EFFECTIVENESS EDUCATION EMPOWERMENT IN INCREASING SELF EFFICACY AMONG PATIENTS WITH CHRONIC DISEASE
A LITERATURE REVIEW

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ABSTRACT
Introduction: Non Communicable Disease (NCD) or a chronic disease that is not contagious to one of the health problems encountered in Indonesia. Indonesia reported that the number of deaths from NCDs have increased (Faulya, 2014). Patients with chronic diseases have complex problems of the physical condition, psychological, social, economic, and spiritual patient that may affect physical functioning, mental, and physical activity of the patient (Curtin, 2002, Farida, 2010, in Faulya, 2014). Therefore, treatment and care of patients with chronic illness is a long process in which the patient requires a strategy for managing the disease. One of the psychosocial factors to reducing chronic disease risk factors is self-efficacy. One of the nursing interventions to improve self efficacy in patients with chronic diseases is the empowerment Education. Nursing as a health professional in getting the appropriate outcome indicators to assess the empowerment of education as a nursing intervention is a challenge that must be faced. This review seeks to gather evidence through literature review about the effectiveness of empowerment education on self efficacy in patients with chronic diseases. Some evidence suggests that through the concept of empowerment, patients can improve self-efficacy, self-esteem, decision-making ability and responsibility to the health of patients with chronic diseases. To be able to understand evidence based (study of facts) in the form of literature review on the effectiveness of education empowerment towards self-efficacy in patients with chronic diseases. Methods: The source article is used obtained from Google Scholar search, among others, Medline, Ebscho, PubMed, SagePub, and Pro Quest, as well as unpublished research results derived from theses from 2004 up to 2013. Journal in a review based on studies in accordance with the inclusion criteria. Once obtained, then do vote articles up to the stage of making literature review. Results: This review resulted in the effectiveness of empowerment education on self-efficacy in patients with chronic diseases. Discussion: Empowerment education towards self-efficacy effect on patients with chronic diseases of the condition of the disease.

Key words: chronic disease, empowerment, self-efficacy

INTRODUCTION
Background
Non Communicable Disease (NCD) or a chronic disease that is not contagious is one of the health problems encountered in Indonesia. Indonesia as a developing country reported that the number of deaths from NCDs have increased (Faulya, 2014). According to the Riset Kesehatan Dasar (Riskesdas) 2007, suggesting there has been a transition in which the proportion of infectious disease epidemiology decreased from 44.2% to 28.1% but the proportion of non-communicable diseases has increased sharply from 41.7% to 59, 5%. There are many chronic diseases including: heart disease, chronic renal failure, hemodialysis, and DM. Patients with chronic diseases have complex problems of the physical condition, psychological, social, economic, and spiritual patient that may affect physical functioning, mental, and physical activity of the patient (Curtin, 2002, Farida, 2010, in Faulya, 2014). Therefore, treatment and care of patients with chronic illness is a long process in which the patient requires a strategy for managing the disease. Self-management as an active participation in the treatment and care of patients with chronic illnesses can be done through an adaptive coping behaviors, dietary compliance and the use of drugs. According to Lev and Owen (1998, in Ika Setyo, 2011) states that patients who have confidence in the ability to perform self-care would be more likely to
actually perform the task. One of the psychosocial factors that play a role in reducing chronic disease risk factors is self-efficacy.

Self-efficacy by Bandura (1977) is defined as a person's belief his ability to undertake planned behavior that can affect their lives. Self-efficacy influential in the life of a person's thinking, motivate yourself, and act (Zulkosky 2009 in Wantiyah, 2010). Self-efficacy refers to how much confidence one can take action to deal with certain situations (Bentsen, et al, 2010). Assessment of self-efficacy is a bridge between knowledge and self-care behaviors of real (Kara & Alberto 2006, in Ika Setyo, 2011). Bandura (1994) states that self-efficacy can be formed and evolved through four processes, namely cognitive, motivational, affective and selection process. The sources of self-efficacy can be derived from individual experience, the experience of others, social, and physical and emotional conditions. Nursing interventions to improve self-efficacy can be done through a source and a fourth process (Lee, Arthur, Avis, 2008; Wantiyah, 2010).

One of the nursing interventions to improve self efficacy in patients with chronic diseases is the provision of educational empowerment (Empowerment Education). Empowerment is the process of helping someone to create hope, trust, encouragement and gave a new direction in life (Mok, E., & Martinson, I. 2000).

Nursing as a health professional in getting the appropriate outcome indicators to assess the empowerment of education as a nursing intervention is a challenge that must be faced. This review attempts to gather evidence through Literature Review about the effectiveness of empowerment education on self efficacy in patients with chronic diseases. According to Mok and Martinson (2000), and Funnell & Anderson (2004), the issue of empowerment towards self-efficacy education relevant to patients with chronic diseases because of the ways in which patients present with loss of control and confidence in everyday life. Some evidence suggests that through the concept of empowerment, patients can improve self-efficacy, self-esteem, decision-making ability and responsibility to the health of patients with chronic diseases.

METHOD

The method used in the Literature review begins with the selection of a topic, then the specified keyword to search journals in English and Bahasa Indonesia through several databases, among others, Google Scholar, Medline, Ebscho, PubMed, and Pro Quest, as well as the results of research that is not published sourced of the thesis. This search is limited to journals from 2004 until 2013. Keyword English used is “Empowerment and Self Efficacy”, “Empowerment and Chronic Disease”, “Empowerment and Self Efficacy and Chronic Disease”. Indonesian to using the keyword “chronic disease, empowerment, empowerment, and self-efficacy”. Journal selected for review based on studies carried out in accordance with the inclusion criteria. Criteria for inclusion in this review is the use of literature Education Empowerment against self-efficacy in clients with chronic disease (such as chronic kidney disease, hemodialysis, and DM).

A review will consider randomized controlled trials (RCTs) that evaluated the effectiveness of interventions using the concept of empowerment for patients with chronic diseases. If there is a shortage of RCT, including other research methods, such as experimental quasy will be considered as criteria for inclusion. Search using keywords above are found 30 journals. From all journals obtained in accordance with the theme are 6 articles. Six articles are then in look and do Critical Appraisal.

RESULTS

The research reviewed in this article do not entirely using control group and the treatment of the respondents to assess the effectiveness of empowerment education on self efficacy in patients with chronic diseases. The sampling method used in most research conducted a randomized, ie a total of 3 studies, while the rest (2 studies) quasy experimental basis. A good research should take samples at random / random that research results can be generalized and suppress the occurrence of bias in the study (Notoatmojo, 2010). Interventions aimed at empowerment education given to overcome the psychosocial problems experienced by patients with chronic diseases. The control group in this review are not recommended to get empowerment education. Duration of research used in this article varies,
ranging from 4 weeks to 6 weeks. The longer term research used in this type of research, the better for that measured self-efficacy, which the desired change can not happen in a short time.

One of the results of research conducted in Randomized Control Trial is the research conducted by Tsay (2004). Tsay (2004) states that empowerment education showed a significant change in self-efficacy. The sample was 50 patients with HD were divided into the treatment group and the control group, in which the intervention carried out for 6 weeks with each session ± 1hr. The results showed that the value of self-care self-efficacy (F (1,47) = 10.82, p = 0.002 in the empowerment group had significantly greater than the increase in the control group.

Similarly with the second study is a Randomized Control Trial study by Anderson RM, et al. (2009). Anderson RM, et al. (2009) which states that the Empowerment Perceived lead to increased understanding of diabetes (self-efficacy) p = 0.001 and satisfaction with diabetes treatment p = 0.019 compared to the control group. The study was conducted on a sample of 310 patients with type 2 diabetes mellitus with empowerment education is divided into five sessions with each session ± 1hr then followed up via telephone for 1 month. The third study is a study by Moattari Randomized Control Trial (2012). Moattari (2012) states that There are significant differences in the effects of empowerment for self-efficacy between treatment groups with the control group. The study was conducted in 48 patients with HD with interventions that are divided into two sessions with the duration of each session educating ± 1.5 hours for 6 weeks.

The fourth and fifth research is a quasi experimental study. The fourth study conducted by Royani (2013). Royani (2013) states that the empowerment scores (P ≤ 0.001) and self-care self-efficacy (P = 0.003) in the empowerment group showed a significant increase is greater than the control group. The study was conducted on 80 samples randomly selected into empowerment group (n = 40) and control group (n = 40). The fifth study conducted by Nuari (2013). Nuari (2013) states that There were significant differences between the treatment groups with the control group after the intervention, an increase in self-empowerment and quality of life. This was confirmed by Mok and Martinson (2000), and Funnell & Anderson (2004), the issue of empowerment towards self-efficacy education relevant to patients with chronic diseases because of the ways in which patients present with loss of control and confidence in everyday life. Some evidence suggests that through the concept of empowerment, patients can improve self-efficacy, self-esteem, decision-making ability and responsibility to the health of patients with chronic diseases.

The fifth study showed that education Empowerment effect on self-efficacy so that it can be applied. The strength of the study was the significant results between Empowerment is very applicable to self efficacy when used in patients with chronic diseases. However, it should be not only self efficacy used in assessing interventions empowerment, internal and external factors also influence a person in changing one's behavior. Based on this research, it was found that the internal factors of the individual self is very influential on self-efficacy is motivation and depression. Self efficacy is a form of health behavior. According to Bloom (in Notoatmodjo, 2005), the behavior of which is formed in a person affected by two main factors, namely external factors and internal factors. External factors are both physical environmental factors such as climate, weather and non-physical in the form of social, cultural, economic, political and so on. Meanwhile, internal factors of attention, observation, perception, motivation, imagination, suggestibility, depression and so forth that respond to external stimuli. If an individual is interested or motivated to respond to stimuli from the external environment such as social support, family, and the environment it will be difficult to change behavior in a positive direction, for example in individuals who experience depression that is difficult to accept stimulus from outside himself.

**DISCUSSION**

**Implications for Practice**

Self-efficacy as predictors of health behavior is required in patients with chronic diseases to be able to independently manage the disease through lifestyle changes and treatment of risk factors. Research that has been explored in this article shows that empowerment education can improve self efficacy in patients with chronic diseases. Although not all studies directly measuring the prevalence of self-efficacy, but this conclusion can be drawn based on the parameters measured by indicators.
of self-efficacy. It can be used as input for bedal medical nurses in providing nursing care to patients with chronic diseases and are able to apply a comprehensive nursing asuha beginning of assessment and evaluation. Empowerment education can be implemented on a rehabilitation program, nurses can provide information and education to patients with chronic diseases. On the implementation of home visit and nurse clinical check-ups should evaluate the patient's behavior in managing his illness themselves and ask if there is a problem, if found problems then need to be modified.

The results of this review will add to our knowledge of the importance of providing service to the concept of empowerment (empowerment) in patients with chronic diseases in order to improve patient control his illness. Therefore, treatment and care of patients with chronic illness is a long process in which the patient requires a strategy for managing the disease. Empowerment education can be applied in nursing care in order to provide a better quality of life for people with chronic disease.

CONCLUSION AND RECOMMENDATION

Conclusion

After conducting a review, the conclusions that can be delivered as follows, are:

Patients with chronic diseases have complex problems of the physical condition, psychological, social, economic, and spiritual patient that may affect physical functioning, mental, and physical activity of the patient. Therefore, treatment and care of patients with chronic illness is a long process in which the patient requires a strategy for managing the disease.

Self-management is seen in the psychosocial aspects as active participation in the treatment and care of patients with chronic disease plays an important role in reducing chronic disease risk factors is self-efficacy.

One of the nursing interventions to improve self efficacy in patients with chronic diseases is the provision of educational empowerment (Empowerment Education). Empowerment is the process of helping someone to create hope, trust, encouragement and gave a new direction in life (Mok, E., & Martinson, I. 2000).

Education empowerment interventions can improve self-efficacy, self-esteem, decision-making ability and responsibility to the health of patients with chronic diseases.

Recommendation

Need for training for nurses in the clinic and in the community to take control of empowerment education in applying nursing care for patients with chronic diseases.

Further studies should be done in Indonesia, for example, further explore the variables associated with self-efficacy education empowerment, and psychosocial and quality of life in patients with chronic diseases, such as leprosy and TB in patients with pulmonary experiencing psychosocial problems.

REFERENCES


