



## THE RELATIONSHIP BETWEEN CLINICAL GUIDANCE AND STUDENT SATISFACTION DURING CLINICAL PRACTICE AT THE HOSPITAL

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### ABSTRACT

Nursing students engage in clinical practice to apply nursing theory, integrate theoretical knowledge and practical skills. Effective clinical supervision allows students to experience satisfaction during clinical practice and meet cognitive, psychomotor, and affective competencies. It is important to research studying clinical supervision and student satisfaction in the Nursing DIII program during clinical practice at Hospital, so the objective this research is to determine the relationship between clinical guidance and the satisfaction of DIII Nursing students during clinical practice at Hospital. Methods: this study is descriptive with quantitative design with cross sectional. Sampling using continuous sampling and sample used was 75 students of DIII regular nursing XXV. Data collection using questionnaires that tested valid and reliability. Analysis of data using Fisher Exact Test. Results: most of the clinical guidance is good majority (69.3%) and on the satisfaction of respondents when the majority clinical practice is satisfied (89.3%). The relationship of clinical guidance with nursing student satisfaction during clinical practice at the hospital with the results of p value 0.016 with ( $\alpha = 0.05$ ). Conclusion: there is a relationship of clinical guidance with nursing student satisfaction during clinical practice at the hospital. it is expected that the clinical supervisor to increase empathy by conducting clinical guidance to students in order to have a positive impact on students.

Keywords: clinical guidance; clinical practice; satisfaction; students

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### INTRODUCTION

A nursing student is someone who is prepared to become a professional nurse in the future. Nursing students undertake clinical practice to apply nursing theory and, integrate theoretical knowledge and practical skills. Clinical Practice is a learning tool for nursing students to apply nursing theory, integrating theoretical knowledge and practical skills. AIPNI in Willianti (2017) said that currently in student practice areas it is difficult to develop professional skills which is caused by various factors such as the lack of role models from clinical supervisors, varying methods of guidance, technical training for clinical supervisors, understanding of competencies that must be achieved in clinical learning, Facilities include facilities and infrastructure that support the clinical learning process and clinical teaching methods. This can be measured through student satisfaction. Kotler and Philip explain that satisfaction is a person's feeling of happiness or disappointment that arises from comparing an imagined performance with the reality of Telaumbanua in Basit (2022).

According to Sugito in Lussianda (2019) student satisfaction is a state of fulfilling student desires, hopes and needs. Student dissatisfaction is influenced by the clinical supervisor's limited time in providing guidance, the busyness of the clinical supervisor who doubles as a nurse limits the time for discussion, coordination and direction during clinical practice. According to Martono in Raharjo (2019), the role of clinical supervising nurses in clinical learning activities is very important so that the implementation of learning is effective. Good or effective clinical guidance will provide students with real experience, and clinical learning can improve professional abilities in order to create students' roles and functions as students implementing nursing care, as well as managers and researchers in the field of nursing with the aim of producing professional staff in the future. Clinical guidance is influenced by the characteristics of the clinical supervisor. An effective clinical supervisor can be assessed from interpersonal relationships, personality traits, teaching abilities, knowledge and experience and evaluation procedures.

Based on a survey for preliminary data, 40% of students at the Ministry of Health's Poltekkes Palangka Raya Regular XXIA stated that they were dissatisfied with the clinical guidance at the hospital. Students feel dissatisfied with clinical guidance because there is a lack of opportunity for students to discuss because they are difficult to find, service rooms change too quickly and there is a lack of facilitators to guide students in the room. Researchers asked questions regarding the characteristics of clinical guidance in terms of interpersonal relationships, teaching abilities and student satisfaction during clinical practice. Based on this preliminary study, the researchers were interested in examining clinical guidance and satisfaction of DIII Nursing students at the Ministry of Health of Palangka Raya Health Polytechnic during clinical practice at the hospital.

## **METHOD**

The research method used in this research is quantitative, that is, this research wants to describe clinical guidance on the satisfaction of DIII nursing students. The approach used in this research is a cross-sectional approach. This research was conducted at the Palangka Raya Ministry of Health Polytechnic. The population in the study was DIII Regular Nursing XXV semester 3 as many as 93 students. The sample used in this research was 75 respondents. This research uses continuous sampling technique. Continuous sampling technique means that the sample units selected become more and more focused as the research focus becomes more focused. The data collection instrument used in this research was a questionnaire adapted from Della Annisa Widayu Putri (2018) which was modified from research by Thompson et al, (2016) and Zeithaml & Berry (1985). The clinical guidance questionnaire has 38 items and the satisfaction questionnaire has 30 items. The results of the validity test on the clinical guidance variable were with a value of 0.444-0.879 and satisfaction with a value of 0.513-0.784 which was smaller than 0.050, so it can be concluded that all statement items in this study are valid. The reliability test results for the clinical guidance variable were 0.976 and satisfaction was 0.960. This value is greater than  $>0.6$  (constant), so the instrument is declared reliable. The relationship between clinical guidance and satisfaction can be seen from the significance value of statistical tests carried out using the Fisher's Exact Test if the p value  $<0.05$  indicates a statistically significant relationship. This research has passed the ethics of the research ethics commission Sari Mulia University Banjarmasin with number 095/KEP-UNISM/II/2024.

**RESULTS**

Table 1.  
Respondent Demographic Data

Demographic Data	f	%
Gender		
Female	63	84
Male	12	16
Age		
< 20 years	57	76
≥ 20 years	18	24

Table 2.  
Practice Room

Practice Room	f	%
T	12	16
N	13	17,3
A	11	14,7
D	11	14,7
F	9	12
M	1	1,3
C	11	14,7
S	7	9,3

Table 3.  
Clinical Guidance During Clinical Practice

Clinical Guidance	f	%
Good	52	69.3
Enough	14	18.7
Not enough	9	12
Total	75	100

Table 4.  
Data regarding student satisfaction during clinical practice

Student satisfaction	f	%
Satisfied	67	89.3
Not Satisfied	8	10.7

Tabel 5.  
Results of Cross Tabulation and Bivariate Fisher Exact Test

Variabel		Student satisfaction				P value
		Satisfied		Not Satisfied		
		f	%	f	%	
Clinical Guidance	Good	50	66.67	2	2.67	0,016
	Enough	10	13.33	4	5.33	
	Not enough	7	9.33	2	2.67	

**DISCUSSION**

Based on the demographic data of the respondents, it appears that of the 75 respondents, the most respondents were aged <20 years, 57 people or (76%) and the least aged ≥20 years were 18 people (24%). Based on gender, the research results show that the proportion of respondents between men and women shows that women dominate more than the number of men used in this study, namely 63 women (84%) and 12 men (12 %). Based on the practice rooms, it is known that the most respondents were in the Nusa Indah room as many as 13 people (17%) and the fewest were in the jasmine room as many as 1 person (1.3%).

The results of the research regarding the clinical guidance of respondents were measured from 38 questions covering interpersonal relationships, personality traits and characteristics, teaching abilities, knowledge and experience, evaluation. Based on data from 75 respondents, most of the guidance was in the good category, 52 people (69.3%). The results of field research show that the majority of clinical guidance received by students is in the good category. The results of observations of clinical guidance in the evaluation dimension (evaluation procedures) obtained a high percentage, this is because clinical supervisors provide constructive criticism without demeaning students, show more concern for the learning process and give praise or appreciation for the work that students have done so that students will feel satisfied during clinical practice. This is inversely proportional to the dimension of interpersonal relationships which gets a low presentation. This is because supervisors are unable to communicate well and are unable to be there for students' interests due to limited meetings and moving rooms too quickly so that interpersonal relationships are not optimally established.

The research results are in line with Nasanura & Yusuf (2017) that the role of clinical supervisors in carrying out clinical guidance for practical students at the Dr. Zainoel Abidin Regional General Hospital is in the good category with a frequency of 49 respondents (74.2%). In line with the results of Agustini's (2015) research with the results of research on the role of nursing clinical supervisors, most of the clinical supervisors were in the quite good category. This is not in line with research by Johannis et al (2019) which stated that the data obtained by the majority of respondents had an unfavorable perception regarding the clinical guidance process as many as 47 people (64.4%). The research results still show that a small percentage of clinical guidance is in the deficient category, this shows that there are still clinical supervisors who do not provide effective clinical guidance. This makes students feel that clinical guidance is lacking. This could be due to clinical supervisors having a lot of activities outside the office or students who are not actively providing guidance. According to the author's assumption, the guidance received is mostly good, influenced by clinical supervisors who can show objectivity and fairness in evaluating students and giving praise or appreciation for work well done.

The results of the research regarding respondent satisfaction were measured from 30 questions with five dimensions, namely tangible, reliability, responsiveness assurance, empathy. Based on the results of the analysis of the distribution of satisfaction during clinical practice from 75 respondents, the majority of respondents felt satisfied during clinical practice, 67 respondents (89.3%) and a small number of respondents felt dissatisfied during clinical practice, 8 respondents (10.7%). The results of the research on the level of student satisfaction in each dimension are physical evidence (tangible) amounting to (76.9%), reliability (69.2%), responsiveness (64.1%), guarantee (assurance) amounting to (73.1% ), and empathy (56.4%). The results of the research based on the practice room were that most of the students felt satisfied in room N and a small number were not satisfied in room T. In room N, most of the patients being treated experienced a decrease in consciousness, so students could spend more time communicating or providing guidance. with the clinical supervisor or senior nurse in the room. This is in contrast to room T, where the majority of patients are male with complaints of internal medicine which require more procedures and many students accompany patients to the radiology room from morning to afternoon so there is limited time for clinical guidance.

The results of field research show that the majority of students are satisfied with clinical guidance. It can be seen in the dimension of physical evidence (tangible), getting high satisfaction results, physical evidence (tangible) is real evidence provided by hospitals and clinical supervisors to students in carrying out the clinical practice process at the hospital. The dimension with the lowest satisfaction is empathy. This can be caused by clinical supervisors not giving individual attention to students, clinical supervisors not being easy for students to contact and clinical supervisors not prioritizing students' interests so that there are a small number of students who are dissatisfied during clinical practice. The results of this research are in line with research conducted by Abouelfetoh and Mumtin in Suarmayasa et al (2023) which found that the majority (76%) of students were satisfied during the clinical practice they carried out. Guidance based on attention or empathy for students will provide an effective relationship between service quality and student satisfaction in a more positive direction, which means that if the service provided is adequate and optimal, then satisfaction will be well directed (Taborat, Oetari, & Satibi, 2020).

According to the author's assumption, students who are dissatisfied with clinical guidance tend not to have the confidence to provide nursing care. This is because therapeutic communication techniques are not yet well established, students do not often carry out clinical guidance, ask questions and communicate their knowledge to clinical supervisors in order to create an effective clinical guidance process and student satisfaction during clinical practice to meet competency, cognitive, psychomotor and affective. Based on the results of bivariate analysis using Fisher's Exact Test, it shows that there is a relationship between clinical guidance and student satisfaction with a p value of 0.016. This value is significant because the value is  $<0.05$ . According to Wolf in Sepang & Tore (2017), there is a strong relationship between clinical guidance and student satisfaction, so it can be concluded that good clinical guidance will provide better satisfaction to students. This is because customer satisfaction is concrete evidence of service quality by satisfying customer expectations explicitly and implicitly (Marseniaty, Haskas, & Kadrianti, 2022). Students who receive good clinical guidance tend to feel satisfied and can carry out effective clinical practice and have assistance from clinical supervisors to achieve their competency.

The research results are in line with those of Sepang & Tore (2017), showing a p value = 0.000, which means there is a significant relationship between the role of clinical supervisor and student satisfaction. The research results are in line with Sukesi's (2017) good clinical guidance shows satisfaction of 71%, while poor clinical guidance shows low satisfaction (29%). The results of the research are not in line with the results of a preliminary study conducted by Sari et al (2021) on 11 students before this research was carried out. 5 students also stated that they were less satisfied with the clinical guidance they received because the clinical supervisor did not provide enough opportunities for students to discuss, there was a lack of empathy from the clinical supervisor and The common causes that are often found are too many students practicing in one room and a lack of facilitators to guide students in the room. According to the author's assumption, the quality of clinical guidance will influence the level of student satisfaction with the clinical guidance itself, which will ultimately influence student motivation and performance in the clinical area. According to the author's assumption, the relationship between clinical guidance and student satisfaction shows that there is an influence that the better the clinical guidance, the higher the student satisfaction. On the other hand, insufficient clinical guidance will influence low satisfaction. This is because clinical supervisors who have good knowledge and skills will be able to help students to gain knowledge and skills.

Clinical supervisors play a very important role in the clinical learning process for students to achieve learning goals. The relationship between clinical guidance and student satisfaction can be obtained when you get a clinical supervisor who doesn't have too many activities so students can interact. It is still possible to find students who are dissatisfied because there are too many service rooms so that room changes are too fast and clinical guidance becomes less effective so that students are less able to achieve their competencies. To increase effective clinical guidance so as to increase competent graduates, hospitals and educational institutes can evaluate practice room transfer rotations so that students and clinical supervisors can build better and longer relationships so that guidance can be more effective and students feel satisfied. While in the hospital, it is hoped that students will have a common perception regarding the expected targets so that soft skills and hard skills can be achieved, especially in dimensions that are still low.

## **CONCLUSION**

Most of the clinical guidance is good majority (69.3%) and on the satisfaction of respondents when the majority clinical practice is satisfied (89.3%). The relationship of clinical guidance with nursing student satisfaction during clinical practice at the hospital with the results of p value 0.016 with ( $\alpha = 0.05$ ). The conclusion is a relationship of clinical guidance with nursing student satisfaction during clinical practice at the hospital. it is expected that the clinical supervisor to increase empathy by conducting clinical guidance to students in order to have a positive impact on students.

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