CHAPTER IV

FINDINGS

In this chapter will explain the finding of the study mainly the result of the third round EDFR which is the list of consensus quality indicator among the expert and the applicability of the quality indicator in the implementation of BN education in Indonesia.

As mentioned in Chapter III that three round EDFR was conducted in this study. In the first round was able to identify 126 predetermine quality indicators which then to be used to develop a questionnaire for second round EDFR. This instrument was consist of the 126 quality indicator as result of the first round EDFR. See Appendix A. In the second round of EDFR, after have been analysis the probability and the consensus, only 76 quality indicator was considered as high probability and have congruency among the expert as shown in table 2.

Table 2 Quality Indicator which has high and highest probability and consensus (after 2nd round EDFR)

INPUT

    1. ORGANIZATION AND POLICY

       1.1 The program have vision statement which follow the vision of mother institution.

       1.2 The program have the mission statement which follow the mission of the mother institution

       1.3 Institutional objective is very clear and written according to the vision and mission of the program

1.4 The management structure is according to higher education system (decree no. 60 and Year 2002)

1.5 long term budged plan related to: teaching learning, research, public services

1.6 long term plan in the area of:

1. manpower
2. acilities and teaching equipment
3. room and building .
4. library

1.7 Management should be a nurse.

2. STUDENT

2.1 The entry qualification should be high school graduate

2.2 Should give opportunity to graduate of SPK graduate to enter

2.3 Maximum number of student in the one class is not more than 80

3. CURRICULUM

3.1 Development of curriculum is based on the guide line in National curriculum.

3.2 the following aspect of curriculum is in line with the national guide line: education process, credits, length of study.

3.3 Curriculum development is in line with the vision and mission and institutional.

3.4 Competency graduate (BSN) is stated in line with the vision and mission of institution.

3.5 The following aspect is included in curriculum structure:

3.5.1 course title

3.5.2 total credits for each course

3.5.3 teaching learning activities

3.5.4 credit hour for each teaching learning activities

3.6 Curriculum monitoring Development is within 3-5 years

4. MAN POWER:

    4.1 Permanent teaching staff with master in nursing background for the following area:

        4.1.1   Medical surgical and emergency nursing

        4.1.2   Maternity and child care

        4.1.3   Community nursing and Geriatric nursing

            - Psychiatric nursing -Nursing management

    4.2 Full time teacher with BSN background in the following area:

        1. fundamental nursing

        2. medical surgical and emergency nursing

        3. Maternity Nursing

        4. Child care

        5. Community nursing

        6. Geriatric nursing

        7. Psychiatric nursing

        8. Nursing management

    4.3 Each staff have updated their registration status

    4.4 Teaching staff should be sufficient in number to teach the prescribed courses Overall ratio of nursing teacher must be: 1 : 12

    4.5 Sufficient number of supporting staff and their qualification

        4.1.2 BS graduate for Academic division

        4.1.3 D III graduate   for student service division

        4.1.4 D III graduate for library

        4.1.5 BS graduate for finance

    4.6 There are teacher preparation program for new faculty

5. EQUIPMENT & TEACHING FACILITIES

    5.1 Building, physical facilities

        5.1.1   lecture and demonstration room adequate for students group

        5.1.2   well equipped laboratory at least for a group of 20 students in Medical surgical, Fundamental, Maternity, and pediatric nursing

        5.1.3   library adequate for 20 % of student and 10 % faculty

        5.1.4   sufficient room for small group/class (8-12 person)

        5.1.5   computer laboratory adequate for one group student

5.2 Audiovisual materials

    5.2.1   Have at least overhead projector in each class room

5.3 Learning materials:

    5.3.1   Books in the library at least 2 books for each specialty area

    5.3.2   National Journal on nursing science (subscribe)

    5.3.3   Articles publish by Nursing association, WHO, MOH, MOE

    5.3.4   CD, Video Cassette related to study area

    5.3.5   Library opening hour until night

    5.3.6   Copy services are provided inside library

    5.3.7   Computers equipped with internet for 10 % of student

number

    5.3.8   Hospital/nursing equipment at least enough for 4 group

student

6. TEACHING/LEARNING GUIDELINES

    6.1   Practicum guideline for each practicum area

    6.2   Practicum guideline include the evaluation tools

7. FACILITIES FOR CLINICAL PRACTICE

    7.1   The main clinical practice should at least type B Hospital

    7.2   Clinical facilities according to academic program

    7.3   Letter of agreement for each learning site

    7.4   Health center or hospital should provide a room for student discussion

    7.5   Clinical practice should in the same area with the school

PROCESS

1. TEACHING LEARNING MANAGEMENT

    1.1   Teaching plan for each course being discussed at the first meeting

    1.2   Syllabus distributed for each student participate to its course

    1.3   Student presence being monitor for each teaching session

    1.4   Teaching method in line with learning objective

    1.5   Have a transparent evaluation system for each course

    1.6   Percentage of each evaluation type identified

1.7 Student attendance will influence their evaluation

1.8 Teaching load for each teacher in class is 8 hours per week

1.9 Maximum number of student in one group is 15 student

1.10 Clinical practice should under supervision of qualified nurse

1.11 Teaching learning should be monitor every semester head of
institution

2. RESEARCH ACTIVITIES AND CONSULTANCY

2.1 Faculty provide sufficient time for student research consultancy

2.2 Faculty able to get external funding for their research

2.3 Special budget for research being provided by the institution

2.4 There are Publication regarding faculty/ student research activity

2.5 At least one research should be done by each department every year

3. STUDENT GUIDENCE AND COUNCELING PRACTICE

3.1 Each faculty is responsible to at least 20 student

3.2 At least 3 time per semester each faculty have to meet student

3.3 Faculty are always show their readiness

OUTPUT & OUTCOME

1. STUDENT ACHIEVEMENT

1.1 More than 40 % student graduate on time

1.2 At least 10 % graduate received outstanding achievement *cumlaude*

1.3 Less than 3% student drop out from the course each year

1.4 GPA average 3.0

1.5 70 % have more than GPA 2.75

2. STUDENT SATISFACTION

2.1 More than 80 % student satisfaction to their study is high

2.2 At least 10 % of student encourage high school graduate to enter the
faculty or study program

3. GRADUATE WORK EXPERIENCE

    3.1   Waiting time for graduate 1-3 years

    3.2   More than 80 % graduate work as professional nurse

    3.3   More than 80 % graduate could implement their knowledge in their working are

4. GRADUATE WORK SATISFACTION

    4.1   Graduate satisfaction to their work is between 70-85 %

    4.2   The acceptance rate working place toward graduate is 80 %

In the third round EDFR, list of 76 quality indicators as result of the second round as shown in table 2 was sent back to the expert to get their consideration and validation. This step able to identify the confirmed 63 quality indicator which have high probability and congruence among the expert. The list of 63 quality indicator be considered as BS Nursing education quality indicator in Indonesia. See table 3.

Table 3 Quality Indicator of BN education (after 3rd round EDFR)

INPUT

1. ORGANIZATION AND POLICY

    1.1   The program have vision statement which follow the vision of mother institution.

    1.2   Institutional objective is very clear and written according to the vision and mission of the program

    1.3   The management structure is according to higher education system (decree no. 60 and Year 2002)

    1.4   Long term budged plan related to: teaching learning, research, public services

    1.5 Management should be a nurse.

2. STUDENT

2.1   The entry qualification should be high school graduate

2.2   Maximum number of student in the one class is not more than 80

3. CURRICULUM

3.1   Development of curriculum is based on the guide line in National curriculum.

3.2   The following aspect of curriculum is in line with the national guide line: education process, credits, length of study.

3.3   Curriculum development is in line with the vision and mission and institutional.

3.4   Competency graduate (BSN) is stated in line with the vision and mission of institution.

3.5   The following aspect is included in curriculum structure:

1. course title

2. total credits for each course

3. teaching learning activities

4. credit hour for each teaching learning activities

3.6   Curriculum monitoring Development is within 3-5 years

4. MAN POWER:

4.1   Permanent teaching staff with master in nursing background for the following area:

4.1.1   Medical surgical and emergency nursing

4.1.2   Maternity and child care

4.1.3   Community nursing and Geriatric nursing
Psychiatric nursing -Nursing management

4.2   Full time teacher with BSN background in the following area:

1. fundamental nursing

2. medical surgical and emergency nursing

3. maternity Nursing

4. child care

5. community nursing

6. geriatric nursing

       7. psychiatric nursing

       8. nursing management

4.3   Each staff have updated their registration status

4.4   Teaching staff should be sufficient in number to teach the prescribed courses Overall ratio of nursing teacher must be 1 : 12

4.5   There are teacher preparation program for new faculty

5. EQUIPMENT & TEACHING FACILITIES

    5.1   Building, physical facilities

        5.1.1   lecture and demonstration room adequate for students group

        5.1.2   well equipped laboratory at least for a group of 20 students in Medical surgical, Fundamental, Maternity, and pediatric nursing

        5.1.3   library adequate for 20 % of student and 10 % faculty

        5.1.4   computer laboratory adequate for one group student

    5.2   Audiovisual materials

    Have at least overhead projector in each class room

    5.3   Learning materials:

        5.3.1   Books in the library at least 2 books for each specialty area

        5.3.2   Articles publish by Nursing association, WHO, MOH, MOE

        5.3.3   CD, Video Cassette related to study area

        5.3.4   Library opening hour until night

6. TEACHING/LEARNING GUIDELINES

    6.1   Practicum guideline for each practicum area

    6.2   Practicum guideline include the evaluation tools

7. FACILITIES FOR CLINICAL PRACTICE

    7.1   The main clinical practice should at least type B Hospital

    7.2   Clinical facilities according to academic program

    7.3   Letter of agreement for each learning site

    7.4   Clinical practice should in the same area with the school

PROCESS

1. TEACHING LEARNING MANAGEMENT

    1.1 Teaching plan for each course being discussed at the first meeting

    1.2 Syllabus distributed for each student participate to its course

    1.3 Student presence being monitor for each teaching session

    1.4 Teaching method in line with learning objective

    1.5 Have a transparent evaluation system for each course

    1.6 Percentage of each evaluation type identified

    1.7 Student attendance will influence their evaluation

    1.8 Teaching load for each teacher in class is 8 hours per week

    1.9 Maximum number of student in one group is 15 student

    1.10 Clinical practice should under supervision of qualified nurse

    1.11 Teaching learning should be monitor every semester head of institution

2. RESEARCH ACTIVITIES AND CONSULTANCY

    2.1 Faculty provide sufficient time for student research consultancy

    2.2 Faculty able to get external funding for their research

    2.3 Special budget for research being provided by the institution

    2.4 There are Publication regarding faculty/ student research activity

    2.5 At least one research should be done by each department every year

3. STUDENT GUIDENCE AND COUNCELING PRACTICE

    3.1 Each faculty is responsible to at least 20 student

    3.2 At least 3 time per semester each faculty have to meet student

    3.3 Faculty are always show their readiness

OUTPUT & OUTCOME

1. STUDENT ACHIEVEMENT

    1.1 More than 40 % student graduate on time

    1.2 Less than 3% student drop out from the course each year

    1.3 GPA average 3.0

    1.4 70 % have more than GPA 2.75

2. STUDENT SATISFACTION

More than 80 % student satisfaction to their study is high

3. GRADUATE WORK EXPERIENCE

    3.1   Waiting time for graduate 1-3 years

    3.2   More than 80 % graduate work as professional nurse

4. GRADUATE WORK SATISFACTION

    4.1   Graduate satisfaction to their work is between 70-85

    4.2   The acceptance rate working place toward graduate is 80 %

Through all steps, including the 2nd and the 3rd round EDFR, could be identified some quality indicators which have high probability and most experts congruently agree and also some which have least probability. From the expert responses toward scenario desirable or undesirable could also be identified the trend of that indicators.

The following tables will show each quality indicator which have high or highest probability, high consensus and also the trend (scenario) of each.

Table 4 Quality Indicator related to Organization and Policy

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
The program have vision statement which follow the vision of mother institution.	4.61	0.99	Greatest	Yes	desirable
Institutional objective is very clear and written according to the vision and mission of the program	4.65	0.84	Greatest	Yes	desirable
3. Long term budged plan related to: 3.1 teaching learning 3.2 research 3.3 public services	4.59	1.00	Greatest	Yes	desirable
The management structure is according to higher education system (decree no. 60 and Year 2002)	4.47	1.63	Great	No	desirable
Management should be a nurse.	3.90	1.98	Great	No	desirable

Table 4 shows that organization and policy in BN education, a trend which the expert agreed congruently that it had the greatest probability and most of them felt that it should be a desirable scenario is a clear vision; mission should be written in accordance to the mother institution , and the institutional objective , and long term budged for education, research and services .Trends which some of the expert disagreed with but have great probability and most of them felt that each should be a desirable scenario are management based on MOE degree and also the management should be a nurse

Table 5   Quality indicators in term of student in BN Education

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. The entry qualification should be high school graduate	4.74	0.89	Greatest	Yes	desirable
2. Maximum number of student in the one class is not more than 80	4.27	1.67	Great	No	desirable

Table 5 shows that related to student in BN education, the expert agreed congruently that concerning background of student entering BN education, the greatest probability should be high school graduate. Related to the number student in the class some expert disagrees to have student maximum 80 people in the class but they felt that it have a great probability and should a desirable scenario.

Table 6 Quality indicator in term of curriculum

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. Development of curriculum is based on the guide line in National curriculum.	4.69	1.22	Greatest	Yes	desirable
2. The following aspect of curriculum is in line with the national guide line: education process, credits, length of study.	4.59	0.87	Greatest	Yes	desirable
3. Competency graduate (BSN) is stated in line with the vision and mission of institution	4.76	1.18	Greatest	Yes	desirable
4. Curriculum development is in line with the vision and mission and institutional.	4.77	0.89	Greatest	Yes	desirable
5. The following aspect is included in curriculum structure: 5.1 course title 5.2 total credits for each course 5.3 teaching learning activities 5.4 credit hour for each teaching learning activities	4.34	1.33	Great	Yes	Desirable
6. Curriculum monitoring Development is within 3-5 years	4.29	1.72	Great	No	Desirable

Table 6 show that the curriculum in B N education in the development and implementation need to follow certain aspect. The expert agreed congruently that in the development, the greatest probability should based on the national curriculum given , should also follow accordingly in term of step of educational process, the total credit offer and also the length of study. The expert also agreed congruently that the competency of the graduate should listed and should inline with what the vision and

mission of that pertinent institution. . In any way some of expert disagreed in related to what should included in the curriculum which was course title, total credits each course and for each teaching learning activities and also the time length in monitoring the curriculum although they felt that it had a great probability and most of them also felt that it should be a desirable scenario, the monitoring and revising is in within 3 to 5 years.

Table 7 Quality indicator related to manpower in BN education

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. Full time teacher with BSN background in the following area: 1.1 fundamental nursing 1.2 medical surgical and emergency nursing 1.3 Maternity Nursing 1.4 Child care 1.5 Community nursing 1.6 Geriatric nursing 1.7 Psychiatric nursing 1.8 Nursing management	4.79	1.12	Greatest	Yes	Desirable
2. Each staff have updated their registration status	4.67	1.14	Greatest	Yes	Desirable
3. There are teacher preparation program for new faculty	4.23	1.25	Great	Yes	Desirable
4. Teaching staff should be sufficient in number to teach the prescribed courses Overall ratio of nursing teacher must be: 1 : 12	3.89	1.89	Great	No	desirable
5. Permanent teaching staff with master in nursing background in: 4.1 Medical surgical and emergency nursing	3.97	1.79	Great	No	Desirable
4.2 Maternity and child care	4.26.	1.69	Great	No	Desirable
4.3 Community nursing and Geriatric nursing	4.32	1.75	Great	No	desirable

Table 7 show the management and the quality of manpower as quality indicator in BN education felt by the expert. As for the teacher qualification in any area or subject, a trend which the experts agreed congruently that it had the greatest probability and most of them felt that it should be a desirable scenario; the teacher should have at least BN education as their qualification

Related to the registration status, a trend which the experts agreed congruently that it had the greatest probability and most of them felt that it should be desirable scenario, is also each staff have updated their registration status .Besides that for the new faculty should have a preparation program , although some of the expert was disagree . A trend which had the great probability was the teaching staff should be in ratio of 1 : 12 and permanent teaching staff should have master education in area medical surgical nursing, maternity and child health and community nursing. although some expert was disagree

Table 8 Quality indicator in term of equipment and teaching facilities

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. computer laboratory adequate for one group student	4.78	0.89	greatest	Yes	desirable
2. lecture and demonstration room adequate for students group	4.69	0.94	greatest	Yes	desirable
3. library adequate for 20 % of student and 10 % faculty	4.82	1.14	greatest	Yes	desirable
4. well equipped laboratory at least for a group of 20 students in Medical surgical, Fundamental, Maternity, and pediatric nursing	4.85	1.22	greatest	Yes	desirable

Table 8 show that the trends with regard to equipment and teaching facilities which the expert agreed congruently that they had the greatest probability and most experts felt that they should be desirable scenario, are well equipped laboratory in area of medical surgical nursing, fundamental of nursing, maternity and pediatric for least for 20 students , library adequate for 20% of student number and 10 % faculty , lecture and demonstration room adequate for a group of student and computer room for accommodate one group of student (at least 40 student).

Table 9 Quality of learning material

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. Books in the library at least 2 books for each specialty area	4.78	1.22	Greatest	Yes	desirable
2. CD, Video Cassette related to study area	4.43	1.13	Great	Yes	desirable
3. Library opening hour until night	4.32	1.76	Great	No	desirable
4. Articles publish by Nursing association, WHO, MOH, MOE	4.14	1.87	Great	No	desirable

Table 9 show learning material which the expert agreed congruently and had the greatest probability and most of them felt that should be desirable scenario, is number of each book in library at least 2 of each area . A trend which had a great probability and congruence was the learning materials such as CD, Video Cassette related to any clinical nursing area. Trends which some of the expert disagree with but had a great probability and most of them felt that each should be desirable scenario, are articles publish weather by WHO, MOH, MOE and professional association and also library open until night .

Table 10 Quality Indicator in teaching learning guideline

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. Practicum guideline for each practicum area	4.78	0.89	Greatest	Yes	desirable
2. Practicum guideline include the evaluation tools	4.79	1.15	Greatest	Yes	desirable

Table 10 show that most expert congruently agree and have greatest probability and most them felt it should be a desirable scenario was having practicum guide line for each practicum area and also practicum guide line include the evaluation tools .

Table 11 Quality indicators on Facilities for clinical practice

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. Clinical facilities according to academic programe	4.78	0.89	Greatest	Yes	desirable
2. The main clinical practice should at least type B Hospital	4.69	0.97	Greatest	Yes	desirable
3. Clinical practice should in the same area with the school	4.29	1.23	Great	Yes	desirable
4. Letter of agreement for each learning site	4.35	1.32	Great	Yes	desirable

Table 11 show that the clinical facilities should according to academic program and the main clinical practice should at least in type B hospital were considered by the expert as have greatest probability and most them felt it should be desirable scenario. A trend which had great probability and most of them felt that it

should be desirable scenario was the clinical practice should in same area with the school and for each learning site should be letter of agreement.

From table 12 to table 16 are presenting the finding related to element Process which include teaching learning management, research and consultancy and guidance and counseling services

Table 12 Quality indicator in teaching learning management

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. Teaching plan for each course being discussed at the first meeting	4.68	1.14	Greatest	Yes	desirable
2. Syllabus distributed for each student participate to its course	4.75	0.95	Greatest	Yes	desirable
3. Student presence being monitor for each teaching session	4.87	1.24	Greatest	Yes	desirable
4. Teaching method in line with learning objective	4.65	0.97	Greatest	Yes	desirable
5. Student attendance will influence their evaluation	4.74	0.96	Greatest	Yes	desirable
6. Clinical practice should under supervision of qualified nurse	4.69	0.89	Greatest	Yes	Desirable
7. Have a transparent evaluation system for each course	4.32	178	Great	No	Desirable
8. Teaching load for each teacher in class is 8 hours per week	4.24	1.69	Great	No	Desirable
9. Maximum number of student in one group is 15 student	4.32	1.64	Great	No	Desirable
10. Teaching learning should be monitor every semester head of institution	3.79	1.87	Great	No	Desirable
11. Percentage of each evaluation type identified	3.94	1.77	Great	No	Desirable

Table 12 show the teaching learning management as one indicators in BN education, which the expert agreed congruently and get the greatest probability should be composed of teaching plan for each course being discussed at the first meeting, syllabus distributed for each student participate to its course, student presence being monitor for each teaching session, teaching method in line with learning objective, student attendance will influence their evaluation, and clinical practice should under supervision of qualified nurse. syllabus distribution for each student enrolled in that course, and to function effectively clinical teaching should under supervision a qualified staff related to the area and maximum number student in a group should not more than 15 student.

Trends which some expert disagreed with but had a great probability and most of them felt that each should be a desirable scenario, are have a transparent evaluation system for each course, percentage of each evaluation type identified, teaching load for each teacher in class is 8 hours per week, maximum number of student in one group is 15 student, and teaching learning should be monitor every semester by head of institution..

Table 13 Research activities and consultancy

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. Faculty provide sufficient time for student research consultancy	4.84	1.23	Greatest	Yes	desirable
2. Faculty able to get external funding for their research	4.78	1.15	Greatest	Yes	desirable
3. Special budget for research being provided by the institution	3.76	1.45	Great	Yes	desirable
4. At least one research should be done by each department every year	3.87	1.68	Great	No	desirable
6. There are publication regarding faculty/student research activities	4.24	1.77	Great	No	desirable

Table 13 shows that trend concerning research and consultancy which the expert agreed congruently that it have a great probability and most of them felt that it should be a desirable scenario, is Faculty provide sufficient time for student research consultancy, capability of faculty to drown funding from the external for their research .Trend which have great probability and congruence among the expert was special budget for research being provided by the institution. Trend which some of the expert disagreed with but had a great probability and most of the experts felt that they should be desirable scenario are at least one research should be done by each department every year.

Table 14 Trend of student guidance and counseling

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. Faculty are always show their readiness	4.65	0.89	Greatest	Yes	desirable
2. Each faculty is responsible to at least 20 student	4.40	1.65	Great	No	desirable
3. At least 3 time per semester each faculty have to meet student	3.89	1.76	Great	No	desirable

Table 14 show that trend for student guidance and counseling practice which the expert agreed congruently that it had the greatest probability and most of them felt that it should desirable scenario, is readiness of faculty. In term student guidance and counseling which some expert disagree with but it had great probability and most of them felt that it should be a desirable scenario is faculty responsible for only 20 students and at least 3 times per semester each faculty have to meet student.

The last part of subsystem which going to discussed is the output and outcome, include in this part is student achievement, student satisfaction, graduate work experience and satisfaction.

Table 15 Quality indicator related to student achievement and satisfaction

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. More than 40 % student graduate on time	4.66	1.15	Greatest	Yes	desirable
2. Less than 3% student drop out from the course each year	4.78	1.22	Greatest	Yes	desirable
3. More than 80 % student satisfaction to their study is high	4.32	0.96	Great	Yes	desirable
4. GPA average 3.0	4.25	0.89	Great	Yes	desirable
5. 70 % have more than GPA 2.75	4.37	1.21	Great	Yes	desirable

Table 15 show that in term student achievement that the expert agreed congruently that in aspect of level of achievement, the greatest probability should be more than 40 % student graduate on time and only less than 3 % drop out rate every year . A trend which the expert agreed congruently at great probability and most of them felt that it should be desirable scenario was GPA average is 3.0 and 70 % or more graduate have GPA minimum. 2.75.

Table 16 Trend related to graduate work experience and satisfaction

Item	Medians	Interquartile Range	Probability	Consensus	Scenario
1. More than 80 % graduate work as professional nurse	4.67	1.13	Greatest	Yes	desirable
2. Waiting time for graduate 1-3 years	4.76	1.26	Greatest	Yes	desirable
3. Graduate satisfaction to their work is between 70-85 %	3.98	1.77	Great	No	desirable
4. The acceptance rate working place toward graduate is 80 %	4.34	1.69	Great	No	desirable

Table 16 show that concerning the graduate from BN education, a trend which the expert agreed congruently that it had the greatest probability and most of them felt that it should be a desirable scenario, are more than 80 % graduate work as nurse and the waiting time for graduate within 1-3 years. Trend which some of the expert disagreed with but had a great probability and most of them felt that each should be a desirable scenario, are the graduate satisfaction to their work is between 70-85% and the acceptance rate working place with the graduate is 80 %.

QUALITY INDICATOR APPLICABLE SCORE IN BN Education

In order to indicate the applicability of BN education quality indicator, a field study was conducted in 4 good quality BN education in Indonesia and the applicability was identified base on the following criteria:

- **** very much applicable, occurred in 4 BN education

- *** most applicable, occurred in 3 BN education

- ** less applicable, occurred in 2 BN education

- * least applicable, occurred in 1 BN education

Quality indicator be considered applicable if at least it occurred in 3 BN education

Table 17

APPLICABILITY OF BN EDUCATION QUALITY INDICATOR IN 4 BN EDUCATION

QUALITY INDICATOR	LEVEL
INPUT	
I.ORGANIZATION AND POLICY	
1 . The program have vision statement which follow the vision of mother Institution	****
2 . Institutional objective is very clear and written according to the vision and Mission of the program	***
3. The management structure is according to higher education system (Decree no. 60 and 234-2002)	****
4. Long term budged plan related to:	
4.1 teaching learning	****
4.2 in research	
4.3 public services	
5. Management should be a nurse	****

II. STUDENT

1. The entry qualification should senior high school   ***
2. Maximum number of student in the class is not more than 80   **

III. CURRICULUM

1. The development base on the guide line in national curriculum   ****
2. the following aspect of curriculum is in line with the national guide line:
   Professional education process,education credit hour, length of study   ****
3. Curriculum development is inline with the vision, mission
   and institutional   ****
   Objectives
4. Competency graduate stated in line with the vision and mission
   of institution   ****
5. The following aspect is included in the curriculum structure:
   course title, total   ****
   Credits and teaching learning activities
6. Curriculum monitoring in 3-5 years   ****

IV. MAN POWER:

1. Permanent teaching staff with master in nursing background for
   The following area:
   - Medical surgical and emergency nursing   **
   - Maternity and child care   ***
   - Community nursing and Geriatric nursing   ***
     -Psychiatric nursing
     -Nursing management
2. All teaching staff should at least BSN graduate   ****
3. Each staff has up date registration status   ***
4. New staff has special preparation   ***
5. Teaching staff should be sufficient in number. Overall ratio of
   nurse teacher must 1:12   ***

V.EQUIPMENT & TEACHING FACILITIES

1. Building, physical facilities

    1.1   lecture and demonstration room adequate for students group   ***

    1.2   well equipped laboratory at least for a group of 20 students
          In Medical surgical, Fundamental, Maternity, and
          pediatric nursing   ****

    1.3   library adequate for 20 % of student and 10 % faculty   ****

    1.4   computer laboratory adequate for one group student   ****

2. Audiovisual materials

    ▪   have at least overhead projector in each class room   ****

3. Learning materials:

    3.1   Books in the library at least 2 books for each specialty area   ****

    3.2   Articles publish by Nursing association, WHO, MOH, MOE   *** *

    3.3   CD, Video Cassette related to study area   ****

    3.4   Library open till night   ***

VI. TEACHING/LEARNING GUIDELINES

1. Practicum guideline for each practicum area   ****

2. Practicum guideline include the evaluation tools   ****

VII. FACILITIES FOR CLINICAL PRACTICE

1. Clinical facilities according to academic program   ****

2. Letter of agreement for each learning site   ****

3. The main clinical practice should at least type B Hospital   ****

4. Clinical practice should in the same area with the school   ****

PROCESS

I. TEACHING LEARNING MANAGEMENT

1. Teaching plan for each course being discuss at the first meeting   ****

2. syllabus distributed for each student participate in that course   ****

3. Student presence being monitor for each teaching session   ****

4. teaching method in line with teaching objectives   ****

5. have transparence evaluation system for each course   ****

6. Percentage of each evaluation type identified   ****
7. student attendance will influence their evaluation   ****
8. teaching load of each teacher in class is 8 hours per week   ****
9. maximum number of student in one group is 15 student   ****
10. Clinical teaching is under supervision of qualified teaching
    staff according to   The clinical area   ***
11. Teaching learning should be monitor every semester by head
    of institution   ****

II. RESEARCH ACTIVITIES AND CONSULTANCY

1. Faculty provide sufficient time for student research consultancy   ****
2. Faculty able to get external funding for their research   ***
3. Special budget for research being provided by the institution   ****
4. There are publication regarding faculty/student research activities   ***
5. At least one research should be done by each department each year   ****

III. STUDENT GUIDANCE AND COUNCELING PRACTICE

1. Each faculty is responsible to at least 20 student   ****
2. At least 3 times/ semester each faculty have to meet student   ****
3. faculty are always show their readiness   ****

OUTPUT & OUTCOME:

I. STUDENT ACHIEVEMENT

1. More than 40 % student graduate on time   ****
2. Less than 3% student drop out from the course each year   ****
3. GPA average is 3.0   ***
4. 75% GPA > 2.75   ****

II. STUDENT SATISFACTION

1. More than 80 % student satisfaction to their study is high   ***

III, GRADUATE WORK EXPERIENCE

1. Waiting time for graduate 1-3 years   ****

2. More than 80 % graduate work as professional nurse   ****

IV. GRADUATE WORK SATISFACTION

1. Graduate satisfaction to their work is between 70 – 85 %   ****

2. The acceptance rate working place toward graduate is 90 %   ***

Table 17 show the level of applicability of quality indicator in B N education. It shown that 46 out of 63 quality indicator could be implemented in all BN, 15 indicators mostly implemented (in 3 BN education) and 2 indicators which is master level teacher in medical surgical and number of student maximum 80 person in one class was less implemented.

This finding can be concluded that Quality Indicators of BN education was applicable in BN education.