

# EVALUATION OF NURSE PROFESSION EDUCATION PROGRAM IN STIKES PEKANBARU

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## ABSTRACT

**Introduction:** Professional nursing personnel are needed to meet the demands of the community for nursing care services. Health colleges are required to be able to produce competent medical graduates. This study aims to evaluate the implementation of Nurse professional education programs at Pekanbaru STIKes. **Method:** This study used a research design evaluation model Context, Input, Process, Product. The partisipant were 16 person which taken by purposive sampling. Data collecting used focused group discussion and in depth-interview. Data analyze used data comparison with evaluation criteria. **Results:** Nurse professional education goals and planning have been made according to Nurse professional education curriculum and has been carried out in accordance with the regulations. The implementation was used the preceptorship model. Otherwise, Nurse graduates who pass the competency test nationally are still below 100%. **Conclusion** there were still obstacles in the guidance process on practical setting. **Recomendation:** improvements were needed in the guidance process.

**Keywords:** Evaluation program, education, nurse profession, preceptor, competency test

## INTRODUCTION

The amount of public demand for quality health services requires professional nursing staff to produce competent and professional nurse graduates, each college is required to be able to produce graduates who are in accordance with market needs, one of which is curriculum development. Research (Zapko, Ferranto, Blasiman, & Shelestak, 2018) concluded that with serial simulations and obtaining simulation experience more than once in a row are methods that valuable

for clinical instruction. If implemented properly, simulations can improve student satisfaction and confidence. Research (Zieber & Sedgewick, 2018) on Competence, confidence and memory recall in nursing students using a mixed method research design states that interventions are effective in enhancing both their perceptions of competence and confidence immediately within a period of three months, the memory capacity of knowledge also statistically significant over a period of three months.

Nurses as a profession that carries out nursing care and practice, with the qualifications required to have a Registration Certificate (STR) as written evidence and official records issued by the Indonesian Health Personnel Council (MTKI). Based on the data obtained from the 4 STIKes in Pekanbaru, it can be concluded that from a total of 589 competency test participants from 2014 to 2017 it was found that the average graduation rate = 57.3%, and those who did not graduate = 42.7%. This shows that the graduation results are still low. Where the number of students who do not pass is quite high and can cause high unemployment due to not having a competency test certificate which is a requirement to obtain a nurse registration certificate (STR). The high rate of disability is closely related to the performance of the learning system and the quality of graduates. Many participants competed in the National Professional Education Program competency test and especially in Pekanbaru who were incompetent, namely the passing of competency test participants as much as 57%. So it is still questionable how the quality of graduate nurses in Indonesia and the implementation of the Nurse Professional Education Program at STIKes in Pekanbaru city.

Competency test is the process of measuring the knowledge, skills and

behavior of students in universities that hold higher education in health in accordance with the Minister of Education and Culture Regulation Number 12 of 2016 concerning Procedures for Implementing Competency Test for Health Sector Students, Ministry of Research, Technology and Higher Education (Kemenristekdikti, 2017). According to (HTP, 2017) the implementation is carried out by the Organizing Committee determined through the Decree of the Minister of Research, Technology and Higher Education. This exam is intended to achieve competency standards of graduates who meet work competency standards and the National Competency Test can be used as part of educational quality assurance. health in Indonesia. So from that starting in 2014, 2015, 2016 and 2017 there have been four consecutive years of professional proficiency test with CBT (Computer Based Test) system.

The research conducted by (Kholifa & Kusumawati, 2016) on Nurse graduate students who took the competency test found that the obstacle of graduates in facing competency tests was due to confusion and lack of clinical experience, increased anxiety, hesitation when answering questions and problematic computer mouse used. answering questions, this resulted in many Nurse students not passing the competency test. Research (Abdillah, 2016)

said there was a relationship between try out, GPA, learning style and the value/graduation rate of Indonesian nurse competency test results. This study aims to evaluate the implementation of professional education programs for nurses in Pekanbaru's STIKes. Novelty in this study with the CIPP evaluation model has never been done in Indonesia.

## **METHOD**

The study used a CIPP evaluation model design Context, Input, Process, Product (CIPP) in Pekanbaru STIKes. The object of evaluation is the Professional Nurse Education Program with subjects includes clinical preceptors, academic preceptors, nurse graduates. The research instrument in this study used guidelines for in-depth interviews, questionnaires and Focus Group Discussion (FGD). Where the instruments made refer to the CIPP model which includes context, input, process, and product and outcome to assess the evaluation of professional education programs in Pekanbaru STIKes. The technique of data analysis used data comparative by evaluation criteria. This research was passed the ethical clearance reviewed by Ethical Committee of STIKes Hang Tuah Pekanbaru.

## **RESULT**

The results of the study Evaluation of the Nurse Profession Education Program in Pekanbaru STIKes using the CIPP Model (Contexts, Inputs, Process Products) with the object of research is the Nurse professional education program in Pekanbaru. There were four STIKes which were the subjects of the study, namely HTP STIKes, PN STIKes, AI STIKes and PMC STIKes.

### **1. Context Evaluation Results**

#### *Sub-focus 1. Objectives of competent professional Nurse education programs*

The context evaluation results focus on how to achieve the goals of the Nurse professional education program related to the rules underlying the implementation of education, curriculum standards used, the process of preparing for the implementation of educational programs and processes in setting educational goals. The program objectives of each institution are made according to the needs of nursing services where each institution describes them in accordance with the Tri Dharma of higher education and as a guide in making Nurse education curriculum. The regulations that underlie the implementation of educational programs and curriculum standards used are curriculums set by the DIKTI (Director General of Higher Education) and the Association of Indonesian Nurse Education

Institutions (AIPNI). The four institutions use the same national standards in designing the making of the Nurse professional education curriculum. The curriculum used is a curriculum that was established by AIPNI in 2009 which was later updated to become the 2014 National Qualifications Framework (KKNI) curriculum which was approved by the DIKTI in 2015 and applied in the 2016 school year.

## 2. Input Evaluation Results

### *Sub-focus 2: Planning of the Nurse professional education program learning system at Pekanbaru STIKes*

Input evaluation aims to find out the planning of the Nurse professional education program learning system. The evaluation results obtained were that the four institutions had formulated a learning system plan on the part of the study program. The plan was submitted to the foundation and the study program could only carry out the learning process after obtaining approval from the foundation. All institutions involved in this research are private institutions under the auspices of the foundation. In order to meet the resource requirements in conducting professional education for Nurse, the profession coordinator will appoint a course coordinator who is responsible for the implementation of

professional practice, the course coordinator appoints academic preceptors who are in accordance with their scientific fields. The clinic preceptor is appointed by the hospital management with a decree from the Director with minimum criteria is Nurse education level and have a minimum of two years work experience and have a preceptors certificate.

Learning system planning is made referring to the availability of resources, starting from the number of students who re-register, then the study program makes proposals about the funding needed for the operation of educational programs submitted to the foundation. The profession coordinator with the team designed the Clinical practice setting where students practice and make MoUs with the clinical praactice institutions, according to the guidelines of professional practice.

Academic and clinical preceptors collaborate in guiding students by dividing the guidance schedule within 1 week 3 days of academic preceptors and 3 days of clinical preceptors because there are still limited resources of lecturers. Academic preceptors education for at least magister nursing and clinical preceptors is minimum Nurse profession (bachelor degree) with a minimum of 2 years experience).

The recruitment process of professional education program students is students who

have completed their undergraduate in bachelor degree nursing education, coming from their own institutions but two of the participants stated that the institution accepts students from outside. Students register again, then students are registered again at Ministry of Research and Technology in Higher Education to obtain the Student Identification Number (New NIM. Requirements must be undergraduate nursing. Students make statements following the profession for 1 year.

Each institution has an organizational structure and the majority of its organizational structure forms are line and functional organizational structures. This can be seen from the structure of the study program chairman, secretary, treasurer, coordinator of professional education programs nurses, subject coordinators and preceptors.

The profession coordinator made a proposal to prepare the budget needed in the implementation of the professional education process. The resource of budget comes from students and approve to the foundation through the chair of STIKes. The head of the study program/profession coordinator appoints the course coordinator, the profession coordinator with the team to design where the practice land is, which MoU will be developed, determine the schedule, and make the budget plan. The

clinical practice of the Nurse profession refers to the guidance of the Nurse profession clinical practice that has been made by each institution, then prepares for its implementation. Institutional support is given by giving permission to all Nurse education institutions in Pekanbaru to carry out professional practice by making an MoU between educational institutions and the clinical practice institutions.

### **3. Results of Process Evaluation**

#### ***Sub-focus 3. Implementation of Nurse professional education learning program at STIKes Pekanbaru.***

The implementation of the Nurse professional education program is in accordance with the guidelines of professional practice made by each institution with the collaboration between the academic preceptor and the clinical preceptor regarding learning outcomes to obtain student competency. Academic preceptors and clinical preceptors collaborate on clinical practice in the guidance process, related to the achievement of learning to be achieved when students practice. Before students begin to practice a perception equation between academic and clinical preceptors is held, when the perception equation has been prepared a guidebook related to the schedule and activities to be carried out, as well as the

standard of assessment. But at the time of the same perception when there is input from the clinical practice related to the results of the previous evaluation, we will make improvements. Students prior to going to the ward held orientation and socialization about infection prevention and control in the ward.

In the guidance process, it was found a problem where the academic preceptor could not come to guide according to an agreed schedule and the clinical preceptor could not guide students because of his busy life as head of the ward and team leader. To find out the results of student competency achievement during the practice of Nurse profession at the end of the stage, students will be evaluated. The form of evaluation that has been carried out by the four institutions focuses on the ability of students to carry out nursing care for a case. The evaluation methods carried out included the Direct Observational Procedural Skill Test (DOPS), Student Oral Case Analysis (SOCA), managed case reports, mini seminars and counseling presentations. In addition to cognitive and psychomotor aspects, the assessment also includes affective aspects, where students' soft skills while practicing nurses in the room are also assessed by preceptors, both clinical presidents and academic preceptors.

After the guiding process of clinical preceptors and academic presidents conducts

evaluations of student competency achievements at the end of the stage before students move rooms by holding DOPS examinations, case seminars, health education, to get feedback on student learning outcomes. If students fail to be given the opportunity to repeat by looking for their own cases. The final assessment is given according to the criteria that have a percentage in the practice manual. If there is a failure, students are given the opportunity to repeat until their competence is achieved. Then each clinical preceptor will submit an evaluation and give the evaluation report of each student at the end of the stage to the profession coordinator in accordance with the evaluation format in the practice manual for the Nurse profession.

Complaints from students also have academic presidents who have never come to guide the hospital. The expectations of students to improve their competencies so that those who become clinical preceptors are nurse practitioners, for the assessment of actions taken by students should involve the nurse practitioners, at the beginning of the students practice so that academic preceptors are also in the ward.

#### **4. Results of Product Evaluation**

***Sub-focus 4. Achieving the results of the Nurse professional education program at STIKes Pekanbaru.***

Evaluation results conducted by researchers on professional professors in Pekanbaru, namely Stikes PN, Stikes PMC, Stikes HTP, and Stikes AI conducted by researchers on 589 competency test participants held from 2014 to 2017 found that participants who passed the test National competence on average is as much as 57.3%, so there are 42.7% who do not pass the competency test. This is not in accordance with the target of graduates who are supposed to be 100%. The low graduation rate of the Nurse national competency exam has an impact on the process of obtaining registration letters (STR) Nurse which is a requirement to get a job in a health service facility because the competency test certificate is a requirement to obtain a STR.

## **5. Outcome Evaluation Results**

***Sub-focus 5: Impact of Nurse professional education graduates***

Based on the data from the tracer study obtained from the one of STIKes related to the length of time to get a job in a branch less than three months of graduation, there was an increase from 2014 to 2017. For a 3-12 month waiting period there was a decrease in the percentage of graduates. This is because students have got jobs faster. The data from

the tracer study obtained from the other STIKes is that the average waiting time for graduates to work is around three to four months from 2014-2017. The majority of graduates from both institutions work in private institutions.

Based on the results of discussion of researchers with nursing managers from well-known private hospitals in the city of Pekanbaru, there have been several graduates from one of STIKes who were trusted as head of the ward and team of managers, and some were sent to follow advanced skills training, such as hemodialysis nursing training, ICU, emergency, this is given as a reward for their achievements during work. In addition, the nursing manager also stated that he was happy to receive graduates from one of STIKes because they had better ethics, while skills could be honed according to the length of work experience. Not all Nurse graduates work in Pekanbaru, some graduates return to work in regencies that are spread in Riau Province.

## **DISCUSSION**

### **1. Context Aspects (Context)**

***Sub-focus 1. Objectives of professional education programs Nurse: Nurse professional graduates who are competent.***

The results of the evaluation and analysis on the aspect of the context, it was found that the basis for the implementation of educational programs and curriculum standards used was the curriculum established by DIKTI and AIPNI. Each institution has its own characteristics in accordance with the university's vision and mission. Institutional curriculum development has followed the rules of competency-based curriculum design and curriculum referring to the AIPNI and KKNI.

The program's objectives are in accordance with Minister of Research and Technology of Higher Education Regulation No. 44 of 2015 concerning the National Standards for Higher Education and Minister of Research and Technology of Higher Education Regulation No. 12 of 2016 concerning procedures for implementing competency tests for health sector students. Relevance to the target, where the goal is to produce graduates with  $GPA \geq 3$  and get a professional certificate when graduating, this is in accordance with the Minister of Research and Technology Regulation No. 44 of 2015 article 5. The duration of study for professional programs is one to two years after completing the undergraduate program, this is in accordance with the curriculum guidelines referring to the 2014 AIPNI KKNI. The other target clarity is that

professional graduates must be able to obtain competency certificates.

The process of formulating professional education objectives involves several parties, including Nurse practitioners who also act as stakeholders, foundations and experts. The goal is to involve stakeholders as well as evaluate programs that have been implemented previously, provide input for program improvement and also know the needs of the field. The five principles in setting effective goals according to Locke and Latham's in (Pawar, 2017) are the clarity of goals must be specific and clear, challenging, easy and boring goals are demotivating but maintaining a realistic balance, do not expect everyone in the team to achieve goals (to spin straw into gold), commitment: your employees must understand and buy goals from the set, provide feedback through the entire process. this helps to keep the goals on track, the complexity of the task: think about the time scale and detail the process into sub-destinations by regularly reviewing. Goals must be clearly measurable, unambiguous, and there is a period of time. People judge goals based on the importance of an anticipated achievement. Objectives must be understood to be effective. There is feedback in order to clarify expectations, adjust the difficulty of the target and get recognition. Give people enough time to fulfill the



objectives, considering the complexity of the task. The objectives of professional education programs that have been made by each institution having the same basis or reference and are of a national nature.

## 2. Input Aspects

### *Sub-focus 2. Planning learning systems for professional Nurse education programs at Stikes Kota Pekanbaru.*

Strategic planning is the blue print of an organization that is used to build future success. An inclusive process and considering current and future trends and innovations to organize activities that are needed sustainably, expanding or developing to remain competitive in the health care industry (Rousell L., Thomas PL & Harris JL, 2016) . This statement is in line with the opinion (Rowland and Rawland, 2002) that planning begins with the philosophy of nursing. They make this planning phase as a stage: determine goals, collect data, develop action plans, develop actions, and evaluate. The input aspect discusses the planning of the Nurse professional education program learning system. The results of the evaluation on the input aspect are that all institutions have guidebooks that become references in the implementation of professional education programs. The input aspect also discusses the availability of resources to support the implementation of the Nurse professional education program.

The resources needed start from human resources who will act as a preceptor, both academic preceptors and clinical preceptors. The recruitment of professional program lecturers has fulfilled the qualifications set in accordance with the Minister of Research and Technology regulations No. 44 of 2015, namely having a minimum education in a nursing master with a minimum of two years work experience. The recruitment of clinical preceptors has qualifications based on PP no.19 of 2005 concerning national education standards, namely having an equivalent level of education or above from students and having become clinical advisers for at least 2 years.

In addition to the receptors, students also have qualifications in the recruitment process. The main requirements of students in the professional program are to have passed the nursing degree program as set out in the 2015 KKNi. All institutions involved have a line and functional organizational structure. Line and functional organizational structures have vertical and horizontal relationships that must complement each other to create good coordination within an organization (Swansburg dan Swansburg, 2015).

The draft budget for the Nurse professional education program has been tailored to the needs of each semester. According to Government Regulation No. 19 year 2005

related to financing standards, in article 62 there are three types of costs, namely investment costs, operating costs and personal costs. Investment costs include the cost of providing facilities and infrastructure, the development of human resources and permanent working capital. Personal costs are educational costs that must be spent by students to be able to follow the learning process regularly and continuously. Operating costs consist of salaries of educators and education personnel as well as all benefits attached to salaries and consumable educational materials or equipment.

Personal costs are the main source of funding in professional education programs, where students pay tuition fees every semester. The budget for professional education program nurses refers more to operating costs, namely budgeting is calculated based on the needs of activities to be carried out at each stage of the profession. Details of the budgeted costs include management fees, structural fees, functional fees. The budget for the professional education program team is a personal and operational budget. This is in line with the results of the study (Williams and Taylor, 2008) stating that financial and organizational commitment is important to be implemented in clinical practice for nurse educators.

The facilities and infrastructure on the student's practice land are sufficient but there are still equipment that are lacking so that for the practice students must bring themselves or borrow from campus. Students feel uncomfortable because there is no special room for discussion rooms and lockers to store their belongings. The results of Manar Nabolsi's study, Arwa Zumot, Lina Wardam, FaAthieh Abu-Moghli (2012) recommend that it is a challenge for nursing / preceptor educators to support a conducive learning environment, improve the quality of student practice experience, and narrow the gap between theory and practice.

Preparation of practical activities is carried out before practicing students, including by collaborating with institutions on clinical practice institutions. The four institutions stated that before students carry out professional practice each institution cooperates with a practical land in the form of a Memorandum of Understanding (MoU). In his opinion (Munir Fuady, 2018) the MoU is a form of cooperative bond made by both parties (institutions and practice landowNurse) formally in the form of legal documents that explain the agreement between the two parties who agree with each other which then binds them in a cooperation agreement. The aim of the MoU was as a big picture of the agreement, a memorandum of understanding was made and signed by

institutional executive officials where the content was more general. While the contents of a more detailed agreement will be made and negotiated by staff who master technical matters. The MoU has juridical benefits and economic benefits. The support of institutions / institutions in the implementation of professional profession education practices, the four institutions received support from foundations and clinical practice institutions by giving opportunities to students from all four institutions to be able to practice. This is in line with the results of the study of Pour Dehkordi and Shohani (2016) which states that to improve the quality of nursing practice, collaboration between educational institutions and clinical practice institutions is needed.

### **3. Process Aspects (Process)**

#### ***Sub-focus 3. Implementation of Nurse professional education learning program at Pekanbaru STIKes.***

The curriculum applied is in accordance with the AIPNI curriculum guidelines. The curriculum is a set of plans and arrangements regarding the content, as well as study materials and lessons as well as ways of delivery and assessment that are used as guidelines for the implementation of teaching and learning activities. The Nurse professional education curriculum used is the Indonesian National Qualifications

standard (KKNI) according to the national standards of higher education. This is in line with the results of research conducted by Hall and Guidry (2013) stating that the Nurse education curriculum includes the development of expertise related to the understanding of the culture and transcultural practices adopted by the community.

Related to professional student practice learning activities, the four institutions carry out learning activities in accordance with the Nurse professional curriculum program curriculum guide. This is in line with the results of the study (Humphreys, Gidmans and Andrews, 2000) stating the contribution of clinical practice institutions used including nurse educators in providing clinical experience, practical methods of learning on the ground also have an impact on students. Research (Salminen, et al, 2009) suggests for the future of nursing education to be based on nursing facts, teaching and must improve research on nursing education.

According to (Swihart, 2007) Nurse profession practice activities, which are guided by a preceptor. Receptors are experienced and competent staff nurses who receive formal training to function at this capacity and who act as role models and resources for new nursing staff personnel. According to (Adgey, 2018) Preceptorship is a period to support new nurses who are

qualified to make the transition from students to develop their next practice. The preceptorship program is usually 4-6 months. Preceptors are qualified and experienced nurses whose role is to support new nurses. Preparation of clinical and academic preceptors is carried out jointly with the clinical practice institutions. The appointment of Academic preceptors is determined by the institution while the clinical preceptor is determined by the leader of the clinical practice institutions. The qualification of an academic preceptor is to have a Masters degree in nursing, a minimum of two years experience and a certificate of preceptorship, while a clinical preceptor is a staff of nurses with a minimum education with a minimum of two years experience and a certificate of preceptorship. Based on the statement of the profession coordinator from the four institutions, it was found that the appointment of preceptors on the practice land was still not in accordance with the qualifications of the preceptor determined.

Guidance activities could evaluate the implementation of the teaching and learning process of professional students on clinical practice institutions. Results of the study (Sari, et al, 2016) recommending the preceptor model in clinical learning can improve student competency achievement. In line with the results of the study

(Jokelainen, et al, 2011) states that using the mentor method helps students have a better learning experience and the learning provided can be done systematically. Research (Jamshidi, L., 2012) states that clinical learning must focus primarily on knowledge skills and attitudes.

Research (Scronce, 2013) on the clinical conferences in nursing education states that preceptors must support and encourage a positive environment that is conducive to fostering trust, honesty, openness, sharing and discussion. Clinical conferences make students feel comfortable sharing and expressing their opinions without feeling afraid of being tried by a preceptor or without fearing what students say will affect their value. (Billing and Halstead, 2012) state that the best thing is the planned clinical success of the conference. Preceptors must have ideas or topics that might be discussed, also flexible enough to allow students to convey important issues that they encounter or that make them worry.

Obstacles were found during the guidance process, for example some of the clinical preceptors did not conduct pre and post conferences when students came to practice. Some academic preceptors did not come to guide students on clinical practice institutions. Most clinic preceptors cannot guide students because of their busy life as head of ward and team leader. The

researchers' conclusions are that there needs to be a change in the process of student scales on practical land and appoint clinical preceptors from care staff who can be used as role models at the time students practice clinics.

Monitoring and evaluation is carried out by academic preceptors and clinical preceptors together by following the practice guidelines as a reference for assessment. This was conveyed by all four institutions. The purpose of monitoring is to find out whether the ongoing activities are in accordance with agreed plans and procedures. Monitoring is carried out when activities are in progress to ensure the suitability of the process and achievements in accordance with the plan or not. (RI Ministry of Health, 2017) 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. Evaluation is carried out to find out the final results or achievements of the activities or programs carried out at the end of the activity. The results of the conclusions obtained, monitoring and evaluation activities have been carried out by the four institutions. Competency tests are conducted to evaluate the achievement of student competencies after practicing on a particular stage. The evaluation includes

cognitive, psychomotor and affective aspects. Evaluation methods carried out include the Direct Observational Procedural Skill Test (DOPS), Student Oral Case Analysis (SOCA), managed case reports, mini seminars and counseling presentations. Clinical learning have to focused on the knowledge, skill and attitude (Jamshidi, 2012). It can be concluded that the competency test activities carried out by the four institutions have fulfilled the realm of achieving educational goals, especially professional Nurse education.

Each preceptors makes a final report on each stage and submits reports on the results of student activities to the profession coordinator. According to experts (about knowledge, 2019) Reports are a form of presentation of a fact about a situation or an activity, and basically a fact that is presented is the responsibility assigned to the reporter. The matter presented is in the form of material or information based on the objective situation experienced by the reporter himself or seen, heard and felt by himself. Reports are made when the reporter has carried out an activity or an activity.

#### **4. Product Aspects**

Evaluation of product aspects aims to determine the achievement of the results of professional Nurse education programs in

Pekanbaru. The aspects evaluated include the achievement of curriculum objectives, achievement of competencies, results of competency tests and graduation certification. Evaluations are carried out at various sources, both from the related data and also evaluating the parties concerned.

Evaluation results are related to achieving curriculum objectives based on the results of national competency tests, that curriculum objectives have not been fully achieved. This is concluded from the passing of the competency test which is still low and has not reached the graduation target, which is 100%. This can occur based on the results of the analysis of the guidance process during student practice, namely there are still limited academic preceptors and clinical preceptors in guiding students during practice. The clinic preceptor which is the majority of the head of the room and the team leader has its own busy life as a room manager so it is not focused on guiding students during practice. At the time of the examination the student still has limitations in carrying out the exam using a computer system, students are still confused with the CBT examination system, need careful preparation to take the exam.

Competency testing is carried out with the aim of obtaining a competency certificate which will be a requirement in managing STR. So that students cannot continue the

process of making STR, where STR is a requirement that must be met if you want to work professionally. This has been regulated in the Minister of Health Regulation Number 1796 of 2011 concerning Registration of Health Workers.

## 5. Outcome aspects

### *Sub-focus 5. Impact of Nurse professional education graduates.*

Placement of graduate graduates who work from the results of questionnaires filled in by HR and Nursing managers in several hospitals in Pekanbaru states that the placement of graduates is in accordance with the scientific field with good work performance, and possessed competencies according to the expected criteria. The input from the hospital where the graduates work is the need for additional soft skills and local material. Awal Bros Hospital suggested that Nurse educational institutions improve their students' skills, insights and critical thinking. For graduates who excel in hospitals promote them as head of the room and team manager, and send some of them to attend further education about special skills in accordance with hospital needs, such as ICU training, Hemodialysis and emergencies. In line with (Swansburg and Swansburg, 2015) state that training and education development are needs to produce the

competency which needs in job appraisal. With professional work graduates can have an impact on good cooperation, which is and established with partNurse in the hospital so that good teamwork can be formed that can provide job satisfaction for internal customers and external customers in this case patients, families and institutions. This has an impact on improving the image of the hospital where they work.

## CONCLUSION

Based on the results of the discussion it can be concluded that in the aspect of sub focus context 1: The objectives of the Nurse professional education program from the four institutions have been made in accordance with the needs of nursing services by describing them according to the Tri Dharma of Higher Education which is made as a guide in the preparation of Nurse professional education curriculum. In the aspect of sub focus input 2: The Nurse professional education program learning system has been implemented in accordance with the curriculum guidelines of each institution. The guide includes a description of the practice schedule of students, practice sites, group division, standard assessment and final evaluation of each stage undertaken, by considering lecturer resources with Masters Nursing requirements, with a minimum of 2 years work experience. In the aspect of the sub

focus process 3: The implementation of the Nurse professional education program at the Pekanbaru STIKes is in accordance with the practice guidelines that have been made by each institution. In the process of learning on clinical practice institutions using the preceptor method. On the basis of sub-focus products 4: Achievement of the results of the Nurse professional education program at Stikes Pekanbaru is not yet in line with the achievement targets as evidenced by the passing of the national student competency test is still low. In the sub-focus aspects of outcome 5: The results of Nurse professional education graduates indicate that graduates who have worked in both private and public service facilities are considered good, work in accordance with their fields and can contribute in providing nursing services professionally.

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