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Student Experience In Clinical Practice Model Preceptorship In Stikes Hang Tuah Surabaya

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ABSTRACT

Introduction: Preceptorship is a clinical teaching model in nursing that serves as a strategic approach to enhance nursing students' competencies. This model aims to develop students into professional nurses who are knowledgeable, responsible, and capable of improving the quality of nursing services in clinical settings. **Objectives:** The study aimed to describe the experiences of nursing students during clinical practice using the preceptorship model at a hospital in Surabaya, Indonesia. **Methods:** This descriptive study involved nursing students in their final academic year. A total population of 81 students was included using probability sampling with a simple random sampling technique. Data were collected through a structured questionnaire and analyzed descriptively. **Results:** The study found that 77 students (95.1%) actively participated in clinical practice, 62 students (76.5%) were able to manage cases independently, 74 students (91.4%) demonstrated the ability to apply clinical knowledge and skills, and 71 students (87.7%) were able to interact effectively with their preceptors. **Conclusions:** The preceptorship model enabled students to be fully engaged in learning and healthcare service delivery, increased their confidence in case management, and allowed them to integrate theoretical knowledge into real clinical situations. Positive interaction with preceptors significantly supported students' development of clinical skills and professional competence.

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Introduction

The preceptorship model is a model of clinical nursing guidance that has been recognized as a strategy to develop the competencies of nursing students. The preceptorship model has a continuous learning system by involving the role of nurses and students in clinical settings where the learning of the preceptorship model aims to shape students to become professional nurses, have a sense of full responsibility and knowledge, so that they can improve the quality of nurses especially in clinical settings that are proven by accountability in work, competence, and therapeutic communication. (Hanafi et al., 2022). Some students' experiences when conducting clinical practice with the preceptorship model still have competencies that have not been achieved or have not been fulfilled, so that students feel less competent in providing nursing care. This phenomenon is caused by various factors, such as the level of difficulty of the clinical examination, the type of examination, the length of technical training, and the clinical examination (Zuriati et al., 2022).

Research results (Manginte et al., 2019) showed a high level of compatibility between the subject matter and the needs of students (preceptees) at STIKES Hang Tuah Pekanbaru. The results showed that 18 (preceptors), or around 47.4% did not succeed in implementing the preceptorship model. Research results (Pujiastuti, 2019). Of the 76 preceptors who had more than 10 years of experience at Sultan Qaboos University Hospital in 2011, 87% of respondents



stated that the preceptor's duties and responsibilities are very important to improve students' competence to become professional nurses.

Research results. The findings are that learners (preceptees) believe that the preceptorship model that combines intensive feedback is more effective than the model that aims to improve learner behavior (preceptee) and independent learning. In this problem, most of them stated that clinical practice supervisors have a significant impact in relation to the limited guidance time (Farida, 2022). This is because there is a similarity in time and working hours, and the clinic supervisor also has a dual task as a room nurse with a high level of busyness, so the implementation of pre- and post-conferences often cannot be carried out. The supervisor assesses that students' abilities are not based on quality (Kartika & Rezkiki, 2021). The main task of the preceptor is also a nurse, where they have to provide nursing care to the patient, so little time is spent for the preceptor and preceptee to meet. (Manginte et al., 2019). This can be detrimental to graduate students who will become health workers, such as being less skilled in carrying out nursing procedures in hospitals.

Preceptors have higher knowledge than preceptees, so that they can teach students in applying theories and knowledge that have been gained in the academic stage. In this case, the provision of teaching that focuses on the importance of the role of supervisors and students, so that they are able to take time to guide precepts. (Susanto et al., 2019) So that this research aims to identify students' experiences of active participation in clinical practice; identify experience managing cases independently; identify students' experiences in applying clinical knowledge and skills; identify students' experiences interacting with preceptors

Methods

This study uses a descriptive quantitative approach with a cross-sectional design. This study aims to describe the experience of nursing students during clinical practice with the preceptorship model in STIKES Hang Tuah Surabaya. The population in this study is 101 8th-semester nursing students who have carried out clinical practice at RSPAL, Dr. Ramelan Surabaya. Samples were taken from as many as 81 people using a simple random sampling technique that was included in probability sampling.

Data collection was carried out using questionnaires that have been tested for validity and reliability. The instrument consisted of two parts, namely sociodemographic data and 20 questions about students' experiences in active participation, independent case management, application of clinical knowledge and skills, and interaction with preceptors. The rating scale consists of the categories of poor, sufficient, and good. The data obtained through the process of editing, coding, entry, and cleaning were then analyzed univariately with frequency and percentage distribution using the help of SPSS software.

This research pays attention to the ethical aspects of research, such as informed consent, anonymity, confidentiality, fairness, and the principle of benefit. Respondents participate voluntarily and are guaranteed confidentiality. This research does not use special tools or materials, so no technical specifications are required. The research was carried out in person (offline) from April 20 to May 27, 2024, while still complying with the standards of research procedures and ethics with number: SIJ/3/I/2024/SHT in STIKES Hang Tuah Surabaya.

Results

In this study, data were obtained from the results of filling out a questionnaire to find out students' experiences in the clinical practice of the preceptorship model in STIKES Hang Tuah Surabaya.



Table 1 Student Experience in Active Participation at STIKES Hang Tuah Surabaya

Active participation of students in participating in clinical practice	Frequency (f)	Percentage (%)
Less	0	0 %
Enough	4	4.9 %
Good	77	95.1 %
Total	81	100 %

Based on Table 1, the students' experience in active participation in clinical practice shows that most of the students are in the good category, with a total of 77 people (95.1%), and the rest are in the adequate category as many with 4 people (4.9%). This condition indicates that most students can actively participate in clinical practice activities at RSPAL Dr. Ramelan Surabaya hospital. This reflects the high level of readiness and involvement of students in clinical practice, which is an important aspect in the formation of their professional competence.

Table 2: Experience of Managing Cases Independently at STIKES Hang Tuah

Manage cases independently	Frequency (f)	Percentage (%)
Less	0	0 %
Enough	19	23.5 %
Good	62	76.5 %
Total	81	100 %

Surabaya

Based on Table 2, the experience of managing cases independently shows that most students are in the good category, with a total of 62 people (76.5%), and the rest are in the good category as many with 19 people (23.5%). This condition shows that most students can manage cases independently during clinical practice at RSPAL Dr. Ramelan Surabaya hospital. This reflects students' ability to apply their knowledge and skills in real-world clinical situations, which is an important indicator of the success of clinical education.

Table 3 Students' Experience in Applying Clinical Knowledge and Skills at STIKES Hang Tuah Surabaya

Kemampuan mahasiswa dalam menerapkan pengetahuan dan keterampilan klinik	Frekuensi (f)	Presentase (%)
Less	0	0 %
Enough	7	8.6 %
Good	74	91.4 %
Total	81	100 %

Based on Table 3, the students' experience in applying clinical knowledge and skills shows that most students are in the good category, with a total of 74 people (91.4%), and the rest are in the enough category as many with 7 people (8.6%). The results of this data can be explained that most students can apply clinical knowledge and skills at RSPAL Dr. Ramelan Surabaya hospital. This indicates that the theoretical learning obtained by students can be applied effectively in a clinical context.



Table 4 Students' Experience of Interacting with Preceptors at STIKES Hang Tuah Surabaya

Student Interaction with Preceptors	Frequency (f)	Percentage (%)
Less	0	0 %
Enough	10	12.3 %
Good	71	87.7 %
Total	81	100 %

Based on Table 4, the experience of students interacting with *preceptors* shows that most of the students are in the good category, with a total of 71 people (87.7%), and the rest are in the fairly good category as many with 10 people (12.3%). This condition indicates that most students can interact with *preceptors* or clinical supervisors at RSPAL Dr. Ramelan Surabaya hospital. Good interaction with *preceptors* is an important component of clinical learning, as *preceptors* act as mentors who help students develop skills and knowledge in the field.

Discussion

Student Experience in Active Participation

Based on Table 1, it is known that the majority of students, namely 77 people (95.1%), show a good category in terms of active participation in clinical practice, while only 4 people (4.9%) are in the good category. These findings indicate that the level of active participation of students in clinical practice activities in general is very high. The percentage of 95.1% reflects that almost all students play an active role in the implementation of clinical practice. These conditions can show the effectiveness of clinical practice management by the nursing study program, which is supported by the role of clinical instructors and a conducive learning environment. These results are in line with the findings of Indriyawati et al. (2022), who reported that the involvement of nursing students in clinical learning, both in the classroom and in the practical field, is at a high level, which is influenced by factors of the learning environment and the quality of the lecturers (Indriyawati et al., 2022).

Students' active participation in clinical practice is influenced by various factors, including the quality of supervision and guidance in the field provided by clinical instructors and practice supervisors, the availability of relevant and interesting practical experience, as well as students' intrinsic motivation and perception of the benefits of clinical practice in the development of professional competencies. These factors play an important role in increasing student engagement during the learning process in the field of practice. In line with this, Kwon et al. (2024) stated that nursing students still value hands-on practice experience even in pandemic conditions, as the experience helps them develop a sense of responsibility and professionalism as aspiring nurses (Kwon et al., 2024).

Even though only 4.9% of students are in the sufficient category, the existence of this group still needs attention. These categories indicate that the level of student participation in clinical practice has not reached the optimal level, which may be due to various barriers, such as limited practice opportunities, low individual motivation, or constraints derived from the clinical practice environment. These findings are in line with the results of the research of Wuni et al. (2025) which showed that although most students feel satisfied with the clinical practice environment, There are still differences in perceptions and challenges in the aspects of supervision and feedback received by students during the clinical learning process. (Abubakari Wuni, Mudasir Mohammed Ibrahim, Maximous Diebieri, Brenda Abena Nyarko, Mohammed Awal Salifu, Hussein Abubakar Abdul-Karim, Godfred Prince Kwaku Atiku, Tina Wepeamo Wepeba, Waliu Jawula Salisu, 2025).



The findings imply that nursing education institutions need to specifically identify students who are in the sufficient category, in order to find out the factors that contribute to the lack of optimal participation categories. These factors may include the duration and intensity of practice hours, the variety and relevance of the clinical experience provided, the quality of relationships and interactions with clinical instructors, as well as individual aspects of students, such as learning motivation, readiness to face practice, and anxiety levels during clinical activities. With a relatively high level of student active participation, nursing education institutions can focus their efforts on maintaining quality and continuously developing the implementation of clinical practice for all students.

These efforts can be made by strengthening the support of practice supervisors and clinical mentors so that all students have equal learning opportunities, as well as carrying out periodic monitoring and evaluation of students who are in the sufficient category to identify their specific needs. In addition, institutions need to improve practical learning methods that are active, reflective, and integrative between theory and practice. So that clinical experience becomes more meaningful and supports the achievement of professional competence. Further, it is recommended to identify additional variables that may affect student participation rates, such as academic load, logistical support, individual readiness, and the quality of the clinical environment, and conduct follow-up research to deepen understanding of these factors.

Experience of Managing Cases Independently

Based on the data in Table 2, it is known that as many as 62 students (76.5%) are in the good category, while 19 students (23.5%) are in the sufficient category related to the experience of managing cases independently. The proportion of students in the good category indicates that most have gained adequate experience in managing cases independently. These findings reflect that clinical education programs, the availability of practice facilities, and clinical supervisory support have made a positive contribution in providing opportunities for students to take initiative and responsibility for practice independently. This is in line with the findings of the study on clinical learning, which states that the opportunity for students to "deliver patient care within the larger healthcare context" is an indicator of progress in the clinical learning process and is an important aspect in the development of nurses' professional competencies (Stoffels et al., 2021).

Some of the factors that can support students' experience in managing cases independently include effective clinical supervision, which provides opportunities for students to carry out tasks with a higher level of responsibility, rather than simply following the instructions of the supervisor. In addition, a practice environment that encourages active participation and the assignment of relevant assignments, such as case studies, clinical discussions, and reflective activities, also plays an important role in developing student independence. Some studies have shown that case-based learning approaches and flipped learning can improve students' ability to integrate theory into clinical practice, thereby supporting the achievement of professional competencies more effectively (Yao et al., 2023).

The group of students who are in the category of enough was recorded as much as 23.5%, and this group has significant significance because it shows that almost a quarter of students have not achieved optimal experience in case management independently. This condition can be caused by various obstacles, including limited opportunities for independent practice, such as students being accompanied too often or not being given direct responsibility for patients, and a lack of readiness and confidence in taking case management initiatives. In addition, supervisory relationships that do not support the independent decision-making process or critical reflection can also hinder the development of student independence. In line with this, phenomenographic studies show that the concept of clinical learning can undergo a paradigm shift, from simply "following standards" to "self-directed learning trajectory", which emphasizes the importance of autonomy and reflection in the clinical learning process. (Stoffels et al., 2021).



To increase the percentage of students who achieve the good category in case management independently, nursing education institutions, together with clinical practice units, need to consider several strategies to strengthen learning. First, strengthening the guidance and mentorship model that allows students to gradually increase their responsibilities in the case management process. Second, it provides broader and challenging practice opportunities, which encourage students to engage in clinical decision-making, reflection, and patient management comprehensively, including aspects of nursing care, evaluation, and documentation. In addition, it is necessary to integrate active learning methods such as case studies, interprofessional simulations, and critical reflection to strengthen the independent learning experience and improve students' analytical thinking skills. The next step is to identify students who are in sufficient categories to be given specific learning interventions, such as through additional mentoring, peer mentoring, or reflective discussion sessions that focus on improving their readiness and confidence to deal with real-world clinical situations.

Students' Experience in Applying Clinical Knowledge and Skills

Based on the results of the study in Table 3, it is known that as many as 74 students (91.4%) are in the good category in terms of applying clinical knowledge and skills, while 7 students (8.6%) are still in the adequate category. These findings indicate that the majority of students have been able to integrate theoretical learning into clinical practice well, although there are still a small number of students who have not reached the optimal level of competence. The percentage of 91.4% shows that almost all students have adequate abilities to apply clinical knowledge and skills in the context of real practice. This condition reflects that the educational and clinical coaching process at the institution has been running effectively, including the delivery of theoretical materials, laboratory simulation activities, and practical experience in the field. In line with this, the study "Nursing Students' Development of Using Physical Assessment in Clinical Rotation: A Stimulated Recall Study" revealed that nursing students have evolved from a checklist-based approach to a holistic approach in the implementation of physical assessments, especially when the clinical learning environment provides optimal support (Byermoen et al., 2022).

Factors that support the application of students' clinical knowledge and skills include adequate and varied clinical practice experience, which allows students to apply theory into real-world action in the field. The variety of cases and clinical situations faced provides opportunities for students to develop critical thinking skills and technical skills contextually. In addition, effective supervision and guidance during clinical practice also play an important role in building students' confidence, independence, and professional competence. The presence of a supervisor who is responsive and provides constructive feedback has been proven to strengthen the clinical learning process. Another supporting factor is the use of innovative learning methods, such as micro-learning and spaced learning, which have been proven to improve students' retention of knowledge and clinical skills, as well as strengthen their ability to integrate theory with practice in a sustainable manner (Fuladovandi et al., 2025).

In addition to these factors, a safe and supportive learning environment is also an important component in supporting students' success in applying clinical knowledge and skills. An environment that encourages reflection, provides constructive feedback, and facilitates the transition from theory to practice allows students to learn more effectively and confidently. Studies show that a "safe and stimulating" learning environment can help students apply clinical skills more comprehensively, as they feel empowered to experiment, self-reflect, and learn from experience without fear of mistakes (Byermoen et al., 2022).

The group of students who are in the "adequate" category of 8.6% indicates that a small percentage of students are not fully able to apply clinical knowledge and skills optimally. This condition needs special attention from educational institutions. Some of the factors that may be



the cause include: (1) lack of independent practice hours or opportunities to apply skills thoroughly, (2) personal barriers such as clinical anxiety, lack of mental readiness, or in-depth understanding of certain skills, and (3) environmental factors such as limited interaction with clinical supervisors and lack of variety or complexity of cases in the practice field. Therefore, institutions need to conduct an in-depth evaluation and identification of the specific barriers experienced by this group in order to design targeted interventions.

To improve the quality of the application of clinical knowledge and skills until all students reach the good category, several strategies can be applied, including: Utilizing interactive clinical simulations, case-based learning, and digital learning technology, which have proven to be effective in improving students' clinical application skills, Providing more intensive guidance and mentoring for students in the sufficient category, for example through additional practice time, joint reflection sessions, as well as providing individual feedback on an ongoing basis, Evaluating student readiness before clinical practice and adjusting the practice load to the capacity and level of competence of each individual to make the learning process more effective, Integrating a comprehensive evaluation system, which not only assesses cognitive aspects (knowledge), but also psychomotor (application skills) and affective aspects (professional attitude and self-reflection). With the application of these strategies, it is hoped that educational institutions can strengthen students' ability to apply theory to practice, so that all students are able to achieve good clinical competency categories equally.

Students' Experience of Interacting with Preceptors

Based on Table 4, it is known that most students (71 people or 87.7%) have had experience interacting with preceptors in the good category, while 10 people (12.3%) are in the good category. These results show that the majority of students feel they have a positive interaction experience with preceptors during clinical practice, which plays an important role in clinical learning and the professional competency development of nursing students. Good interaction between students and preceptors is a key factor in the success of the clinical learning process. Preceptors act as facilitators, mentors, and role models who help students integrate theory into real practice. The percentage of 87.7% in the good category indicates that interpersonal relationships, guidance, and communication between students and preceptors have been effective.

These results are in line with research by Rahman et al. (2024), which stated that good preceptor support improves self-efficacy, reflective ability, and student learning motivation during clinical practice. A supportive learning environment and open communication from preceptors help students overcome anxiety and increase confidence in nursing (Rahman, N., Abdullah, M., & Karim, 2024).

Preceptors are required to have comprehensive competency mastery and effective time management skills in carrying out dual roles, namely as nurses in the room as well as clinical supervisors for students. The ability to manage time well allows the preceptor to continue to spend optimal time in providing constructive guidance, direction, and feedback to the preceptee, so that the clinical learning process can take place effectively and continuously (Setiadi et al., 2025; Setiadi & Farida, 2022; Setiadi & Farida, 2022). Factors that support Good Interaction include the active involvement of the preceptor in providing direction, feedback, and reflective guidance, the preceptor's good interpersonal communication skills, so that students feel comfortable asking questions and discussing, the professional attitude of the preceptor who provides an example in nursing practice, A structured clinical learning system, such as a routine supervision schedule and formative evaluation of student performance. Research by Muli et al. (2022) shows that the effectiveness of student-preceptor interactions is influenced by the pedagogic competence of the preceptor and the mentoring approach used. Preceptors who apply the coaching and reflection method have been proven to increase the confidence and ability of student clinics (Rosli et al., 2022).



Group with Fairly Good Category: As many as 12.3% of students, which shows that a small percentage of students may not have experienced optimal interaction experiences. Factors that can affect this include limited time for preceptors in providing individual guidance, differences in communication styles between students and preceptors, and dense and less supportive practice environments. Research by Liu et al. (2022) confirms that students who do not receive enough attention from preceptors tend to experience stress, confusion in clinical decision-making, and decreased learning satisfaction (Liu, X., Wang, H., & Zhang, 2022). The results of this study provide important implications for nursing education institutions to improve training for preceptors, especially in terms of effective communication, mentoring, and constructive feedback. Establish an ideal preceptor-student ratio so that each student receives sufficient attention and guidance. Encourage two-way reflection and evaluation, where students can also provide feedback on preceptor performance for continuous improvement. By strengthening the collaborative preceptorship system, it is hoped that all students can achieve an optimal interaction experience in clinical practice, so that the quality of learning and professional competence can be improved.

Conclusion

Based on the findings of the research and the results of the tests in the discussions carried out, the following conclusions can be drawn:

1. Students' experience in active participation in clinical practice. Most can actively participate and be fully involved in the learning process and health services.
2. The experience of students in managing cases independently is mostly positive, and confident in carrying out clinical practice in the hospital.
3. The students' experience in applying clinical knowledge and skills is largely able to apply the theories learned and helps in understanding the patient's case, as well as testing and deepening clinical skills.
4. The experience of students interacting with preceptors is largely able to interact with *preceptors* or clinical supervisors provides valuable practical guidance, increases confidence, teaches technical and ethical aspects, and provides opportunities to learn, grow, and understand the importance of good communication in healthcare teams.

Ethics approval and consent to participate

This study has obtained ethical approval from the Health Research Ethics Commission of STIKES Hang Tuah Surabaya with the number: SIJ/3/I/2024/SHT. On January 3, 2024, all participants were given an explanation of the purpose, procedures, benefits, and risks that may arise from this study. Written consent to participate was obtained from all respondents before data collection.

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