



Literature Review: The Effect of Nurses' SBAR Communication Technique Training on the Application of Weighing in Inpatient Facilities

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Abstract

Study background : Effective communication between nurses, especially in the handover process, is an important element in ensuring patient safety and the quality of nursing services. One of the structured communication methods that has proven effective is SBAR (*Situation, Background, Assessment, Recommendation*) communication. However, the implementation of SBAR in various hospitals in Indonesia is still not optimal, mainly due to the lack of adequate training for nurses. **Aim** : to analyze the effect of nurses' SBAR communication technique training on the application in handover in inpatient settings.

Methods : This study used a literature review method with a structured search strategy based on the PICO/T framework.

Results : The characteristics of nurses who participated in the training were generally 20–30 years old, female, with a D3 or S1 educational background, and had a working period of <10 years. Training methods involving theory, discussion, role play simulation, and hands-on coaching have been shown to be effective in improving nurses' handover communication skills. The results of the analysis showed that SBAR training significantly improved the knowledge, skills, and attitudes of nurses in conveying information in a structured, systematic, and clear manner.

Conclusion : SBAR communication training is effective in improving the knowledge, skills, and attitudes of nurses when weighing. Obstacles to implementation in the field include workload, old habits, and lack of managerial support.

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INTRODUCTION

Communication between healthcare workers, especially nurses, is a fundamental component in ensuring quality care and patient safety. One of the important forms of communication in nursing practice in hospitals is the handover process that occurs during shift changes. This process involves the submission of important information about the patient's condition, the nursing interventions that have been implemented, and the follow-up plan. However, some studies have shown that communication during handover is often done unsystematically, potentially leading to misinformation that negatively impacts patient safety (Wulandari, D. A., Susanti & Rahmawati, 2022).

In the context of regulations, Law Number 17 of 2023 concerning Health has significant implications for nursing practice, including strengthening communication between health workers. This law regulates the rights, obligations, and responsibilities of healthcare workers and emphasizes the importance of patient safety-oriented services. Effective communication is an important indicator in assessing service quality, especially in preventing miscommunication during handover

(Agil et al., 2022). With good communication, information related to the patient's condition can be conveyed accurately and consistently between nurses. Effective communication is also part of the six key elements of patient safety goals set out in nursing practice. These elements include efforts to avoid the risk of errors in nursing care, ensure continuity of treatment, and improve coordination between healthcare workers. One of the important forms of communication in nursing is patient handover, which aims to ensure the continuity of patient care and safety. Ineffective handover can result in inaccurate information and increase clinical risk for patients (Isramiyanti, 2024).

Miscommunication during the handover process is still common in health facilities in Indonesia. Cases of malpractice and mistreatment are often triggered by ineffective communication between healthcare professionals, such as doctors, nurses, and pharmacists. Lack of coordination and misinterpretation of information lead to Near Miss Incidents (NMI) and Adverse Events (AE), which can negatively impact patient outcomes (Mulyatiningsih & Sasyari, 2021). This edition highlights the importance of improving communication systems in clinical practice (Ulfa et al., 2021).

International data support reinforces the urgency to improve communication in healthcare. The Joint Commission (2024) noted that miscommunication was the main cause of guard incidents from 2011 to 2013. In the United States, about 30% of malpractice claims that result in death are caused by miscommunication during treatment, resulting in losses of \$1.7 billion over five years (Isramiyanti, 2024). Furthermore, Putri et al. (2024) reported that of the 889 cases of medical errors, 32% were related to communication failures during handover, including medication errors, treatment plan miscommunication, and loss of important information.

One approach that has proven effective in standardizing communication during handover is the application of the SBAR method (*Situation, Background, Assessment, Recommendation*). SBAR is a structured communication tool designed to convey information concisely, clearly, and systematically. This method allows the nurse to comprehensively convey the patient's condition, making it easier for the receiving nurse to understand the situation and determine the next steps (Pratiwi & Lestari, 2022). However, reports from KPRS and WHO show that failure to optimally implement SBAR remains a challenge in many hospitals, including in Indonesia (Hidayat et al., 2023).

In the field, many nurses are unfamiliar or lack adequate skills in using the SBAR method. This is exacerbated by the lack of regular training in SBAR communication techniques, so the information conveyed during handover is often unsystematic and difficult to understand. This lack of training leads to poor quality of clinical communication, leading to an increased risk of medical errors, delayed interventions, and improper nursing interventions (Anggreini et al., 2023). Therefore, SBAR training is essential to improve the quality of communication in nursing practice (Khotimah, 2024).

SBAR training has been shown to be effective in improving nurses' understanding and communication skills. This training program not only increases nurses' confidence in conveying information but also reduces miscommunication that can lead to service errors (Nurhayati, 2023). However, the effectiveness of the training is greatly influenced by the method of implementation, duration, active participation of participants, and support from hospital management (Anggreini et al., 2023). SBAR communication also helps nurses organize their thoughts systematically and convey information efficiently. Thus, SBAR training not only improves the technical skills of nurses but also becomes an integral part of the strategy to improve the quality of services and protect patient safety (Scott, 2021). Based on this background, the researcher is interested in conducting a literature study entitled "The Effect of Nurse SBAR Communication Technique Training on the Application in Weighing in Inpatient Settings".

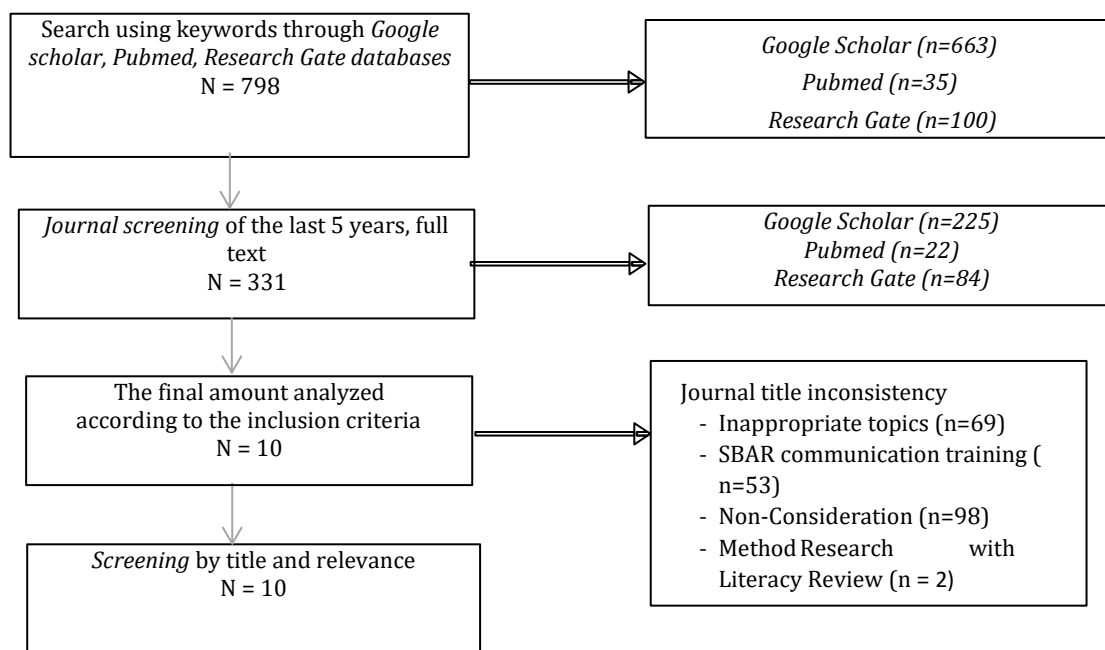
METHODS

A systematic literature search strategy is carried out to obtain scientific references that are relevant to the research topic. This literature review uses the PICOT framework, which includes Population (nurses perform handovers), Interventions (SBAR communication techniques training), Comparison (pre- and post-training groups), Outcomes (effect of training on handover practices), and Timing (published within the last five years) (Dharma, 2022). The selected study design includes *Quasy-Experimental* and *pre-experimental*, which is considered relevant to assess the impact of training on practice change. The search process was carried out using certain keywords, both in Indonesian and English, such as "the effect of SBAR communication technique training" and "SBAR

communication technique training on nurses", and utilizing Boolean operators (AND, OR, NOT) to narrow or expand the search (Nursalam, 2020). The databases used include Google Scholar, PubMed, and ResearchGate to obtain secondary data in the form of national and international journals relevant to the research focus. Inclusion and exclusion criteria are determined based on the PICOS (Population, Intervention, Comparison, Outcome, Study Design) format, including the year of publication (2021–2025) and language (Indonesian and English). Journals that meet the inclusion criteria are those that examine nurses who are directly involved in handover and discuss SBAR training using experimental study designs. In contrast, articles that did not meet the study design requirements, did not use the SBAR method, or were published before 2020 were excluded from the analysis (Notoatmodjo, 2018).

The study selection process was carried out through several stages using the PRISMA diagram, which consisted of identification, screening, feasibility assessment, and final inclusion. In the early stages, 663 articles were found from Google Scholar, 35 articles from PubMed, and 100 articles from ResearchGate. All articles are checked to avoid duplication. After that, the article is filtered by title and abstract to assess its relevance, followed by a feasibility assessment through a full-text review according to predetermined criteria. The PRISMA diagram helps to visually and systematically illustrate the selection process to ensure that the articles used in the literature review are of high quality and relevant.

Table 1. PRISMA Review Flowchart



RESULTS AND DISCUSSION

These articles were selected based on predetermined inclusion and exclusion criteria, including publications in the period 2021-2025, discussing SBAR communication training, and having a quasi-experimental research design, a pre-post-test group, pre-test with control and pre-experimental groups involving nurses in healthcare facilities.

Author and Year	Focus	Method/Design/Analysis	Results
Meta Rikandi (2021)	The Effect of Nurse SBAR Communication Technique Training on the Implementation of Handover in the Pediatric Inpatient Unit of Dr. M. Djamil Padang Hospital	Research Method : <i>Quasi-experimental</i> Research Design: with <i>pre-test Design Approach</i> Analysis : <i>Wilcoxon Test</i>	<ol style="list-style-type: none"> 1. The majority of respondents (23) have a diploma (D3), and the majority (22) are civil servants. This study was conducted for three days to evaluate the impact of SBAR communication technique training on nurses. 2. SBAR communication technique training has been proven to improve knowledge and implementation in patient handover. Before training, 80.6% of nurses had poor knowledge, decreasing to 50% after training. Meanwhile, good knowledge increased from 19.4% to 50%. SBAR implementation also increased from 30.6% to 72.2%. The Wilcoxon Signed Rank test showed a significant improvement with a p-value of 0.008 for knowledge and a p-value of 0.001 for implementation.
Partini, Tri Kurniati, Suhendar Sulaeman (2022)	The Impact of SBAR Communication Training on the Handover of the Understanding of Nursing in Hospital X	Research method : <i>Quasi-experimental</i> Research Design: With a <i>pre-post-test approach with control groups</i>	<ol style="list-style-type: none"> 1. Most of the respondents were aged 20-30 years old (74 people), women (49 people), and had a diploma or bachelor's degree (92 people). Seventy-eight respondents had worked for less than 10 years. 2. A March-May 2025 study showed that SBAR communication training significantly impacted handover understanding. In the intervention group, comprehension increased from 36.7% to 98%, while the control group remained at 79.6%. The chi-square test showed a p value of 0.010, showing a significant difference. Length of service was also influential (p = 0.024), with nurses with less than 10 years of service being more likely to understand handover after training.

<p>Herni Sulastien, Siti Zuraida Muhsinin, Putu Widhi Sudariani (2021)</p>	<p>The Effectiveness of Coaching Delivery with Communication Techniques as an SBAR Method to Improve Patient Safety in Nurses</p>	<p>Types Research: Quantitative Descriptive Research Method : Quasi-Experimental Design Study: <i>Pre-test-Post Test with ControlGroup</i>, Analysis: Testing statistics with Wilcoxon test</p>	<ol style="list-style-type: none"> 1. Most of the respondents were over 30 years old (12 people), had worked for more than 5 years (12 people), and had non-civil servant status (20 people). 2. Before the training, communication comprehension at handover was low in both groups, with the majority in the "poor" category. After SBAR training, all respondents in the intervention group improved to the "good" category (100%), while only 9.1% were in the control group. The average score for the intervention group increased from 51.36 to 91.36, while the control group increased from 50.31 to 63.05. The Wilcoxon test showed significant results ($p = 0.003$), suggesting that SBAR training was effective in improving patient communication and safety during handover.
<p>Husnul Khotimah, Windiyana Putri Oktavia, Astitin, Lailatur Rofiqah Septyarini (2024)</p>	<p>SBAR Communication Between Nurses in Improving Patient Safety at Az-Zainiyah Probolinggo Clinic</p>	<p>Research Method: Pre-Experimental Design Study: <i>Pre-test test</i> Analysis: ANOVA Test</p>	<ol style="list-style-type: none"> 1. Most respondents are aware of the importance of SBAR communication, but its implementation is not optimal. Seventy percent "strongly agree" and 30% "agree" with the use of SBAR, while only 60% "strongly agree" with its impact on patient safety. Ninety percent "strongly agree" with communication with patients and families, but implementation remains inconsistent. 2. After the training, there was a significant improvement in all domains. A <i>repeated-size ANOVA test</i> with $\alpha = 0.05$ showed a significant difference between pre-test and post-test, indicating improved nurses' understanding and skills in implementing SBAR communication.

Manal Mohamed Bakr ¹ , Hanaa Samir Abd El- Aziz Elsaïad, Samah Elsayed Rashed (2023)	The Effectiveness of the SBAR Daily Shift Report Training Program on Care Quality among Nursing Staff	Study type : Quantitative Method: Quasy <i>Experimental</i> Research Design: <i>One group pretest posttest design</i> Analysis: using the t-test, Wilcoxon test, and ANOVA test according to the data type.	<ol style="list-style-type: none"> 1. The majority of respondents were >30 years old, female, had worked for >5 years, had a bachelor's degree, and were married. Pre-test results showed low SBAR communication skills in both groups. 2. After training, the intervention group experienced a significant improvement in post-test scores, while the control group showed no significant change. The Wilcoxon test showed a p value of <0.05 for the intervention group, suggesting that SBAR training effectively improved nurses' communication skills and positively impacted patient safety.
Market, Oznur Kavalin (2024)	SBAR Communication Model in Nursing Delivery by Pediatric Surgical Nurses	Method : quasi-experimental Design Studies: <i>prates-pascates</i> Analysis: The Wilcoxon test was chosen to compare pre-test and post-test scores.	<ol style="list-style-type: none"> 1. The majority of respondents aged 20-25 years (50%), women (75%), have gel 2. Bachelor's degree (87.5%), and have 1-5 years of work experience (98%). The study involved 24 nurses from two pediatric surgical units. 3. The average pretest score for SBAR communication, which was 60.00, increased significantly to 92.50 on the posttest ($p < 0.001$, Wilcoxon test). Sixty-six percent disagreed that SBAR was useless, 50% considered it time-consuming, and 83.3% intended to continue using it. There were no negative incidents during the implementation of SBAR.
Sayani Ghosh, MSc Lakshmi Ramamoorthy, MSc, PhD, and Biju Pottakat, MS, MCh (2021)	The Impact of Structured Clinical Handover Protocols on Patient Communication and Satisfaction	Method: Quantitative Research Design : One quasi-experimental group Analysis: <ol style="list-style-type: none"> 1. Comparison of handover and pre- and post-patient satisfaction scores using the Mann-Whitney U test and Wilcoxon's signed rating test. 2. Analysis of the relationship between handover scores and nurse demographics (education, shifts, days, experience using the Fisher exact test 	<p>The majority of nurses have 0-5 years of service.</p> <p>The implementation of the SBAR protocol improved the quality of handover, with the median score increasing from 7 to 13 ($p < 0.000$), and patient satisfaction increasing from 11 to 12 ($p = 0.024$). SBAR compliance remained stable until the third month ($p > 0.05$). The influencing factors are education, work shifts, and implementation days; Work experience has no effect. There was a positive correlation between SBAR score and handover score ($p < 0.05$).</p>
Nellyta, M.Hadi, Suhendar Sulaeman (2021)	effective communication of ISOBAR With SBAR About Quality Knowledge of Surgical Nurses in Hospitals	Method: Quantitative Design: <i>Quasi-experiment</i> without group control with <i>pre-post-test approach design</i> Analysis: <i>Common Linear Models- Repeat Steps (GLM-RM)</i>	<ol style="list-style-type: none"> 1. The majority of respondents are women (17 people), have D3 education (17 people), and some have participated in ISOBAR (8 people) and SBAR (5 people) training. 2. Effective communication training using the ISOBAR and SBAR methods improves nurses' knowledge and the

			quality of operations. Knowledge scores increased in the ISOBAR (50.76 → 84.61) and SBAR (56.16 → 83.85) groups, as did the quality of operations (ISOBAR: 69.63 → 95.20; SBAR: 73.00 → 92.00). Although there was no statistically significant difference ($p > 0.05$), the results showed a positive upward trend in both groups.
Nadia M. El-Sayed Ghonem, PhD and Wafaa A. El-Husany, PhD (2023)	SBAR Shift Report Training Program and Its Impact on Nurses' Knowledge and Practice and Their Perceptions of Handoff Shift Communication	Research type: Quantitative Method: <i>Quasi-experimental</i> Design Studies: <i>One Group Pre-post design</i> <ul style="list-style-type: none"> ➤ Pre-interventions ➤ Post-intervention ➤ Action resumed (3 months later) Analysis: Statistics were performed with SPSS using <i>descriptive tests, chi-squared or Fisher precise, correlation coefficients, multiple linear regression models.</i>	<ol style="list-style-type: none"> 1. The majority of respondents were under 30 years old (50 people), women (71 people), had less than 10 years of work (58 people), and most were married (46 people). 2. After two days of shift report training interventions using the SBAR method, there was a significant increase in knowledge (4.8% → 92.8%), handover practices (to 100%), and nurses' perception of communication ($p < 0.001$). Regression analysis showed an increase in perception from 63% to 85%, indicating that SBAR training was effective in improving communication understanding and implementation during shifts.
Malyala Cristy Sembiring, Sri Lestari Ramadhani Nasution, Ernie Girseng (2022)	The Effect of SBAR Communication on Nurses' Attitudes in Improving Patient Safety at Krmt Wongsonegoro Hospital, Semarang	Method : quasi-experimental Research Design: <i>prates-pascates with control group design.</i> Analysis: <i>Paired sample T test</i>	<ol style="list-style-type: none"> 1. Most of the respondents were aged 25-38, female (31), and had worked between 1-14 years. 2. SBAR communication training significantly improves nurses' attitudes towards patient safety. The intervention group's attitude score increased from 53.50 to 56.50 ($p < 0.05$), while the control group showed no significant change ($p > 0.05$). These results show the effectiveness of SBAR training in shaping nurses' positive attitudes towards patient safety.

Discussion

SBAR communication training has been shown to be effective in improving the quality of communication during hospital handovers. Ten journals analyzed found significant improvements in nurses' knowledge, skills, and attitudes after SBAR training (Bakr et al., 2023; Widiyanto et al., 2025). These findings are consistent with the theory that SBAR provides a clear and systematic communication structure with minimal risk of misinformation (Nurhayati, 2023; Pratiwi & Lestari, 2022). Respondents who were predominantly aged 20-30 years and with less than 10 years of service experience were at productive age, at the peak of their intellectual development. This contributes to their ability to absorb training quickly (Ghonem & El-Husany, 2023; Kurniati et al., 2022). They are also more adaptable to innovations such as SBAR, making them an ideal target for clinical communication training interventions. The majority of SBAR training participants are women. This is consistent with the predominantly female nursing workforce in hospitals (Kurniati

et al., 2022). However, the effectiveness of training is not solely determined by gender, but rather by experience, education, and training received (Khairunnisa & Widyawati, 2022; Nurhayati, 2023).

Educational background also affects the understanding and application of SBAR. Diploma-3 nurses generally benefit from practical training, while undergraduate graduates utilize training as an integration of theory and practice (Pazar et al., 2024; Rikandi, 2021). However, the Regulation of the Minister of Health No. 26 of 2019 emphasizes the importance of upgrading to the minimum professional nursing level to ensure the quality of communication practices. Effective SBAR training methods involve the delivery of theory, discussion, simulation, and hands-on coaching. The study by Bakr et al. (2023) and Sulastien et al. (2021) showed that this approach increased knowledge from 4.8% to 92.8% and good handover practices reached 100%. The success of the training also depends on the evaluation and ongoing support of the hospital management.

Although training has proven effective, barriers remain in the field. Nurses often revert to old, unstructured communication patterns, mainly due to high workloads and time constraints (Pazar et al., 2024). In addition, the lack of post-training monitoring and the absence of written policies undermines consistent SBAR implementation (Ghosh et al., 2021; Khotimah, 2024). Work motivation also plays a role. Motivated nurses, especially when awarded, are more likely to effectively implement SBAR in patient examinations (April, 2025; Habibi et al., 2021). Proper rewards can drive superior performance and maintain consistent SBAR communication practices.

Overall, SBAR training has a positive impact on the quality of communication, patient safety, and nurse professionalism. However, to ensure its sustainability, a holistic approach is needed, including supervision, regular audits, and the integration of SBAR into the hospital's work culture (Nurhayati, 2023). In this way, SBAR can truly become a standard practice for effective and sustainable communication.

Implications

This research implies that SBAR training should be part of a routine hospital training program. Strengthening motivational aspects, management support, and regular supervision are essential to maintain consistent implementation of structured communication.

Research Contributions

Some limitations include the limited number of articles reviewed (only 10), potential publication bias, and not all studies included long-term post-training evaluations. In addition, the results of this study are not representative of all types of hospitals in Indonesia.

Research Limitations

This review is limited by the relatively small number of included studies (n = 10) and the predominance of quasi-experimental designs. Potential publication bias and the lack of long-term follow-up in several studies may limit the generalizability of the findings.

Suggestions

It is recommended that hospitals integrate SBAR training into new nurse onboarding and make it part of internal accreditation. Strengthening policies through mandatory SOPs, provision of SBAR tools, and the development of rewards and routine evaluations should support sustainable implementation.

CONCLUSION

Based on a review of ten journals, SBAR communication training has been shown to be effective in improving the quality of nurse communication during inpatient handover. The trainees are generally female nurses aged 20-30 years with a Diploma 3 educational background and less than 10 years of work experience, who are assessed as adaptive and responsive to training. This training significantly improves the knowledge, skills, and attitudes of nurses in conveying information systematically, thereby contributing to patient safety and quality of service. A study by Ghonem & El-Husany (2023) showed the most significant results with an increase in knowledge of up to 88%, a 100% increase in handover practice, and positive perception of communication ($p < 0.001$), after a

two-day training that included theoretical and practical sessions. However, implementation in the field still faces challenges such as old habits, high workloads, time constraints, lack of supervision, and differences in educational background and management support. Therefore, SBAR training needs to be supported by written policies, SOPs, routine supervision, and the use of technology such as electronic SBAR forms, so that this method becomes part of a sustainable and effective work culture in supporting patient safety.

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