334 journal articles conducted by the author by systematic searching obtained the existing literature in 2009-2018 about the accreditation of midwifery education with the quality of midwifery education, data sources taken came from 4 countries namely Morocco, Myanmar, Comoros, Tronida-Tobago and Afghanistan, all are free full text or open access. Based on the synthesis results obtained 4 journals in accordance with the study criteria specified by researchers which then carried out in-depth analysis to get the best evidence in the search and application of "Accreditation of midwifery education" and "Efforts made to assess the quality of midwifery education" All literature used using the method qualitative research, has high credibility and reliable results.

**Midwifery Education Accreditation**

Education program accreditation is used as a standard to ensure that the quality of graduates reaches a minimum level of
competence owned by midwives, based on a quote in research conducted by Nove, et al (2018) it is stated that:

"Participants see the midwifery education accreditation program as an effort to identify gaps in the quality of midwifery education"

Based on studies conducted by ICM, it appears by recommending the MEAP (Midwifery Education Accreditation Program) developed by The Swiss Tropical and Public Health Institute (Swiss TPH) pre-service midwifery institution accreditation programs based on global standards and potential contributions to build and improve service quality for mother and child (Nove et al., 2018).

MEAP offers accreditation approval based on an independent assessment of a midwifery education program, determining the extent to which the education system meets ICM global criteria standards. In his explanation MEAP was formed as an effort to improve the performance of educational institutions and educational programs by increasing transparency regarding the technical and managerial aspects of the education system. Based on the philosophy of the ICM MEAP a good accountability mechanism will encourage the improvement of a good learning environment (Nove et al., 2018).

In its implementation MEAP is voluntary for each institution by submitting an application for accreditation at ICM. There are 6 stages of MEAP assessment process, including:

1. Concentration stage, At this stage the education agency submits an interest in MEAP by ICM officers who have been trained for 2 days at the ICM headquarters in the Netherlands as accreditation experts. This stage of the institution completes forms such as institutional contact details, whether the institution offers programs that meet the requirements of midwifery education and whether there is an accreditation oversight body. If the form has been collected to meet the requirements, then the next step will be continued. ICM also sets costs in the valuation process which are calculated at the second visit.

2. The second stage is the application stage. At this stage educational institutions start sending forms through the online platform including information about technical competencies and management in accordance with the accreditation criteria of ICM MEAP. Next, the Assessment Stage and at this stage, two accreditation experts check the form that has been collected, if it has met the potential for accreditation, the next visit is arranged in person to the management or representative who works at the educational institution at the end of this stage if it meets the standard or does not meet standards will be given recommendations for improvement. Then at this stage, it was explained that the accreditation stage was based on reports provided by ICM representatives, accreditation was granted with a validity period of 5 years, certificates, the right to use the ICM accreditation logo. This right is given to institutions that have fulfilled almost all the basic criteria but need a little improvement. Furthermore, the post-accreditation stage at this stage is carried out if the accreditation period has almost expired. One year before the accreditation period ends, educational institutions will be invited by ICM to apply for re-accreditation. The last stage according to ICM is the reaccreditation stage, at which stage the review is carried out as in the initial stages (the assessment, evaluation and direct visit phase), if the institution is able to maintain and address that they are able to maintain accreditation then ICM will review and reconsider the granting of accreditation.

Based on research conducted by Nove (2018) related to MEAP by ICM in the trial countries of Tobago & Trinidad, MEAP can be applied in various countries by conducting field visits in various educational institutions which will later become a space or opportunity to discuss specific issues and share experiences related to education in their country. The application of MEAP is constrained by the issue of cost for the implementation process to strongly evaluate its impact on the quality of education and the quality of midwifery services.

**Efforts Made to Assess the Quality of Midwifery Education**

To assess the quality of midwifery education, an attempt was made to use the conceptual model of pre-service using the Midwifery Education Rapid Assessment Tool which was tested on 24 respondents from 13 countries, this is based on an explanation taken from a quote in Fullerton, et al. (2016) which states:

"This tool (Midwifery Education Rapid Assessment Tool) is very instrumental in identifying good educational practices in Myanmar midwifery schools as well as several key policies, systems and problems in the practice or implementation of education that must be addressed"

Research conducted by Malham (2015) explained that efforts that can be made to improve the quality of education are by implementing Action Planning (AP) which in the quotation explains that

"Developing Action Planning (AP) which is a plan for midwives to carry out their role in accordance with international definitions of midwives, within the objectives of the AP include the first educational goals for example by developing and implementing educational programs, second with professional goals such as revitalizing midwifery associations, and third social politics with legal objectives"

Furthermore, research conducted by Turkmani (2013) also examines efforts to improve the quality of midwifery education with Community Midwifery Education (CME)
"I am very impressed with the quality of Community Midwifery Education (CME) directly, they have good results. I am very impressed with the quality of education in CME. I observed several CME first hand, and according to what we received from the community, everyone was satisfied."

Based on research conducted by the United Nations Fund for Population Activities (UNFPA), midwives when educated with international standards have contributed to provide 87% of services needed by mothers and newborns, this is in accordance with the statement in a study conducted by Turkmani (2013) which also states that the development of a comprehensive national midwifery education system has contributed to the reduction in maternal mortality. While currently the services provided by the government are still focused on increasing the number of service providers and providing interventions to the community rather than paying attention to the competencies of service providers (Fullerton et al., 2016).

According to Widoyoko (2009) Efforts to improve the quality of education can be pursued through improving the quality of learning and the quality of the evaluation or evaluation system. Both are interrelated, a good learning system will produce good quality learning. The quality of the education system that is guaranteed will have an impact both for educational institutions and also midwifery graduates in the world of work as a high quality health service provider but the obstacle currently felt in the process of guaranteeing the quality of education is the capacity to implement programs that are still difficult to implement as a whole in various regions (Nove et al., 2018).

Based on research conducted by (Fullerton et al., 2016) explained that JHPIEGO which is an international nonprofit health organization affiliated with or related to The John Hopkins University. For more than 42 years and in more than 155 countries that have tried to prevent death in women and families, the Rapid Asessment Tool has been developed which aims to increase evidence-based resources and promote competency-based learning systems. There are 6 contents of Rapid Asessment Tools that need to be considered for the conceptual model of learning in midwifery education, namely: Management and Infrastructure, mentors, instructors or teachers, students, clinical practice, educational curriculum and factors that can influence (educational standards according to standards ICM, accreditation of educational institutions, assessment of graduate competencies with licensing examinations). The Rapid Assement Tools in this study relate to broad global standards and emerge as a rapid assessment tool related to the quality of midwifery education and can also be used by the government to see the status of midwifery education programs in the country. Subsequent research conducted by (Abou-Malham, Hatem, & Leduc, 2015) explained that strengthening the role of professional midwives is the foundation in improving the quality of maternal and newborn health services. One of the interventions carried out to improve the quality of services is through the expansion of resource skills in this case capturing the role of midwives by looking at the education system and reviewing the Curriculum Based Approach curriculum approach and providing continuing education for midwives. In his research focused on Action Planning (AP) or action plans covering three aspects namely socio-culture by looking at the services provided in services, aspects of education by developing competency-based education programs (Curriculum Based Education) and professional aspects with revitalizing midwife associations. Based on two researches, Malham (2015) and Fullerton (2016) conducted an outline discussing efforts to improve midwife education by paying attention to the quality of the education system based on competence.

Furthermore, research conducted by (Turkmani et al., 2013) explained that efforts to improve the quality of midwifery education as an effort to improve the quality of midwifery services, namely Community Midwifery Education (CME) or the quality of community-based midwifery education included in midwifery education curriculum.

CONCLUSION

From this review, there is evidence that shows that there is a relationship between maternal self-efficacy, social support for postpartum depression. Maternal self efficacy and social support show positive meaning that the relationship is quite strong, if social support and maternal self efficacy are high then postpartum depression will be low and if maternal self efficacy and social support is low then postpartum depression will be high. All studies included in the review have limitations either related to the research design or sample collection procedures.

REFERENCE


DOI: http://dx.doi.org/10.35730/jk.v11i0.556


DOI: [http://dx.doi.org/10.35730/jk.v11i0.556](http://dx.doi.org/10.35730/jk.v11i0.556)
PRISMA Flowchart