



Improvement Of Critical Thinking Ability for Nurses Professional Students with Five Minute Preceptor Clinic Guidance Method

Hariyono Hariyono¹, Sri Pantja Madyawati², Dhita Yuniar Kristianingrum³, Siti Shofiyah⁴, Rahaju Ningtyas⁵, Faisol Roni⁶, Baroroh Barir⁷, Imam Fatoni⁸

¹Postgraduate School Universitas Airlangga Surabaya

²Postgraduate School Universitas Airlangga Surabaya, Faculty of Veterinary Medicine Universitas Airlangga Surabaya

^{3,4}Institut Teknologi Sains dan Kesehatan Insan Cendekia Medika Jombang

⁵Nursing Program, Politeknik Yakpermas Banyumas

⁶Nursing Program, STIKES Bahrul Ulum Jombang

^{7,8}Institut Teknologi Sains dan Kesehatan Insan Cendekia Medika Jombang

*Corresponding author: Hariyono Hariyono, Postgraduate School Universitas Airlangga Surabaya, Email: hariyono@pasca.unair.ac.id

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ABSTRACT

Critical thinking in students can help achieve important competencies. An important competency in nursing profession students is critical thinking, which includes curiosity, logical thinking, and applying knowledge to clinical practice. However, during clinical learning, students often have to study hard to understand some of the differences between theories that cause doubt and confusion during clinical learning. This study uses the Five Minute Preceptor clinical guidance method with an emphasis on student micro-skills for critical thinking that will compare the criticality levels of professional students. The design of this research is Static Group Comparison., which involved two research groups. This study involved 30 students in each research group who met the inclusion and exclusion criteria determined by the researcher because the sampling technique used was purposive sampling. The research instrument is a questionnaire. Analysis of the data used to test. The independent variable of this study was the five-minute preceptor clinical guidance method, while the dependent variable was the criticality level of professional students. The results showed that the treatment group had an average of 106.82 and a standard deviation of 3.76 which tended to be closer to the maximum expected value. While the control group had an average of 106 and a standard deviation of 6.83 which tended to be closer to the maximum expected value. The probability value (sig) of the intervention group against the control group is 0.026 which is smaller than alpha (α) of 0.05 with a correlation number of 0.675 which has a strong influence. The conclusion of this study states that the clinical guidance method: "Five Minute Preceptor" improves critical thinking of professional students

Keywords: *Five Minute Preceptor, critical thinking, nursing profession students*

INTRODUCTION

The development of nursing education in Indonesia, both in quantity and quality, has yet to make a significant contribution to professionally increasing the role of nurses. Nursing higher education in Indonesia greatly determines the development of professional attitudes, views, and abilities, as well as improving the quality of professional nursing services/care. Nursing higher education also determines how to develop formal and informal nursing education, solve nursing problems and develop nursing science and technology through research, and improve professional life. (Nursalam, 2021).

Current efforts to further develop professional nursing education are indeed being carried out by observing SPK education to the nursing academy level (D3), from nursing academy graduates it is hoped that they can continue to the undergraduate level of nursing followed by the nursing profession level. It is necessary to hold a basic arrangement from the nursing academy to increase the status of the nursing science study program with more emphasis on efforts to improve the quality of graduates (Nursalam, 2021: 197). An important form of competence for nursing students in professional nursing practice is critical thinking skills. (Tajwidi et al, 2014: 253). Critical thinking in nursing must show curiosity, confidence, logical thinking, explain knowledge in clinical practice (Agbedia & Ogbe, 2014: 86). Clinical learning is an educational vehicle that must be carried out by universities to prepare professional nurses (Nursing Law article 9 paragraph 3). Nursing Law Number 38 of 2014 requires nursing student graduates to be able to provide nursing services in a responsible, accountable, quality, safe, affordable, and carried out based on competence, authority, ethics, high morals.

Clinical learning students must study hard and independently to understand and choose some of the differences between theory and practical implementation in the field that can lead to confusion in the interpretation of Pam and Mike's theory in Sigit (2015: 1). Students are also often found experiencing feelings of doubt, confusion, and anxiety in the clinical learning process, considering that in this case students are required

to think critically. The form of conflict that occurs between students and clinical supervisors will later create a new chain of problems, including students being unable to achieve the competency targets that have been set. Anton in Sigit (2015: 1). Guidance services conducted by the clinical instructor should be better before directing and training students to think critically (Reilly, DE, and Oermann, MH, 2002: 83). because it can cause a criticality to participants guidance clinics that rely on "micro skill" which focuses on the critical thinking that needs to be developed. The clinical guidance or preceptorship method that can be an option that requires students to think critically is 5MP (Five Minute Preceptorship) clinical guidance or also known as OMP (One Minute Preceptorship).

The discrepancy between the demands of academic educators and the real conditions given by clinical educators is not optimal. The success of clinical learning programs is influenced by many factors. Factors that influence the success of nurses in clinical learning are the skills and experience of clinical educators, the ability of students to create learning opportunities during clinical practice, the ability of clinical nurses to be involved in the guidance process, and the ability of students to create learning opportunities during clinical practice. The stress experienced is often caused by the relationship between students and clinical educators and nursing staff in the practice (Wijaya, 2014:7).

Clinical guidance in clinical learning is a necessity for nursing students. The level of effectiveness of clinical learning will be of higher quality if it is supported by the theoretical and clinical knowledge of supervisors. One of the characteristics of the supervisor's role with the highest level is the supervisor's skill which shows how to act in a real nursing situation. (Sigit, 2015: 3).

The theoretical and clinical knowledge of clinical supervisors as nursing competencies will affect the effectiveness of teaching used in nursing practice and attitudes towards the profession (Sigit, 2015:3). That the relationship between clinical supervisors and students is a characteristic of clinical supervisors who can be very effective and most important than the

professional competence and personal attributes of a clinical supervisor (Reilly & Oermann, 2002:64).

Efforts to increase competent nursing graduates following Law No. 38 of nursing in 2014 require clinical guidance or preceptorship which can also provide a high critical value for students. The form of clinical guidance method that can be adopted and applied is the Five Minute Preceptor clinical guidance method or better known as One Minute Preceptor (Agbedia & Ogbe, 2014:98)

MATERIALS AND METHODS

This research is a type of pre-experimental research with a Static Group Comparison approach. Experimental research is research that conducts (interventions) intending to know the effects or symptoms that arise as a result of the treatment given. The design of this study assumes that the condition of the two groups is homogeneous, where there is no difference in levels (levels) in the aspects assessed.

Population

The population in this study were all professional students who were running a nursing professional education program at the Jombang Regional General Hospital.

Sample and Sampling

A simple experimental study uses an experimental group and a control group, so the number of sample members is between 10 and 20 Roscoe in Sigit (2015: 50). The sampling technique in this study used purposive

sampling, namely the technique of selecting samples with criteria determined by the researcher. Sugiyono (2010:76).

Questionnaire

The questionnaire that will be used in the research will be general criteria or standards that determine the criticality of professional students, namely specific basic knowledge, experience, competence, behavior, standards

Validity Test and Reliability Test

The validity test is using the Product Moment correlation approach, namely by correlating the score of each item with the total score. A valid or invalid criterion is if the correlation r is more than the r table with a significant level of $= 5\%$, it means that the statement item is valid. Significant test results were carried out by comparing the calculated r -value (validity test results) to the r table value (table value) with an alpha of 5% (0.05) with 30 respondents. r table = 0.632. The results of the validity test (r -count value) are the value of the Corrected item-total Correlation. In this study, the reliability test using Cronbach's Alpha technique with the formula Cronbach's Alpha which is less than 0.6 has poor reliability, Cronbach's Alpha is in the range of 0.7 reliability is acceptable, and more than 0.8 is said to have good reliability. The researcher conducted a reliability test with Cronbach's Alpha value from the questionnaire showing the number 0.974 with a total of 25 statements that were declared reliable.

RESEARCH RESULT

TABLE 1: Table of characteristics of respondents based on the origin of health institutions

No.	Institution	Amount	%
1	STIKES ICME Jombang	10	35%
2	STIKES Mataram	5	15%
3	STIKES PPNI	5	15%
4	STIKES Ngudia Husada Madura	10	35%
	Amount	30	100%

The characteristics of the respondents in the table above based on university origins show that almost half of the respondents from the intervention group and the control group came from the universities of Stikes Icme Jombang and Stikes Ngudia Husada Madura as many as 10 people (35%)

TABLE 2: Table of characteristics of respondents by gender

No.	Gender	Amount	%
1	Woman	17	70%
2	Man	13	30%
	Amount	30	100%

The table above shows that the characteristics of the respondents are women, as many as 17 people (70%).

TABLE 3: Table of characteristics of respondents based on length of professional education

No.	Length of profession	Amount	%
1	Less than 4 weeks	0	0
2	5 to 7 weeks	0	0
3	More than 9 weeks	30	100%
	Amount	30	100%

Characteristics of respondents based on the length of professional education for nurses showed that all respondents had undergone professional education for more than 9 weeks, as many as 30 people (100%).

TABLE 4: Characteristics of critical thinking of professional students with clinical guidance intervention (treatment) Five Minute Preceptor and critical thinking of professional students without treatment

	Average ±	Std. Deviation	Score Min-max	Min-max expectation value
Intervention	106.82±	3.76	103.00-111	25-125
Control	98.20±	6.83	89-106	25-125

The results of the criticality measurement of professional students in the intervention group are in table 5.6. it has the lowest value of 103, the highest value of 111, an average is 106.82 with a standard deviation of 3.76 which means it is more likely to approach the maximum value of expectations. The results carried out in measuring the criticality of the control group students found that the lowest score was 89, the highest score was 106 The average was 98.2 with a standard

deviation of 6.83, which means that it is more likely to approach the maximum expected value.

Five Minute Preceptor clinical guidance on the criticality of professional students in the intervention group (treatment) and the criticality of professional students without treatment (control)

The statistical test of the research data shows that the correlation number is 0.675, which means

that the difference between the intervention and control groups has a significant difference.

P-value	T	α
0.026	3.437	0.05

The results of the test showed t-test paired Sig value 0.026 is smaller than the alpha value of 0.05 or $p < 0.05$, then H1 accepted which means there are different methods of guidance clinic Five Minute Preceptor to the critical level of professional students in Jombang Regional General Hospital.

DISCUSSION

The criticality of professional students with the intervention (treatment) of the Five Minute Preceptor clinical guidance

The criticality measurement data was obtained by distributing questionnaires to 5 respondents in the treatment group (intervention) who had applied the intervention of the "Five Minute Preceptor" clinical guidance method.

The results of the criticality measurement of professional students in the intervention group are in table 5.6. it has the lowest value of 103, the highest value of 111, an average is 106.82 with a standard deviation of 3.76 which means that it is more likely to approach the maximum expected value.

The results of the criticality measurement in the treatment (intervention) group obtained the answer "strongly agree" with a frequency of 60% in table 5.5. obtained on behavioral parameters with statements stating that: I am more creative after doing clinical guidance; always smile and greet the patient; I am responsible for all actions taken against the patient; I feel proud of myself when the patient recovers from his illness.

One form of low self-esteem is to smile and greet patients. Doing a smile and greeting is the easiest step in carrying out activities, but it is also useful for socializing. By greeting each other good communication with the patient occurs. Smiles, greetings, and greetings are also very useful for building good relationships with people around

us. A sincere greeting and greeting and communicating can make people who receive greetings and greetings from us feel at ease.

The grouping of student criticality is based on the frequency distribution of students in terms of the length of professional education that there is a significant difference in the criticality of professional students to the guidance method carried out by the preceptor.

According to Paul in Kuswono (2021: 96) there are 5 aspects in assessing student criticality, namely basic knowledge, experience, competence, and behavior and standards for critical thinking, while one of the behavioral parameters is speaking politely. In particular, intimacy, caring, positivity, lack of tension, and non-verbal expressions are the most important elements in building and maintaining good working relationships. In particular, the doctor's interpersonal relationship. and good patient and improved when the context of interpersonal communication took place with the doctor's friendliness, polite behavior, social conversation, encouraging and empathetic behavior, and partnership building, and expressions of empathy during the consultation. Nursing is a discipline that applies practice. Clinical learning experiences are needed to fulfill Roche's clinical decision-making skills (2002:254). In clinical situations, you will learn from observing, feeling, talking to family clients, and actively reflecting on the experiences you have gained. Clinical experience is a laboratory to test your nursing knowledge. With experience, you will understand the clinical situation, recognize the client's health patterns, and assess whether or not these patterns are related to the client's health.

The grouping of student criticality is based on the frequency distribution of students in terms of the origin of STIKES and there is no significant effect on the criticality of the guidance method carried out by the preceptor. This is reinforced by the results of research conducted by Restiana Purwaningtyas (2012:174).

Several factors influence critical thinking, including Physical condition: the physical condition is the most basic physiological need for humans to live life. When a student's physical

condition is disturbed, while he is faced with a situation that requires careful thinking to solve a problem, this condition greatly affects his mind. Motivation is the result of internal and external factors. Motivation is an attempt to cause stimulation. Anxiety: an emotional state characterized by restlessness and fear of possible danger. Anxiety arises automatically if the individual receives an excessive stimulus that goes beyond handling it (internal, external).

The criticality of professional students without intervention (treatment) of clinical guidance "Five Minute Preceptor"

The criticality measurement data was obtained by distributing questionnaires to 5 respondents in the no-treatment (control) group. The results carried out in measuring the criticality of the control group students found that the lowest score was 89, the highest score was 106, the average was 98.2 with a standard deviation of 6.83, which means that it is more likely to approach the maximum expected value.

The results of the criticality measurement in the untreated group (control) obtained the answer "agree" with an answer frequency distribution of 80% in table 5.4. obtained from a statement which states that; as a nursing student must have the latest teaching materials or the latest literature from the results of clinical guidance; I have extensive experience in nursing; I feel confident in taking action on the patient; speak politely to the patient.

The grouping of students' criticality based on the frequency distribution of students in terms of gender, male and female, it was found that there was no significant effect on the guidance method used by the preceptor. This is reinforced by the results of research conducted by Binarti Dwi (2014: 52).

Supervisors must have a higher nursing education base than students when they graduate, besides that they must also have professional skills in certain clinical areas so that they can provide scientific nursing services or care. This is very essential because the "model" created by the clinical supervisor is easily learned by students. In addition, clinical supervisors must continuously update their knowledge and skills

following the development of special science and technology in nursing (Oermann,1985:143).

The behavioral aspect is an absolute thing that must be owned by students, especially polite behavior to patients. Polite behavior is an act that must be done every day. Polite behavior is friendly behavior towards others. Polite behavior is the easiest action to take but has many benefits for building patient trust.

Differences in clinical guidance "Five Minute Preceptor" on the criticality of professional students in the intervention group (treatment) and the criticality of professional students without treatment (control)

The difference between the Five Minute Preceptor's clinical guidance on student criticality was obtained from the comparative data between the control group and the control group.

Statistical test data from this study showed a correlation figure of 0.675 which means that the difference between the intervention and control groups had different data. The result of paired test t-test showed the Sig 0,026 is smaller than the alpha value of 0.05 or $p < \alpha$, then H_1 is accepted which means there is a difference in the clinical guidance method: "Five Minute Preceptor" on the critical level of professional students at the Jombang Regional General Hospital.

Similar research also strengthens the results of this study, namely that conducted by Binarti Dwi (2014: 52) showing the Differences in the Effect of Problem Based Learning and Cooperative Learning Learning Methods on Learning Motivation and Critical Thinking Ability in Nursing, Medical Surgery, and Third Semester Students. Problem Based Learning and Cooperative Learning methods can increase students' motivation and critical thinking skills.

Researchers think that if the application of clinical guidance methods that focus on students to always think critically, it will be able to improve the skills and scientific competencies of students.

Based on the explanation above, the Five Minute Preceptor clinical guidance on the critical level of professional students at the Sidoarjo Regional

General Hospital focuses on students thinking critically and being able to improve their knowledge, skills, and competencies.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research and data analysis, the research entitled the difference in the clinical guidance method "Five Minute Preceptor" on the critical level of professional students at the Sidoarjo Regional General Hospital in 2016 can be concluded as follows:

The criticality level of group professional students who were given the "Five Minute Preceptor" clinical guidance method at the Jombang Regional General Hospital, tended to approach the maximum value.

The criticality level of professional students who were not given the "Five Minute Preceptor" clinical guidance method at the Jombang Regional General Hospital, tended to approach the maximum value.

There are differences in the clinical guidance method: "Five Minute Preceptor" on the critical level of professional students at the Jombang Regional General Hospital.

Suggestion

Researchers provide suggestions based on the results of research on differences in clinical guidance methods: "Five Minute Preceptor" on the critical level of nursing professional students:

1. For educational institutions

Educational institutions are expected to apply the "Five Minute Preceptor" guidance so that students can think critically and be able to achieve nursing competency standards.

2. For current mentors

For clinical supervisors to further increase their knowledge by participating in training that supports their role as preceptors. In addition to increasing the number of certified clinical supervisors "Five Minute Preceptor". In addition, clinical supervisors should always involve students in communicating with clients, always

collaborate with doctors, always follow the development of nursing and health sciences, always review student competencies and previous practical experience from 5 critical thinking parameters, namely: specific basic knowledge, experience, competence, behavior, and standards for critical thinking. Always implement his role as a clinical supervisor, and always monitor student activities during the clinical guidance process.

3. For further researchers

The researcher suggests for further researchers to investigate further the factors that influence student criticality so that confounding variables in this study can be identified and minimized. The weakness in this research is that the students (preceptors) lack the preparation to learn in following this guidance model. So that students are less able to follow each step of guidance. The schedule of students who practice in the room is too short. This "Five Minute preceptors" guidance method has limited references and lacks supporting references in explaining core pounds and special features during its application.

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