ABSTRACT

The nursing professional education program in Indonesia consists of two stage, namely the academic stage of obtaining a bachelor of nursing degree (S.Kep) and the professional stage or clinical learning stage of obtaining a Ners (Ns) degree. Teachers at the professional education stage are called preceptor. This study aims to find a model of preceptor performance in the professional nurse education program in North Sumatra. Samples were taken by proportional random sampling technique with 168 preceptors using Slovin's formula from 289 preceptors from educational institutions and service institutions in North Sumatra. The model of professional nurse education performance in North Sumatra was built from exogenous variables, namely team effectiveness, interpersonal communication, emotional intelligence and job satisfaction, and endogenous variables of preceptor performance. The instrument was developed based on the theory and validity and reliability tests were carried out before the instrument was used. Based on the analysis of 7 proposed hypotheses, 2 hypotheses were rejected because they gave a very small or not significant relative direct effect, namely (1) the effect of interpersonal communication on job satisfaction $\rho 42 = 0.033$ and (2) the effect of team effectiveness on performance $\rho 51 = 0.036$. The accepted hypothesis is (1) the effect of team effectiveness on job satisfaction $\rho 41 = 0.290$; (2) the effect of emotional intelligence on job satisfaction $\rho 43 = 0.198$; (3) the effect of interpersonal communication on performance $\rho 52 = 0.211$; (4) the effect of emotional intelligence on performance $\rho 53 = 0.262$ and (5) the effect of job satisfaction on performance $\rho 54 = 0.345$. The results of this study are expected to be input for the education and training department of teaching hospitals and managers of professional nurse education programs in North Sumatra in improving the performance of the preceptor. In order for performance to improve, it must first increase the job satisfaction of the perceiver. In addition, it is recommended to conduct training or refreshment related to the effectiveness of the team and interpersonal communication for the perceiver.

Keywords: *team, communication, emotions, satisfaction, performance and preceptor.*

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ABSTRAK

Program pendidikan profesi keperawatan di Indonesia terdiri dari dua yaitu tahap akademik mendapat gelar sarjana keperawatan (S.Kep) dan tahap profesi atau tahap pembelajaran klinik mendapat gelar Ners (Ns). Pengajar pada tahap pendidikan profesi disebut preseptor. Penelitian ini bertujuan untuk menemukan model kinerja preseptor pada program pendidikan Profesi Ners di Sumatera Utara. Sampel diambil dengan teknik *proportional random sampling* sebanyak 168 preseptor dengan rumus Slovin dari 289 preseptor yang berasal dari institusi pendidikan dan institusi pelayanan yang berada di Sumatera Utara. Model kinerja preseptor pendidikan profesi Ners di Sumatera Utara dibangun dari variabel eksogen yaitu keefektifan tim, komunikasi interpersonal, kecerdasan emosional dan kepuasan kerja serta variabel endogen kinerja preseptor. Instrumen dikembangkan berdasarkan teori dan telah dilakukan uji validitas serta uji reliabilitas sebelum instrumen digunakan. Berdasarkan hasil analisis terhadap 7 hipotesis yang diajukan, 2 hipotesis ditolak karena memberikan pengaruh langsung relatif yang sangat kecil atau tidak signifikan yaitu (1) pengaruh komunikasi interpersonal terhadap kepuasan kerja ρ_{42} = 0,033 dan (2) pengaruh keefektifan tim terhadap kinerja ρ_{51} = 0,036. Hipotesis yang diterima adalah (1) pengaruh keefektifan tim terhadap kepuasan kerja ρ_{41} = 0,290; (2) pengaruh kecerdasan emosional terhadap kepuasan kerja ρ_{43} = 0,198; (3) pengaruh komunikasi interpersonal terhadap kinerja ρ_{52} = 0,211; (4) pengaruh kecerdasan emosional terhadap kinerja ρ_{53} = 0,262 dan (5) pengaruh kepuasan kerja terhadap kinerja ρ_{54} = 0,345. Hasil penelitian ini diharapkan dapat menjadi masukan untuk pengembangan teori manajemen khususnya pendidikan profesi dan menjadi masukan untuk bagian pendidikan dan pelatihan rumah sakit pendidikan dan pengelola program pendidikan profesi Ners di sumatera utara dalam memperbaiki kinerja preseptor. Agar kinerja meningkat terlebih dahulu harus meningkatkan kepuasan kerja preseptor. Selain itu disarankan untuk dilakukan pelatihan atau penyegaran yang berhubungan keefektifan tim dan komunikasi interpersonal bagi preseptor.

Kata kunci: *tim, komunikasi, emosi, kepuasan, kinerja dan preseptor.*