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Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Evaluation of the process of implementing a professional nurse education program

Ennimay¹

¹State University of Jakarta; STIKes Hang Tuah Pekanbaru, Indonesia

Ennimay_im16s3@mahasiswa.unj.ac.id

Maruf Akbar²

²State University of Jakarta, Indonesia

Maruf.akbat@unj.ac.id

Budi Santoso³

³State University of Jakarta, Indonesia

Busan58@unj.ac.id

Abstract

The objective of this research was to evaluate the process of implementing a Professional Nurse Education Program at Institutes of Health Sciences in Pekanbaru, Indonesia. This research was a qualitative approach using CIPP (Context, Input, Process, and Product) evaluation model with content analysis. As a result, there were two themes, the first theme showed that the preceptorship method was used in clinical process of nursing practice. In Conclusion, the preceptors who meet the criteria and discipline are very important in the process of providing practical guidance to nursing profession students in Indonesia to make a good experience for the students.

Keywords: Evaluation process, Education program, Preceptorship.

Evaluación del proceso de implementación de un programa de educación profesional en enfermería

Resumen

El objetivo de esta investigación fue evaluar el proceso de implementación de un Programa de Educación Profesional de Enfermería en los Institutos de Ciencias de la Salud en Pekanbaru, Indonesia. Esta investigación fue un enfoque cualitativo utilizando el

modelo de evaluación CIPP (contexto, entrada, proceso y producto) con análisis de contenido. Como resultado, hubo dos temas, el primer tema mostró que el método de preceptoría se utilizó en el proceso clínico de la práctica de enfermería. En conclusión, los preceptores que cumplen con los criterios y la disciplina son muy importantes en el proceso de proporcionar orientación práctica a los estudiantes de profesión de enfermería en Indonesia para hacer una buena experiencia para los estudiantes.

Palabras clave: Proceso de evaluación, Programa educativo, Preceptoría.

1. INTRODUCTION

The Professional Nurse Education Program has implemented various innovative ways in order to produce graduates of professional nurses who can compete in the global market. According to Association of Indonesian Nurse Education Institution (AIPNI), nursing is an activity of giving nursing care to individuals, families and groups either in sick or healthy conditions undertaken by nurses that have graduated from local or overseas nursing higher education which is recognized by the government and based on the provisions of the applicable legislation.

The professional nursing workforce is still highly needed in the field of health services either in Indonesia or in other countries. Nusron Wahid, the head of the National Agency for the Protection and Placement of International Migrant Workers (BNP2TKI) states that there are many requests from other countries regarding the needs of national health workers, and it is claimed to reach around 73,000 people within 10 years. These requests are from Japan, Taiwan, the

United States, Australia, New Zealand, and several Middle Eastern countries such as Qatar, the United Arab Emirates, Kuwait, and Saudi Arabia.

The ASEAN Joint Coordinating Committee on Nursing (AJCCN) is a committee under the workgroup of health services that facilitates the cooperation of the Mutual Recognition Agreement (MRA) on nursing services in the form of agreements among ASEAN countries. The Indonesian nurses can work as nurses according to the laws and regulations that apply in ASEAN countries. At the 6th meeting of the Association of Southeast Asian Nations held on 10-11 November 2009 in Vientiane Lao-PDR, the AJCCN agreed on the 5 domains of core competencies used by ASEAN nurses, namely: ethical and legal practices, professional nursing practices, leadership and management, education and research, professional, personal and quality development.

The success of the competency achievement of professional nurse students in clinical learning is influenced by the role of a preceptor. A research conducted by PHUMA-NGAIYAYE, BVUMBWE & CHIPETA (2017) states that clinical preceptors need to get training to improve the competency achievement of learning. In line with this, research by HILLI, MELENDER, SALMU & JONSEN (2014) suggests that a preceptor must care about students as a basis for learning in terms of competency achievement.

Based on the descriptions above, the researchers were interested to conduct a research entitled 'Evaluation of the process of implementing a professional nurse education program at STIKes in Pekanbaru'. This research is an effort to improve the quality of human resources, especially the professional nurse workforce.

2. METHODOLOGY

This research used Context, Input, Process, Product (CIPP) evaluation model at STIKesPekanbaru which was analyzed by using content analysis. In the Process Evaluation aspect, the researchers evaluated the effectiveness of the implementation of the professional nurse education program. The object of evaluation of this research was the Professional Nurse Education Program. The total number of subjects was 16 participants consisted of 4 professional nurse coordinators, 4 academic preceptors, 4 clinical preceptors, and 4 professional nurse graduates. The samples were taken by using a purposive sampling technique. The instruments were in-depth interview guidelines, questionnaires, and Focus Group Discussion (FGD). The data were analyzed by using comparative data analysis with evaluation criteria based on the quality standards of education that were set by each institution. Furthermore, the evaluation results obtained are compared with the evaluation criteria. Ethical clearance of this study has been approved by STIKes Hang Tuah Ethics Committee with number 023.A/KEPK/STIKes-HTP/IV/2018.

3. RESULTS

There were 4 private Institutes of Health Sciences (STIKes) as the subjects of this research which have been accredited (B). Every institution has been implemented the professional nurse education study program. All of the lecturers are from Master Program graduates and got a Master's Degree (S2). Each of these institutions has involved their Nurse graduates in the National Nurse Competency Examination from 2014 to 2017.

Based on the data obtained from 4 Institutes of Health Sciences (STIKes) in Pekanbaru, with a total of 589 participants of competency test from 2014 to 2017, showed that the average percentage of participants who passed the test was at 57.3%, and the participants who did not pass was at 42.7%. It proves that the competency test of professional nurse students was still low, whereas, the expected percentage of passing score is at 100%.

3.1. The Result of Process aspect: Implementing Professional Nurse Education Program at STIKes Pekanbaru

There were two themes found in this research. The first one showed that the preceptorship method was used in clinical process of nursing practice. The curriculum of the professional nurse education program was applied in the learning process related to professional practice guidelines made by each institution with the collaboration

between academic preceptors and clinical preceptors related to students' learning outcomes. There was a change of curriculum in nursing program to make better achievement for the students. Academic preceptors and clinical preceptors made preparations before the students do practice in the unit in order to achieve the expected competencies.

As an educative hospital, it also prepares nurses to always improve their knowledge and skills related to the needs of the patients, especially for nursing education. The hospital provides education and training for the nursing workforce to support the guidance process of students who are in practice. The students, first, must follow the skill test related to the phase that will be taken (skill station) that was implemented by each institution. The academic preceptor and the clinical preceptor adjust the existing cases at every stage with the students' competency achievement in the guidance process based on the practice handbook.

The evaluation of each stage was carried out to determine the results of students' competency achievement during the practice of professional nurses. The form of evaluation that has been carried out by the four institutions focused on the ability of students in the case of nursing care. The evaluation methods used include the Direct Observational Procedural Skill Test (DOPS), Student Oral Case Analysis (SOCA), managed case reports, mini-seminars and presentation on counseling. In addition to cognitive and psychomotor aspects, the assessment also includes affective aspects, where the soft

skills of students during the practice of professional nurses in the room were also assessed by the preceptors, both clinical and academic preceptors.

The second theme found is the student's experiences during clinical practice. Before the students began to practice, they first got debriefing in the academic room and took the competency tests in the nursing laboratory. The academic preceptor and the clinical preceptor together provided guidance to students related to their learning achievement in the practice area. The academic preceptor and the clinical preceptor synchronized their perceptions and orientations to the students in order to achieve the determined competence in every phase of practice. After that, a guidebook related to the schedule and activities to be carried out, as well as the assessment standards are available. If at the time of synchronizing the perception appears suggestions relating to the results of the previous evaluation, the institution will make improvements on it. Before the students go to the ward, they first get orientation and socialization about the prevention and treatment of infections in the ward by the hospital.

At the first time of practice, students found it difficult, but then the students felt more comfortable because they have adapted and felt happy and able to take action according to the learning outcomes set at each stage.

The student felt that the infrastructures provided by the hospital were not sufficient for students to do the practice. The students were

asked to bring their own nursing kits. Besides that, some of the equipment facilities in the ICU and midwifery rooms were quite sophisticated, where the institutions should also equip the laboratory equipment by building Mini Hospital. There was no special room/locker room for students to save their equipment and a room for having a discussion. This made students feel uncomfortable. Based on the interview with the students, it was found that the learning environment and learning atmosphere of students were quite conducive but needed to be improved.

There were some obstacles founded in the process of guidance, the academic preceptors did not come to guide the students based on agreed schedule, and the clinical preceptors could not guide the students because of their busy schedule as ahead of the room and a team leader, furthermore, some of preceptors did not conduct pre and post conferences to every student who are practicing at each of stages. When students came to practice, they immediately replaced it with the clinical preceptor without any pre and post conferences. Another obstacle was the role of the preceptor was not optimal yet, and the preceptor's qualifications have not been fulfilled.

The students' expectations are, first, to get more focused guidance from the preceptors in the learning process as an effort to increase their competencies. Furthermore, they suggested that a clinical preceptor should be not from the head nurse. The reason was if the clinical preceptor is the head nurse or the team leader, she/he could not guide the students optimally due to his/her busy schedule as a head

nurse. Then, for the assessment of actions taken by students, it should also involve a unit nurse. Besides, it is hoped that the students and the academic preceptors are together in the unit at the beginning of practice.

4. DISCUSSION

4.1. The Process of Implementing Professional Nurse Education Program at STIKes Pekanbaru

The curriculum was applied suitable with the guideline of the AIPNI curriculum. The curriculum is a set of plans and arrangements regarding the contents, learning materials, teaching methods, and assessments that are used as guidelines to implement the teaching and learning activities. The curriculum used in implementing the Professional Nurse Education Program referred to the Indonesian Qualification Framework (KKNI) which is also suitable for the national standard of Higher Education. It is in line with the research result of HALL and GUIDRY (2013) that the Professional Nurse Curriculum includes the development of expertise related to the understanding of culture and trans-culturalism adopted by the community.

Related to the practical learning activities of professional nurse students, the four institutions have been carried out the learning activities in accordance with the guidance of the curriculum of the

professional nurse education program. This is in line with the results of CARLSON and BENGTTSSON's research (2015) which states that clinical practice for the health profession is a very important part of education. SALMINEN, STOLT, SAARIKOSKI, SUIKKALA, VAARTIO, & LEINO-KILPI (2010) suggest on the future of nursing education to be fact-based nursing and teaching. Educational institutions must increase research on nursing education.

According to BOTMA, JEGGELS, & UYS (2014), teaching clinics are always seen as a component of the educational responsibilities of academic preceptors.⁹ Preceptors are experienced and competent nursing staffs who receive formal training to function and act as role models and resources for new nursing staff.

The preparation of clinical and academic preceptors was carried out together with the party of the practice area. The appointments of academic preceptors were determined by the institution, while the clinical preceptors were determined by the head of the practice area. The qualifications of an academic preceptor are Masters of Nursing education, have a minimum of two years of working experience, and a certificate of preceptorship. Whereas, the clinical preceptor is a nursing staff with a minimum of Professional Nurse Program graduates, have a minimum of two years of working experience as a nurse, and a certificate of preceptorship. Based on the statements of the professional nurse coordinators of the four institutions, it was found that the appointment of the preceptors in the practice area was still not in accordance with the prescribed qualifications of the preceptors.

The guidance activities evaluate the implementation of the teaching and learning process of the nursing profession students in the practice area. SARI, ENNIMAY, MARNI, & ANGGRENY (2016) recommending a preceptor model in clinical learning which can improve the achievement of student competencies. Some of the obstacles found during the guidance process are; some of the clinical preceptors did not carry out pre and post conferences when students came to practice. There were some academic preceptors who did not come to guide students in the practice area. Most of the clinical preceptors could not guide the students because of their busy schedules as the head of the ward and team leader. The researcher concludes that in the process of student guidance in the practice area, some improvements need to be made, then, appointing the clinical preceptor from the nursing staff as a role model for students in clinical practice.

Monitoring and evaluation are together carried out by the academic and clinical preceptors following the practice guidelines as a reference of assessments. This was stated by the four institutions. The purpose of monitoring is to find out whether the ongoing activities are suitable with agreed planning and procedures. Monitoring is carried out while the activity is taking place to ensure the suitability of the process and achievements. Evaluation is a series of activities designed to measure the effectiveness of the teaching/ learning system as a whole, while learning evaluation is the process of determining the acquisition of learning outcomes based on certain criteria Ministry of Health of the Republic of Indonesia.

Evaluation is carried out to find out the results or final achievements of the activities or programs carried out at the end of the activities. Based on the description, the monitoring and evaluation activities have been carried out by the four institutions. The competency test was carried out to evaluate the achievement of student competencies after practicing at a particular stage. The evaluation included cognitive, psychomotor and affective aspects. Evaluation methods included the Direct Observational Procedural Skill Test (DOPS), Student Oral Case Analysis (SOCA), managed case reports, mini-seminars and presentation on counseling.

The students' expectations are, first, to get more focused guidance from the preceptors in the learning process as an effort to increase their competencies. Students feel that their preceptors are not optimal in giving academic guidance due to their busy schedules. It becomes a hindrance for students to reach their full potential during practice. Optimal guidance from preceptors will improve students' ability to achieve the expected competence. It is in line with the research result of PHUMA-NGAIYAYE, BVUMBWE, & CHIPETA (2017) that students will become more confident and competent in clinical practice if supported by the preceptor and clinical learning outcomes.

A preceptor is an individual who is experienced and has expertise in sharing experiences and providing training for students. A preceptor usually is a senior nurse who has been working in a particular nursing area and is capable to inspire, teach, give counseling

and act as well as behave as a 'role model'. A preceptor can play his/her part well, the students will feel more satisfied and competent.

5. CONCLUSION

The preceptorship method was used in the practice of the learning process, in which the clinical preceptor acts as a role model who can give guidance to the students in the unit as an effort to achieve the students' competency during practices. However, there were several obstacles in the implementation of the guidance processes, such as insufficient infrastructure and the limitation of human resources. The human resources (clinical preceptors) in the practice area who are expected appropriate with the criteria determined by its institution are still limited, then, there are some academic preceptors who still do not meet the criteria as a preceptor. In this research, it was found that the preceptors who meet the criteria and discipline are very important in the process of providing practical guidance to nursing profession students in Indonesia. Infrastructures for students need to be improved as well.

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