

ABSTRAK

PENGARUH IKLIM BELAJAR TERHADAP KOMPETENSI KLINIS PERAWAT RSUD PROF. DR. MARGONO SOEKARJO

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Latar Belakang: Sebagai rumah sakit rujukan tipe A, RSUD Prof. Dr. Margono Soekarjo menghadapi tantangan dalam mempertahankan standar kompetensi klinis perawat di tengah dinamika pelayanan yang kompleks. Fenomena fluktuasi kompetensi perawat mengindikasikan bahwa faktor determinan kompetensi tidak hanya bersifat internal, tetapi juga eksternal, khususnya kualitas iklim belajar. Penelitian ini bertujuan untuk memprediksi efek iklim belajar terhadap kompetensi klinis perawat.

Metodologi: Metode penelitian ini menggunakan desain *Cross-sectional*. Berjumlah 125 perawat di IRNA 1 dan IGD berpartisipasi dalam penelitian ini, sampel ditetapkan melalui Teknik *total sampling*. Lingkungan belajar klinik diukur dengan *Clinical Learning Environment and Supervision* (CLES) dan kompetensi klinis diukur dengan kuesioner (PERMENKES RI Nomor: 40, 2017). Uji hipotesis menggunakan regresi linear sederhana.

Hasil Penelitian : Skor rata-rata skor iklim belajar sebesar 113,52 (SD=12,53) dan kompetensi klinis sebesar 121,02 (SD=10,05). Uji hipotesis membuktikan bahwa terdapat pengaruh positif dan signifikan iklim belajar terhadap kompetensi klinis, $t_{hitung} = 13,472$ dan nilai $p = 0,001$ ($p < 0,05$). Koefisien determinasi (R^2) sebesar 0,596, yang mengartikan bahwa iklim belajar memberikan kontribusi pengaruh sebesar 59,6% terhadap kompetensi klinis, sedangkan sisanya dipengaruhi faktor lain. Persamaan regresi yang diperoleh adalah $Y = 50,696 + 0,620X$, menunjukkan bahwa setiap peningkatan satu satuan kualitas iklim belajar akan meningkatkan kompetensi klinis sebesar 0,620 satuan.

Kesimpulan: Iklim belajar terbukti menjadi prediktor yang kuat dan signifikan terhadap kompetensi klinis perawat. Semakin kondusif persepsi perawat terhadap iklim belajar di rumah sakit, semakin tinggi tingkat kompetensi klinis yang ditunjukkan dalam pelayanan asuhan keperawatan.

Kata kunci: iklim belajar, kompetensi klinis, mentoring, perawat

ABSTRACT

THE EFFECT OF LEARNING ENVIRONMENT ON THE CLINICAL COMPETENCE OF NURSES AT RSUD PROF. DR. MARGONO SOEKARJO

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Background: As a type-A referral hospital, Prof. Dr. Margono Soekarjo Regional General Hospital faces challenges in maintaining the clinical competency standards of nurses amid complex service dynamics. The phenomenon of fluctuations in nurse's competency indicates that the determinants of competency are not only internal but also external, particularly the quality of the learning climate. This study aims to predict the effect of the learning climate on the clinical competence of nurses.

Methodology: This study employed a cross-sectional design. A total of 125 nurses in IRNA 1 and the Emergency Department participated in this research, with the sample determined using total sampling technique. The clinical learning environment was measured using the Clinical Learning Environment and Supervision (CLES) scale, and clinical competence was measured using a questionnaire based on the Indonesian Ministry of Health Regulation No. 40, 2017. Hypothesis testing was conducted using simple linear regression.

Research Results: The average score for the learning climate was 113.52 (SD=12.53) and for clinical competence was 121.02 (SD=10.05). Hypothesis testing proved a positive and significant effect of the learning climate on clinical competence, with a t -value = 13.472 and p -value = 0.001 ($p < 0.05$). The coefficient of determination (R^2) was 0.596, indicating that the learning climate contributed 59.6% to clinical competence, while the remaining was influenced by other factors. The regression equation was $Y = 50.696 + 0.620X$, indicating that each one-unit increase in learning climate quality will increase clinical competence by 0.620 units.

Conclusion: The learning climate has been proven to be a strong and significant predictor of nurses' clinical competence. The more conducive nurses' perceptions of the hospital learning climate, the higher their clinical competence demonstrated in nursing care services.

Keywords: clinical competence, learning climate, mentoring, nurses