



THE EXPERIENCE OF NURSING STUDENTS IN THE CLINICAL LEARNING USING PEER LEARNING METHOD

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ABSTRACT

Clinical learning greatly determines the quality of nursing graduates. In the clinical learning process students tend to be reluctant and afraid to ask questions and express opinions to lecturers and clinical instructor. However, students prefer to do so to other students. Peer learning is a learning strategy that assigns high-achiever students to become tutors for other students. This method can be an alternative for clinical learning. This study aimed to portray the experience of nursing students in clinical learning using peer learning method. This study used descriptive qualitative method with phenomenological approach. The participants of the study were eight nursing diploma students of the Indonesia University of Education. Data collection was conducted through in-depth interviews. The analysis of interview data employed Thematic Content Analysis from Hancock. Research findings were categorized into 4 themes, these are learning experience, self-esteem, leadership and development of clinical skills. Peer learning improves students' knowledge and clinical skills, makes students' becoming more independent, able to take initiatives, courageous, and having leadership skill. To sum up, peer learning method is able to enhance the clinical skills of nursing students.

Keywords: Clinical experience, clinical nursing education, Peer Learning, Nursing student, Qualitative research

ABSTRAK

Pembelajaran klinik sangat menentukan kualitas lulusan pada pendidikan keperawatan. Dalam proses pembelajaran klinik mahasiswa cenderung segan dan takut apabila bertanya dan mengeluarkan pendapat kepada dosen atau pembimbing, tetapi mahasiswa akan lebih berani bertanya dan mengeluarkan pendapat tentang mata kuliah kepada mahasiswa yang lain. Peer learning merupakan strategi pembelajaran dimana murid yang memiliki daya serap tinggi menjadi tutor untuk temannya yang belum memahami terhadap suatu materi untuk keperluan tertentu dan metode ini dapat menjadi alternatif dalam pembelajaran klinik. Tujuan dari penelitian ini untuk mengetahui pengalaman mahasiswa keperawatan dalam pembelajaran klinik keperawatan dengan metode peer learning. Desain penelitian yang digunakan pada penelitian ini adalah deskriptif kualitatif dengan pendekatan fenomenologi. Partisipan penelitian ini terdiri dari delapan orang mahasiswa D III keperawatan Universitas Pendidikan Indonesia. Pengambilan data dilakukan dengan wawancara mendalam berdasarkan tujuan penelitian. Analisis data hasil wawancara menggunakan analisis tematik menurut Hancock. Temuan hasil penelitian ini antara lain The Learning Experience, Self Esteem, Leadership, dan Development of Clinical Skills. Dapat disimpulkan bahwa metode pada pembelajaran klinik memberikan pengalaman positif bagi mahasiswa keperawatan.

Kata kunci: Pendidikan Klinik Keperawatan, Pembelajaran Teman Sebaya, Pengalaman Klinik, Penelitian Kualitatif, Mahasiswa Keperawatan

BACKGROUND

The Indonesian nursing education is conducted based on Law Number 20 of 2003 on the National Education System. The types of nursing education in Indonesia include vocational, academic, and professional education. Vocational education is a type of diploma education which focuses on applied science skills in nursing that is recognized by the government of Indonesia. The Diploma III of nursing education produced the most of nurses in Indonesia. In early 2016, there were 464 Diploma III of Nursing Education in Indonesia to the record (Supartini, 2017).

The learning process in nursing education consists of nursing theory in classroom and practice in laboratory and clinical settings, including hospitals and health centers. The clinical learning is a learning that involves real patients which is appropriate to achieve learning objectives. It is carried out once theoretical and laboratory learnings are completed (Sasmita, 2014).

The method that is widely used in clinical learning in Indonesia is Bed Side Teaching (BST). BST is a learning activity that allows students to learn directly when the clinical instructor is demonstrating certain procedures. The learning process takes place in two directions because the instructor provides demonstrations, assistance, direction, and training. Teaching and learning in clinical setting greatly determine the quality of graduates. Nursing students face the role and function of nurses to provide a good quality of care to meet the patient needs (Arumsari, Emalyawati, Sriati, 2016).

Peer learning is an alternative method in the process of clinical learning for nursing students. O'Donnel & King (2014) proposed peer method based on Vygotsky's theory on the collaboration with peers. It situates educators to encourage learners who 'do not know' or 'must know' to work with peers who 'know'. The peers who 'know' can be educators. They can provide the way needed by learners who 'must know' so they can learn what must be known (Johnson & Johnson 1999). This method is beneficial to develop and to

enhance students' active learning habits, individual and group responsibility, cooperative skills, and social skills (Dikti, 2014).

Peer learning has been used since 2011. Initially, it was used in a collaborative project involving three hospitals and universities in southern Sweden to overcome the lack of preceptors in hospitals. This peer learning method was used in medical and surgical wards. In this study, students from the same level were paired according to the criteria that were set up by the clinical instructor. A clinical nurse guided each pair to support students and to maintain patient safety. The overall results of the study stated that nursing students positively accept the peer learning experiment. The peer learning method was considered to be supportive and relevant for clinical learning. It was proven in the question "is the method of peer learning relevant to your future profession as a nurse?" The score of the Likert scale were 3.4 on a 1-5 scale, while other questions only scored 3.37 and the smallest was 2.77 (Stenberg & Carlson, 2015).

Peer learning is already used in classroom and laboratory learnings. A study by Sucipto (2016) revealed that the conventional method resulted 13 (30%) students achieved score below 39, 15 (36%) students with score 40-45, and only 2 (5%) students gained 70 - 79. On the other hand, peer learning group showed 4 (9%) students achieved scores below 39, 20 (44%) students with score 40-45, and 5 (11%) students gained 70-79. It can be concluded that peer learning method can improve teaching and learning process compared to conventional methods (Sucipto, 2016).

The Program of Diploma III of Nursing Education in Indonesia has not applied peer learning method for clinical learning. In the Indonesia University of Education (UPI), The Program of Diploma III of Nursing Education has applied the peer learning method for second grade students in academic year 2016-2017. It was applied for the students in the clinical learning of Medical Surgical II (Silabus

Keperawatan Medikal Bedah [Medical Surgical Nursing Syllabus], 2017).

Based on the description, this study aimed to portray the experience of the students of the Program of Diploma III of Nursing Education using peer learning method for clinical learning.

METHODS

This study used descriptive-qualitative method with phenomenological approach that aimed to describe a particular phenomenon, or the appearance of something or event as a life experience. The population of the study were all second grade students of the Program of Diploma III of Nursing Education of UPI. This study employed purposive sampling technique. The sample were taken with several considerations or certain criteria including those who have finished all stages practical of Medical Surgical II, and agreed to participate in interview. Then, the respondents were selected with random and were determined until the data obtained was saturated. The respondents consisted of eight students.

The research instrument of the study was the researchers. The study used structured-interview method. The study contained four open questions. The process took one time with 45 minutes to one hour duration for each respondent. At the end of interviews, researcher confirmed the data to the respondent. The interviews were recorded with a voice recorder and a field note was added. In addition, the transcripts were recorded in writing.

Subsequently, the researcher read all data that had been obtained from the respondents to get the perceptions that the participants convey through the interviews. The transcript was then reread and significant statements were quoted. Data analysis used Thematic Content

Analysis (TCA). TCA is a descriptive presentation of qualitative data. Qualitative data may take the form of interview transcripts collected from research participants or other identified texts that reflect experientially on the topic of study (Anderson, 2007). The steps of TCA including (1) Mark with a highlighter all descriptions that are relevant to the topic of inquiry. (2) From the highlighted areas, mark each distinct unit of meaning. (3) Cut out units and put similar units together. (4). Label each pile as initial categories (themes) using key words or phrases copied from the highlighted texts. (5) Go through the entire interview transcript, included identifying distinct units, grouping and regrouping similar and dissimilar units, and re-labeling categories/themes. (6) Then, while retaining meaning units, combine categories/themes for all interview transcripts and notes. (7) Define and name themes, ongoing analysis for refining the specifics of each theme and the overall story that the analysis tells, generating clear definitions and names for each theme. (8) Review themes until the categories reflect the interview transcripts as a whole and becomes saturated (Anderson, 2007; Braun & Clark, 2006).

The categories that have been obtained were organized. The themes and sub-themes from the results of the categories were created. The findings and discussion in full and in depth were written down. At this stage, the study have discussed each theme that appears as research findings that are related to students' perceptions of peer learning in clinical learning.

RESULTS

The results of the research obtained in this study described several themes from the results of interviews.

Table 1. Analysis Thematic Nursing Experience in Clinical education with Peer Learning

Statement of Participants	Sub Theme	Theme
<p><i>"Kalau peer learning kita ngerjainnya bareng-bareng jadi bisa sharing" (P1)</i> [By peer learning, we work together, we can share anything.] (P1)</p>	Peer Discussion	The Learning Experience
<p><i>"Sebelumnya punya pendapat dan teori masing-masing</i></p>		

Statement of Participants	Sub Theme	Theme
<p><i>terus didiskusikan jadi kita saling melengkapi” (P5)</i> [Initially, each of us had our own opinions and theories. Then we discussed so that we complement each other] (P5)</p> <p><i>“Sebelumnya kita engga tahu tentang kasusnya tapi temen sekelompok kita udah ada yang tahu nah jadi lebih bisa sharing gitu.” (P7)</i> [At first, we did not know about the given case, but our group mates already knew so that we can share] (P7)</p> <p><i>“Sama temen saya nyari tahu gitu tentang eritroderma” (P3)</i> [Together with my friend, We do searching about erythroderma] (P3)</p> <p><i>“Kita berdua engga tahu jadi kita nyari dan diskusiin bareng-bareng gitu” (P4)</i> (Both of us did not know so we looked for it and discussed it together, just like that] (P4)</p> <p><i>“Lebih giat dalam nyari materinya” (P5)</i> [More active in finding the material] (P5)</p>	Find Out More	
<p><i>“Dari segi pengetahuan itu jelas sangat bertambah” (P1)</i> [In terms of knowledge, it is clearly increased a lot] (P1)</p> <p><i>“Pengetahuan jadi lebih berkembang” (P4)</i> [(our) Knowledge becomes more developed] (P4)</p>	Increased Knowledge	
<p><i>“Jadi teh pas peer learning mah lebih mandiri” (P1)</i> [peer learning makes us more independent] (P1)</p> <p><i>“Dengan peer learning menjadi lebih mandiri tanpa harus nunggu disuruh perawat yang disana.” (P1)</i> [peer learning makes us more independent without having to wait for the order from the nurse] (P1)</p> <p><i>“Lebih mandiri, jadi kalau lagi engga sibuk kita ke pasien kelolaan.” (P2)</i> [we become more independent so that if we are not busy, we will go to the assigned patients] (P2)</p> <p><i>“Menurut saya jadi lebih mandiri” (P8)</i> [I think it makes us more independent] (P8)</p> <p><i>“Jadi lebih insiatif, (P2)</i> [So it makes us able to take more initiatives] (P2)</p> <p><i>“Lebih insiatif ke pasien jadi tanpa disuruh kita ke pasien sendiri.” (P6)</i> [We take more initiatives to patients. We take care the patients without being told to do so] (P6)</p> <p><i>“Jadi lebih insiatif, kalau temen saya lagi sibuk jadi saya yang harus ke pasien.” (P8)</i> [Thus, I able to take more initiatives. If my friend is busy, it is me who should go to the patient.] (P8)</p> <p><i>“I can be courageous and increase of skill (P1)</i> So more confident and skillful "(P5)</p> <p><i>"Because when it comes to practice, I tend to be less brave but</i></p>	more independent	Self Esteem
<p><i>“Lebih insiatif ke pasien jadi tanpa disuruh kita ke pasien sendiri.” (P6)</i> [We take more initiatives to patients. We take care the patients without being told to do so] (P6)</p> <p><i>“Jadi lebih insiatif, kalau temen saya lagi sibuk jadi saya yang harus ke pasien.” (P8)</i> [Thus, I able to take more initiatives. If my friend is busy, it is me who should go to the patient.] (P8)</p> <p><i>“I can be courageous and increase of skill (P1)</i> So more confident and skillful "(P5)</p> <p><i>"Because when it comes to practice, I tend to be less brave but</i></p>	takes initiatives	More Courageous

Statement of Participants	Sub Theme	Theme
<i>as my partner is with me, i carried it boldly" (P3)</i>		
<i>"Untuk laporannya karena ada empat jadi dibagi bagi" (P4)</i> <i>[Since there are four reports, we divided them](P4)</i>	Dividing tasks	
<i>"Dengan adanya berdua gitu ya kan pasti ada kepemimpinan" (P8)</i> <i>[Since we are two persons, there should be a leader] (P8)</i>	Decision making	Leadership
<i>"Untuk memilih mana sih yang lebih dipentingin gitu saat dikerjakan dirumah sakit"(P7)</i> <i>[To determine which one is the priority to be completed in the hospital] (P7)</i>		
<i>"Kalau dalam keterampilan jadi bisa nyuntik, pasang infus, komunikasi sama pasien."(P4)</i> <i>[In terms of skills, now I can give injection, intravenous, and communicate with patients.] (P4)</i>	Feel More Skilled	
<i>"Jadi lebih berani dan terampil gitu teh."(P5)</i> <i>[I have more courage and more skilled] (P5)</i>		Development of Clinical Skill
<i>"Jadi bertambah sih skillnya."(P6)</i> <i>[My skills increased] (P6)</i>		
<i>"Kan aku belum pernah nyuntik insulin gak ngerti gimana, terus saya bilang saya belum bisa gimana caranya langsung deh diajarin jadi bertambah sih skillnya." (P6)</i> <i>[I had never injected insulin. I didn't understand how to do it. Then I said that I can't really do it the proper way. Then I was taught, therefore, my skills increased.](P6)</i>	Being Able To Do Actions That Have Never Been Done	

DISCUSSION

Knowledge Domain

The learning experience reflects a variety of students' responses and descriptions which concluded that peer learning is a good opportunity to learn. Students felt that peer learning method increased their knowledge through discussions with their partners. Discussions among students are intended to increase knowledge. The discussions do not only cover theories of a patient case or disease. They also help each other to practice skills that they never knew or have not mastered. Students also mentioned that peer learning method makes them more active in figuring out patient cases or diseases during the practice in the hospital.

The results of the study showed that students acquired new learning experiences in clinical practice. In addition, students responded positively to the peer learning method. The support of peers affects their learning experience and influences the goals of clinical learning. Christiansen and Bell (2010) strengthened this findings. According to them, the

factors that affected learning experience in practice settings include the quality of mentoring and peer support.

Affective Domain

1. Self Esteem

Self-esteem is a central construct in clinical, developmental, personality, and social psychology. Its role in psychological functioning has been investigated for more than a century. Self-esteem constructs have spawned a research literature of such magnitude and richness that it is impossible to summarize (Abdel, 2017). In this study, it can be seen that students can evaluate themselves. The assessments tend to be positive regarding peer learning method. For instances, they feel more courageous, independent, and able to take initiative. Students are required to be more independent in clinical learning so that they can take responsibility in organizing and disciplining themselves and in developing learning abilities. The most important thing is that if students are independent in the learning process, they will be able to develop abilities and

skills without the help of others. Consequently, students will not depend on the teacher/educator, guide, peer, or other person in learning. In addition to perception of being more independent during clinical learning, they also feel being able to take more initiative.

The results of this study indicated that students had a positive view regarding peer learning. According to Christiansen and Bell (2010), encouragement and support from peers increase student's self-esteem, confidence, self-development, and sense of belonging since student realizes that success is the outcome of hard work. Self-esteem leads to a positive assessment of oneself and is often associated with self-development. Self-esteem in nursing is important and acts as an integral part of personal and professional identity (Christiansen and Bell, 2010). This shows that providing support for learning activity is very important rather than just providing knowledge. The students have learned the important role of peers or partners in learning activities. Peer learning has a significant relationship to students' self-esteem. Nursing students definitely need support from peers. Support, mutual understanding, encouraging, and helping each other make students feel being accepted, respected, and recognized in the peer environment. Consequently, they are increasingly motivated because of the good influence. Peer learning is designed to make students active so that they are responsible for their own learning and try to collect information to answer the questions that arise during learning. Students are also facilitated to experience leadership attitudes and to make decisions in groups (Trianto, 2007).

2. Leadership

The peer learning also cultivates leadership. Students are expected to become professional nurses in their future work. Dandavino mentioned that peer learning supports the broader goal of leadership training. Students' future working environment demands skills of

leadership since the environment does not only about clinical performance but also social and managerial activities. In addition, peer learning can foster self-confidence (Ten Cate and Durning, 2007). The results of this study indicated that peer learning method enabled students to practice leadership skills. The leadership skills raise confidence of groups or individuals. The leadership skills are also useful for students' future work environment.

Psychomotor domain

The use of peer learning method has been widely used in various learning. The method is proven to be effective. In addition, it plays a role in students' mastery of clinical skills that cover communication skill, physical examination, and procedural skill. Thistlethwaite et al (2007) concluded that peer learning can be implemented as an additional program for independent student training in practicing clinical skills. This program is proven able to improve skills, confidence, communication, and collaboration skills in student groups.

In clinical skills, the students also affirmed that they have more skills to handle problems. Students testified that peer learning makes them more aware of the correct procedure. Previously, they assumed that the actions they had taken were right even though difficultly finished. Peer learning makes students become aware of the correct and simple ways in performing a procedure.

The results of this study indicated an increase of skills to handle specific actions. According to Whitman, 1988 in Ten Cate and Durning, 2007), the principle 'student counseling peers' is useful for students. This principle stated that students help themselves by helping others. It is a good therapeutic approach to individuals. Advanced students can also act as great role models and this is called "peer modeling" (Ten Cate and Durning, 2007).

CONCLUSION

Peer learning method is able to improve the understanding of both tutor students and participant student on the material. This is because both tutors and participants share the same basic knowledge and experience that allows the concepts to be explained in a simplest way using the language that is easily understood and in accordance with the level of participant students. In addition, tutors and participants were also in the same status and social role that allows both parties to feel more comfortable, familiar, not hesitate to ask questions and discuss, and being able to foster motivation and self-confidence on both sides.

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