

## Overview Of The Perception Of Students Of The Faculty Of Medical HKBP Nommensen University Who Have Completed The Clinical Receptionary Year 2022 About Readiness For An Internship

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### ARTICLE INFO

### ABSTRACT

#### Keywords:

perception, post-clinical clerkship students, internship

The transition period from clinical clerkship to internship can affect student perceptions. During this transitional period students will experience a process of changing learning to apply their clinical knowledge. Some transitions can determine how much ability and self-evaluation is, but transitions can also change perceptions or good habits that have been applied to a person. Good preparation in terms of clinical skills before entering the internship period has been proven to be able to improve performance during the internship period such as communication and approach to patients, ability to motivate attitude, sense of initiative, and enthusiasm. To find out the description of the perceptions of students of the Faculty of Medicine, University of HKBP Nommensen who have completed clinical clerkships in undergoing internships. This research is a descriptive study with a cross-sectional approach using a sampling technique, namely purposive sampling. The description of the perceptions of students who have completed clinical clerkship regarding readiness to undergo internships with good perceptions is 25 people (57.55%), and with sufficient perceptions are 18 people (42.25%). The description of students' perceptions about readiness for the transition period and the socialization of the internship stage with good readiness were 21 people (48.8%) and with sufficient perceptions were 22 people (51.2%). The description of students' perceptions about readiness to face contact with patients with good readiness was 25 people (58.1%) and with sufficient perceptions 18 people (41.9%). The description of students' perceptions about readiness to deal with knowledge and skills with good perceptions was 30 people (69.8%) and with sufficient perceptions 13 people (30.2%). The majority of the descriptions of the perception of the readiness of students who have completed clinical clerkships regarding internships are good.

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### 1. INTRODUCTION

The transition period undergone by undergraduate medical education program students is from pre-clinical education to clinical education. During this transition period, students will experience a learning change process to apply preclinical knowledge to the hospital as clinical knowledge. This clinical stage in the hospital is called clinical clerkship. Some students reported that they were not ready to undergo clinics at the hospital. This transition or transition is influenced by several aspects that have benefits and disadvantages.<sup>1</sup>Some transitions can determine the extent of one's abilities and self-evaluation, but transitions can also change perceptions or good habits that have been instilled in a person. The clinical clerkship stage is a phase where students learn in real facilities and interact directly with patients, hospital equipment and emergency cases which provides its own challenges in this phase. After students have passed the clinical clerkship, they will then enter the internship stage,

where students will be placed or choose their own vehicle to become an independent doctor in carrying out their duties and obligations in an area.

Good preparation in terms of clinical skills before entering the internship period has been proven to be able to improve performance during the internship period, such as communication and approach to patients, the ability to motivate attitudes, a sense of initiative, and participation. An important thing for medical graduates, this transition period is a time when a doctor's soul will be needed to become a real doctor.

Internship is independent education for doctors after graduating from education to align educational results with field conditions. When undergoing an internship, a doctor must be prepared to accept various conditions, such as being far from parents, difficult accommodation, incomplete equipment on the vehicle, the influence of weather, climate, food, place of residence, regional environment, ethnicity and existing norms. In this case, professionalism is a core component of medical education which is very important to apply during an internship in order to facilitate and fulfill the requirements of the Indonesian Doctor Internship Program (PIDI). The abilities needed during an internship are not only cognitive abilities but also communication abilities and skills.

"Shock of practice" In the field, this is still a common occurrence due to lack of knowledge when first carrying out clinical practice on a vehicle. Therefore, self-readiness, environmental adaptation and knowledge are really needed.<sup>2</sup> On previous research, until now no research has been conducted on the perception of readiness of clinical clerkship graduates to undertake internships, so researchers are interested in researching this. In discussing this thesis, the researcher wants to know the perception of students from the Faculty of Medicine, HKBP Nommensen University who have completed their Clinical Clerkship in 2022 regarding their readiness to undergo an internship.

## 2. METHOD

This research is descriptive research with a cross-sectional approach. The location of the research was at the Faculty of Medicine, HKBP Nommensen University, Jl. Sutomo No.4 – A, Perintis, Kec. East Medan, Medan City, North Sumatra 20232. This research was conducted in January 2023. The sampling technique in this research used purposive sampling with a total of 43 respondents. The data in this research is primary data obtained based on the results of the questionnaire.

## 3. RESULTS AND DISCUSSION

Based on the description of the perceptions of students who have completed clinical clerkships regarding their readiness to undertake an internship, the number of respondents with good perceptions was 25 people (57.55%) with a fair perception of 18 people (42.25%), and in this study there were no There is a lack of student perception (0%) regarding readiness for internship.

**Table 1.** Description of the perceptions of students who have completed clinical clerkships regarding their readiness to undergo internship

Category	(n)	(%)
Good	25	57.55
Enough	18	42.45
Not enough	0	0
<b>Total</b>	<b>43</b>	<b>100</b>

Based on the description of the perceptions of students who have completed clinical clerkships regarding the Transition Period and Internship Phase Socialization, the number of students who have good perceptions is 21 people (48.8%), with 22 people (51.2%) having a fair perception. perception of lack (0%) of the transition and socialization period at the internship stage.

**Table 2** Description of the perceptions of students who have completed clinical clerkships regarding the Transition and Socialization Period for the Internship Stage

Category	(n)	(%)
Good	21	48.8
Enough	22	51.2

Not enough	0	0
<b>Total</b>	43	100

Based on the description of student perceptions regarding contact with patients, the number of students who had a good perception was 25 people (58.1%), with 18 people (41.9%) having a fair perception, and none who had a poor perception (0%) about contact with patients. patient.

**Table 3** Description of students' perceptions regarding contact with patients

Category	(n)	(%)
Good	25	58.1
Enough	18	41.9
Not enough	0	0
<b>Total</b>	43	100

Based on the description of student perceptions about knowledge and skills, the number of students who have good perceptions is 30 people (69.8%), with 13 people (30.2%) having sufficient perceptions and none who have poor perceptions (0%) about knowledge and skills. Skills.

**Table 4.** Description of student perceptions regarding knowledge and skills

Category	(n)	(%)
Good	30	69.8
Enough	13	30.2
Not enough	0	0
<b>Total</b>	43	100

Based on the description of student perceptions about education and education, the number of students who have good perceptions is 23 people (53.5%), with 20 people (46.5%) having a fair perception, and none who have poor perceptions (0%) about education and education.

**Table 5** Description of student perceptions about education and learning

Category	(n)	(%)
Good	23	53.5
Enough	20	46.5
Not enough	0	0
<b>Total</b>	43	100

## Discussion

Based on table 4.1.2, it can be seen that students' readiness during the transition period and socialization at the internship stage is sufficient. This is because some students still have a perception that they are confident enough to start undergoing an internship and prepare themselves for internship practice and are quite satisfied with the introduction/introduction to an internship. This is different from Marindra Firmansyah's research in 2016 regarding Perceptions of Young Doctors' Readiness Levels in the Rotation Clinic at RSI Unisma and Mardi Waluyo Hospital, which stated that overall students felt anxious in the transitional phase, namely 78.08%.<sup>17</sup>

Adequate preparation is important for transitions in the workplace and in clinical practice.<sup>18</sup> The learning environment is an important factor in learning and can influence students' skills and work readiness. The learning environment does not only involve physical space, but also social and psychological conditions. The complexity of the clinical learning environment brings with it challenges and problems that can affect the student learning process, so the student learning environment must be monitored and evaluated.<sup>19</sup> A student feels more confident when he has self-efficacy, few activities for the first time and when he does many different activities.<sup>18</sup> The highest levels of anxiety and stress among medical students were observed during the transition from the preclinical period to the clinical period and direct practice in internship settings<sup>20</sup>. At this stage important changes occur, especially in the work environment, where what was originally learned in class becomes learned in a real work environment.

The differences in the learning environment between the preclinical and clinical phases are also reflected in the conditions and vehicles that students will encounter. During the preclinical phase, students are given the opportunity to practice their clinical skills in a regulated learning environment,

such as using normal patients. This is very different from the clinical phase, where students have to treat real patients, whose conditions may not match the theory.<sup>21</sup> This makes a number of students worry about their readiness to treat patients. However, based on the results of this study, it shows that students' perceptions of contact with patients are good. Several things influence this readiness. Students feel that contact with real patients feels easy, besides that, contact with real patients stimulates students to learn more, and the knowledge gained from contact with real patients is easier to remember. This is in line with research by Isney Hanindya et al in 2022 regarding Perceptions of Young Doctors' Readiness Levels in Clinical Rotations in the Medical Professional Program at the Faculty of Medicine, Swadaya University, Gunung Jati. The majority of students have a good perception. This means that the student feels ready to handle patients directly.<sup>22</sup>

Students' good understanding of patient contact is possible because the medical education curriculum has become a competency-based curriculum. In this curriculum, students only study material according to the minimum competencies that a doctor must have, namely, cases that are relatively common when going to a doctor. Students feel confident dealing with patients after the preclinical stage, so their understanding of patient exposure is also high.

Students' readiness to face the clinical phase is greatly influenced by their ability to apply the knowledge gained during clinical clerkships to face the internship. Students who have good knowledge of basic, clinical and behavioral sciences definitely feel better prepared, so that they also have a good understanding of the application of knowledge and clinical skills in internships based on the experience they have gained in preclinical and clinical clerkships.<sup>21</sup> The results of this research indicate that students' perceptions of knowledge and skills are good. This is in line with research by Isney Hanindya et al in 2022 regarding Perceptions of Young Doctors' Readiness Levels in Clinical Rotations in the Medical Professional Program at the Faculty of Medicine, Swadaya University, Gunung Jati with good perception results, which means that students have readiness for clinical knowledge and skills in carrying out medical procedures. to the patient.<sup>22</sup>

According to current theory, learning assumes that learning is the process of creating new knowledge based on knowledge that is already known.<sup>23</sup> The ability to learn independently is learner autonomy in managing learning. Independent learning skills can be developed in the learning process. From previous research on learning in medical professional education, it was found that students still experience obstacles in their ability to learn independently.<sup>24</sup> The clinical learning process continues to improve students' skills in the medical profession. Support combined with students' readiness and abilities makes the resulting output better.<sup>25</sup> The results of this research show that the majority of students have good perceptions. This is in line with research conducted by Marindra Firmansyah in 2016 regarding Perceptions of Young Doctors' Readiness Levels in Clinical Rotations at RSI Unisma and Mardi Waluyo Hospital which stated that students had good preparation regarding their knowledge. Several things influence this readiness. Students feel that contact with real patients feels easy, besides that, contact with real patients stimulates students to learn more, and the knowledge gained from contact with real patients is easier to remember. Learning by using simulated patients in the skills lab is very useful when students interact with real patients in internship clinical practice later.<sup>22</sup> Some learning surveys attempt to measure how well the student learning environment supports the learning process in the clinical phase. It can be seen that students have good support regarding teaching methods, teaching staff and social environment.

Based on the description above, it can be seen that students' perceptions are sufficient, especially in terms of the transition period and socialization regarding the internship. To overcome this, the role of various parties must be increased. Firstly, students must be aware that the medical profession is a profession with a heavy workload and responsibility, so that the conditions faced during the clinical phase are an illustration and adjustment process regarding the work atmosphere that will be faced later. Second, educational institutions must provide strict standards regarding workload and the transition period from clinical clerkships to internship practice.

#### 4. CONCLUSION

Most of the perceptions of HKBP Nommensen Medical Faculty students regarding their readiness to undergo internship are good. Most of the HKBP Nommensen Medical Faculty students' perceptions regarding the transition and socialization period at the internship stage were sufficient. Most of the perceptions of HKBP Nommensen Medical Faculty students regarding contact with patients are good. Most of the HKBP Nommensen Medical Faculty students' perceptions regarding knowledge and skills are good. Most of the perceptions of HKBP Nommensen Medical Faculty students regarding their readiness for education and training are good.

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