

Analysis Of Caring Clinical Supervisors On The Adaptation Of Practicing Students In The Hospital TK IV DKT Kediri City

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ABSTRACT

The lack of caring between clinical supervisors and practicing students causes students to feel unnoticed and there is no attitude of helping and providing support, causing students to feel reluctant to undergo practice. The purpose of this study was to determine the effect of caring clinical supervisors on the adaptation of practicing students at TK IV DKT Kediri Hospital. This research design is correlational with a cross-sectional approach. Respondents were taken using an accidental sampling technique with a sample of 37 people. The independent variable is caring clinical supervisors and the dependent variable is the adaptation of practicing students. Statistical test results using ordinal regression. The results showed that caring clinical supervisors were known to be almost half of the respondents as many as 15 (40.5%) in the good category. Adaptation of practicing students is known to most respondents as many as 21 (56.0%) in the good category. The results of data analysis show that the significance level is $0.000 < \alpha = 0.05$ so H_0 is rejected and H_1 is accepted, thus there is an effect of caring clinical supervisors on the adaptation of practicing students. The Pseudo R- Square result on the Nagelkerke value is 0.635 or 63.5%. Based on the results of the study, it can be concluded that there is an effect of caring clinical supervisors on the adaptation of practicing students. Clinical supervisors who behave caring will increase positive feelings in students so that they can adapt during clinical practice. It is recommended that clinical supervisors not only act as educators but are expected to be able to assist and socialize with their new roles and be able to know the learning needs of students.

Keywords: Adaptation, Caring, Clinical Supervisor, Student Practice

INTRODUCTION

One of the problems that often occurs in health services in hospitals is the lack of student adaptation during field practice. This is supported by problems such as the lack of care from clinical supervisors to nursing students. The lack of caring that occurs between clinical supervisors and practicing students causes students to feel unnoticed and there is even no attitude toward helping and providing support, causing students to feel reluctant to undergo practice (Tri & Arlyana, 2021). In addition, the rigid environment often makes students not dare to express their opinions, especially when students encounter differences in how to guide, this condition often makes supervisors frustrated to see students passive during practice and even too much workload so that the attention given to students is still lacking (Sulistiyowati, 2020)

Initial data survey of researchers on July 08, 2024, at TK IV DKT Hospital, Kediri City. Showed problems related to the adaptation of practicing students. Practical students still face difficulties in adapting to the hospital environment due to suboptimal caring from clinical supervisors. This adaptation difficulty is especially in the use of medical equipment in the health service room. Students often feel insecure and experience stress when they have to use medical equipment without direct assistance from senior nurses. Collaboration with the team

is also still a challenge for students who have not fully adapted to the dynamics of work in the hospital.

Initial data survey of researchers on July 08, 2024, at TK IV DKT Hospital, Kediri City. Showed problems related to the adaptation of practicing students. Practical students still face difficulties in adapting to the hospital environment due to suboptimal caring from clinical supervisors. This adaptation difficulty is especially in the use of medical equipment in the health service room. Students often feel insecure and experience stress when they have to use medical equipment without direct assistance from senior nurses. Collaboration with the team is also still a challenge for students who have not fully adapted to the dynamics of work in the hospital. The results of a preliminary study conducted by researchers on July 08, 2024, at TK IV DKT Hospital in Kediri City by interviewing 10 students found that 5 (50%) said that the clinical supervisor's care given to students was still lacking. This is due to the large workload and duties of clinical supervisors so the intensity of direct communication with students is limited. Clinical supervisors often delegate student monitoring to other nurses. As a result, students feel less direct attention and in-depth communication with clinical supervisors. Nevertheless, clinical supervisors still try to remind students to be diligent in undergoing practice, and enthusiasm and always maintain health during practice through short messages or indirect communication. 3 (30%) students said that although direct communication was rare, clinical supervisors still showed concern. When there is an opportunity, clinical supervisors will meet with students to ask about their complaints, although the clinical supervisors do not have any direct communication with them only briefly.

However, due to the low intensity of meetings, the impact of caring is less than optimal in meeting students' emotional and learning needs. 2 (20%) students said they were sometimes awkward in interacting with clinical supervisors and worried about disrupting the supervisor's work activities. Although clinical supervisors are always friendly, the lack of regular interaction makes students feel reluctant to consult or ask for further guidance. (Results of Preliminary Study with Interviews to Respondents at TK IV DKT Hospital, Kediri City, 2024).

One of the factors that cause the lack of adaptation of practicing students is the caring of clinical supervisors. Caring clinical supervisors are a factor in the adaptation of practice students in the field (Sihotang & Rantung, 2020). Caring is a basic human trait to help, pay attention, take care, and provide assistance, as well as provide support to others (Fadriyanti et al., 2020). Caring attitudes are provided through honesty, trust, and goodwill. Caring helps practicing students increase positive changes in physical, psychological, spiritual, and social aspects (Lestari et al., 2023). Because caring interactions between students and lecturers/clinical supervisors are the basis for caring for patients (Falah et al., 2021).

Students' perceptions of caring clinical supervisors influence how caring behavior in these students (Susilarningsih et al., 2020). Clinical supervisors who do not behave in a caring manner will provoke negative feelings in students such as rejection, loss of enthusiasm, loss of confidence, despair (Indriasari et al., 2023), Negative feelings in students are related to the lack of optimal education.

Nursing in educational institutions so that caring behavior can be formed when students are in college (Elayyan et al., 2018). Caring behavior is not only formed from nurse interactions with patients but can be formed during education, there is interaction between students and educational institutions (Rahman et al., 2013). Togetherness and reciprocity between educational institutions and students can help shape students' caring behavior during field practice (Sumarni et al., 2020). Nursing education is a place for the formation of caring behavior in students because this is where there is an attachment between students and other students, students, and lecturers (clinical supervisors) (Sumarni & Setyaningsih, 2017).

State that there are four central components in teaching about caring, namely role modeling, conversation, practicing caring, and providing feedback when caring behavior

appears. Therefore, nursing students must always strive to maintain quality. Nursing services wherever they carry out clinical practice including in rooms with high work intensity. Students must also be able to adapt to clinical supervisors so that good communication can be achieved and caring behavior can arise. Clinical supervisors not only act as educators but are expected to assist and socialize with their new roles and be able to find out the learning needs of students. Students who are undergoing clinical practice for the first time have limited knowledge or experience in the clinic, sometimes they do not know their learning needs. In addition, on the one hand, students must complete the competencies targeted by educational institutions, adapt to a new environment, meet with various professions, and many others.

Assistance and providing feedback is needed by students, including providing opportunities for students to see, try and ultimately students can do independently the competencies that must be mastered. So it has relevance to conduct research on the analysis of caring clinical supervisors on the adaptation of practicing students in TK IV DKT hospital in Kediri city.

METHODS

This research design is correlational with a cross-sectional approach. Respondents were taken using an accidental sampling technique with a sample of 37 people. Variable The independent variable is caring clinical supervisors and the dependent variable is the adaptation of practicing students, data collection using a caring supervisor questionnaire there are 17 questions with validity test results with a range of r values of 0.561-0.826 with as many as 30 respondents with an alfacronbach value: 0.921, student adaptation questionnaire with 14 questions with the results of the r value in the range of 0.722-0.835 as many as 30 respondents with an alfacronbach value: 0.893 and ethical testing has been carried out before research use. Statistical test results using ordinal regression.

RESULTS

A. General Data

Table 1.1 Age respondents

No	Age	Frequency	Percentage (%)
1	< 18 Years old	1	2
2	18-20 Years old	30	81
3	> 20 Years Old	17	17

Based on the table above, it shows that the age of practicing students at TK IV DKT Kediri Hospital is known to be almost all respondents aged 18-20 years as many as 30 (81.0%) respondents.

Table 1.2 Gender respondents

No	Gender	Frequency	Percentage (%)
1	Male	15	40
2	Female	22	60

Based on the table above, it shows that the the gender of practicing students at the TK IV DKT Kediri Hospital is known to be mostly female as many as 22 (60.0%) respondents.

Table 1.3 Study Program respondents

No	Study Program	Frequency	Percentage (%)
1	D-III Nursing	0	0
2	S1- Nursing	37	100

Based on the table above, it shows that The study program for practicing students at the TK IV DKT Kediri Hospital is known to be all respondents with S1 Nursing Study Program as much as 37 (100.0%) respondents.

Table 1.4 Length of Practice in Hospital

No	Length of Practice in Hospital	Frequency	Percentage (%)
1	< 3 Weeks	0	0
2	3 Weeks	37	100
3	> 3 Weeks	0	0

Length of practice in practicing students at TK IV Hospital DKT Kediri, it is known that all respondents with a length of practice of 3 weeks were 37 (100.0%) respondents.

B. Variable Data

Table 2.2 Variable Data

No	Caring clinical Supervisor	Frequency	Percentage (%)
1	Less	10	28
2	Fair	12	32
3	Good	15	40

Based on the table above, it shows that caring clinical supervisors at TK IV DKT Kediri Hospital are known to be almost half of the respondents as many as 15 (40.0%) respondents in the good category.

Table 2.3 Adaptation of Practice Students

No	Adaptation of Practice Students	Frequency	Percentage (%)
1	Less	7	20
2	Fair	9	24
3	Good	21	56

Based on the table above, it shows that adaptation of practicing students at TK IV DKT Kediri Hospital is known to most respondents as many as 21 (56.0%) respondents in the good category.

C. Data Analysis

Variable	R- Square Value	P- Value
Caring Clinical Supervisor to Students adaptation practice	0,625	0,000

Based on the table above, it is known that the author must pay attention to the R value and its significance value. The regression test results show that the regression model used is appropriate and shows that there is an effect of *caring* clinical supervisors on the adaptation of nursing practice students with a value of $p = 0.000$ and the magnitude of the influence based on the R value is 62.5% and the rest is influenced by other variables that have not been studied.

DISCUSSION

A. Caring of Clinical Supervisors in TK IV DKT Hospital, Kediri City

Based on the results of the study, it is known that caring clinical supervisors at TK IV DKT Kediri Hospital are known to be almost half of the respondents, with as many as 15 (40.0%) respondents in the good category. This is supported by the results of the questionnaire that clinical supervisors always show a humanist attitude so that students can be more caring.

Clinical supervisors always give confidence and hope to students to be skilled in carrying out nursing actions during practice, clinical supervisors always show sensitivity to students when asking for help and providing help, and fostering good relationships with students.

The theory that supports the findings of researchers, according to theory (Tri & Arlyana, 2021), says that clinical supervisors who behave caring towards students when visiting hospitals have a significant effect on the adaptation of practicing students. This is because students who have not felt caring will become hard-hearted, depressed, feel down, stressed,

and anxious, which in turn will hinder field practice learning and be unable to adapt to the practice environment and inability to perform nursing actions. Nursing students who feel caring feelings from clinical supervisors, then these students will learn how to behave caring towards patients while carrying out nursing actions and even be able to adapt to the hospital environment (Sumarni et al., 2020).

Clinical mentors are responsible for identifying strengths and abilities of students, where these strengths become students' capital in completing. Problems that exist (Rahmadani & Mukti, 2020). So that clinical supervisors must have an educator background who masters pedagogical knowledge which is one of the competencies that lecturers must have as the main capital in carrying out their profession, so that clinical supervisors have the knowledge and ability to educate and organize learning for students who are undergoing practice in hospitals, especially teaching strategies, assisting students in hospitals, learning evaluation techniques, and helping students to self-actualize (Sumarni et al., 2020).

The results of the facts and theories that have been explained, researchers argue that caring clinical supervisors are in a good category in providing guidance to students. This is supported by the high knowledge and abilities of clinical supervisors who master teaching and learning strategies, mentoring students in hospitals, learning evaluation techniques, and helping students to self-actualize. Thus, students feel happy when there is a clinical supervisor visit to the hospital, because it is an opportunity for students to ask about many things that have not been mastered during practice, and the supervisor can provide the best answers and solutions to students.

The results of the study also found that as many as 7 (28.0%) respondents had caring clinical supervisors in the insufficient category. This is due to differences in the guidance methods received by students in the clinic and campus sometimes cause their own problems for students. On campus, students focus more on the concepts that must be mastered by a prospective nurse, while during clinical practice, students must deal with real patients. In addition, when providing guidance to students in the clinic, especially related to teaching strategies, assisting students in the clinic, clinical learning evaluation techniques, and helping students to self-actualize where students are still unable to adjust to the hospital environment so that even though the clinical supervisor's caring is good, the conditions experienced by students during practice are still lacking. (Kadek & Lestari, 2022), Said that clinical supervisors who do not behave in a caring manner will provoke negative feelings in students, such as rejection, loss of enthusiasm, loss of confidence, and despair.

Negative feelings in students are related to the suboptimal nursing education in educational institutions. The theory that supports the findings of researchers, according to the theory (Riyani & Rohmah, 2021), says that caring behavior is the core of the nursing profession and is considered an important indicator and basis for quality nursing education. Caring behavior is not only formed from the interaction of nurses with patients, but can also be formed during education, there is interaction between students and educational institutions. Togetherness and reciprocity between educational institutions and students can help shape caring behavior. Nursing education is a place for the formation of caring behavior in students because this is where there is an attachment between students and other students, students and lecturers (clinical supervisors) (Putri, Indarti, Muthmanainah & Ngasu, Everentia, 2021). Caring clinical supervisors is a factor in the adaptation of parktek students in the field (Sumarni et al., 2020).

Caring is a basic human trait to help, pay attention, take care of, and provide assistance, as well as provide support to others (Fadriyanti et al., 2020). Caring attitudes are provided through honesty, trust, and goodwill. Caring helps practicing students increase positive changes in physical, psychological, spiritual, and social aspects (Lestari et al., 2023). Caring interactions between students and clinical supervisors are the basis for caring for patients. Therefore,

students' perceptions of caring clinical supervisors influence how caring behavior in these students. Because caring interactions between students and lecturers/clinical supervisors are the basis for caring for patients (Falah et al., 2021).

Nursing clinical practice learning is a series of activities in the form of student experience to apply the concepts that have been received, to be applied to real conditions. Providing Perceptorship training to clinical supervisors is very important to increase the knowledge and insight of supervisors in assisting students in the clinic. This is related to the caring of clinical supervisors, where clinical supervisors not only act as educators, but are expected to assist and socialize with their new roles and be able to identify the learning needs of students. Students who are undergoing clinical practice for the first time have limited knowledge or experience in the clinic, sometimes, they do not know their learning needs. On the one hand, students must complete the competencies targeted by educational institutions, adapt to a new environment, meet various professions, and many others. Assistance and providing feedback is needed by students, including providing opportunities for students to see, try, and ultimately, students can do independently the competencies that must be mastered. Clinical supervisors are educators for students in the clinic, an educator must be a role model for their students. A clinical supervisor is expected to be a leader who is flexible to change, always taking nursing actions based on evidence-based based.

In addition, clinical supervisors are expected to be motivators for their students (Etlidawati & Yulistika, 2022). The role of clinical supervisors is a major factor in supporting students in applying their experience in the clinic. Clinical supervisors have a great responsibility to manage, educate, and support students during clinical practice, The most important thing is to facilitate learning, so good behavior and skills as a clinical supervisor are needed. Preceptors are key to the process of implementing clinical learning and as a determinant of the successful achievement of student competencies and the profile of future nurses, a preceptor must be a role model in the implementation of evidence-based practice to students. In addition, it is necessary to manage clinical practice learning by collaborating with educational partnerships in clinics involving supervisors in institutions and clinics, students, and universities using a mentoring process that includes direct guidance to students during practice and achievement of learning outcomes (Ansyori & Ikawati, 2022).

The results of the facts and theories that have been explained, researchers argue that caring clinical supervisors are in a good category in providing guidance to students. In students who still have caring in the category of less where clinical supervisors need to know that skill abilities are only a small part of their role as mentors. The most important thing in conducting clinical guidance is trying to increase comfort, trying to establish a good and trusting relationship with students through discussion, and equalizing perceptions related to professional values that students need to know.

The researcher also believes that caring clinical supervisors influence how caring behavior in these students. Caring interactions between students and lecturers/clinical supervisors become the basis for caring for patients. Nursing students who feel caring feelings during learning, then these students will learn how to behave caring. Nursing education has a positive influence on student caring behavior.

D. Adaptation of Practical Students at TK IV DKT Hospital, Kediri City

Based on the results of the study, it is known that the adaptation of practicing students at TK IV DKT Kediri Hospital is known to most respondents, as many as 14 (56.0%) respondents in the good category. This is supported by the results of the questionnaire that students feel happy when guided by clinical supervisors and feel at home when communicating with clinical supervisors. Students can also maintain social relationships with clinical supervisors and can adjust to current conditions during their practice. Students also always think critically and creatively, using the time available during practice, and can instill the

preparation of asking so that the burden felt becomes lighter and faster by doing good time management.

The theory that supports the findings of researchers, according to the theory (Rahmadani & Mukti, 2020) says that the implementation of clinical practice learning is an important component of nursing education, considering that nursing is a practice-based profession. A supportive clinical learning environment is essential for student learning and for them to develop into reflective and capable practitioners. Nursing students' experience with clinical practice can be decisive in their future choice of workplace. The clinical learning process is also an opportunity for students to adapt to professional nursing practice in health care settings. This allows the realization of the behavior of nursing students to become nurses (Sukaesih et al., 2023)

Adaptation of practicing students is very important during their practice in the hospital. This is because nursing students who are still in the nursing education stage will feel a high level of stress before entering the hospital as a practice area. Students are faced with different role conditions, namely as students and health workers who must be responsible for managing patients. Some reports state that nursing practice is more stressful than academic practice on campus. Lack of skills and knowledge in the practical environment in the hospital triggers stress in students (Rahmadani & Mukti, 2020),

Fear of making mistakes and confusion about how to behave in an emergency are also stressors for students. Common sources of stress for students include facing the death of patients, lack of confidence during practice, fear of making mistakes, use of medical equipment, fear when communicating with patients, and fear of supervisors or other health workers. This certainly affects the adaptation of students during their practice (Rusmawati et al., 2023).

The results of the facts and theories that have been explained, researchers argue that clinical supervisors have an important role in developing the ability to manage the anxiety of clinical practice students, and even students can adapt to the hospital environment, nursing actions performed, and even adapt to health workers and clinical supervisors. Supervisors must understand that anxiety will affect the level of scientific absorption in the clinical practice environment because anxiety will foster self-confidence in action. Therefore, it is important for the campus and clinical supervisors to understand the stress level of nursing students so that the transfer of knowledge and skills of nurses occurs well and students can adapt well during field practice.

The results of the study also showed that as many as 5 (20.0%) students had adaptations in the poor category. This is because students have to complete the competencies targeted by educational institutions, adapt to a new environment, and meet with a variety of different actions, a rigid environment, which often makes students not dare to express their opinions, especially when students encounter different ways of guiding. This condition often makes supervisors frustrated to see students passive during practice, but it should be noted that clinical supervisors must realize their roles and responsibilities to try to create a conducive practice environment, try to facilitate student learning and try as much as possible to stimulate how students can be active during learning in the clinic.

The theory that supports the findings of researchers, according to the theory (Sumarni et al., 2020), says that student adaptation is a student's ability to make adjustments in college to achieve success in meeting the demands and challenges that occur in lectures effectively. (Monacika & Supriyadi, 2022), As a demand to adjust to the academic or lecture environment faced to solve current and future problems, so as to provide an achievement for himself. (Fandizal et al., 2020), states that student adaptation is an ability carried out by students to live life by carrying out various activities at the university in fulfilling academic and non-academic responsibilities.

The implementation of clinical practice learning requires good adaptation for each student. Clinical practice learning is an important component of nursing education, as nursing is a practice-based profession. A supportive clinical learning environment is essential for student learning and for them to develop into reflective and capable practitioners. Nursing students' experience with clinical practice can be decisive in their choice of future workplace (Monacika & Supriyadi, 2022).

The clinical learning process is also an opportunity for students to adapt to carrying out professional nursing practice in health care settings. This allows the realization of the behavior of nursing students to become professional nurses, so that clinical learning management can ensure students gain real experience in accordance with learning objectives and expected competencies, including the development of attitudes, psychomotor skills, knowledge, time management, and problem-solving skills. Thus, clinical learning greatly contributes to the quality of nurse graduates (Afandi, 2024).

Adaptation in the clinical learning process includes hard skill competencies as well as soft skill competencies because of the nature of the demands of working nurses who must act as problem solvers for their patients, as well as themes of interaction with supervisors, seniors, and even other medical health teams, so that clinical learning experiences are needed to achieve competence according to standards. Competency standards are not only the ability to complete tasks, but are based on knowledge, skills, and supported by attitudes. The physical aspects include the theme of abusive behavior in the implementation of practices received by students, both in actions and from the attitude of the staff in the room (Rahmadani & Mukti, 2020)

The results of the facts and theories that have been explained, researchers argue that the adaptation of practicing students is in the good category. For students who still have insufficient adaptation where clinical supervisors can carry out effective communication, interpersonal, and have the ability to make good decisions. In addition, clinical supervisors can also pay attention to comfort and try to open themselves to establish trust with students, establish good relationships and mutual trust with students through discussions, and equalize perceptions related to professional values that students need to know. So that students who still have less adaptation can adjust to the conditions during practice in the hospital.

Thus, student adaptation supported by the attitude and behavior of clinical supervisors can be a positive energy for students to be more enthusiastic and want to know more about nursing values. This is a valuable experience for students to carry out their future roles after completing their studies to become competent nurses in their fields, according to their rights and authorities. Because caring interactions between lecturers/clinical supervisors and students are the basis for caring for patients. Therefore, students' perceptions of caring clinical supervisors influence how caring behavior is displayed in these students.

E. The Effect of Caring Clinical Supervisors on Adaptation of Practice Students at TK IV DKT Hospital, Kediri City

The results of data analysis show that the significance level is $0.000 < \alpha = 0.05$, so that H_0 is rejected and H_1 is accepted, thus there is an effect of caring clinical supervisors on the adaptation of practicing students at TK IV DKT Kediri Hospital. The Pseudo R-Square results on the Nagelkerke value of 0.635 or 63.5% mean that the diversity of independent variable data in the study is able to explain the diversity of dependent variable data, while the remaining 36.5% is explained by other independent variables that are outside the research model. Based on the results of cross-tabulation shows that caring clinical supervisors in good category so that the adaptation of practicing students at TK IV DKT Kediri Hospital is almost half of the respondents as many with 10 (40.0%) respondents in the good category.

The theory that supports the findings of researchers, according to the theory (Sumarni et al., 2020), says that the factors that cause the lack of adaptation of practicing students, one of which is caring clinical supervisors. Caring clinical supervisors are a factor in the adaptation

of parktek students in the field (Sihotang & Rantung, 2020). Caring is a basic human trait to help, pay attention, take care of, and provide assistance, as well as provide support to others (Fadriyanti et al., 2020). Caring attitudes are provided through honesty, trust, and goodwill. Caring helps practicing students increase positive changes in physical, psychological, spiritual, and social aspects (Lestari et al., 2023). Because caring interactions between students and lecturers/clinical supervisors are the basis for caring for patients (Falah et al., 2021).

Students' perceptions of caring clinical supervisors influence how caring behavior in these students (Sukaesih et al., 2023). Clinical supervisors who do not behave in a caring manner will provoke negative feelings in students, such as rejection, loss of enthusiasm, loss of confidence, and despair (Indriasari et al., 2023). Negative feelings in students are related to the lack of optimal nursing education in educational institutions, so that caring behavior can be formed when students are in college (Kayoi & Situmorang, 2024).

Caring behavior is not only formed from nurse interactions with patients, but can also be formed during education, there is interaction between students and educational institutions (Kusumaningtyas & Rahmandani, 2023). Togetherness and reciprocity between educational institutions and students can help shape students' caring behavior during field practice (Lestari et al., 2023). Nursing education is a place for the formation of caring behavior in students because this is where there is an attachment between students and other students, students and lecturers (clinical supervisors) (Sumarni et al., 2020). Stated that there are four central components in teaching about caring, namely by role modeling, conversation, practicing caring, and providing feedback when caring behavior appears.

The results of the facts and theories that have been described, the researchers argue that nursing students must always strive to maintain the quality of nursing services wherever they carry out clinical practice, including in rooms with high work intensity. Students must also be able to adapt to clinical supervisors so that good communication can be achieved and caring behavior can arise. Clinical supervisors not only act as educators, but are expected to be able to assist and socialize with their new roles and be able to know the learning needs of students.

Students who are undergoing clinical practice for the first time have limited knowledge or experience in the clinic, sometimes they do not know their learning needs. In addition, on the one hand, students must complete the competencies targeted by educational institutions, adapt to a new environment, meet with various professions, and many others. Assistance and providing feedback is needed by students, including providing opportunities for students to see, try, and ultimately, students can do the competencies independently that must be mastered.

CONCLUSIONS

Based on the results of the study, it can be concluded that Caring clinical supervisors at TK IV DKT Kediri Hospital are known to be almost half of the respondents in the good category. Adaptation of practicing students at TK IV DKT Kediri Hospital is known to most respondents in the good category. The results of data analysis show that the significance level is $0.000 < \alpha = 0.05$, so that H_0 is rejected and H_1 is accepted, thus there is an influence of caring clinical supervisors on the adaptation of practicing students at TK IV DKT Kediri Hospital. It is recommended that clinical supervisors become role models for their students. A clinical supervisor is expected to be a leader who is flexible to change, always taking nursing actions based on evidence-based based. In addition, clinical supervisors are expected to be motivators for their students. In addition, clinical supervisors need to know that skills are only a small part of their role as a mentor. The most important thing in conducting clinical guidance is trying to increase comfort, trying to establish a good and trusting relationship with students through discussion, and equalizing perceptions related to professional values that students need to know.

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