EFFECT OF PRECEPTORSHIP SERVICE QUALITY ON STUDENT SATISFACTION IN THE D III NURSING STUDY PROGRAM

Muthoh Hariani[1*], Siti Zahara Nasution[2], Zulfendri[3]
[1]Faculty of Nursing, University of North Sumatera
[*] Correspondence email: muthohhariani@gmail.com
[2]Faculty of Nursing, University of North Sumatera
email: zahara_nasution@yahoo.co.id
[3]Faculty of Nursing, University of North Sumatera
email: zulfendri@usu.ac.id

ABSTRACT

The quality of preceptorship services plays an important role in delivering competent graduates. The The Preceptorship method is a clinical learning strategy aimed at helping students enter the world of nursing so they can master knowledge, attitudes, skills and effective communication, so that in the future they can provide nursing care according to their authority and responsibility. The preceptorship method is effective in improving cognitive (knowledge) or psychomotor (skills) in nursing practice students. The guidance method used in preceptorship is useful for improving students' clinical competencies which include decision skills, communication skills, practical skills and social skills. Student satisfaction is an evaluation of the conformity of student expectations regarding the quality of educational services. This research aims to analyze the influence of the quality of preceptorship services (tangibel, Empathy,reliability, responsiveness, assurance) on student satisfaction in the DIII Nursing Study Program in Central Tapanuli. The research design used is descriptive analytic. The sample in this study consisted of 80 respondents with the inclusion criteria of students being registered as active students, having taken clinical practice courses. The instrument used to measure the quality of preceptorship services (tangibility, empathy, reliability, responsiveness and assurance) and the satisfaction questionnaire used the Winarsih (2013) questionnaire which was modified by the researcher. The results of this research show that there is an influence of Preceptorship on student satisfaction from 3 dimensions, namely the tangible, reliability and assurance dimensions with the p value for the tangible dimension = 0.000 and the p value for reliability = 0.001 while the p value for assurance = 0.0026. Based on this research, it can be concluded that there is an influence on the quality of preceptorship services on student satisfaction

Keywords: Preceptorship; service quality; student satisfaction

INTRODUCTION

The implementation of clinical perception learning activities still requires special attention due to several obstacles. These include a large workload, where the preceptor's work overlaps with functional duties in the workplace. Additionally, there is a lack of opportunity for students to act and insufficient time for discussion between students and preceptors, considering the large number of patients that must be served. It is also important to note that preceptors may not give enough attention to this aspect of leaning (Utami, 2019).

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Research by Ami in Amalia (2016) regarding the evaluation of preceptorship clinical learning, shows that clinical supervisors have other activities that require more time, such as providing nursing care to patients and attending meetings. As a result, the learning process is often short and difficult to meet. Based on research, it was found that the clinical supervisor the majority accompany students in the category often, namely as much as 56% (Damanik et al., 2021). Ardevi (2020) research revealed that the number of preceptees who were guided by a preceptor differed from the ideal standards. In a single room, there may be eight or more preceptees, but only one preceptor providing guidance, which can make the guidance less effective.

Clinical learning is a fundamental aspect of nursing education that involves direct client interaction. It is essential for equipping students with the competencies necessary to apply their knowledge in society. That guidance method used in preceptorship useful for increasing competence student clinics that include abilities decisions, communication skills, practical skills and social skills (Manginte et al., 2019). The manifestation of the nursing education curriculum, clinical learning allows for the discovery of the complexity and perfection of the practice to be taught. Clinical learning that emphasises the relationship between theory and practice can assist students in applying theory and discovering nursing theories that can arise from clinical experiences (Ahmad et al., 2020)

The quality of preceptorship services is crucial in producing competent graduates. A positive and supportive practice environment significantly impacts student' interest in pursuing career in nursing. Some students may choose nursing education due to parental pressure or the desire for quick employment, rather than personal passion.

During clinical practise, many students experience feeling of anxiety, confusion, lack of confidence, and difficulty in decision-making. Clinical supervisors have the responsibility of identifying students' strenghts and abilities, which can be used to solve existing problems (Cederbaum & Klusaritz, 2009).

Putriyanti et al. (2020) research found that preceptorship training influenced the level of knowledge, attitude of clinical supervisors, and student satisfaction in the clinic's guidance process. Rahmi et al., (2019) reported that 47,3% of students were dissatisfied with the implementation of preceptorship. In the tangible dimension, 37,6% of participants expressed dissatisfaction with the implementation of the preceptorship. Similarly, in the reliability dimension, 37,6% stated that they were not satisfied with the implementation of the preceptorship. In the responsiveness dimension, 33,3% of participants reported dissatisfaction with the implementation of the preceptorship. In the assurance dimension 25,8% expressed dissatisfaction with the implementation of the preceptorship. Finally, in the empathic dimension, 19,4% of participants expressed dissatisfaction with the implementation of the preceptorship.

Student satisfaction is linked to the alignment between their expectations and the quality of clinical guidance services provided by the preceptorship. It is important to maintain a formal register and avoid biased language, while using precise subject-specific vocabulary to convey meaning accurately. By evaluating the gap between expectations and reality, the preceptorship can prepare appropriate strategic plans to improve the quality of clinical guidance services. This evaluation of student satisfaction can identify areas where perception services need improvement, maintance, or reduction.

The Nursing DIII Study Program's

educational guidelines require students to undertake clinical learning in hospitals, health centres, and the community. This includes Semester III with Basic Nursing courses, Semester IV with KMB I courses and Maternity Nursing and Child Nursing, and Semester V with KMB II, Emergency Nursing, Psychiatric Nursing, Gerontic Nursing, Family Nursing, and Community Nursing. Based on a preliminary study, researchers found that students experienced suboptimal clinical supervision. This suggests a need for improved clinical reliability. Instructors provide less guidance and allocated less time for discussions and questions due to the supervisor's busy schedule. In terms of responsiveness, the guidance process fails to meet the specified time. Additionally, there are still areas of practice that do not adequately support student experiencing competency problems. Tangible aspects refer to the differences in practice support facilities and infrastructure between laboratory facilities and clinical practice areas, as well as the number of patients and competencies. The competencies target has not been achieved according to nursing education standards. In terms of assurance, there are still student problems and complaints that have not been adequately addressed by the practice area through the Clinical Instructor. It is noted that there is a lack of Clinical Instructors monitoring student progress from an empathetic perspective. The research aims to determine the influence of preceptorship service quality on student satisfaction in the Nursing Study Program.The limitation of this research is that it only collects data from quantitative aspects using questionnaires and does not explore the obstacles experienced by perceptor and preceptee.

RESEARCH METHODS

This research is of an observational and descriptive analytical design, which will identify the influence of the quality of preceptorship services on the satisfaction of nursing students. This research analyses the influence of service quality on studen satisfaction. The service quality is measured by tangible, empathy, responsiveness, reliability, and assurance. The strengths and weaknesses of this theory are analyzing the influence of tangible service quality, empathy, responsiveness, reliability, and assurance on student satisfaction. The implementation of preceptorship is the independent variable, while student satisfaction is the dependent variable. The study population comprised 80 Nursing Study Program students who participated in practical field learning activities during the 2022/2023 Academic Year. This research has been carried out in trials with the ethical number 614/KEPK/USU/2023. Data analysis used univariate and bivariate methods using the chi square test.

RESULTS AND DISCUSSION

Based on the table 1, the quality of the preceptorship's service for tangible dimension is mostly less (53,7%), while the empathy dimensionhas mostly good results (60%). The responsiveness dimension has a majority of 52,5%, while the reliability dimension has mostly fewer good results (52,5%). The assurance dimension also has mostly less good (51,3%).

Table 1. The Frequency Distribution and Percentage of Preceptorship Service Quality and Nursing Study Program Student Satisfaction

No.	Preceptoship Service Quality	Frequency	Percentage (%)
1.	*Tangibles*		
	Good	37	46,3
	Less Good	43	53,7
2.	*Empathy*		
	Good	48	60
	Less Good	32	40
3.	*Responsiveness*		
	Good	38	47,5
	Less Good	42	52.5
4.	*Reliability*		
	Good	38	47,5
	Less Good	42	52,5
5.	*Assurance*		
	Good	39	48,7
	Less Good	41	51,3

According to the table 2, out of the total 80 respondents, the majority (53,8%) or 43 students expressed dissatisfaction with the quality of preceptorship services. Only a difference of 6 students was observed between those who expressed dissatisfaction and those who did not.

Table 2. The Frequency Distribution of Student Satisfaction in Central Tapanuli Nursing Study Program

No.	Preceptoship Service Quality	Frequency	Percentage (%)
1.	*Satisfied*	37	46,2
2.	*Dissatisfied*	43	53,8

The bivariate analysis (Table 3.) revealed that out of the 80 students with the tangible dimension, there was a significant relationship between the quality of preceptorship services and student satisfaction ($p < 0.05$). However, the empathy dimension, there was no significant relationship found ($p > 0.05$). The p value for the responsiveness dimension was 0.276 (> 0.05), indicationg no relationship between the preceptorship service quality and student satisfaction in this dimension. The chi-square test yielded a p value of 0.001 (< 0.05), indicationg a relationship between preceptorship service quality in the reliability dimension and student satisfaction. The text adheres to conventional academic structure, employs clear and objective language, and is free from grammatical errors, spelling mistake, and punctuation errors. The chi-square test results for the assurance dimension yielded p value of 0.026, indicationg a significant relationship between the quality of preceptorship services in the assurance dimension and student satisfaction.

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Bivariate Analysis

Table 3. The Influence of Preceptor Quality per Dimension on Student Satisfaction in The Nursing Program

	Satisfaction				Total	P value	OR
	Dissatisfied		Satisfied				
	N	%	N	%			
Tangible							
Good	10	27	27	73	37	0.000	7,929
Less Good	33	76,7	10	23,3	43		
Emphaty							
Good	24	50	24	50	48	0.410	
Less Good	19	59,4	13	40,5	32		
Responsiveness							
Good	18	47.4	20	52,6	38	0.276	
Less Good	25	59,5	17	40,5	42		
Reliability							
Good	13	34,2	25	65,8	38	0.001	4,778
Less Good	30	71,4	12	28,6	42		
Assurance							
Good	16	41	23	59	39	0.026	2,987
Less Good	27	65,9	14	34,1	41		

The Impact of Tangible Dimension pf Preceptorship Service Quality on Student Satisfaction

The research on the tangible dimension revealed that 33 individuals (76,7%) expressed dissatisfaction. Statistical analysis using the chi-square test yielded a p-value of $0.000 < 0.05$, indicating a significant relationship between the tangible dimension of preceptorship service quality and student satisfaction. The tangible dimension of preceptorship refers to the physical evidence provided by service providers to students during the clinical practice process at the hospital. This includes Physucal facilities, equipment, and tools, as weel as enviromental conditions that can enhance the learning experience (Alnajid et al., 2023). Customer satisfaction is a concrete measure of service quality as it explicitly and implicitly meets customer expectations (Alnajid et al., 2023).

The service quality factor, according to the researchers' assumptions, is based on the tangible dimension, which refers to the concrete evidence provided by service providers to nursing students during clinical practice processes in hospitals. This includes physical facilities, equipment, tools, and conditions that can provide comfort in every learning process.

Based on the assumptions made by the researchers According to respondents' statements, they were dissatisfied with the preceptorship clinical learning, and the research findings indicated that 27% of the tangible features were good. Dari hasil kuesioner juga diperoleh mahasiswa 45% menjawab jumlah perseptor masih kurang dari perbandingan 1:5. The researcher's assumption is that this is because the equipment in hospitals is more complex than in the campus environment, the equipment is not yet known to students and the equipment is not exactly the

same as in laboratories, so students have to adapt first and there are clinical practice courses where the ratio of perceivers to perceivers is above 1 : 5. Where 1 perceiver guides 8 students. This influences student satisfaction.

The Impact of the Empathy Dimension of Preceptorship Service Quality on Student Satisfaction

The research findings indicate that 50% of the 24 students surveyed were satisfied with the quality of the preceptorship service. Statistical analysis using the chi-square test revealed a p value of 0.410, which is greater than the significance level of 0.05. This suggests that there is no significant relationship between the quality of preceptorship service, the empathy dimension, and student satisfaction.

The research results indicate a lack of individual attention and limited communication in conveying information to students. Empathy can encourage individuals to change rigid thinking patterns to flexible ones and selfish thingking patterns to tolerant ones. This aligns with the findings of Alnajid et al., (2023), who suggest that supervisors should aim to satisfy students in the learning process.

Based on the assumptions made by the researchers, according to the researchers' hypotheses about service quality characteristics based on empathy, 50% of respondents who reported good empathy were satisfied with the quality of service perception. This is because, during the mentorship process, the perceptor gives particular and personal attention to nursing study program students. Perceptor is also friendly with students enrolled in the Nursing Study Program.This is done by the perceiver to comprehend the needs of students throughout the field learning process while performing clinical practice at the hospital.

The Impact of Preceptorsship Service Quality's Responsiveness Dimensions on Student Satisfaction in the Central Tapanuli Nursing Study Program

The research findings indicate that 59,5% of the 25 students surveyed were dissatisfied with the quality of the preseptorship services provided. Statistical analysis using the chi-square test revealed a p value of 0.276, which is greater than the significance level of 0.05, indicationg that there is no significant relationship between the quality of preceptorship services and the responsiveness dimension of student satisfaction. If the service provider is not responsive during the implementation process carried out by nursing student, it mau hinder the learning services provided by the preceptor. Therefore, the implementation supervisor is expected to provide prompt and high-quality learning services based on the students' needs, even in the face of obstacles.

According to Asmaranti & Dwi (2012) research, the implementation of guidance for nursing students demonstrates that each component understands their role well, despite obstacles such as limited mentors and supervisors, and an uneven number of students per shift. However, it is important to ensure the accuracy of providing services based on student needs, despite the presence of obstacles in every activity.

The service quality factors are based on responsiveness which requires service providers to assist and provide services and teaching by conveying clear information based on student needs. In the responsiveness dimension, service providers must be willing to answer questions asked by nursing students to aid the learning process, according to researchers' assumptions.

According to the researchers' predictions, the research findings revealed that 52.6% of nursing study program students reported feeling satisfied with the good responsiveness element. This is because,

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during the perceptorship process, the perceptor has a responsive attitude toward giving services to students in the hospital's learning environment. Perceptors assist, instruct, and deliver clear information based on student needs. Perceptors are also eager to answer queries posed by students in the hopes of aiding the learning process.

The Impact of Preceptorship Service Quality and Reliability Dimension on Student Satisfaction

Based on the research results, 71.4% of the 30 students stated that they were dissatisfied with the quality. Statistical test using the chi-square test showed a significant relationhip (p = 0.001 < 0.05) between the quality of preceptorship services in the reliability dimension and student satisfaction. The provision of teaching and guidance must align with student expectations for clinical practice. It is important to consider whether the teaching adheres to applicable procedures. This statement was quoted in Alnajid et al. (2023), (Setiarini et al., 2017) found a significant relationship between service quality and reliability dimensions with student satisfaction (p = 0.011). Student reported higher satisfaction levels when officer responded quickly and were through in their service, indicating higher reliability at the institution.

This statement is supported by Tang & Chan, (2019) research, which argues that the reliability of guidance greatly influences student competency achievement. The learning process occurs in two directions, as the supervisor provide demonstration, mentoring, direction, and training to help students achieve their desired nursing skills.

According to the research findings, 65.8% of respondents who reported good reliability felt content with the preceptorship service. According to the researchers' expectations, throughout the preceptorship service process, the perceiver responds quickly and thoroughly in the practical learning process to students in the hospital. The perceiver's guidance approach is consistent with applicable protocols and student expectations for clinical practice at the hospital. During the learning process, the perceiver also gives assistance through demonstration methods, mentoring, and direction so that students' nursing competency targets can be accomplished while doing clinical learning at the hospital.

The Impact of Assurance Dimension in Preceptorship on Service Quality and Student Satisfaction

The research findings indicate that 65.9% of the 27 student respondents were dissatisfied with the quality of the preceptorship service. Statistical analysis using the chi-square test revealed a significant relationship between the quality of preceptorship sercive assurance dimensions and student satisfaction (p = 0,026 < 0,05). Assurance refers to the knowledge and behaviour exhibited by institutional staff, including educational staff and lecturers, as service providers. Their function is to build and foster trust and confidence in students, encouraging them to choose the services or institutions offered over (Suhardi, 2019)

The research is supported by the research of Suhardi (2019). The analysis results indicate a t-count value of 2.251 > 0,236 and a significant value of 0,027 (0,027 <0,05), which proves that the hypothesis is accepted. This means that assurance has a significant effect on satisfaction.

Assurance is one of the dimensions of service quality that determines student satisfaction. It is related to the ability to instill a sense of trust and confidence in students. This research is consistent with a study conducted by Pahlawansah et al., (2022) in Makassar, which found that assurance had a significant relationship with student satisfaction (p = 0.000). Assurance refers to

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the teaching staff's ability to provide knowledge and foster students' trust through polite and professional conduct.

According to Supliyani (2014), the main priority for improving the assurance aspect is to create a conducive and comfortable learning enviroment for students by providing certainty about the learning that will be provided. It is important to note that all statements are presented objectively and without bias. This is because in hospital services, nurses are the most important resource for supporting patient satisfaction. Kumajas (2014) suggests that nurses should have standards for providing services to ensure quality.

According to the research results, the majority of 65.9% of students claimed that the quality was not good and that they were less satisfied with the perceived quality of the service. According to the researcher's assumptions, when it comes to assurance, nurses, as perceivers, are less able to create a conducive and comfortable environment for students who are unsure about what they will learn. Because the perceiver, who is a nurse, is also performing his primary duties as an executive nurse in the hospital during the perception service, nurses are occasionally late in delivering guidance to students, lowering student satisfaction with the quality of the perception service

CONCLUSION

The service quality is based on the tangible dimension, which refers to real evidence provided by service providers to nursing students during the clinical practice process in hospital. Additionally, the service quality factor is based on empathy, where the service provider provides personal attention to nursing students with an effort to understand their expected needs. Responsiveness is the obligation of the service provider to assist and provide teaching by conveying clear information based on the needs of the students.

In this dimension, service providers must be willing to answer questions asked by nursing students to aid the learning process. The research findings revealed that 52.6% of nursing study program students reported feeling satisfied with the good responsiveness element. This is because, during the perceptorship process, the perceptor has a responsive attitude toward giving services to students in the hospital's learning environment. Perceptors assist, instruct, and deliver clear information based on student needs. Perceptors are also eager to answer queries posed by students in the hopes of aiding the learning process.

The service quality factor based on reliability relates to performance in the provision of teaching and guidance, which must be in line with the students' expectations in the delivery of clinical practice. The service quality factor based on assurance refers to the service provider's guarantee and certainty in fostering a sense of trust in students.

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