Analysis of Factors Influencing Learning Outcome of Clinical Learning Competency among Nursing Students in Indonesia: Literature Review

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ABSTRACT

The quality of clinical education and the generation of nursing resources in Indonesia is influenced by the success of achieving clinical nursing learning by students in clinical practice. Clinical learning is an important stage in improving clinical competence for students to practice skills, increase knowledge and develop a professional spirit in an atmosphere of clinical trials to evaluate real cases. This study aimed to analyse the factors that influence learning outcomes in clinical learning among nursing students in Indonesia. This study used the Literature review method by taking electronic database data sources, namely Google Scholar, Science Direct, PubMed and Garuda, with articles published from 2017 to 2022 with the keywords Clinical Learning, Learning Outcome, Clinical Competence, and Nursing Student. After selection and identification according to the inclusion criteria, 15 articles were reviewed. Based on the results of the analysis of 15 research articles reviewed. Several factors influence the learning outcomes of clinical competency learning for clinical nursing practice students in Indonesia, namely the application of clinical learning methods, the role of academic preceptors and clinical preceptors and factors from students (preceptors). Suggestion: It is hoped that students, academic preceptors and clinical preceptors can improve interpersonal relationships and communication optimally and determine effective learning methods to improve the Learning Outcome of Nursing Clinical Practice.

INTRODUCTION

The quality of clinical education and the generation of nursing resources in Indonesia is influenced by the achievement of learning clinical nursing practice by students to train skills and knowledge and develop students' professionalism in a clinical environment to achieve clinical competence. According to Jamshidi et al. (2016), a nurse’s competence is based on the knowledge and skills taught while they are in nursing education through clinical learning. Clinical learning is experience-based learning; students are expected to be able to apply theory and skills acquired during the academic period to real cases in clinical settings (Kusumua, 2017). Clinical learning in hospital practice aims to apply theoretical concepts so that students are required to be more active in action and be skilled and able to think critically in clinical decision-making (AINEC, 2016). According to Bouchlaghem & Mansouri (2018), clinical learning in nursing education is a key component that must be undertaken by nursing students in order to train skills,
increase knowledge and develop the professionalism of nursing students in a clinical setting in implementing clinical learning process to achieve clinical competency targets.

Clinical competence in the practical learning process of clinical nursing in Indonesia is guided by graduate competency standards, formulated as learning outcomes of graduates covering General Attitudes and Skills. In contrast, Specific Knowledge and Skills are agreed upon by associations/forums managing similar study programs and competency levels are adjusted according to the Indonesian National Qualifications Framework (SN-Dikti, 2020). Meanwhile, according to Nursalam (2014) and AINEC (2021), clinical learning achievements, namely cognitive abilities (Problem-Solving), psychomotor abilities (Skills or competency skills) and affective abilities (Attitudes), in achieving clinical competence.

The achievement of clinical competence by clinical nursing students in various countries has various problems. Research in Iran has yet to achieve optimal clinical practice learning, and many students do not complete nursing care reports, lack clinical performance and have less than 70% achievement of competence (Rowbotham & Owen, 2015). Meanwhile, according to Warshawski et al. (2019), while undergoing clinical practice in the emergency room, nursing students experience stress, anxiety, fatigue, poor clinical performance, and an inability to solve problems, which lead to not achieving learning outcomes due to a lack of self-efficacy. It affects achieving clinical competency targets.

So far, implementing nursing clinical practice learning activities in Indonesia has faced several obstacles. The results of Rohendi, Ujeng & Mulyati’s (2020) research showed that most students felt they needed more time to gain competence because most of the time was spent doing routine activities in the room. Comparison of the ratio between clinical supervisors and the number of students needs to be balanced, and the competence of clinical supervisors needs to be better structured. The collaboration between academic and clinical supervisors that still needs to be synchronized also influences the quality of nursing education. Clinical and academic supervisors have no common perception of student learning outcomes. Clinical and academic supervisors' job descriptions overlap with their main duties. As many as 62% of students needed help understanding the targets/learning outcomes that had to be achieved while studying in the clinic. As many as 47.4% of students said that clinical guidance conducted by clinical supervisors was lacking, thus affecting the achievement of clinical competence of nursing students in clinical practice in Indonesia.

The achievement of learning outcomes in clinical learning itself can be influenced by internal factors, which include students, academic preceptors, individual characteristics of both preceptors and students, as well as facilities from educational institutions (Hsu & Hsieh, 2013; María & Moreno-mulet, 2021; Posey & Pintz, 2016; Renton et al., 2019). In comparison, external factors include clinical
perceiver factors and their characteristics, environment, regulations and procedures, and practice facilities (Einarsen & Giske, 2019; Ludwig et al., 2017; Pajnkihar et al., 2017; Smitha & Kennedy, 2019). Some of these factors must get attention so that the learning outcomes that have been prepared can be carried out properly. It affects the success of nursing students in achieving clinical learning competencies and preparing quality nursing resources in Indonesia.

Based on this background, researchers are interested in analysing what factors influence the achievement of clinical competence of nursing student clinical practice in Indonesia.

**METHODS**

This study is a Literature Review, and was compiled using PRISMA guidelines Checklist (Moher et al, 2009).

**Electronic Database**

The articles used in this Literature review were compiled by searching published research articles. Data were obtained from electronic databases: Google Scholar, Science Direct, PubMed and Garuda between 2017-2022.

**Keywords**

The search keywords for the article in this research are:

1) Keywords in Indonesian: "Pembelajaran Klinik, Learning Outcome, Kompetensi Klinik, Mahasiswa Keperawatan".

2) Keywords in English: "Clinical Learning, Learning Outcome, Clinical Competence, Nursing Students".

**Inclusion and Exclusion Criteria**

a. Inclusion criteria:

1) Articles with interventions or related to learning outcomes (Learning Outcome) Nursing clinical learning.

2) Articles with student and preceptor respondents.


4) Full-text articles that are by the purpose of the study.

5) The article uses cross-sectional, quasi-experimental, Pre-Experimental &; Comparative Study research design.

6) Articles in Indonesian and English.

b. Exclusion criteria:

1) Articles with Literature review method.

2) Articles that are not related to the topic of discussion.

3) Articles which do not have a complete structure.

**Data analysis method**

Data analysis is the descriptive analysis of data collected from various databases. Article analysis focuses on actions or interventions related to learning outcomes (Learning outcomes) in clinical nursing practice. Articles that have been found, identified and filtered by the writing team are then assessed for study feasibility and extract data into tables with predetermined titles. Articles obtained from the database of 242 articles were identified through the
Google Scholar database: 182, Science Direct; 39, PubMed; 15, Garuda Portal; 6. All relevant studies were included and discussed in this review. The following are the stages of the literature review in this research.

RESULTS
After selection based on inclusion criteria, 15 articles selected for this review were published between 2017-2022. Articles reviewed using quantitative research were conducted in various countries. Each of the 15 articles was selected to be read carefully from abstracts, objectives, and complete data analysis, and examined in each journal to evaluate whether the issues discussed were by what was to be solved in a journal.

Table 1.
Results of Literature Review Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Author</th>
<th>Title</th>
<th>Method</th>
<th>Sample</th>
<th>Findings</th>
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<tbody>
<tr>
<td>1.</td>
<td>Rohendi, H., Ujing, U., &amp; Mulyati, L. (2020).</td>
<td>Development of the Blended Learning Model in Improving Student Learning Outcomes in the Research design</td>
<td>Quasi-Experiment One Group Pre-Test</td>
<td>The sample of this research is students in the nurse profession program who is doing medical surgical nursing.</td>
<td>Several factors influence the achievement of learning outcomes in nursing clinical learning. Most students feel they need more time to gain competency because most of the time is used to carry out routine activities in the room. Clinical and academic supervisors</td>
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Oxyandi, Panduragan, & Saidi. https://doi.org/10.58439/jhrt.v1i2.115
Nursing Clinical Practice Area. Post-Test Design. clinical practice, a total of 60 people. have no common perception of student learning outcomes. 62% of students need help understanding the targets/learning outcomes that must be achieved during learning in the clinic. 47.4% of students said clinical guidance provided by clinical supervisors needed to be improved. Comparison of the number of students with clinical supervisors that are not comparable, the job descriptions of clinical supervisors overlap with the main tasks. The frequency of academic supervisor guidance is limited due to time and distance limitations.

| 2. | Syarli, S., Arif, Y., Fatmadona, R., & Arini, L. (2020). | The One Minute Preceptor (OMP) Clinical Learning Model And SNAPPS on Competency Achievement in Nursing Leadership and Management Courses for Professional Student Nurses. The research sample consisted of 13 students, with the sampling technique: Total sampling (n = 13) and grouped n1 = 6 (OMP) and n2 = 7 (SNAPPS). Application of the OMP and SNAPPS models in the learning process of clinical leadership and nursing management Each model positively influences student competency achievement. The difference in the mean competency can be seen from the difference in the mean in each domain of cognitive, affective, psychomotor and critical thinking from before and after treatment, which has increased. A comparison of the differences in competency achievement between the OMP and SNAPPS groups shows the effect of a more specific model on each competency domain. The results of this study indicate that the OMP model has advantages and influences in terms of increasing competence in the cognitive domain and students' critical thinking. Meanwhile, the SNAPPS model is considered more influential in increasing affective competence. Whereas in the achievement of psychomotor domain competence, the observation results show that the OMP model is considered relatively better when compared to SNAPPS. |
| 3. | Guru, Yustina Yantiana. (2021). | The design of this research is Cross Sectional. The research sample consisted of 33 respondents, using a Purposive Sampling Technique. The flipped-problem Learning method used in professional practice can help achieve emergency and critical nursing competencies. However, some clinical skills cannot be obtained at the puskesmas (Public health centre) because the puskesmas service standards are limited by regulations from the Indonesian Ministry of Health. Hence, some of these clinical skills are only available in hospitals. The Flipped-Problem Learning method for students' |
Interaction with room nurses and various patients will provide students with real learning.

<table>
<thead>
<tr>
<th></th>
<th>Study Title</th>
<th>Design/Methodology</th>
<th>Sample/Participants</th>
<th>Findings/Results</th>
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<tbody>
<tr>
<td>4.</td>
<td>Desvitasari, H. (2019). <em>Bedside Teaching Model Clinical Learning in Improving Student Psychomotor Ability.</em></td>
<td>Quasi Experiment with Control Group Design.</td>
<td>The sample is 80 people. Then divided into two experimental groups of 42 people and a control group of 38 people.</td>
<td>The Bedside Teaching model's clinical learning method effectively improves the psychomotor abilities of students of the Nurses' professional program and differences in the psychomotor abilities of students who use the clinical learning method using the Bedside Teaching model and students who use conventional learning models.</td>
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<tr>
<td>5.</td>
<td>Etlidawati, E., &amp; Yulistika, D. (2022). <em>Clinical Learning Methods in Nursing Student Professional Practices.</em></td>
<td>Cross-Sectional Approach.</td>
<td>The sample consisted of 88 students of the Nursing profession who were selected using the Accidental Sampling Technique.</td>
<td>The most frequently used clinical guidance methods are the experiential and preceptorship methods. The clinical guidance method will impact the achievement of graduate competencies, including during competency exams. The role of clinical and academic supervisors is very important. However, often, academic supervisors guide students when practising. There are several obstacles apart from guidance facilities; the guidance time could be longer and more optimal.</td>
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<td>6.</td>
<td>Putri, ST, Sumartini, S., &amp; Rahmi, U. (2020). <em>Nursing Student Perspectives on Clinical Learning Achievements Using the Peer Learning Method.</em></td>
<td>Qualitative Study with approach.</td>
<td>The research was conducted on 4 groups of students, where each group consisted of 6-7 students.</td>
<td>The peer Learning method can help students to improve their learning abilities. It has implications for improving clinical education to achieve learning outcomes and student competencies. There is an increase in critical thinking, self-efficacy, leadership and skills.</td>
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<tr>
<td>7.</td>
<td>Ngesti W. Utami (2018). <em>Achievement of Nursing Care Competency Using Bedside Teaching Practicum Modules and Nursing Student Assignments.</em></td>
<td>Quasi Experiment with Sampling Quotas.</td>
<td>The research sample consisted of 30 nursing professional students using a sampling technique.</td>
<td>There is a significant difference in the competency achievement of students who use the practicum module with the &quot;Bedside Teaching Method&quot; with the assignment method. This study also shows that the group studying with the &quot;Bedside Teaching Method&quot; gets better competency test results on the student assignment method.</td>
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</table>
**8. Setiawan, AH, Yusuf, A., & Nihayati, HE (2017).**

| Experiential Clinical Learning Model for Learning Outcomes in Emergency Nursing Clinical Learning for Student Nurses. | This research method is explanatory to explain the relationship causal between variables. | Experiential Clinical Learning is influenced by the characteristics of students, observations, thought processes, and learning behaviour both directly and indirectly. This Experiential Clinical learning model has good predictions, and when applied, it can increase the learning outcomes of emergency nursing clinics. The success of Experiential Clinical learning in this model depends on students' characteristics and learning behaviour. |

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| Differences in Achievement of Nursing Student Competency (Communication, Professional Skills and Behaviour) Between Pediatric Nursing Stations With Maternity Nursing After Guidance Method Intervention One Minute Preceptor (OMP) on Preceptor. | Quantitative research method with a Quasi-Experiment Post Test Only Design. | This study shows that the mean post-test scores for knowledge, attitudes, skills and cumulative preceptors are higher than the pre-test scores. The mean achievement, communication scores, skills and professional behaviour of the maternity nursing students were higher than those of the pediatric nursing students. There are differences in the achievement of nurse student competencies (communication, skills and professional behaviour) between pediatric nursing and maternity nursing after the intervention of the One Minute Preceptor (OMP) guidance method on the preceptor. |

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**10. Syarli, S., Arif, Y., Fatmadona, R., & Arini, L. (2020).**

| Comparative Study of the Effectiveness of the One Minute Preceptor (OMP) Clinical Learning Model And SNAPPS on Competency Achievement in Nursing Leadership and Management Courses for Professional Student Nurses. | Quasi-Experiment Research With Pre-test and Post-test Group Design | The application of the OMP and SNAPPS models in the clinical learning process of leadership and nursing management shows a positive influence on increasing student competency achievement. The difference in the mean competency can be seen from the difference in the mean in each domain of cognitive, affective, psychomotor and critical thinking from before and after treatment, which has increased. A comparison of the differences in competency achievement between the OMP and SNAPPS groups shows the effect of a more specific model on each competency domain. |

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**11. Sulistiyowati, MAET.**

| The Role of Clinical The main design informants in this Advisors have an important role in the development of the nursing profession. |

.external-content{display:block; text-align: center; width:100%; font-family:Helvetica Neue;color:#333333}Oxyandi, Panduragan, & Saidi/ https://doi.org/10.58439/jhrt.v1i2.115
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<tr>
<td>11.</td>
<td>Nono, EA, &amp; Selano, MK (2020).</td>
<td>Supervisors in Clinical Nursing Practice.</td>
<td>Uses a qualitative study with structured interview technique.</td>
<td></td>
<td>The guidance of a clinical supervisor is needed in the clinical learning process for nursing students because it can affect the students' competence in providing nursing care. This research produces two themes: the role of an educator and a motivator. The theme as an educator consists of 2 sub-themes: planning clinical learning and implementing clinical learning.</td>
</tr>
<tr>
<td>12.</td>
<td>Putra, E., Kasmini, &amp; Lili. (2022).</td>
<td>Perceptions of Nursing Professional Education Students on Clinical Instructors (CI) with Achievement of Clinical Practice Competency.</td>
<td>Quantitative, With Correlational Approach.</td>
<td>The research sample is 98 Nurse Professional Education Student.</td>
<td>There is a relationship between the achievement of the competence of clinical practice students with the competence of clinical instructors, professional clinical instructors and clinical instructor communication skills. According to the researchers, CI is said to be professional if CI can be fair in guiding its students in the field. Clinical instructors must master all the things that will be taught to students undergoing practice or under their guidance. With good CI communication skills, students will more quickly understand, respond to and accept what CI conveys. Many unwanted things happen due to bad communication, one of which is not.</td>
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<td>13.</td>
<td>Miniati, I., Lestari, RF, &amp; Lita, L. (2021).</td>
<td>Analysis of Student Competency Achievement of Professional Practice Nurses.</td>
<td>This type of quantitative research with a retrospective research design.</td>
<td>There are 36 students who practice the nursing profession. Sampling using Probability Sampling with Simple Random Sampling.</td>
<td>Achievement of student clinical competence is not only influenced by clinical supervisors. However, it can be influenced by other factors such as learning methods, facilities/equipment, material content, learning environment, knowledge, skills, attitudes, experience, training, and motivation. The clinical supervisor performs his role to the fullest. However, his students need more motivation/encouragement to continue learning, which can also affect their achievement of competence. Internal encouragement can increase enthusiasm and create a strong desire to learn something.</td>
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<tr>
<td>14.</td>
<td>Agustini, A., Kurniawan, W., &amp; Farihanum, DN (2022).</td>
<td>The Qualitative Relationship between Stress Levels and Research Methods with a Nursing Profession.</td>
<td>The research sample is 37 students of the Nursing Profession.</td>
<td>There is a relationship between the stress variable and the competency level variable, meaning that the higher the stress level experienced by students will greatly affect the results of achieving</td>
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DISCUSSION

Based on the results of articles selected from a database of 15 articles. Three factors influence nursing students in achieving nursing clinical competence in Indonesia, including applying clinical learning methods, the role of an academic preceptor and a clinical preceptor and factors from students (preceptor).

Application of Clinical Learning Methods

Choosing the right clinical learning method can support and produce nurses who have good competence and performance (Kusumasari, 2017). Various studies have proven that applying appropriate clinical learning methods can affect learning outcomes in clinical nursing learning. Utami Research (2018); Desvitasari (2019). The clinical learning method with Bedside Teaching shows a significant difference in the achievement of student competence. It is proven effective in improving the psychomotor abilities of students in the Nursing professional program. Meanwhile, Guru (2021) states that the Flipped-Problem Learning Method is proven to help students achieve clinical competence in hospital emergency and critical nursing stages.

Putri, Sumartini & Rahmi (2020) show that the research results of the Peer Learning Method in clinical learning can help students improve their learning abilities, and there is an increase in aspects of critical thinking, self-efficacy, leadership and skills. Setiawan, Yusuf & Nihayati (2017). It resulted in research that clinical learning with the
Clinical Experiential method had good predictions, and when applied, it could improve the learning outcomes of emergency nursing clinics. The success of Experiential Clinical learning in this model depends on students' characteristics and learning behaviour.

Research Pebriani, Arif & Susanti (2021); Syarli, et.al (2020). The SNAPPSS method (Summarize, Narrow, Analyse, Proba, Plan) and the One Minute Preceptor (OMP) guidance method for preceptors increase learning outcomes in clinical learning. This study shows that the mean post-test knowledge scores, attitudes, skills and cumulative preceptors are higher compared with the pre-test scores and the difference in the achievement of student nurse competencies (Communication, Skills and Professional Behaviour) after the intervention of the One Minute Preceptor (OMP) guidance method on preceptor and SNAPPSS showed a more specific model effect on each domain. Meanwhile, Etlidawati, E., & Yulistika, D.'s research (2022). Shows that the clinical learning methods that are most often used are the experiential method and the preceptorship method, and those that are rarely used are the conference method and the nursing clinic method.

Based on the description of the article above, eight nursing clinical learning methods are often applied in nursing clinical learning in Indonesia, including Bedside Teaching, Flipped-Problem Learning, Experiential Clinic, One Minute Preceptor (OMP), SNAPPSS (Summarize, Narrow, Analyse, Proba, Plan), Experiential and Preceptorship. In a study, the six clinical learning methods above are proven to influence the learning outcomes of clinical learning competencies in nursing students in Indonesia.

The Role of the Academic Preceptor and the Clinical Preceptor

Student nursing clinical practice is a clinical experience learning process. Advisors have an important role in the development of the nursing profession. The guidance of a clinical supervisor is needed in the clinical learning process for nursing students because it can affect the students' competence in providing nursing care. Students who practice can make decisions carefully and think critically with assistance from clinical supervisors (Nurhasanah, 2019; Parsh, 2010). According to research by Sulistiyowati, Nono & Selano (2020), academic Preceptors and Clinical Preceptors are important in developing the nursing profession. Clinical Preceptors are needed in the clinical learning process for nursing students because they can affect student competency in providing nursing care. According to Putra, Kasmini & Kasmini's (2022) research, there is a relationship between the achievement of clinical competence in clinical practice students and the competence, professionalism and communication skills of clinical instructors (Academic preceptor and clinical preceptor). Clinical instructors are said to be professional if they can be fair in guiding their students in the field and must master all things that will be taught to students who are undergoing
practice. With good clinical instructor communication skills, students will understand, respond to, and accept what is conveyed more quickly.

Meanwhile, According to Miniati, Lestari & Lita's research (2021), the achievement of student clinical competence is not only influenced by clinical supervisors. However, it can be influenced by other factors such as learning methods, facilities/equipment, material content, learning environment, knowledge, skills, attitudes, experience, training, and motivation. The clinical supervisor performs his role to the fullest. However, his students need more motivation/encouragement to continue learning, which can also affect their achievement of competence. Internal encouragement can increase enthusiasm so that a strong desire to learn something arises that has a positive impact on increasing student knowledge and skills.

Nursing students consider that the supervisory relationship and the role of the preceptor primarily determine the success of clinical learning practice. The Preceptor role sub-variable significantly contributes to creating a conducive clinical learning environment (Kurdi, Nahariani & Priyanti, 2018). The proficiency in clinical learning methods of an Academic Preceptor and Clinical Preceptor depends on mastery, knowledge, and experience in the field (Etlidawati & Yulistika, 2022).

Based on the description of the article above, six elements influence the role of the academic preceptor and clinical preceptor in clinical learning, including competence mastered, professional attitude, communication skills, supervision activities, mastery of knowledge, and experience of the academic preceptor and clinical preceptor during the nursing clinical learning process. In studies, it is proven to influence clinical learning competencies outcomes in nursing students in Indonesia.

**Student (Preceptee)**

Based on table 1. In addition to the factors of the application of learning methods and the role of academic preceptors and clinical preceptors, factors from students or preceptors as students in the clinical learning process can influence the learning outcomes of clinical learning competencies. Research by Miniati, Lestari & Lita (2021) shows that students who need more motivation/encouragement to continue learning can also affect their level of competency achievement. Internal encouragement can increase enthusiasm and raise a strong desire to learn something so that it has a positive impact on increasing student knowledge and skills. Research by Agustini, Kurniawan & Farihanum (2022). Shows that there is a relationship between the stress variable and the competency achievement level variable, meaning that the higher the stress level experienced by students, the greater the results of clinical competency achievement for Nurse students during the teaching and learning process through online or online media during a pandemic.
Research by Isnaini et al. (2019) shows a positive relationship between the ability of Directed Learning and the achievement of learning outcomes. An increase also follows every increase in the score of Directed Learning in the score of achieving learning outcomes in the clinic. Students with high Self-Directed Learning scores in this study can carry out all Self-Directed Learning processes, so they have internalized the values of Self-Directed Learning. Students have good self-management, a strong desire to learn, good self-control, and dominant internal motivation in learning, according to Rohendi, Ujeng & Mulyati’s research (2020). Most students feel that they need more time to gain competency because most of the time is used to carry out routine activities in the room, and students need help understanding the targets/learning outcomes that must be achieved during learning in the clinic.

Based on the article's description above, four elements influence nursing students to achieve clinical learning competency learning outcomes, including Not understanding the target learning outcomes, motivation, stress levels and self-directed learning. In studies, it is proven to influence clinical learning competencies outcomes in nursing students in Indonesia.

CONCLUSIONS
Based on the results of articles selected from a database of 15 articles. Three factors influence nursing students in achieving nursing clinical competence in Indonesia, including:

Application of clinical learning methods: Eight nursing clinical learning methods are often applied in nursing clinical learning: Bedside Teaching, Flipped-Problem Learning, Experiential Clinic, Minute Preceptor (OMP), SNAPPS (Summarize, Narrow, Analyse, Proba, Plan), Experiential and Preceptorship.

The role of the academic preceptor and clinical preceptor: Six elements influence the role of the academic preceptor and clinical preceptor in clinical learning: Competence mastered, Professional Attitude, communication skills, supervision activities, mastery of knowledge, and experience of the Academic Preceptor and Clinical Preceptor during the nursing clinical learning process.

Factors from Students (Preceptee): Four elements influence nursing students in achieving learning outcomes of clinical learning competencies, including not understanding the target learning outcomes, motivation, stress levels and self-directed learning.

SUGGESTION
It is expected that students (Preceptees), academic preceptors and clinical preceptors can optimally improve interpersonal and communication relationships to determine effective learning methods in order to improve Clinical Competence.

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Indonesian Nurses Education 2016. Jakarta: AINEC/AIPNI.


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