

Satisfaction With Clinical Guidance: A Qualitative Study in School of Health Sciences

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ABSTRACT

Keywords:

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Nursing education involves a process of theoretical and practical education, clinical learning greatly determines the quality of nursing student learning outcomes where clinical knowledge and skills are fundamental in nursing education. This study aims to: explore the satisfaction of student clinical guidance consisting of: tangible, reliability, responsiveness, assurance and empathy. Method: This research is qualitative research with phenomenological approach. Phenomenology is research that provides description, reflection, interpretation, and mode of research that conveys the essence of the life experience of the individual under study. Results: From the results of the study, 10 participants were obtained, based on demographic data of 9 participants including the gender of women, the most age category of participants was 20 years, namely 5 people, all participants associate's degree in Nursing semester 4 of Sekolah Tinggi Ilmu Kesehatan RS Husada. Participant satisfaction is assessed by 5 dimensions, namely tangible, reliability, responsiveness, assurance and empathy. From the five dimensions, all participants were satisfied with the clinical guidance carried out by the clinical supervisor. Conclusion: From the results of the study, it can be concluded that all participants were satisfied with clinical guidance when participating in clinical practice at the hospital, this is due to many factors, such as adequate hospital facilities, clinical supervisors who have a caring spirit for students and have good knowledge in their respective fields, so that students who practice clinical practice can be equipped with a lot of knowledge to prepare for work later.

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1. INTRODUCTION

Currently, the demands for health services are increasing, health problems are increasingly complex, the development of nursing science and technology is increasingly sophisticated, and the requirements of the world of work increasingly demand competent nursing personnel. Therefore, nursing education institutions are required to be able to prepare nurse graduates who are competent and able to compete both at national and international levels. Efforts to improve the quality of nursing graduates can be done through education, kinetic learning, registration, certification, accreditation, and continuous training [1].

Nursing education involves a theoretical and practical educational process. Students are taught how to provide care for patients who experience a decline in health status, the learning process is carried out in classrooms, laboratories and clinics. While the classroom environment provides students with most theoretical information, the clinical environment provides opportunities to put theoretical information into practice [2]. Clinical learning greatly determines the quality of nursing student learning outcomes where clinical knowledge and skills are fundamental in nursing education [3] Clinical learning for students is to provide opportunities to develop knowledge, skills, attitudes, and values taught in classrooms and laboratories. Furthermore, clinical practice assists students in

developing clinical skills, integrating theory into practice, and broadening their horizons related to actual nursing practice [4].

Clinical nursing practice often focuses on task or performance skills, such as administrative medicine, and encourages the development of critical thinking or clinical decision-making in students. And students are given the opportunity to manage one person [5]. Nursing students who are prospective nurses will be required to be able to lead, delegate, supervise and cooperate with other nurses and other health professionals. They must be able to develop the practice, and promote and provide improved health status of patients. As graduates they should be able to think analytically, use problem-solving approaches and evidence in decision-making, keep up with technical advances and meet future expectations. To meet the goals of nurse education, in addition to requiring theoretical knowledge, nursing students also need clinical experience, facilitated by effective guidance carried out by clinical supervisors [6].

The success rate in terms of knowledge in diverse nursing students is a major concern of nurse educators around the world. In fact, in the field, in terms of student clinical practice guidance carried out by clinical supervisors has not been satisfactory due to changes in nursing trends, such as a shortage of nurse educators and a more complicated curriculum [7]. Student satisfaction is an important indicator of the quality of the learning experience [8] Satisfaction is a judgment of the results of a good delivery. Student satisfaction will be achieved if clinical supervisors provide information, stimulation, and can create a good learning situation, there are five dimensions used to assess satisfaction, namely tangible, reliability, responsiveness, assurance and empathy [9].

Gunay and Kilinc's previous research showed that nursing students' clinical knowledge and skills were insufficient and it was usually difficult to transfer their theoretical knowledge into clinical practice. The study observed that nursing students experienced various problems in clinical practice. To fix this problem, collaboration must be achieved between nursing instructors, nurses, nursing school management and hospitals. In addition, the number of nursing educators should be increased and training programs should be provided regarding effective clinical training methods [10]. With the variety of obstacles found in students when doing clinical practice, then based on the above, researchers are interested in conducting research with the title "Overview of Satisfaction with Clinical Guidance for Nursing Students". This study aims to: identify the level of satisfaction of student clinical guidance consisting of: tangible, reliability, responsiveness, assurance and empathy.

2. METHOD

This research is qualitative research with a phenomenological approach. Phenomenology is research that provides description, reflection, interpretation, and mode of research that conveys the essence of the life experience of the individual under study [11] which aims to describe or describe and interpret experiences or phenomena that occur or are experienced by someone [12] with the focus of research is Students from nursing study programs. Ten participants were selected by purposive sampling method with inclusion criteria of nursing students who had done clinical practice and were willing to become participants. The research was conducted in the Central of Jakarta, DKI Jakarta Province. Data collection in this study with in-depth interviews and field notes. All participants have been briefed in advance about the research procedure and participants' rights by signing informed consent. Data analysis is carried out by the creswell method.

3. RESULTS AND DISCUSSION

Result

Table 1. Participants Characteristics

Participan Code	Gender	Age	Courses	Semester
P1	Female	21 Years	Associate's degree in Nursing	4 th
P2	Female	21 Years	Associate's degree in Nursing	4 th
P3	Female	21 Years	Associate's degree in Nursing	4 th
P4	Female	20 Years	Associate's degree in Nursing	4 th
P5	Female	20 Years	Associate's degree in Nursing	4 th
P6	Female	20 Years	Associate's degree in Nursing	4 th

P7	Female	20 Years	Associate's degree in Nursing	4 th
P8	Female	19 Years	Associate's degree in Nursing	4 th
P9	Male	20 Years	Associate's degree in Nursing	4 th
P10	Female	19 Years	Associate's degree in Nursing	4 th

From the results of the study, 10 participants were obtained, based on demographic data from 10 participants, 9 of whom were female gender, and 1 person of male gender. The most age categories of participants were 20 years, namely 5 people, participants with the age of 21 years 3 people and participants with the age of 19 years 2 people. All participants came from the third semester nursing diploma study program in semester 4 of Sekolah Tinggi Ilmu Kesehatan RS Husada.

Tangible

The tangible dimension is a description of physical appearance in clinical learning, this includes buildings (places of practice), rooms, cleanliness, neatness and comfort in clinical learning.

1. Facilities and equipment on the practice land

"...The facilities of equipment in the parktik land are much better because the tools used are all digital, but there are some tools that should have been replaced..." (P1)

"...The facilities and equipment in the hospital are good and quite complete..." (P2)

"...The facilities and equipment in the hospital are more modern, well-maintained and more complete..." (P4)

"...For medical equipment facilities and equipment Very good and neatly arranged..." (P5)

"For the facilities, everything is good, but for hot water in the hospital, not everything works so you have to take hot water from other patients' rooms when you want to bathe patients, and the equipment is complete...." (P8)

2. Neatness of the clinic supervisor in the guidance process.

"...The neatness of the clinical supervisors at the Hospital is neat and wears official uniforms in accordance with the provisions of the Hospital..." (P2)

"...The neatness of the hospital clinical supervisor is very good and always neat in wearing official uniforms..." (P3)

"...For these two hospitals, Tarakan Hospital and Husada Hospital have good and neat guides during the guidance process" (P8)

"...Supervisors in hospitals have their neatness with their own characteristics..." (P10)

Reliability

In clinical guidance, this dimension can be in the form of the ability of lecturers or clinical instructors to provide guidance in the implementation of clinical nursing practice. The mentorship process includes case discussions, bed site teaching, information about assignments, daily target checks, providing recommendations from follow-up notes and competency achievement exams.

1. Punctuality of service

"...Clinical supervisors are very good because they are always there and very attentive to the needs of students and want to be taught by going directly with patients..." (P1)

"...Clinical supervisors are very helpful for students who are practicing clinics, very open and embrace students to complete assignments during service..." (P2)

"...The hospital clinical supervisor is very good in providing student guidance and is always open to help us during our service and is always responsive to answer our questions well..." (P3).

"...During practicum at the hospital, clinical supervisors really take their time to consult and provide guidance to students..." (P4).

"the hospital was very punctual during room guidance/orientation and was quite good..." (P6).

"...Clinical supervisors always try to make time to guide their guidance students, but because clinical supervisors are also implementing nurses, it will sometimes be difficult when there are many patients to handle..." (P9).

2. Ability and expertise of clinical supervisors

"...The ability of the clinical supervisor is very good at mastering the nursing care provided to patients..." (P1)

"...The ability and expertise possessed by each room clinical supervisor at the hospital are competent and great when carrying out nursing care to patients..." (P2).

"...Hospital supervisors have excellent expertise..." (P5).

"...From each of the two hospitals, I admit that the ability of the clinical supervisors is very good, mastering the nursing care provided to patients and is very dexterous and slick in providing nursing care..." (P7).

Responsiveness

In this dimension, clinical supervisors are expected to provide fast and quality services to the needs and obstacles experienced by students.

1. Responsiveness of clinical supervisors in responding to student complaints and needs

"...The responsiveness possessed by the Clinical Supervisor of the room is very good, he really pays attention and helps us as students step by step, slowly until we understand, if there is something that is not understood from the Clinical Supervisor students the room is very open to help the difficulties experienced by each student..." (P2).

"...There is very good, open and always responsive in giving our response. He was very caring and also often asked us if there were any difficulties so that we were greatly helped during our service..." (P3)

2. Accuracy, accuracy of clinical supervisors in service

"...Each hospital is very precise, careful in carrying out nursing care services..." (P3).

"...For precision and precision clinical supervisors are almost all more agile..." (P5).

"...For both hospitals, accuracy and accuracy are good because of their extensive knowledge and experience..." (P6).

"...The ability and expertise possessed by each clinical supervisor is very good and competent in carrying out nursing performance and care to patients..." (P8).

"...Both hospitals are good in this regard, their supervisors both have accuracy, accuracy in service..." (P10).

Assurance

In clinical guidance, the assurance component can be in the form of the ability of the clinical supervisor to provide confidence that the services provided are in accordance with the provisions, quality, ability to learn, quality of hospitality, attention and courtesy in providing services

1. Safety and comfort during guidance in the new normal

"...Hospitals are very compliant in the New Normal system, for example, before the service takes place, each hospital requires students to take a swab test, which aims to prevent transmission of covid 19..." (P1).

"...Very compliant in the new normal period, because before the service takes place students are required to take a swab test, wear a KN95 mask for the purpose of preventing the transmission of covid-19..." (P4)

"...Very safe, because before we jump into a room full of infectious patients we have been told to minimize the occurrence of transmission, for example we are reminded to wear double masks..." (P6).

2. Clarity of clinical supervisors providing information or answering questions from students

"...These two hospitals have been very good at providing information and answering questions from students who are practicing clinics..." (P2).

"...The response of both hospitals is good and clear in providing information from every question asked by students..." (P4).

"...Both hospitals provide information and can answer questions from students appropriately..." (P7).

"...Both hospital provide clarity and information clearly..." (P10).

Empathy

Empathy skills include the ability of clinical supervisors to give individual attention including the ease of students using services, communication skills to convey information needed by students, can also be in the form of the willingness of clinical supervisors to care about giving personal attention to the problems faced.

1. Are there any discriminatory actions from the clinic supervisor
"...During my service in the hospital everything was safe, there were no other nurse counselors or sisters who discriminated..." (P2)
"...There is no discriminatory action, because the supervisors from both hospitals highly uphold the value of professional ethics..." (P4).
"...There is really given attention and learning is very memorable, because every time we pass & tour the patient's room, we learn how we become people who are dexterous in giving care. For example, when there is a messy patient bed, it must be immediately cleaned up..." (P6).
"...no discriminatory action taken by the clinical supervisor, all treatment given is fair and equal..." (P9).
2. Valuing and serving students
"...I feel valued and served as a student..." (P1).
"...The nurse sisters there were very good in guiding us and really paid attention and understood the difficulties we felt while serving so it really helped us in completing nursing care well..." (P3).
"...I feel caring, caring, friendly and very helpful for students who are serving..." (P5).
"...Hospital clinical supervisors really appreciate taking their time for students and serving and providing information needed and helping students in doing nursing care properly and correctly..." (P7).
"...value students and serve if we feel there are difficulties and make it easy if there is anything..." (P8).

Discussion

Tangible

From the answers of participants who have been interviewed, it was found that participants were satisfied with the facilities provided on the practice land. Participants were satisfied because the tools available were new or modern, complete and most were still functioning properly, besides that the room arrangement was also neat. In addition to good facilities, the neatness of the clinical supervisor is also considered good, the average respondent said that the clinical supervisor is neat in dressing, wearing physical clothes in accordance with the standards determined by the hospital.

From the same previous research, it was found that the practice land in Yogyakarta has a good value, it is influenced by the role and duties of the mentor / clinical supervisor, the principles of clinical practice guidance that have been running well in the field, clinical practice guidance strategies that have been carried out in the field with various methods, cases on the land are quite varied, human resources (students, land, Clinic Instructure (CI) that is sufficient, facilities, administration on the land has been fulfilled [13].

In essence, clinical supervisors are expected to have special competencies in order to provide quality guidance. competencies that must be possessed by a mentor / clinical supervisor are good instrumental and cognitive abilities (based on evidence based), interpersonal competence (developing interactions with others), competence according to the field (pathophysiology, treatment, health technology information systems and matters related to care) [14] Supliyani research on satisfaction in the achievement of midwifery clinical practice shows that there are three indicators that need improvement in order to achieve student satisfaction, namely the practice room, equipment and equipment available in the practice area [15]

Reliability

In this dimension, based on the participants' answers, it was found that the clinical supervisor was very helpful in the learning process, because they applied directly to patients, directed in working on tasks, always took the time to provide guidance. In addition, clinical supervisors also have good abilities or knowledge in accordance with their respective fields of science, especially in the management of nursing care, so that students feel really guided in the preparation of nursing care. The guidance process greatly affects the achievement of student competence. The learning process also takes place in two directions because the supervisor directly provides demonstration, mentoring, direction, and training in achieving the nursing skills to be achieved [16]

Responsiveness

Of all participants interviewed, they said that the clinical supervisor had a good response in responding to student complaints and needs. This is because the clinical supervisor really pays attention and helps students step by step, slowly until they understand, if there is something that is not understood from the students, the Clinical Supervisor is very open to help the difficulties experienced by each student. The clinical supervisor is very precise, careful in doing services.

According to [17] conveyed that clinical learning should create clinical learning with a positive environment and facilitate clinical academic collaboration. So that students gain more confidence and competence in clinical practice when supported by preceptors and achieve clinical learning outcomes. The results of a standardized guidance system and preceptor ship training attended by clinical supervisors who can provide good service. The clinic supervisor feels more focused in providing guidance, because they already know the steps to do. So that even students feel satisfied in following the guidance [18].

Assurance

The assurance dimension obtained the participants' assessment that safety and comfort in the guidance process were considered and more rigorous. Before starting practice, students are first asked to do a swab test, attend an orientation related to infectious disease prevention while in the hospital. Clinical supervisors are also in terms of guiding always giving or answering questions from students appropriately. By getting the right teacher or preceptor, it will be an introduction for students to reach a beautiful future.

According to the study there are three factors to facilitate the transition of final-year nursing students into professional nurses: 1) support for recent graduates, 2) graduates' need for socialization and belonging, and 3) a positive clinical learning environment. The availability and implementation of final year nursing student transition guidelines by educational institutions and health facilities can facilitate the transition from final year nursing students to professional nurses as well as increase retention of new, qualified professional nurses [19]

Empathy

All participants had almost the same answer on this dimension, participants said that during their clinical practice they never felt discriminated at all because clinical supervisors or room nurses highly uphold the value of professional ethics. Room nurses are also very good at guiding and really paying attention and understanding the difficulties felt while serving in practicum are very helpful in completing nursing care well.

Empathy is something that must be applied. From the results of previous studies showed that the group of new graduate ners with high levels of empathy had high levels of empathy, low levels of job satisfaction, low job stress, and low turnover intention rates, and the level of empathy affected the job satisfaction of new graduate nurses. The group of recent graduate nurses with low levels of empathy preceptor perception had low job satisfaction, high job stress, and high levels of displacement intent, and the preceptor empathy they felt affected work stress and turnover intention [20] According to [3] obtained The results showed that the level of student satisfaction was 49 participants (52.7%) satisfied and 44 participants (47.3%) expressed dissatisfaction. On the emphyat dimension 80.6% expressed satisfaction. Student satisfaction is related to their attitude, sincerity when carrying out their profession.

4. CONCLUSION

From the results of the study, it can be concluded that all participants were satisfied with clinical guidance when attending clinical practice at the hospital. Participant satisfaction based on tangible, reliability, responsiveness, assurance and empathy dimensions is due to many factors, such as adequate hospital facilities, clinical supervisors who have a caring spirit for students and have good knowledge in their respective fields, so that students who practice clinics can be equipped with a lot of knowledge to prepare for work later.

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