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**RELATIONSHIP BETWEEN STUDENT PERCEPTIONS ABOUT COACHING
CLINIC WITH TARGET ACHIEVEMENT IN CHILDREN'S NURSING
CLINICAL PRACTICE AT BLU RSUP PROF DR. R. D. KANDOU MANADO**

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ABSTRACT

Nursing clinical practice is determined by the student clinical practice supervising that includes mastery of the material, facilitator, motivation, communication, and supervision in target achievement of child nursing clinical practice. The research objective is to analyze the relationship between students' perceptions about clinical coach with target achievement of child nursing clinical practice at BLU RSUP Prof. R.D. Kandou Manado.

This type of research is an analytic with a cross sectional approach, the number of samples (total population) 85 respondents of diploma III level II students of Health Ministry Nursing Polytechnic Manado that has implemented a nursing clinical practice. Data analysis is using a chi square test and logistic regression test. Bivariate analysis results indicated that there is a meaningful relationship between students' perceptions about the mastery of the material, motivation, communication, (p value = 0.000) with the target achievement child nursing clinical practice and clinical coach supervision (p = 0.001), with a target achievement child nursing clinical practice, while the facilitator variables unrelated to the target child nursing clinical practice (p = 0.327). In the multivariate analysis with logistic regression method showed that

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This suggests that a good motivation to have a greater chance of students achieved the target of 8.6 times compared with the motivation of unfavorable clinical coach.

The conclusion of this study is that there is a relationship between students' perceptions of the clinical coach material mastery with the target achievement of child nursing clinical practice, there is a relationship between students' perceptions of clinical coach motivation with the target achievement of child nursing clinical practice, there is a relationship between students' perceptions of clinical coach communication with the target achievement of child nursing clinical coach, there is a relationship between students' perceptions about clinical coach supervision with the target achievement of child nursing clinical practice, while facilitator variables has no relation to the target achievement of child nursing clinical practice. Suggestions. Improving a cooperation and an agreement technically nursing clinical practice in accordance to the competency achievement, do a supervision, monitoring, support providing, assist in the implementation of nursing action procedures and evaluation of at any time when a student is in the practice.

INTRODUCTION

National education system emphasized that education was conscious and planned effort to realize learning atmosphere and process in order that the students actively developed self potential, personality, intelligence, good character, and skills needed by themselves, nation and state. The Government Regulation Number 19 of 2005 about national standard of education stated that Hospital was a vehicle of the quality of nursing clinical learning process and able to compete in national, regional, and international levels related with knowledge, skills, independency, and attitude to find, develop, and implement the knowledge, technology, and art that was used for humanity (Anonymous, 2009).

Professional nurses in Indonesia were educated through 2 education steps, academic and professional. Both nursing education steps must be followed because both of them were integrated education steps so that it couldn't be separated one and others. This real condition demanded concrete efforts optimally in gathering to a head the nursing profession (Nursalam, 2002).

Profession education of Politeknik Kesehatan Kemenkes, in this case was nursing department, was demanded to give knowledge, skills, and attitude as the

basic capital for the university students to become quality nurses. For that, in achieving those capitals, the university students not only met in the classroom but also practiced nursing clinical. For doing those activities, it was needed proper networking of practice field, such as hospital of Clinic to practice the theory into the clients directly. The nursing department with its vision to produce beginner professional nursing staffs who were competent and able to compete nationally and internationally and its mission to prepare beginner professional nurses who were competent intellectually and social responsibility, and friendly in fulfilling the needs of health/nursing for individual, family, group, and society (Dep.Kes.2006)

Based on the interview result on 2 April 2013, grade II university students of Nursing Department of Poltekkes Manado in the Academic Year 2011/2012 who did practicing of children nursing clinical of 86 persons, it was found that there were some clinic coaches of children nursing competency, gave the instruction that was not appropriate with the material given by the lecturer. The facilities in the practicing filed were less such as tool, practice material, there was no special room for discussion, there was no book about nursing treatment. In the case of motivation, 15 students stated that they still afraid to do the procedures of nursing treatment such as put in the infuse, catheter, flank pipe (NGT=Naso Gastric Tube) an injection. In the case of communication, 5 students said that during the nursing practice they were not observed because some clinic coaches didn't create interpersonal relationship. About supervision, 2 students said that they were not assisted when doing the nursing procedures because BLU RSUP. Prof. Dr.R.D. Kandou Manado was education hospital with imbalance comparison between the clinic coaches and the students practitioners. Based on the recapitulation result from academic office about the target of students' competency, only 60% achieved. Based on the reference frame of children nursing clinical practice, the students practiced for 21 days in seven parts, that were Irina E upper and bottom part, Neonati Intensive Care Unit, Estela, Children Emergency Nursing Installation, Children Polyclinic and Intensive Nursing Room with 22 competencies of children nursing treatment procedures kompetensi prosedur (Anonymous, 2010).

Ismahmudi (2007), studied the relationship between students interest and motivation in joining the nursing coaching clinic with the achievement target of clinical skills in Akper Muhammadiyah Samarinda, East Kalimantan. This research emphasized the relationship between students' interest and motivation in joining the

nursing coaching clinic with the achievement target of clinical skills. The result showed that students' learning interest with high category was (47,8%), students' motivation with very high category was (65,1%) and the target achievement of clinical skills was in the category of achieved. The analysis result showed that there was relationship between students' motivation in joining the nursing clinic coaching and the target achievement of clinical skills.

The research of Rizani (2006) at the nursing's students who practiced in Ulin Hospital Banjarmasin concluded that students' perception about the leadership of clinical coach had the biggest influenced (4,466) compared with the practice work environment, coordination and supervision toward the students' satisfaction in the nursing clinical practice. Ziaee, et al. (2000) in their research that evaluated the satisfaction of 250 medicine students of Teheran University during the clinical practice, found the level of students' satisfaction was only 38,8% and there were 3 elements that influenced toward the students' satisfaction, that are personal (students' character), interpersonal (relationship among the students and clinical coach lecturers), and organization (number of lecturer/clinical coach, patients, coaching method, and competencies of practice that had been achieved by the students).

Azizah, et. all. (2012) in the research that evaluated the satisfaction of 57 students of Nursing Study Program of Medicine Faculty of Diponegoro University during the clinical practice, found the satisfaction data as follow 34 students (59,6%) were satisfied with the clinical coaching and 23 students (40,4%) were unsatisfied with the clinical coaching, that influenced toward the satisfaction because the education institution and clinical institution were not cooperated enough in making the Standar Operasional Pelaksanaan (SOP) of clinical coaching, and did not quite evaluate the coaching progress periodically.

The National Curriculum of Diploma III of Nursing, mainly at the curriculum development based on competency and grouping the lesson of theory and clinical practice based on five learning pillars, included clinical practice in hospital for the lesson of children nursing. Competency was a set of smart action full of responsibility owned by someone as a condition to be regarded by the society in doing his or her duties in certain work field (Anonymous, 2006).

The learning process of children nursing practice was aimed to increase the students' ability and independency in achieving the competency of nursing treatment at the patient of new born baby and healthy/sick children in the inpatient room, intensive

room, neonati intensive care unit room, children polyclinic, children cancer room, children emergency care installation room (Anonymous, 2013). Based on the introduction data from registration book in Irina E Room, *Neonati Intensive Care Unit*, Estela, Children Emergency Care Installation Room and Children Polyclinic and Intensive Care Room in BLU RSUP Prof. Dr. R. D. Kandou Manado from January to March 2013, number of hospitalized patients were 5923 persons.

From the explanation above, the writer needed to do a research about "The relationship between students' perception about clinical coach with the target achievement of children nursing clinical practice in BLU RSUP Prof. Dr. R. D. Kandou Manado.

This research was aimed to analyze the relationship between students' perception about clinical coach and target achievement of children nursing clinical practice in BLU RSUP Prof. Dr. R.D. Kandou Manado.

THEORETICAL REVIEW

Perception

Perception was observation combination of eyesight, smelling, listening, hearing, and past experience. Perception stated as interpreted process of sensations and gave meaning to the stimuli. Perception was interpretation of reality and each saw the reality from the different perspectives (Notoatmodjo, 2000). Perception was process passed by individual to get the meaning (in depth meaning) for environment by organizing and interpreting their sensory perception. Research about perception consistently showed that individuals could see the same thing but different in their interpretation (Robbins, 2007)

Perception was covered object interpretation, stimulus acceptance, and interpretation toward stimulus that had been organized by influencing the formation of attitude and behavior. (Mangkunegara, 2003) perception was cognitive process experienced by everyone in understanding his environment, through senses where everyone could give different meaning (Robbins, 2001)

Clinical Coach

Clinical coach was real activity and action of clinical agent which manifested in daily activities and reflected consistent, professional, and accountable clinical role (Iwan in Rizani 2006). The qualification for clinical coach according to Dep.Kes. (2001) are 1) professional qualification, at least graduated from DIII of nursing with minimum 5 (five) years work experience and had joined the training of clinical instructor or teaching certificate of administrative qualification where

the coach of clinical practice was nominated with a decree of hospital's director, 3) Personality qualification, that was able to understand the students, showed good and friendly performance, had creativity, ability and responsibility.

According to the Team of Nursing Development Centre of St Carolus in Rizani (2006), mentioned that the roles of clinical coach were:

- a. As *change agent*
- b. As informant/resource person
- c. As manager
- d. As mediator and facilitator
- e. As evaluator

Strategy of coaching the practice

Ewan and Mandriawati(1998), in Octavina (2003), stated that clinical coaching was a chance to help students in implementing their knowledge at the program of field practice. The activity of clinical coaching was focused in the implementation of relationship between theory and practice that could help students were not only able to implement the nursing theory but also able to found that nursing theory could be achieved from the experience found in the clinical practice.

Steps in the coaching of nursing clinical practice

Based on the competency of clinical coach, the steps should be run as coach of clinical practice as proper with the guideline from (1997) were :

- 1). Do the nursing education toward clients accorded with standards : a). Do analysis toward the nursing need comprehensively b). Arrange the planning of nursing education c). Do nursing intervention d) Evaluate the result of nursing education e). Documented the nursing education.
- 2). Arrange the planning of coaching the practice with activities as follow: a). Determine the coaching aims, b). Arrange the material of coaching, c). Choose the method used, d). Arrange the evaluation planning..
- 3). Do the coaching toward students who were practicing with the activities: a). Do *Pre conference*, b). Do direct coaching by using certain methods, c). Do *post conference*,
- 4). Do evaluation of nursing clinical practice: a). Prepare the evaluation tools of skills test, b). Do the clinical practice test, c). Give mark that was appropriate with skills test result.

Target achievement of children nursing competency

There were some competencies must be achieved: Bathing the baby/child, measuring baby/child's physical growth, measuring baby/child's

temperature per axial, measuring baby/child's breathing, measuring baby/child's artery beat, measuring baby/child's blood pressure, giving warm compress for the baby/child, giving solid food at the child, giving nutrition through flank pipe, treatment for the baby in the incubator, observing the development of chest's wall, giving the oxygen, sucking the mucous, giving oral medicine at the child, *subcutaneous* injection, *intradermal / intracutan*, *intramuscular* injection at child, setting the infuse, taking the urine specimen by using urine collector, taking the feces for laboratory test, playing program for child, and putting the catheter (Dep.Kes.2006)

Research Hypothesis

Based on the concept framework, the hypothesis of this research were as follow:

1. HO : There was no relationship between clinical coach' with the target achievement of clinical practice.
H1 : There was relationship between clinical coach' with the target achievement of clinical practice.
2. HO : There was no relationship between coaching in the form of facilitator with the target achievement of clinical practice.
H1 : There was relationship between coaching in the form of facilitator with the target achievement of clinical practice.
3. HO : There was no relationship between coach's motivation with the target achievement of clinical practice.
H1 : There was no relationship between coach's motivation with the target achievement of clinical practice.
4. HO : There was no relationship between communication in the coach's professional attitude with the achievement target of clinical practice.
H1 : There was relationship between communication in the coach's professional attitude with the achievement target of clinical practice.
5. HO : There was no relationship between supervision from clinical coach with the achievement target of clinical practice.
H1 : There was relationship between supervision from clinical coach with the achievement target of clinical practice.

METHODS

This was analytical research with *cross sectional* approach, that was method which done in order to identify relationship of test based on theory or reveal the correlative relationship among the variables. This research was done in Politeknik Kesehatan Kemenkes Manado of Nursing Program in April to July 2013. Population in this research was all grade II students of Diploma III of Nursing Program T.A. 2012/2013 who did children nursing clinical practice in BLU RSUP Prof. Dr. R.D. Kandou Manado with the number of 85 persons. Sample in this research was *total population*. Variable in this research consisted of independent variable, that were:

- Students' perception toward the clinical coach's material mastery.
- students' perception about coaching in the form of clinical coach's facilitator.
- students' perception toward motivation in the form of attitude support from clinical coach.
- students' perception toward communication in the professional attitude of clinical coach.
- students' perception toward supervision in the form of monitoring and controlling from clinical coach.

Dependent variable was achievement target of children nursing clinical practice. The data analysis was in the form of univariate analysis that purposed to describe each variable either independent, students' perception about clinical coach or dependent, target achievement of children nursing clinical practice, in the form of frequency distribution table. While the bivariate analysis was purposed to prove the relationship between independent variable, clinical coach relationship, and dependent variable, target achievement of children nursing clinical practice. Univariate analysis was done by using *chi-square* (χ^2) test at the significance level of 95% ($\alpha 0,05$).

At the multivariate analysis, it was done together test in order to get the most dominant variable that influenced toward the students' perception about clinical coach with target achievement of children nursing clinical practice in BLU RSUP. Prof. Dr.R.D. Kandou Manado. Because the dependent variable was in the form of dichotomous, achieved and not achieved, so the test used was Logistic Regression Test.

RESULTS

1. General Description of Politeknik Kesehatan Kemenkes Manado.

Politeknik Kesehatan Kemenkes Manado located at Jalan R.W. Mongisidi Kelurahan Malalayang Dua Kecamatan Malalayang, with area wide of 18.410 M². Politeknik Kesehatan Kemenkes Manado was a college under Badan Pengembangan dan Pemberdayaan Sumber Saya Manusia Kesehatan (PPSDMK) Kementerian Kesehatan Republik Indonesia. Politeknik Kesehatan Kemenkes Manado in running the education, had Vision of Competitiveness, Excellent, Independent, and Cultured with mission of Increasing the education activity, research, and dedication to for the society professionally with characterized and cultured. Made Politeknik Kesehatan Manado as education institution with competitiveness, independent, and had good managerial.

2. Description of Respondents' Characteristic

a. Old

Respondents' age was categorized into five groups, 18 years old, 19 years old, 20 years old, 21 years old, and 25 years old.

The distribution of respondents' age could be seen in the table 1 as follow:

Table 1. Distribution of Respondents Frequency Based on Age

Age	Frequency	%
18 Years Old	5	5,9
19 Years Old	38	44,7
20 Years Old	35	41,2
21 Years Old	6	7,1
25 Years Old	1	1,2
Total	85	100,0

From table 1, it could be known that of the 85 respondents in this research, most of them with the age of 19 Years Old were 44,7%, 20 Years Old were 41,2%,

21 Years Old were 7,1%, 18 Years Old were 5,9% and 25 Years Old were 1,2%.

b. Gender

Respondents' gender were distributed in the table 2 as follow:

Table 2. Distribution of Respondents' Frequency Based on Gender

Gender	Frequency	%
Men	14	16,5
Women	71	83,5
Total	85	100,0

From table 2, it could be known that most of the respondents were women of 83,5% while the men respondents were 16,5%.

3. Description of Univariate Analysis Result of Research Variable

Table 3 showed the result of univariate analysis of research variable.

Table 3. Univariate result of Research Variable

Research Variable	Mean	Median	Deviation Standard	Range	Minimal	Maximal
Material Mastery	36,22	36	3,99	22	24	46
Facilitator	35,53	35	4,40	20	26	46
Motivation	28,92	28	4,54	20	20	40
Communication	40,15	40	5,80	29	28	57
Supervision	31,74	32	4,43	25	19	44

a. Material Mastery

Students' perception about clinical coach's material mastery in BLU RSUP Prof Dr.R.D. Kandou

Manado. The category of Material Mastery could be seen in Table 4 as follow:

Table 4. Category Distribution of Students' Perception about Material Mastery

Category	Frequency	Percentage (%)
Good	46	54,1
Not Good	39	45,9
Total	85	100,0

From table 4, it could be known that perception about material mastery was in good category, where from 85 respondents in this research, there were 46 persons (54,1%) were in good category while 39 persons (45,9%) were in the category not good. This showed that the students' material mastery about children nursing was in good category.

b. Facilitator

Students' perception about coaching in the form of clinical coach in BLU RSUP Prof. Dr.R.D. Kandou Manado.

The facilitator's category could be seen in the table 5 as follow:

Table 5. Category Distribution of Students' Perception about Facilitator

Category	Frequency	Percentage (%)
Good	51	60,0
Not Good	34	40,0
Total	85	100,0

From table 5, it could be known that respondents' facilitator was in good category, where from 85 persons in this research, there were 51 persons (60,0%) were in good category while 34 persons (40,0%) were in not good category. This showed that facilitator was in the position of good category.

c. Motivation

Students' perception about motivation in the form of attitude support from the clinical coach in BLU RSUP Prof. Dr.R.D. Kandou Manado.

Category of motivation could be seen in table 6 as follow:

Table 6. Category Distribution of Students' Perception about Motivation

Category	Frequency	Percentage (%)
Good	43	50,6
Not Good	42	49,4
Total	85	100,0

From table 6, it could be known hat motivation was in high category, where from 85 respondents in this research, there were 43 persons (50,6%) were in good category while 42 persons (49,4%) were in not good category. This showed that students' motivation was in the level of good category.

d. Communication

Students' perception about communication in professional attitude of clinical coach in BLU RSUP. Prof. Dr. R.D. Kandou Manado.

Category of Communication could be seen in the table 7 as follow:

Table 7. Category Distribution of Students' Perception about Communication

Category	Frequency	Percentage (%)
Good	43	50,6
Not Good	42	49,4
Total	85	100,0

From table 7, it could be known hat communication was in good category, where from 85 respondents in this research, there were 43 persons (50,6%) were in good category while 42 persons (49,4%) were in not good category. This showed that students' communication was in the level of good category.

e. Supervision

Students' perception about supervision in the form of monitoring and controlling of clinical coach in BLU RSUP Prof. Dr.R.D. Kandou Manado.

Category of supervision could be seen in the table 8 as follow:

Table 8. Category Distribution about Students' Perception about Supervision

Category	Frequency	Percentage (%)
Good	44	51,8
Not Good	41	48,2
Total	85	100,0

From table 8, it could be known hat motivation was in good category, where from 85 respondents in this research, there were 44 persons (51,8%) were in good category while 41 persons (48,2%) were in not good category. This showed that students' supervision was in the level of good category.

f. Competency target

Students' target competency toward children nursing clinical practice in BLU RSUP.Prof.Dr.R.D. Kandou Manado.

Category of competency could be seen in table 9 as follow:

Table 9. Category Distribution of Nursing Clinical Practice Target

Category	Frequency	Percentage (%)
Achieved	29	34,1
Not Achieved	56	65,9
Total	85	100,0

From table 9, it could be known that target of competency was not achieved, where from 85 respondents in this research, there were 56 persons (65,9%) were not achieved their competency target while 29 persons (34,1%) were achieved their competency target. This showed that the students' competency target was not achieved.

4. Result of Bivariat Analysis

a. Relationship between Students' Perception About Clinical Coach's Material Mastery With Children Nursing Clinical Practice

Relationship between students' perception about clinical coach's material mastery with children nursing clinical practice could be seen in table 10 as follow:

Table 10. Relationship between Students' Perception About Clinical Coach's Material Mastery With Children Nursing Clinical Practice

Material Mastery	Target Achievement				Total	%	OR (95% CI)	p Value
	Achieved		Not Achieved					
	n	%	n	%				
Good	24	28,2	22	25,9	46	54,1	7,42 (2,46-22,35)	0,000
Not Good	5	5,9	34	40,0	39	45,9		
Partly	29	34,1	56	65,9	85	100,0		

The data in Table 10 showed that from 46 respondents who rated good for material mastery, there was 28,2% achieved target of children nursing clinical practice while 25,9% was not achieved. The data also showed that from 39 respondents who rated not good for the material mastery, 5,9% was achieved the target of children nursing clinical practice and 40,0% was not achieved the target. Based on the significance of value 0,000 thereby the probability (significance) was less than 0,05 ($0,000 < 0,05$), so H1 accepted or there was relationship between material mastery with clinical practice target. Based on OR (*Odds Ratio*), it showed

that good material mastery could achieve the children nursing clinical practice 7,42 times bigger than poor material mastery.

b. Relationship between Students' Perception about Facilitator of Clinical Coach With The Target Achievement of Children Nursing Clinical Practice

Relationship between students' perception about facilitator of clinical coach with the target achievement of children nursing clinical practice could be seen in table 11.

Table 11. Relationship between Students' Perceptions about Facilitator of Clinical Coach with The Target Achievement of Children Nursing Clinical Practice

Facilitator	Target Achievement				Total	%	OR (95% CI)	p Value
	Achieved		Not Achieved					
	n	%	n	%				
Good	20	23,5	31	36,5	51	60,0	1,79 (0,70-4,62)	0,327
Not Good	9	10,6	25	29,4	34	40,0		
Partly	29	34,1	56	65,9	85	100,0		

The data in Table 11 it showed that from 51 respondents who rated good for facilitator, there was

23,5% achieved target of children nursing clinical practice while 36,5% was not achieved. The data also

showed that from 34 respondents who rated not good for the material mastery, 10,6% was achieved the target of children nursing clinical practice and 29,4% was not achieved the target. Based on the significance of value 0,327 thereby the probability (significance) was more than 0,05 ($0,327 > 0,05$), so H1 rejected or there was no relationship between facilitator with clinical practice target.

c. Relationship between Students' Perception about Motivation of Clinical Coach With The Target Achievement of Children Nursing Clinical Practice

Relationship between students' perception about motivation of clinical coach with the target achievement of children nursing clinical practice could be seen in table 12.

Table 12. Relationship between Students' Perception about Motivation of Clinical Coach With The Target Achievement of Children Nursing Clinical Practice

Motivation	Target Achievement				Total	%	OR (95% CI)	P Value
	Achieved		Not Achieved					
	n	%	n	%				
Good	25	29,4	18	21,2	43	50,6	13,19 (3,99-43,60)	0,000
Not Good	4	4,7	38	44,7	42	49,4		
Partly	29	34,1	56	65,9	85	100,0		

The data in Table 12 showed that from 43 respondents who rated good for motivation, there was 29,4% achieved target of children nursing clinical practice while 21,2% was not achieved. The data also showed that from 42 respondents who rated not good for the motivation, 4,7% was achieved the target of children nursing clinical practice and 44,7% was not achieved the target. Based on the significance of value 0,000 thereby the probability (significance) was less than 0,05 ($0,000 < 0,05$), so H1 accepted or there was relationship between motivation with clinical practice target. Based

on OR (*Odds Ratio*), it showed that good motivation could achieve the children nursing clinical practice 13,19 times bigger than poor motivation.

d. Relationship between Students' Perception about Communication of Clinical Coach With The Target Achievement of Children Nursing Clinical Practice

Relationship between students' perception about communication of clinical coach with the target achievement of children nursing clinical practice could be seen in table 13.

Table 13. Relationship between Students' Perception about Communication of Clinical Coach With The Target Achievement of Children Nursing Clinical Practice

Communication	Target Achievement				Total	%	OR (95% CI)	P Value
	Achieved		Not Achieved					
	n	%	n	%				
Good	23	27,1	20	23,5	43	50,6	6,90	0,000
Not Good	6	7,0	36	42,4	42	49,4	(2,41-	
Partly	29	34,1	56	65,9	85	100,0	19,75)	

The data in Table 13 showed that from 43 respondents who rated good for communication, there was 27,1% achieved target of children nursing clinical practice while 23,5% was not achieved. The data also showed that from 42 respondents who rated not good for the communication, 7,0% was achieved the target of children nursing clinical practice and 42,7% was not achieved the target. Based on the significance of value 0,000 thereby the probability (significance) was less than

0,05 ($0,000 < 0,05$), so H1 accepted or there was relationship between communication with clinical practice target. Based on OR (*Odds Ratio*), it showed that good communication could achieve the children nursing clinical practice 6,9 times bigger than poor communication.

e. Relationship between Students' Perception about Supervision of Clinical Coach With The Target Achievement of Children Nursing Clinical Practice

Relationship between students' perception about supervision of clinical coach with the target achievement of children nursing clinical practice could be seen in table 14.

Table 14. Relationship between Students' Perception about Supervision of Clinical Coach With The Target Achievement of Children Nursing Clinical

Supervision	Target Achievement				Total	%	OR (95% CI)	p Value
	Achieved		Not Achieved					
	n	%	n	%				
Good	23	27,1	21	24,7	44	48,2	6,39 (2,24-18,24)	0,000
Not Good	6	7,0	35	41,2	41	51,8		
Partly	29	34,1	56	65,9	85	100,0		

The data in Table 14 showed that from 44 respondents who rated good for supervision, there was 27,1% achieved target of children nursing clinical practice while 24,7% was not achieved. The data also showed that from 41 respondents who rated not good for the supervision 7,0% was achieved the target of children nursing clinical practice and 41,2% was not achieved the target. Based on the significance of value 0,000 thereby the probability (significance) was less than 0,05 (0,000<0,05), so H1 accepted or there was relationship between supervision with clinical practice target. Based

on OR (*Odds Ratio*), it showed that good communication could achieve the children nursing clinical practice 6,39 times bigger than poor supervision.

5. Result of Multivariate Test

After being tested with bivariate analysis, then the data was tested with multivariate analysis where the test done by using logistic regression analysis in order to know the most dominant of independent variable.

The analysis result could be seen in table 15.

Table 15. Result of Logistic Regression Analysis

	S.E.	Sig.	OR	95% C.I	
				Lower	Upper
Motivation	0,649	0,001	8,630	2,417	30,813
Supervision	0,611	0,091	2,805	0,847	9,288
Constant	1,304	0,000	.003		

Table 15, analysis result showed that the most dominant was motivation toward the target achievement of children nursing clinical practice with OR = 8,63 (95% CI: 2,4– 30,8), followed with supervision toward the target achievement of children nursing clinical

practice with OR = 2,8(95% CI: 0,8– 9,3). Observed from OR, it showed that good service motivation had chance 8,63 times in the target achievement of children nursing clinical practice compared with poor motivation.

DISCUSSION

Based on the research result about the relationship between students' perception toward clinical coach toward the target achievement of children nursing clinical practice in di Badan Layanan Umum RSUP Prof. Dr. R.D. Kandou Manado, there are some explanations:

1. Characteristics Description of Students' of Nursing Program of Poltekkes Manado.

According to respondents' characteristic, it could be known that most of respondents in this research was 19 years old, they were 38 respondents (44,7%) and the least was at the age of 25 years old, that was only 1 respondent (1,2%). Based on gender, it found that mostly the respondents were women, 71 respondents (83,5%). At women students, they more interested to be

nurses because they potentially as friendly, discipline, and careful in doing the duty of nursing practice, attributed with *mother insting*.

2. Description of students' perception about material mastery, facilitator, motivation, communication, supervision.

The research result showed that from 46 respondents (54,1%), found that students' perception about clinical coach's material mastery of children nursing clinical practice was in good category, the target was achieved. Students' perception about clinical coach's material mastery was good because the coach was able to give good explanation about the implementation of clinical practice, preparation of proper tools, the using of clinical practice aids, discussion about the nursing planning, showed the ability in handling the patients, coaching of anamnesis skills and maintenance exact diagnosis, coaching of appropriate Askep making, arranged discussion to discuss practice activities. Students' perception about clinical coach's material mastery of children nursing clinical practice was not good because there were some students who gave poor rate for the coach in the field discussion about patients' nursing planning, poor in preparing the clinical tools that appropriate with the competency, poor in coaching of askep making.

The research result showed that from 51 respondents (60%) said that students' perception about the coach's role as facilitator of for children nursing clinical practice was in good category, the target was achieved. Students' perception about coach's role as facilitator was good because the coach actively did the coaching, did the conference before doing the clinical practice, gave the explanation of method that would be used, gave additional duty in the overtime of clinical practice, explained the assessment system that was used, showed professional attitude, made planning of coaching program, gave feedback about practicing of implementation the practice, the using of efficient time for coaching and gave attention and coaching when did the clinical practice. Students' perception about the coach's role as facilitator was not good because there was some students who gave rate that the coach didn't give additional duty in the clinical practice, didn't show professional attitude, didn't make planning of coaching program, and there was no feedback in implementing the clinical practice.

The research result showed that from 43 respondents (50,6%), found that students' perception about the coach as motivator of children nursing clinical practice was good, the target was achieved. Students' perception about the coach as motivator was good

because the coach was discipline at the time of clinical practice, was active in the coaching activity, entangled in clinical practice teaching learning process, was settled in the room when the students did the practicem gave warning with nonverbal communication if the students made a mistake, gave compliment if the students did positive thing, created supporting situation in doing the practice, and gave positive spirit and support in doing the monitoring. Students' perception about coach's role as motivator was not good because there were some students who gave rate that the coach was often not settled in the room when the students did the practice, gave verbal warning if the students made a mistake, no compliment or appreciation when the students did positive thing, and didn't give support and spirit in his coaching.

The research result showed that from 43 respondents (50,6%) found that students' perception about coach's communication of children nursing clinical practice was in good category, the target was achieved. Students' perception about coach's communication was good because his performance was tidy and respectful in clinical learning activity, was majestically in coaching process and created two ways communication between students and coach, controlled the emotion in coaching, enthusiastic in teaching learning process, showed friendly and discipline attitudes, the work relation between students and coach was running well, there was smooth two ways communication at the time of clinical practice, discussed problems faced by the students, there was special coaching for the students who had personal problem, gave clear guideline and simple language in clinical practice and gave chance to the students to ask questions. Students' perception about coach's communication was not good because there were some students who gave rate that the coach didn't control his emotion in his coaching, didn't show friendly attitude to the students, didn't give guidance by using simple language when they did clinical practice, and didn't give chance for the students to ask questions.

The research result showed that from 44 respondents (51,8%) found that students' perception about coach's supervision of children nursing clinical practice was in good category, the target was achieved. Students' perception about coach's supervision was good because the coach did monitoring when the students did the clinical practice, always monitored each achievement stages, evaluated the result objectively, practice assessment was done after finishing the practice, the result assessment was appropriate with the fact, the coach monitored the students who did askep to the

patients. Students' perception about coach's supervision was not good because there were some students who gave rate that the coach gave assessment before the practice, there was no feedback for the result of practice assessment between the students and the coach, the assessment result was not appropriate with the fact.

The research result showed that there were 56 students (65,9%) who didn't achieve the target of children nursing clinical practice and there were 29 students (34,15) achieved the target. Mostly of the competency target was not achieved because most of the students didn't achieve the competency of bathing the baby/child, measured the temperature Rectal at the baby/child, measure the blood pressure at the baby/child, gave warm compress at the baby/child, gave solid meal at the baby/child, observed the chest wall growth, sucked the mucous, giving the Subcutaneous and intra-dermal injection, taking the urine specimen by using urine collector, taking the feces for laboratory examination, playing program for children and putting on the Catheter. While the competency target which mostly achieved were measuring physical growth at the baby/child, measuring the temperature per Axilla at the baby/child, measuring the breathing at the baby/child, giving nutrition through flank pipe, nursing the baby in the incubator, giving oxygen and oral medicine at the child.

The achievement of children nursing skills competency targets of 22 treatment procedures were through the stages of observation (observed the treatment activities) with assessment of one point, assistance stage (helped the clinical practice coach in doing the nursing treatment) with assessment of two points, independence (the students did the nursing procedure by themselves) with assessment of 3 points. The research result from 85 respondents showed that most of the students, that were 56 students (65,9%) not achieved the target competency because too many students of nursing clinical practice (12 colleges) in BLU RSUP Prof. Dr. R.D. Kandou Manado, they were Akper Metuari Waya Akper Baramuli, Akper Gunung Maria, Akper Rumkit Tk.III Teling, Poltekkes Manado Jurusan Keperawatan, Akper Totabuan, Politeknik, Nusa Utara Years Olda, PS S1 Keperawatan Unsrat, Stikes Muhammadiyah, Fakultas Keperawatan UNPI, Fakultas Keperawatan UNKLAT, Stikes Tobelo which influenced toward the coaching for the students who did the children nursing clinical practice to achieve 22 nursing activities procedures. The procedure of critical nursing treatment at the children had not been ever given to the patients directly, such as putting on the infuse, giving injection, putting on the catheter, and sucking the

mucous because the students, at the independent stage, were afraid to do those nursing treatments. The procedure of children nursing treatments such as measuring the temperature per rectal at the baby/child and measuring the blood pressure at the baby/child were not done because the tools of rectal thermometer and small cuff for measuring the children's blood pressure was not available in the hospital. The time of doing the clinical practice was only 21 days for seven parts, while the treatment procedure of critical nursing at children for independent stage needed longer time for coaching, training at the students. *bimbingan, latihan pada mahasiswa. BLU RSUP. Prof. Dr. R.D. Kandou Manado* was an education hospital which accepted the students to do nursing clinical practice from health education institution in North Sulawesi and North Maluku. The competency target was achieved at 29 students (34,1%) because the students who did the nursing clinical practice with high motivation always tried getting on toward the coach of nursing clinical practice in order to ask questions about the what procedures that should be done at the patients by inviting the clinical practice coach to train the nursing treatment skills. The basic nursing treatment procedures such as measuring the physical growth, baby/child progress, measuring axilla temperature, measuring the breathing, giving nutrition through flank pipe, baby's treatment in the incubator, giving oxygen and oral medicine at the children had been done by the students in the nursing laboratory, practice field in semester two and three.

1). Relationship between Students' Perception about Clinical Coach's Material Mastery with Target Achievement of Children Nursing Clinical Practice

The research result showed that most of the clinical coach's material mastery were in good category. That was 54%. This was appropriate with the statement of Djamarah (2006) quoted by Andriani (2007) who said that coaches, in this case were lecturers, were experienced person in their field with their own knowledge they could make their students became smart people. A lecturer must be able to do interactive, pleasurable, challenge, learning and motivated the students to be actively participated in the clinical practice activities.

Nursing skills that given by the lecturer in the laboratory such as measuring the temperature was not appropriate with the stage procedure given by the clinical practice coach, that was before and after the measuring of body's temperature, the thermometer must be dipped in the disinfectant solution, soapy water, then

washed with pure water, and dried with casa, while in the place of nursing clinical practice, however the nursing clinical coach gave coaching that was not appropriate with the stages of nursing treatment procedures. The measuring of temperature at the baby/children must be using rectal thermometer but in the practice place, they used axial thermometer so that the temperature was not accurate. Based on the bivariate analysis by using *Chi-square* test, it found that $p = 0,000$. The Value of $p < 0,05$ showed that there was significant relationship between students' perception about clinical coach's material mastery with target achievement of children nursing clinical practice.

The material mastery was not apart from learning process because material mastery was the result that was achieved after doing learning process. The result of learning process would be stated in the change of attitude either in the family or society environments. In an education, the material mastery functioned in order that the lecturers could master the teaching material that would be given at the lecturing process as the basic to achieve the higher result of learning process.

A lecturer was stated skilled if he could master the lecturing material well, able to communicate the lecturing material well, always present, and used the lecturing schedule well, didn't ask other person or changed the lecturing schedule. The lecturer's material mastery was basic ability profile that must be owned by a lecturer. That material mastery was developed based on the analysis of duties that must be done by a lecturer. Therefore the lecturer's ability, operationally, would reflect the function and role in lecturing the students. Through the development of profession competency, it tried that the academic material mastery was harmonically integrated with lecturing ability.

2). Relationship between Studnets' Perception anout Facilitator of Clinical Coach with the Target Achievement of Children Nursing Clinical Practice

The research result showed that most of the facilitators of clinical coach were in good category, that reached 60%. Based on the bivariate analysis by using *Chi-square* test, it found that $p = 0,327$. He value of $p > 0,05$ showed that there was no significant relationship between students' perception about facilitator of clinical coach with the target achievement of children nursing clinical practice.

Facilitator, according to Santoso (2005) quoted Suryani (2009) facilitator was person or corporation that gave easy of or provided facilities. Clinical coach could run well the function as facilitator so that it could increase

the students' readiness in achieving the children nursing clinical practice, whereas if the clinical coach didn't run well the function as facilitator, it would cause the students' were not ready enough to face the clinical practice.

The role as facilitator had meaning helping the students in order to be ready to face the clinical practice so that they could face the clinical practice and knew what should they do in the clinical practice. Facilitator must be able to listen actively so that enable to know what's happened and questions that asked by the students. After knowing the students' grievances and questions, the facilitator could be posturing and take action that should be done by the students. As a facilitator of clinical coach, he must be able to coach the students so that they could do the clinical practice.

The coach as facilitator delivered any information clearly about the children nursing clinical practice. The information delivered was about anything should be done in clinical practice. Finally, the students knew what should they know and what should they do in joining the children nursing clinical practice.

In order to do monitoring toward the students' clinical practice activities, the coach was hoped to do his role as facilitator by actively doing the coaching at clinical practice, starting conference before clinical practice, explaining the method that would be used, explaining the assessment system, making program plan, and gave attention and coaching while clinical practice.

If the coach did the monitoring routinely, of course it would be achieved the competency target of children nursing clinical practice. The lack of coach's role, of course would influence the competency target. This could be seen from the data tabulation of the research that the poor students' perception about coaching in the form of facilitation of 41,2%, the competency target was not achieved.

3). Relationship between Students' Perception about Clinical Coach's Motivation and Target Achievement Of Children Nursing Clinical Practice

Based on the result of bivariate analysis by using *Chi-square* test, it found that $p = 0,000$. Value of $p < 0,05$ showed that there was significant relationship between students'; perception about clinical coach's motivation with target achievement of children nursing clinical practice.

Motivation was needed in order to encourage someone to have attitude that appropriate with the purpose desired. This research result showed that coach who became good motivator would increase competency

target of students' clinical practice, while the coach who became poor caused the competency target was not achieved.

The coach was less in giving support or motivation for the students in doing the clinical practice. This could be known from the tabulation result which found that poor motivation would cause students didn't achieve their competency target about 44,7%. The lack of coach's role as motivator because he was less active his involvement with the students and he was not in the practice room when the students did the practice.

The support from clinical coach was a form of interpersonal relationship that could prevent the students from stress that effected to the achievement of competency target. This was because the coach attributed as good information source to know how to do that clinical practice.

If the coach could organize and influence the students so that the students would try to increase their work performance and ability in facing the clinical practice. The main benefit of coach's motivation was create learning enthusiasm so that the achievement of competency target was increasing. If someone had strong motivation, so he would try to do his work on time and had quality. Therefore, if the coach was able to motivate the students for studying and working well so that competency target would be achieved.

4). Relationship between Students' Perception about Communication of Clinical Coach with the Target Achievement of Children Nursing Clinical Practice

Based on the bivariate analysis by using *Chi-square* test, it found that $p = 0,000$. Value of $p < 0,05$ showed that there was significant relationship between students' perception between students and clinical coach's communication with the target achievement of children nursing clinical practice.

Communication was our daily activities as God's creature who had prestige and intelligence, was able to fuse ratio and feeling, intelligence and mind and also thinking. With whomever, we were communicated with certain meaning sense and purpose, interpersonal or in group, either with father, mother, younger/older brother/sister, needed an adaptation in order that the communication became more effective (Boediardja, 2009). Communication ability showed how someone could deliver and receive information effectively (Siregar, 2009).

As communicator, the coach should give clear information to the students. The giving of information was much needed because communication could

conditioned the lack of students' knowledge and attitude. Coach' performance which was interested and friendly and followed with the giving of clear information would influence the increasing of nurses' competency target.

Without the communication skills, the coach got difficulties in delivering the thinking and convincing the students. Communication skill was enable the coach to do mediation, give information and moreover rise the students' inspiration. Most of the problems occurred was sourced from the failure of doing communication that effected at misunderstanding. The communication failure commonly was sourced at the important element in communication that was listening. If the coach wanted to influence the students, the thing needed to be done was how was those students' way of thinking, because good listening was basic element to understand other thinking.

The research conducted by Siregar found that the communication ability was positively and significantly influenced toward work performance of nursing service staffs in Rumah Sakit Daerah, Sumatera Utara Province.

5). Relationship between Students' Perception about Clinical Coach's Supervision with Children Nursing Clinical Practice

Based on the bivariat analysis by using *Chi-square* test, it was found that $p = 0,001$. Value of $p < 0,05$ showed that there was significant relationship between students' perception about clinical coach's supervision with the target achievement of children nursing clinical practice

Supervision was one effort of briefing by giving guideline and suggestion, after finding the implementer's reason and grievance in solving the problems faced. Clinical supervision was formal process where a student engaged in his experience with more experienced person in order to learn and increase the therapy skill through the using of problems' material (Rizani, 2006). So, the coach as supervisor must have ability in giving clear briefing needed by the students, motivation of students work ethos, and giving the coaching and training.

According to Arwani (2002), supervision activity tried optimally the work condition that conducive and comfort included physical environment, work atmosphere, and number of sources needed in order to facilitate the duty. The purpose of supervision was directed at the activities of orienting the students, training and giving briefing in doing the practice as effort to cause awareness and understand the role and function as students that focused at the nursing education

and treatment procedures. Arwani also explained that clinical coach as supervisor must have number of appropriate ability, such as: 1) Ability to give clear briefing and guideline, 2) Ability to give suggestion, advice, and help that really needed by the students, 3) Ability in giving motivation in order to increase students' work ethos, 4) Ability to give training and coaching, 5) Ability in doing assessment objectively and correct toward the students' performance.

Based on the data tabulation, the research showed that the competency target achieved if the supervision was good. The competency target wasn't achieved if the supervision was poor. This was in line with the opinion of Herzberg yang dikutip Rizani (2009) who stated that supervision was one factor that related with contact work which could determine the satisfaction.

The research by Penelitian yang Rizani (2009) found that there was significant relationship between the room head's with students' satisfaction in nursing clinical practice. The research conducted by . Woran (2012) found that there was no relationship between room head's supervision with the students' satisfaction in nursing practice in BLU RSUP Prof. Dr. R.D. Kandou Manado.

3. Variable that was Dominant Related toward the Target Achievement of Children Nursing Clinical Practice

Based on analysis result of bivariat test by using *Chi-square* test, it known that independent variables, they were material mastery, motivation, communication, and supervision had significant relationship toward the target achievement of children nursing clinical practice. At the multivariate analysis by using logistic regression method showed that motivation was the most influenced variable with the highest value of *Odds Ratio* 8,6 (95% CI: 2,41– 30,81). This showed that good motivation, 8,6 times bigger had chance the students achieved the competency target of clinical practice compared with kali clinical coach's poor motivation.

The success achievement in learning was influenced by many things, such as internal and external factors. Internal factors were contained at someone himself included general physiologic condition, five senses condition, interest, intelligence/perspicacity, talent, and motivation, while external factors that contained out of the someone himself such as environment factor. The coaching lecturer had duty to give coaching. The coach's role was in the term of students' study developing progress and if it was needed, aroused and developed students' learning motivation. Although the external factors supported the target

achievement but the psychological factor didn't support it, so that external factors would be less significant. Therefore, interest, intelligence, talent, motivation, and cognitive abilities were psychological factors than mainly influenced the students' learning process and result.

The relationship between lecturers and students in the lecturing process was the most determined factor. If the relationship of lecturers-students was not harmonic, so it could cause unwanted result (Sembiring, 2008). In order to get optimal learning result, there were many components that influenced, as the example was how was the material mastery, method hoped, media used, communication, motivation, facilities, and tools and infrastructures, and clinical coach' supervision. However, beside the main components in the lecturing activities, there were other factor that contributed to influence the success of students' studying, that was the relationship between lecturer and students. From the research result and explanation above, it could be known that the lecturer/coach' ability in giving learning motivation to the students was the most dominant factor that influenced the target achievement of students' ability at children nursing clinical practice. In other words, clinical coach should be the motivator who was able to increase the achievement of students' ability at the nursing clinical practice.

CONCLUSION

1. Students' perception about clinical coach's material mastery was related with target achievement of nursing clinical practice.
2. Students' perception about facilitator of clinical coach was not related with target achievement of nursing clinical practice.
3. Students' perception about motivation of clinical coach was related with target achievement of nursing clinical practice.
4. Students' perception about communication of clinical coach was related with target achievement of nursing clinical practice.
5. Students' perception about supervision of clinical coach was related with target achievement of nursing clinical practice.
6. Students' perception about supervision of clinical coach was related with target achievement of nursing clinical practice.
7. Motivation was the most dominant factor that related with target achievement of nursing clinical practice.

Suggestion

1. For the Health Education Institution
 - In order to achieve the target, it needed cooperation and agreement about system of students' nursing clinical practice that would be implemented in hospital such as the schedule of practicing was not overlapping with the other students from other health education institution who practiced the nursing clinical practice in the same place.
 - The implementation of students' nursing clinical practice had better placed in some hospitals in Manado and surroundings.
 - It would be better that the practice time was extended in order the target achievement of nursing clinical practice could be achieved by all students.
 - Participated in helping to prepare the needs of tools and nursing practice material needed by the students in the place of practicing the nursing clinical in appropriate with achieved competency and gave coaching and motivation to the students during the nursing clinical practice.
2. For the Hospital
 - Do the monitoring, gave support, helped in doing the procedure of nursing treatment and evaluated every student who was in the place of nursing clinical practice.
 - Increase communication between the coach of clinical practice and students who did nursing clinical practice in hospital.
3. For The Science Developer

It was hoped that other researchers could conduct research by using other variable such as age, gender, education level, compensation, training with quality of clinical coach.
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