THE ROLE OF CLINIC INSTRUCTOR AS MOTIVATORS WITH STUDENT READINESS TO CARE FOR COVID-19 PATIENTS

PERAN INSTRUKTUR KLINIK SEBAGAI MOTIVATOR DENGAN KESIAPAN MAHASISWA UNTUK PERAWATAN PASIEN COVID-19

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ABSTRACT

The Covid-19 pandemic is still ongoing. When nursing students carry out clinical practice, they have the possibility to treat patients with Covid-19. Clinical supervisors as people closest to students have a role as a motivator to motivate students to be ready to treat Covid-19 patients. The aim is to find out the role of the clinical supervisor as a motivator with the readiness of students to treat Covid-19 patients. Analytical descriptive design, with a cross sectional approach. Population of nursing student Elisabeth College of Health Sciences Semarang. A sample of 170 people was taken by total sampling technique. The data was tested using the Kolmogorov Smirnov test. Most of the respondents (85.9%) rated the role of the clinical supervisor as a motivator in the good category and as many as 156 respondents (91.8%) had high readiness to treat Covid 19 patients. The Kolmogorov Smirnov test results obtained a p value of 1,000, there was no relationship the role of the supervisor as a motivator with readiness to care for Covid 19 patients. It is recommended that students remain vigilant and implement health protocols while carrying out clinical nursing practice

Keywords: readiness to treat Covid-19 patients; motivator; clinical supervisor role

ABSTRAK


Kata kunci : kesiapan merawat pasien Covid-19; motivator; peran pembimbing klinik
INTRODUCTION

Pneumonia Coronavirus Disease 2019 or Covid-19 is an inflammatory lung disease caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2). This disease spreads very quickly and becomes a problem in the world. At present the number of positive cases of Covid-19 in Indonesia has decreased significantly, but patients with confirmed Covid-19 are still found. As of April 5, 2022, the number of Covid-19 cases in Indonesia was 6,023,924 cases (Pemerintah Republik Indonesia, 2022). The total number of confirmed cases in the city of Semarang from 2020 to January 1, 2022 was 102,990 cases (Pemerintah Kota Semarang, 2022).

Covid-19 was also found in health workers, including nurses. Not a few health workers have died from Covid-19. Since the beginning of the pandemic in March 2020 until August 26 2021, a total of 1,967 health workers in Indonesia have died from Covid-19, 648 of whom are nurses (Wahyuni; Sahara, 2022). The large number of Covid-19 cases found in nurses causing death can cause anxiety and unpreparedness of nursing students to take part in clinical nursing practice. When students carry out clinical nursing practice, they will be dealing with many people and do not rule out contact with patients or family of patients who have been confirmed with Covid-19. Nursing students who take part in clinical nursing practice in hospitals must be prepared for the risk of transmitting Covid-19 to themselves (Sanger et al., 2022).

Michelle Sanger's research obtained data that most of the nursing profession students (47.7%) who underwent clinical practice experienced moderate anxiety. Students feel afraid of strangers and crowds of people in the hospital where students practice clinical nursing. One of the sources of student anxiety when carrying out clinical practice during a pandemic is when they are aware of their fear of being infected with Covid-19 and can infect people around them such as family or other closest people (Sanger et al., 2022).

The anxiety of students undergoing clinical practice was also found in Dally Rahman's research. In this study it was stated that students experience anxiety with different emotional responses. Most of the participants felt negative emotional responses such as anxiety, fear, nervousness, and stress. This is due to the fear of contracting Covid-19. The fear of infection that is felt while carrying out clinical nursing practice causes an attitude that is reluctant or even unwilling to treat patients who enter the yellow zone Covid-19 before the results of the examination are known. After students treat Covid-19 positive patients, they withdraw from contact with people around them (Rahman et al., 2022).

Clinical instructor as people closest to students have a role as a motivator to increase student readiness to care for Covid-19 patients. Provision of good motivation will be in line with the mental readiness of students in carrying out clinical nursing practice in hospitals. Provision of good motivation given by supervisors at the clinic helps students reduce anxiety and discomfort while practicing at the hospital and helps increase their confidence in carrying out nursing actions which are part of their clinical competence (Pertiwi et al., 2017).

Phenomenon that occurs at this time, there are still students who feel afraid and are not ready to carry out nursing practice in hospitals. This study aims to determine the relationship between the role of clinical instructor as a motivator and the readiness of students to care for Covid-19 patients.

METHOD

This research is an analytic descriptive study with a cross-sectional approach. The population in the study were nursing students at Elisabeth College of Health Sciences Semarang. A sample of 170 people was taken using the total sampling technique with the criteria: willing to be respondents, having attended offline nursing clinical practice during the Covid-19 pandemic and 100% attendance during practice. The instrument used in this research is a
questionnaire. Data is processed using the test. The data is tested using the Kolmogorov Smirnov test.

RESULTS

Table 1 Role of Clinical Instructors As a Motivator

<table>
<thead>
<tr>
<th>Role of Clinical Instructors As a Motivator</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>146</td>
<td>85.9</td>
</tr>
<tr>
<td>Good enough</td>
<td>21</td>
<td>12.4</td>
</tr>
<tr>
<td>Not good</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>170</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the table, the majority of respondents, 146 respondents (85.9%) rated the role of clinical instructors as a motivator in the good category. A small number of respondents, namely 3 students (1.8%), rated the role of clinical instructors as not good.

Table 2 Readiness to Care for Covid-19 Patients

<table>
<thead>
<tr>
<th>Readiness to Care for Covid-19 Patients</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>High readiness</td>
<td>156</td>
<td>91.8</td>
</tr>
<tr>
<td>Low readiness</td>
<td>14</td>
<td>8.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>170</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the table, the majority of respondents, namely 156 respondents (91.8%) have high readiness to treat Covid-19 patients.

Table 3 Relationship between the Role of Clinical Supervisors as a Motivator and Students' Readiness to Care for Covid-19 Patients

<table>
<thead>
<tr>
<th>Role of Clinical Supervisors As a Motivator</th>
<th>Readiness to Care for Covid-19 Patients</th>
<th>Total</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High readiness</td>
<td>Low readiness</td>
<td>n (%)</td>
</tr>
<tr>
<td>Good</td>
<td>133 (78.2)</td>
<td>13 (7.6)</td>
<td>146</td>
</tr>
<tr>
<td>Good enough</td>
<td>20 (11.8)</td>
<td>1 (0.6)</td>
<td>21</td>
</tr>
<tr>
<td>Not good</td>
<td>3 (1.8)</td>
<td>0 (0)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>156 (91.8)</td>
<td>14 (8.2)</td>
<td>170</td>
</tr>
</tbody>
</table>

Based on the table, most of the students who rated the role of the clinical instructors as a good motivator had high readiness to care for Covid 19 patients (78.2%). Students who rated the clinical instructors role as a motivator were good enough, most of them had high readiness to care for Covid-19 patients (11.8%) and all students who rated the clinical instructors role as a low motivator had high readiness to care for Covid-19 patients. The results of the Kolmogorov Smirnov test obtained a p value of 1.000, which means that there is no relationship between the role of the clinical supervisor as a motivator and the readiness to treat Covid-19 patients.

DISCUSSION

Nursing clinical practice learning is a transitional period from classroom learning situations to actual service situations. Clinical learning can facilitate students to practice theory learned in class in a real setting. At this stage students will compare the theory obtained with the reality in practice. The difference between theory and real conditions in practice allows students to experience high anxiety, doubt, unpreparedness and confusion. Therefore a clinical supervisor is needed who is able to help students overcome these problems (Shalahuddin et al., 2018; Sianturi & Natalia, 2021).

The clinical instructors is a professional nurse who has the skills and competency capacity in teaching so that it can influence the professionalism of the students she mentors. Clinical advisers are an important pillar of a clinical learning process in providing motivation to students about the description of the nursing profession and providing motivation for students to take part in learning well. Clinical instructors have an important role in the process of supervising nursing students and influencing students in clinical learning (Shalahuddin et al., 2018; Sumarni & Sugiharti, 2019; Wahyu Astuti et al., n.d.; Wayan Sudarta et al., n.d.).

In this study, the majority of students rated the role of the clinical supervisor as a
motivator in the good category. Providing motivation by clinical instructors can reduce anxiety, create a comfortable atmosphere, build team cohesiveness and support smooth implementation. In addition, providing motivation by clinical clinical instructors to students can also increase student motivation, achievement, confidence and readiness to carry out clinical practice (Pertiwi et al., 2017; Rosiah; Ade, 2022).

Readiness is a time when a person is in a state of being willing to do something. Readiness plays an important role in focusing one's mind and achieving goals. The better the individual learning readiness, the better the learning achievement. The results showed that the majority of students had high readiness in caring for Covid 19 patients. The results of this study were in line with the results of Laila Rahmadani's research, which showed that the readiness of final year students to face the nursing profession during the co-19 pandemic at Jenderal Soedirman University was included in the good category. of 60.0% (Ramadhani et al., 2021).

On the other hand, the research results are not in line with the results of C.I. Nweke who stated that most of the respondents (61.7%) were ready to practice clinical practice in the midst of the corona virus pandemic, but only 30.7% stated that they were ready to practice in rooms with corona virus patients (caring for Covid 19 patients) (Nweke et al., 2021). The readiness of students to treat Covid-19 patients can be caused by the fact that currently Covid-19 cases have decreased, the availability of sufficient personal protective equipment and increased vaccine coverage. Indonesia is currently preparing to go towards endemic. This is based on the sloping parameter of the COVID-19 assessment.

The research we conducted found that there was no relationship between the role of clinical instructors as a motivator and the readiness of students to care for Covid 19 patients. The majority of students who assessed the role of clinical instructors as a good motivator had high readiness to care for Covid 19 patients as well as students who assessed the role of instructors. the clinic as a bad motivator also states that they have high readiness to treat Covid-19 patients. Readiness is influenced by many factors, including: clinical experience, availability of personal protective equipment, knowledge about covid-19, skills, and a positive attitude.

CONCLUSION
Most of the respondents (85.9%) rated the role of the clinical instructors as a motivator in the good category. Most of the respondents (91.8%) had high readiness to care for Covid 19 patients. There was no relationship between the role of clinical instructors as a motivator with readiness to care for Covid 19 patients (p-value 0.001). It is recommended that students remain vigilant and apply health protocols while carrying out clinical nursing practice.

REFERENCE


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