

Factor The Relationship of the Clinical Practice Environment, Supervision and Supervisors with Student's Clinical Experience as an Effort to Prepare Professi Graduates

Devi Susanti¹, Herlitawati², Taufik Hidayat³, Yusnaini⁴

^{1,2,3} Aceh Ministry of Health Polytechnic, Nurul Hasanah Kutacaen University, Indonesia;

Correspondent Author: devisusantikep26@gmail.com

ABSTRACT

Background: Learning turns theoretical knowledge into practice for nursing students. The quality of a student's clinical experience is influenced by the practice environment, supervision, and supervisor. The clinical practice environment influences the approach and achievement of student competencies. Supervision is important for quality nursing care, while effective supervisors act professionally and guide students in managing patients. This study aims to analyze the relationship between the clinical practice environment, supervision and supervisors with the clinical experience of students as an effort to prepare professional nurse graduates in the D-III Nursing study program in Kutacane, Poltekkes Kemenkes Aceh, totaling 64 students with a sampling technique, namely total sampling based on inclusive criteria. **Methods:** Type of research This is a correlational analytical descriptive with a cross sectional approach. Data analysis was carried out via Univariate and Bivariate. **Results:** The results of this research show that there is a significant relationship between the clinical practice environment, supervision and supervisors with the clinical experience of students in the D-III Nursing study program in Kutacane, Poltekkes Kemenkes Aceh with p-values of 0.033, 0.024 and 0.015. **Conclusion:** Therefore, it is recommended that collaboration between educational institutions and health institutions be strengthened to create an optimal clinical practice environment.

Keywords

*Clinical experience,
Practice
environment,
Supervision,
Supervisor*

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Introduction

Learning is a process of delivering learning material to students to translate theoretical knowledge into learning. Process learning objectives in clinical education. Learning is a complex process. Clinical learning in nursing is a vehicle that provides clinical opportunities to integrate theory with practice [1]. Clinical learning does not

only provide the opportunity to apply the theories obtained in previous classes. Clinical learning must be organized in such a way that students have the ability to relate to real problems [2]. Good learning conditions will provide appropriate clinical experience for competency development.

Clinical experience supports students in achieving their expected targets. Clinical experience plays a role in acquiring and improving the knowledge, skills, attitudes and values to become a student nurse practitioner [3]. This makes laboratory practicum play a big role in achieving clinical skill competency standards for nursing students. Clinical experience will influence learning outcomes, because the experience that has been had will be used to connect the lessons that are known with the knowledge to be learned [4]. Clinical experience influences self-regulation and motivation in student academic performance [5]. Apart from that, experience is important because it is one of the factors that influences competence

Students who get good clinical experience are determined by several factors, namely the clinical practice environment, supervision and supervisor. The clinical practice learning environment is very important because it influences the learning approach taken by students and will ultimately influence the achievement of student competencies [6]. A good learning environment is one that stimulates curiosity and the need to understand, not stimulates anxiety and competition. A clinical practice environment that is less supportive will discourage students from seeking experience and as a result many opportunities for advancement are lost [7]. The preparation of the clinical practice environment, especially hospitals, in clinical education will be more serious so that the quality of the educational process improves, as well as the graduates produced will have more professional competence. Supervision is oriented towards patient clinical problems, for example regarding the implementation of nursing care documentation, nurse interaction with patients, and implementation of collaborative programs with the health team [8]. Supervision is an important prerequisite for providing quality nursing care. Previous research stated that the majority (67%) of students received supervision from nurses and students were more likely to rate their clinical experience as better than students who were not supervised [9].

Clinical supervisors play a very important role in the student learning process in carrying out direct action on patients in hospitals, influencing students' cognitive, attitudinal and psychomotor competence in providing nursing care and developing professional organizations [10]. An effective clinical supervisor treats students, patients and colleagues respectfully and is willing to guide students in managing patients [11]. A good clinical supervisor will hold discussions with students, focus or pay attention to his guidance, apply interesting methods and demonstrate communication skills to reduce anxiety and motivate students to achieve goals in clinical learning.

A preliminary study at the D-III Nursing Study Program in Kutacane, Poltekkes Kemenkes Aceh found that nursing students carried out clinical practice in health facilities (hospitals, community health centers, villages and nursing homes) with the target of achieving competency in medical surgical nursing, maternity nursing, pediatric nursing courses, psychiatric nursing and community nursing. Apart from that, all lecturers have made UTS and UAS questions in accordance with the form of competency test questions. The results of interviews with 7 students showed that 4 students felt dissatisfied with the clinical practice environment at the hospital in Kutacane and 3

students did not receive enough guidance during clinical practice at the hospital. This condition can be a problem in the output or graduates of professional vocational nurses.

Based on the background above, this research aims to analyze the relationship between the clinical practice environment, supervision and supervisors with students' clinical experience as an effort to prepare professional nurse graduates at the D-III Nursing Study Program in Kutacane, Poltekkes Kemenkes Aceh.

Method

The type of research used by researchers is descriptive analytical correlation with a cross sectional approach. The population in this study were all nursing students from the Kutacane D-III Nursing study program, Poltekkes Kemenkes Aceh totaling 64 students consisting of 24 level I students; 26 level II students; and 14 third level students) students. The sampling used total sampling based on certain criteria, namely students who were active in the current semester, willing to be respondents and cooperative. Data collection was carried out for 3 months (September to November 2023).

The research instruments used in this research were the clinical practice environment, supervision and clinical experience of students. The assessment of the clinical practice environment uses a questionnaire containing statements in the form of a Likert scale with 3 answer choices, namely Often with a value of 3, Sometimes with a value of 2 and Rarely with a value of 1 [12]. Supervision instruments during clinical practice and questionnaires are in the form of a Likert scale with a total of 5 statement items for each variable and all statement items are favorable with use Alternative answers are Strongly agree = 4, Agree = 3, Disagree = 2 and Strongly disagree = 1.

Before conducting the research, the researcher tested the instrument on 30 nursing students at Nurul Hasanah Kutacane University who were considered to represent the characteristics of the respondents. The results of the validity test using SPSS for the clinical practice environment and supervision variables showed that all question items with an r value of ≥ 0.361 were declared valid. Meanwhile, the results of the reliability test show that the clinical practice environment and supervision variables have a value of 0.714, and 0.822, which is greater than the Cronbach alpha (α) value of 5%, namely 0.7, so the measuring instrument is declared reliable. Therefore, the researcher used all question items from the variables in this study.

The data that has been obtained will be analyzed through data processing using the Microsoft Excel program and the Statistical Package for Social Science (SPSS) through stages, namely Editing, Coding, Data Entry, and Cleaning. Data analysis was carried out in two ways, namely Univariate and Bivariate. Univariate analysis was carried out using frequency distribution analysis and descriptive statistics to look at the clinical practice environment, supervision, supervisor which is the independent variable and students' clinical experience as the dependent variable. Meanwhile, bivariate analysis was carried out on two variables that were thought to be related or correlated.

Result and Discussion

Result

Table 1. Frequensi Distribution of Clinical Practice Environment, Supervision, Supervising Lecturers and Student Clinical Experience as Preparation Efforts for Professional Nursing Graduates

| Variable | Category | Frequency (f) | Percentage (%) |
|-------------------------------|----------|---------------|----------------|
| Clinical Practice Environment | Good | 45 | 70,3 |
| | Less | 19 | 29,7 |
| Supervision | Good | 39 | 60,9 |
| | Lood | 25 | 39,1 |
| Supervisor | Good | 61 | 95,3 |
| | Less | 3 | 4,7 |
| Clinical Experience | Good | 47 | 73,4 |
| | Less | 17 | 26,6 |
| Total | | 64 | 100 |

Table 1 shows that the majority of respondents stated that the clinical practice environment of supervision, supervisors and clinical experience were in the good category.

Table 2. Relationship between clinical practice environment, supervision and supervisors with student clinical experience as an effort to prepare professional nursing graduates

| Variable | Student Clinical Experience | | | | Total | | P-Value | OR (95 %CI) | |
|-------------------------------|-----------------------------|----|------|----|-------|----|---------|-------------|---------------------|
| | Good | | Less | | f | % | | | |
| | f | % | f | % | | | | | |
| Clinical Practice Environment | Good | 31 | 68,9 | 14 | 31,1 | 45 | 100 | 0,033 | 1,056 (1.043-1.939) |
| | Less | 16 | 84,2 | 3 | 15,8 | 19 | 100 | | |
| Supervision | Good | 24 | 61,5 | 15 | 38,5 | 39 | 100 | 0,024 | 0,436 (0.181-1.025) |
| | Less | 23 | 92,0 | 2 | 8,0 | 25 | 100 | | |
| Supervisor | Good | 45 | 73,8 | 16 | 26,2 | 61 | 100 | 0,015 | 2,142 (1,702-4,235) |
| | Less | 2 | 66,7 | 1 | 33,3 | 3 | 100 | | |

Table 2 shows that as a whole variable, there is a significant relationship between the clinical practice environment, supervision and supervising lecturers and students' clinical experience as an effort to prepare professional nurse graduates in D-III Nursing study program in Kutacane, Poltekkes Kemenkes Aceh.

Discussion

1. The Relationship between the Clinical Practice Environment and Student Clinical Experience as an Effort to Prepare Professional Nursing Graduates

The research results in table 2 show that the p-value = 0.033 with $\alpha = 0.05$, which means there is a significant relationship between the clinical practice environment and students' clinical experience as an effort to prepare professional nurse graduates in the D-III Nursing study program in Kutacane, Poltekkes Kemenkes Aceh. This is in accordance with research that an appropriate clinical practice environment supports nursing students' clinical learning and stimulates enjoyable clinical experiences [13]. A good clinical practice environment can provide meaningful clinical experiences for nursing students to build professional roles and competencies [14]. The clinical practice environment supports students' clinical experience in improving clinical practice competency [15]. According to the researchers' assumptions, there is a relationship between the clinical practice environment and students' clinical experience as an effort to prepare professional nurse graduates. This is because the clinical practice environment plays a central role in the preparation of student nurses to become competent professionals. Through this clinical experience, students can apply theoretical knowledge in hands-on practice, hone clinical skills, and build confidence in caring for patients. In a clinical practice environment, students not only gain direct experience with patients and various health conditions, but also develop communication skills, collaboration within a health team, and an understanding of the ethics and norms of the nursing profession. It forms a strong foundation for the development of ethical skills, professionalism and understanding the context of health practice. By engaging in real cases, students can understand patient and family needs, design appropriate nursing care, and experience clinical situations that support professional growth. Thus, the clinical practice environment becomes an essential foundation in forming nurse graduates who are ready to face real world challenges in nursing practice.

2. The Relationship between Supervision and Student Clinical Experience as an Effort to Prepare Professional Nursing Graduates.

The research results in table 2 show that the p-value = 0.024 with $\alpha = 0.05$, which means there is a significant relationship between supervision and students' clinical experience as an effort to prepare professional nurse graduates in D-III Nursing study program in Kutacane, Poltekkes Kemenkes Aceh. This is in line with previous research that there is a relationship between successful supervision and improved clinical experience for nursing students in Ghana [16]. Students get appropriate clinical experience associated with the supervision provided by supervisors during practice [17]. Nurse supervisors have the opportunity to create a conducive atmosphere in the clinical practice process and support students in gaining better clinical experiences [18].

According to the researchers' assumptions, there is a relationship between supervision and students' clinical experience as an effort to prepare professional

nurse graduates. This is because supervision in students' clinical experiences is a key element in preparing them as professional nurse graduates. In this relationship, the supervisor provides direct guidance, assists in the development of clinical skills, and provides feedback that builds the student's confidence. Through supervision, students learn to reflect on clinical experiences, refine skills, and overcome challenges in patient care. It also shapes their understanding of ethics, policy, and professional responsibilities, making supervision a critical component in students' preparation as competent and confident nurses.

3. The Relationship between Supervisors and Students' Clinical Experience as an Effort to Prepare Professional Nursing Graduates

The research results in table 2 show that the p-value = 0.015 with $\alpha = 0.05$, which means there is a significant relationship between the supervisor and the student's clinical experience as an effort to prepare professional nurse graduates in D-III Nursing study program in Kutacane, Poltekkes Kemenkes Aceh. This is in line with previous research that supervisors are closely related to the clinical learning process which ensures students get the right clinical experience [19]. The supervisor's role is to provide reflective and oriented learning to develop students' clinical competence. So that students experience clinical experience that is beneficial for the student's future career [20]. Supervising lecturers can stimulate students' clinical experience if they have communication, teaching, internal motivation and professional appearance skills while guiding clinical practice [21]. According to the researcher's assumption, there is a relationship between the supervisor and the students' clinical experience as an effort to prepare professional nurse graduates. This is because supervisors play a key role in preparing nursing students as professionals. In clinical experience, this relationship is essential because the faculty member provides both academic and practical guidance. Preceptors help students integrate theory into practice, plan patient care, and develop clinical skills. Lecturers are also responsible for ensuring patient safety, guiding in the development of professional ethics and norms, and providing constructive feedback. This close relationship forms nurse graduates who are ready to face challenges in nursing practice with a holistic understanding and solid skills.

Conclusion

The conclusion of this study confirms that there is a significant relationship between the Clinical Practice Environment, Supervision, and Supervising Lecturers and the Clinical Experience of Students in the D-III Nursing study program in Kutacane, Poltekkes Kemenkes Aceh. The results of statistical analysis show p-values of 0.033, 0.024, and 0.015 respectively, indicating the significance of the relationship between these variables. This underlines the importance of these factors in preparing students as competent nurse graduates in the world of nursing practice. Based on the results of this research, it is recommended that collaboration between educational institutions and health institutions be strengthened to create an optimal clinical practice environment. Supervision training for clinical supervisors needs to be strengthened to provide more effective guidance. In addition, increasing the role of supervisors, active learning methods, and systematic evaluation of clinical experience are also proposed. Integration of ethics material in the curriculum and provision of additional resources, such as

practical literature, are necessary. Implementing a comprehensive clinical orientation program prior to clinical experiences can help students understand the expectations in the clinical practice environment. This results in an increase in the quality of students' clinical experience and their preparation as competent nurse graduates.

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