THE IMPLEMENTATION OF PRECEPTORSHIP MODEL IMPROVE COMPETENCY ACHIEVEMENT OF NURSING CLINICAL STUDENTS

(Implementasi Model Preceptorship Meningkatkan Pencapaian Kompetensi Mahasiswa Profesi Ners)

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ABSTRAK

Pendahuluan: Pendidikan profesi ners bertujuan menghasilkan lulusan ners yang mempunyai kompetensi, pengetahuan, keterampilan dan sikap perilaku yang baik, mampu memberikan pelayanan kesehatan dan keperawatan dengan menerapkan prinsip serta kaidah keprofesian keperawatan pada sistem pelayanan kesehatan. Ketercapaian kompetensi ners dapat ditentukan oleh pemilihan model pembelajaran yang tepat. Model *preceptorship* merupakan salah satu model pembelajaran klinik. Penelitian ini bertujuan untuk menganalisa implementasi model preceptorship terhadap pencapaian kompetensi mahasiswa ners. Penelitian tahun pertama ini merupakan penelitian kuantitatif. **Metode:** Pengambilan sampel menggunakan metode *consecutive* sampling pada 38 orang *perceptee* dan 38 orang *perceptor.* Data diperoleh dengan lembar checklist. Pengolahan data menggunakan analisis univariat dan bivariat dengan uji *chi-square.* **Hasil:** Penelitian menunjukkan bahwa sebanyak 20 orang (52.6%) preseptor mengimplementasikan model *preceptorship* dengan baik dan sebanyak 18 orang (47.6%) kurang baik. Sementara itu hasil pencapaian kompetensi mahasiswa sebanyak 21 orang (55.3%) tercapai dan sebanyak 17 orang (44.7%) tercapai sebagian. Hasil uji *chi- square* menunjukkan p *value* 0.010 (< 0.05), yang bermakna bahwa terdapat hubungan antara implementasi model *preceptorship* dengan pencapaian kompetensi mahasiswa. **Diskusi:** Penelitian merekomendasikan model *preceptorship* dalam pembelajaran klinik dalam meningkatkan pencapaian kompetensi mahasiswa.

Kata Kunci : *keperawatan, kompetensi, model,* preceptorship

ABSTRACT

Introduction: *Nursing clinical study as purpose to create a nurse graduate who has competency include cognitive, skills and good manner, be able to give nursing and health services with apply the nursing principles and rules in the health system services. The achievement of student's competency is obtained by selection of appropriate of learning models. Preceptor ship is one of the learning models in a clinical study. The research aims to analyze the implementation of preceptor ship model toward competency achievement of clinical nursing students.* **Method:** *This first year is a quantitative observational study. Samples were taken by consecutive sampling to 38 precepts and 38 preceptors. The data was taken by checklist instrument. The data processing used univariate and bivariate within chi-square.* **Result:** *The results showed that 20 (52.6%) preceptors were good in preceptor ship implementations and 18 (47.6%) preceptors were less good. While that the competency of student's achievement results showed that amount 21 (53.3%) were achieved and amount 17 (44.7%) were half achieved. Chi-square result showed that p-value 0.010 (<0.05) which means there was a correlation between implementation of preceptorship model toward competency achievement of clinical nursing students.* **Discussion:** *This research recommended preceptor ship model into clinical learning towards enhancing the competency achievement of students.*

Keywords: *competency, model, nursing, preceptorship*

INTRODUCTION

The higher of community demands toward quality of nursing services require a nurse to deliver the quality of nursing care. This is certainly supported by the quality of graduates from nursing education institutions. For these, various methods of learning in the clinic have been developed. One of the methods is preceptor ship.

Students nurses in the clinical study required to have various competencies in spite of hard skill and soft skill. For these competencies achievement used preceptor ship model approach which this model is a series of clinical learning process occurs short term relationship between preceptor with a preceptor in the form of direction and guidance.

The development of this model has been studied by experts. Among them, Hill & Melander in 2009-2011 has obtained results that preceptor ship models are very important and could be applied in a clinical study, where this model can enhance critical thinking skills preceptee when facing the real cases in the clinical field. The learning model is also supported by clinical research conducted by Lawal et al. (2015) with the result that the learning model preceptor ship students are able to obtain a better experience through the guidance, direction and good interpersonal relationship of the preceptor. Meanwhile, in a qualitative study conducted by Brathwaite and Lamonde (2011) model of clinical preceptor ship on perceived student learning is very helpful in preparing students to achieve the expected competencies.

Based on the above, the study of science nursing program (PSIK) STIKes Hang Tuah Pekanbaru have applied this learning model preceptorship. So, it is important to do an evaluation of the implementation of preceptor ship model towards the competencies achievement of nurse profession students. The purpose of the implementation of this study was to analyze the implementation of preceptorship model towards the competencies achievement of nurse profession students in STIKes Hang Tuah Pekanbaru.

Literature Studies

1. **Competency of nurses professional education**

   Nurses professional education learning based of KKNI is a complete description of nurses professional graduation with regard to competencies which have to be owned by the students after graduation. The learning gains obtained through the internalization of knowledge, attitudes, skills and special general (AIPNI, 2014). So it can be interpreted that the competence of graduate nurses is the achievement of all the internalization of knowledge, attitudes, general and specific skills a nurse who is ready to provide medical and nursing services to their clients. Achievement of competency in professional education nurses refers to the competence of graduates

and graduates competence unit described in the book Ners education curriculum (AIPNI, 2010).

2. **Preceptor ship**

   Some literature discusses that preceptor ship learning model is one the clinical learning methods which is a short-term relationship between students (preceptor) as a new comer and a nurse experienced professionals as mentors (preceptor). Preceptor provides direction and guidance in accordance with the individual learning needs preceptee, provide feedback on the performance of preceptee. Nabolsi et.all in 2012 on the research suggests that the model preceptor ship a clinical learning process to enable students to integrate theoretical learning, skills in dealing with patients, critical thinking, intervene creatively and professionally.Moran (2011) in his book explains that the model preceptor ship can facilitate the sharing of knowledge between preceptee and preceptor and improve the ability of the student clinical skill. This is supported by Hilli & Melender (2015) suggested that the model preceptor ship the priorities in the nursing clinical learning and education is recognized in the clinic. Preceptor ship learning model has many benefits related to the achievement of competence of students (Carlson, 2015; Brathwaite, 2011), such as:
   - Ability to increase self-confidence, self-esteem, and self-awareness of learners (Huriani & Malini, 2011)
   - Able to increase the motivation of students in the achievement of learning objectives clinic
   - Enhance students' critical thinking skills
   - Ability to improve the skills to intervene creatively and professionally (Nabolsi et.all, 2012)
   - Enhance professionalism precept (Carlson, 2015)

   But to achieve these benefits need to be considered the readiness of the preceptor, and preceptee (et.all Donley, 2015). These preparations include:
   a. preceptor:
      - Have a minimum educational background equivalent to preceptee

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- Following the training. This is related to raising the bar in the guidance and understanding of preceptor ship
- Have effective communication skills that support during the process guidance to preceptee
- Has the attitude of a good educator
- Have skills in decision-making in the clinic
- Have an interest in clinical learning process
- Have the ability to determine appropriate learning techniques on preceptee
- Have expertise in their area which will be guided

(Botma, et.all, 2012)
- Have the ability to provide feedback to preceptee
- Have the ability to understand the character of preceptee
- Have a high commitment according to the concept preseptor ship

(Matua et.all, 2014)
- Having clinical skills and experience in both the clinical learning so that they can become role models for preceptee (Cloette & Jeggel, 2014)

b. Preceptee:
- Have necessary knowledge supplies for clinical learning
- Have a physical and mental readiness in learning clinics
- Bringing equipment that supports for clinical learning
- Understanding the mechanisms preceptor ship
- Have a high motivation to become professional nurses

Based on the 2015 draft curriculum AIPNI there are several principles that must be met for the implementation phase of professional education nurses, they where:
- Prospective participants professional education nurses are graduates of undergraduate nursing education
- Availability rides practices conducive (infrastructure) to cultivate the ability to think critically, solve problems and make decisions by the competence to be achieved
-Availability guidance books implementation of educational activities stage profession, logbook, and practice module
- Availability precept/mentor for the organization of professional education
- Implementation of activities oriented professional education at the

METHOD

The study was conducted over two stages: stage 1 (year 1) and Phase 2 (year 2). Research Phase 1 (Year 1) is a stage in which conducted a preliminary study on the achievement of competence and preceptorship model implementation in the clinic. Research Phase 2 (Year 2) is to analyze the implementation of preceptorship models towards the attainment of professional students and nurses.

A. phase 1 (Year 1)
1. The study design2016 Research is a research phase 1 (year 1). This research is a quantitative observational research because researchers did not provide the treatment of
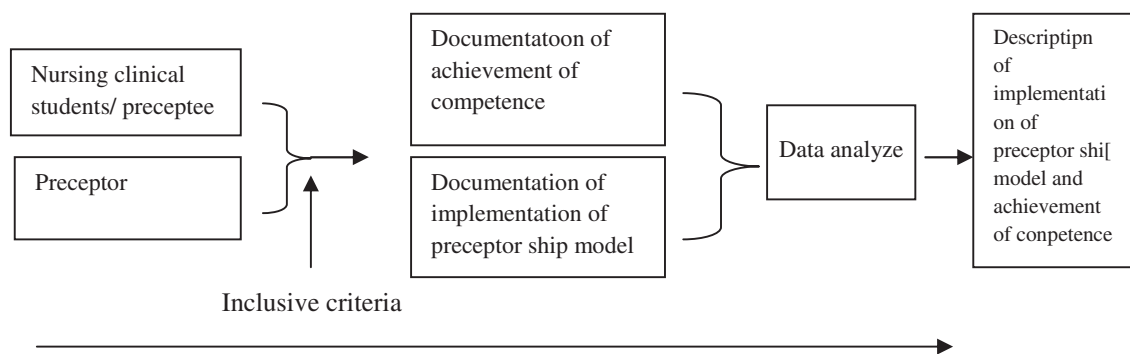

Figure.1. scheme of quantitative study phase 1

the sample. This is a descriptive study and used retrospective design with consecutive sampling method. This descriptive study aimed to describe the implementation of preceptor ship model and the achievement of competence of clinical nursing students.

Phase 2 (year 2)

2. The study design

Phase 2 study is planned in 2017 (year 2). This study is a mixed method, which is a measure of research by combining two-pronged approach, quantitative and qualitative research. This research is needed to analyze how the implementation model of preceptor ship towards the achievement of competence of clinical nursing students. This study uses a mix of techniques, which is a sequential explanatory strategy.

Where the first phase of this strategy is to collect data and analyze quantitative data is then followed by collecting and analyzing that builds on the initial results of qualitative (Cresswell, 2013). In this year's study, the data gained in the first year followed the analytic, quantitative research design correlation. The study wanted to see if there is a causal link between the implementation of the model preceptorship (independent variable) with the attainment of students (the dependent variable).

Independent variable consists of four parts, namely precept, administrative support, educational support,incentives and preseptee, this is in accordance with the framework of the implementation of the concept presented by Nurrachmah preceptorship on training preceptorship 2012. Through statistical tests will be obtained which parts of the variable model implementation preceptorship which

are closely connected with the achievement of student competency. Then the results have been obtained will be analyzed in depth with qualitative research.

Qualitative research design using the phenomenological model implementation preceptorship analyze the student achievement of competencies based on the experience of preseptee or of precept. This study aims to determine the extent of implementation of the model preceptorship to the achievement of student competence, so that will produce a solution or good implementation of preceptor ship model toward increase student competency achievement. Collecting data on the qualitative stage is through participant observation, focus group discussion (FGD), as well as documentation. For FGD conducted on two groups. Each group consists of 6-8 people preseptee or precept. Data collected by the tools records, video recorder, and a tape recorder and then will be

mix method study

the processing and analysis of data at the stage of transcribing the data and then aggregating them in a matrix form in accordance with the themes that appear in any of the variables. (Cresswell, 2013).

Research implementation

At this first phase which is a quantitative study with the retrospective design. This study is to describe the relationship between independent variables and the dependent variable. Where the independent variable in this study is the implementation model of preceptorship, and the dependent variable
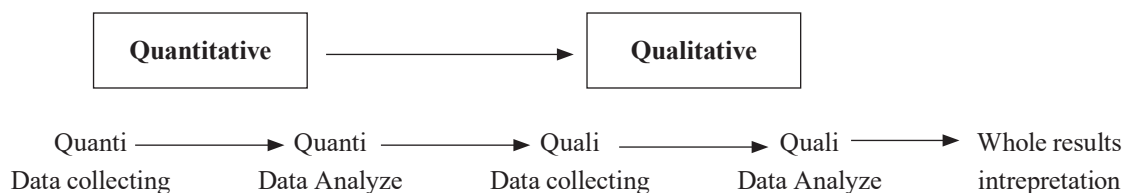
exsplanatoriy sequensial strategy

Figure 2. scheme *mix method* study phase 2

phase 1
backgroud
↓
problem statement
↓
the aim of study
↓
design determination
↓
quantitative data collecting-retrospective
about implementation of preceptor ship model
and achievement of competence of nursing
clinical students
↓
Data analyze
↓
conclusion
↓
research publication in AIPNI journal

phase 2
research publication in national journal
↑
conclussion
↑
data analyze : qualitative
↑
Data collecting; document, observasion, FGD
↑
Continuing in qualitative study :
fenomenology
↑
the results of multivariate data
↑
Quantitatitive data analyze
Bi-mutivariat

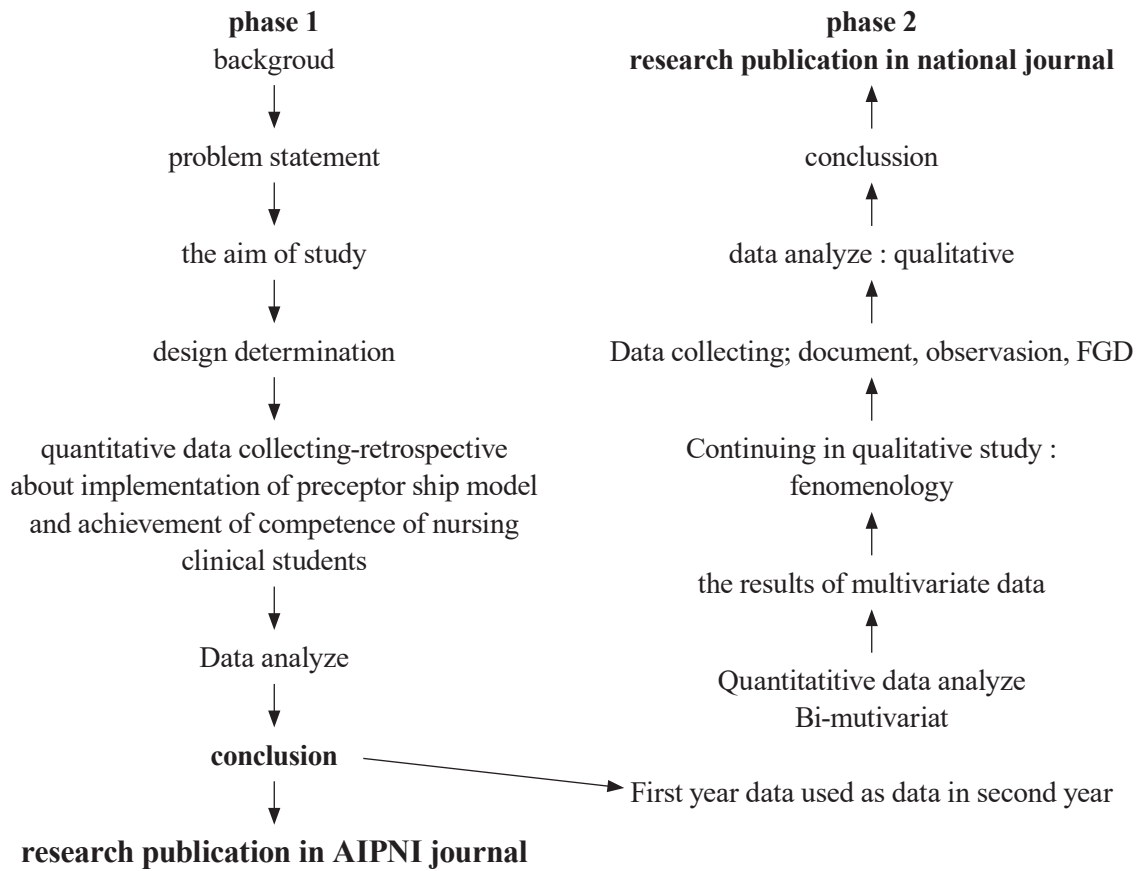→ First year data used as data in second year

Figure 3. scheme of research

is the attainment of student nurses. The population in this study were all students of professional nurses / preceptor and preceptor in the academic year 2015/2016,amount to 40 people. Samples are professional students and nurses / preceptor and preceptor in the academic year 2015/2016, which sampling according to the inclusive criteria, such as: professional student nurses / preceptor nurses who attended classes for two semesters full and continuous professional students and nurses / presenter that passed each hopper profession, as well as the guiding precept of full-on all phase. The sampling technique

RESULTS

The design used in this study is consecutive sampling. The number of samples in this study was 38 students and 38 professional nurses preceptor. The instrument of this research is on the checklist sheet preceptor ship model implementation and achievement of student competence nurses. Checklist sheet made by researchers based on theoretical concepts from a variety of sources. Analysis of the data used in this research is the analysis of univariate and bivariate.

Based on Table 1 above it can be seen that the characteristics preceptor, preceptor most are in the category of a middle-aged adult, female, having work experience> 10 years experience of being a clinical instructor> 2 years and have been coaching preceptor ship. Meanwhile, the independent variable model implementation preceptor ship was good, and the dependent variable is declared student competency achievement was achieved.

In Table 2 above shows that the chi-square test results showed that p- value 0.010 (<0.05), which means that there is a relationship between implementation models with the attainment of student preceptorship nurses.

The Implementation of Preceptorship (Siska Mayang Sari, dkk.)

Table 1. Univariate result

No	Item	F	(%)
1.	Preceptor characteristic		
	a.　ages		
	-　early adult	5	13.2
	-　middle age adult	23	60.5
	-　terminal adult	8	21.0
	-　Pre smilies	2	5.3
	Total	38	100.0
	b.　Sex identity		
	-　female	34	89.5
	-　male	4	10.5
	Total	38	100.0
	c.　worked experience		
	-　0 – 5 year	1	2.6
	-　5 – 10 year	9	23.7
	-　> 10 year	28	73.7
	Total	38	100.0
	d　Experience as clinical instructur		
	-　1-2 year	6	15.8
	>　2 year	32	84.2
	Total	38	100
	e.　Participate in Precepto rship coaching		
	-　coaching	34	89.5
	-　no coaching	4	10.5
	Total	38	100.0
2.	Independent variable		
	Preceptorship implementation		
	-　good	20	52.6
	-　less good	18	47.6
	Total	38	100.0
	Dependent variable		
	Achievement of competence of nursing student		
	-　achieved	21	55.3
	-　half achieved	17	44.7
	Total	38	100.0

Table 2. Bivariate

Variable	Achievement of Competence of Nursing Student				Total		P value
	Achieved		Half achieved				
Implementation of Preceptorship model	F	%	F	%	F	%	
good	15	71.4	5	29.4	20	52.5	0.010
Less good	6	28.6	12	70.6	18	47.4	
Total	21	100.0	17	100.0	38	100.0	

DISCUSSION

Results showed that there was a relationship between implementation of preceptor ship model with the achievement of competence of clinical nursing students. This means that the implementation of preceptorship good learning model can improve student achievement of competencies nurses in PSIK STIKes Hang Tuah Pekanbaru. These results are in line with the statement Moran (2011) that preceptorship learning model can facilitate the sharing of knowledge and the knowledge and experience between preceptor and Preceptor to improve student clinic. The results of this study are supported by several previous studies that research Nabolsi in 2012; Hilli & Melender (2015) who argued that preceptor ship models are a series of clinical learning process that aims to enable students to integrate theoretical learning, skills handle the patient's problems, think critically, and to intervene creatively and professionally.

The benefits of learning models preceptorship related to the achievement of competence of learners among others: able to increase self-confidence, self-esteem, and self-awareness of students, increase student motivation in achieving the clinical learning, improve the ability to think critically, improve the skills to intervene in a creative and can also improve KE-Profesional a precept.

Implementation of preceptorship good models in this study was supported by the readiness which has been owned by the Preceptor had training preceptorship (89.5%), work experience of more than 10 years (73.7%) and the experience of being a clinical instructor of adequate (84, 2%) so as to be a role model for preceptor (Cloette & Jeggel, 2014).

Learning clinic in professional education nurses is a form of adult learning. Uno (2012) in his book states that at the adult learning experience and knowledge of the participants to learn and teachers are expected to be balanced. Among the participants learn, and teachers exchange information/knowledge related to skills or things you want to achieve as a learning objective. Experience is the most important source of learning in adult learning. Based on these descriptions can be concluded that the provision of work experience of more than 10 years and the experience of being a clinical instructor sufficient by Preceptor this is a very strategic in improving nursing student achievement of competence.

Preceptor's participation in training preceptorship is the main stock owned in guiding precept of professional students and nurses on the model preceptorship. Training is one of the factors that can increase a person's knowledge and behavior. This is consistent with that put forward by Notoatmodjo (2012) that knowledge or cognitive domains are important aspects in the determination of the action. Further stated knowledge is a predisposing factor for the formation of a new behavior, thus to get a good knowledge on preceptee related learning model preceptorship, required the participation Preceptor in training preceptorship so as to change the behavior of preceptee mainly related to the actions or skills clinic/competency to achieved.

CONCLUSIONS

This study concluded that the implementation of an otherwise good preceptorship models, the attainment of student nurses otherwise been achieved and there is a relationship between implementation of preceptor ship model toward competency achievement of clinical nursing students. Recommended to educational institutions to use preceptorship models in clinical teaching to increase student competency achievement. (PDPI 2011; Notoatmodjo 2003)

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