

DAFTAR PUSTAKA

1. Tsimane TA, Downing C. Transformative learning in nursing education: A concept analysis. *Int J Nurs Sci.* 2020 Jan 10;7(1):91–8.
2. Casman C, Ahadi Pradana A, Edianto E, Abdul Rahman LO. Kaleidoskop menuju seperempat abad pendidikan keperawatan di Indonesia. *Jurnal Endurance.* 2020 Feb 29;5(1):115.
3. Etlidawati, Yulistika D. Metode Pembelajaran klinik pada praktik profesi mahasiswa keperawatan. *Faletahan Health Journal.* 2022;9(1):37–42.
4. Asosiasi Institusi Pendidikan Ners Indonesia (AIPNI). Kurikulum Inti Pendidikan Ners Indonesia. Jakarta: Asosiasi Institusi Pendidikan Ners Indonesia; 2015.
5. Ahmad, Yani, Achir. Analisis faktor-faktor yang berhubungan dengan kualitas pengelolaan pembelajaran klinik. Vol. 5, *Jurnal Keperawatan Suaka Insan.* 2020;5(1):8-19.
6. Setati CM, Nkosi ZZ. The perceptions of professional nurses on student mentorship in clinical areas: A study in Polokwane municipality hospitals, Limpopo province. *Health SA Gesondheid.* 2017 Dec 1;22:130–7.
7. Kereh HF, Rochmawati E. Pengalaman belajar mahasiswa keperawatan dalam praktik klinik. *Journal of Telenursing (JOTING).* 2022 May 13;4(1):279–88.
8. Woo MWJ, Li W. Nursing students' views and satisfaction of their clinical learning environment in Singapore. *Nurs Open.* 2020 Nov 1;7(6):1909–19.
9. Mohamed T, Elghabbour G, Abd El Reheem H, Abdelhalim E. Nursing students' experience and satisfaction with the clinical learning environment. *International Egyptian Journal of Nursing Sciences and Research.* 2022 Jul 1;3(1):437-454.
10. Wahyu Astuti V, Kusumawati W, Afandi M. Kompetensi pembimbing klinik dalam proses pembelajaran di klinik. *Jurnal Penelitian Kesehatan.* 2016;2(2):119-129.
11. Panda S, Dash M, John J, Rath K, Debata A, Swain D, et al. Challenges faced by student nurses and midwives in clinical learning environment – A systematic review and meta-synthesis. Vol. 101, *Nurse Education Today.* Churchill Livingstone; 2021.
12. Putra KR, Hany A, Ariningpraja RT. The effect of clinical learning environment on nursing student satisfaction in East Java Province. *Indonesian Nursing Journal of Education and Clinic.* 2021 Jun;6(1):64–71.
13. Khan A, Hamida Begum. Issues in clinical learning environment among undergraduate nursing students in Khyber Pakhtunkhwa, Pakistan. *Journal of Islamabad Medical & Dental College.* 2020 Sep 29;9(3):182–9.
14. Visiers-Jiménez L, Suikkala A, Salminen L, Leino-Kilpi H, Löytyniemi E, Henriques MA, et al. Clinical learning environment and graduating nursing students' competence: A multi-country cross-sectional study. *Nurs Health Sci.* 2021 Jun 1;23(2):398–410.
15. Varghese SM, Joseph VM, Binoy S, Pillai R. Perception of nursing students on clinical learning environment. *J Pharm Negat Results.* 2022;13:2892–7.

16. Abuadas MH. A multisite assessment of Saudi bachelor nursing students' perceptions of clinical competence and learning environments: A Multivariate Conceptual Model Testing. *Healthcare (Switzerland)*. 2022 Dec 1;10(12):1-5.
17. Pemerintah Republik Indonesia. Peraturan Pemerintah (PP) Nomor 93 Tahun 2015 tentang Rumah Sakit Pendidikan. Jakarta; 2015.
18. Nursalam, Efendi F. Pendidikan dalam keperawatan. Jakarta: Salemba Medika; 2012.
19. Depkes RI. Pedoman klasifikasi dan standar rumah sakit pendidikan. Jakarta: Departemen Kesehatan RI; 2009.
20. Zhang J, Shields L, Ma B, Yin Y, Wang J, Zhang R, et al. The clinical learning environment, supervision and future intention to work as a nurse in nursing students: a cross-sectional and descriptive study. *BMC Med Educ*. 2022 Dec 1;22(1):1-9.
21. Al-Anazi NA, Alosaimi D, Pandaan I, Anthony D, Dyson S. Evaluating clinical placements in Saudi Arabia with the CLES+T scale. *Nurse Educ Pract*. 2019 Aug 1;39:11–16.
22. Gabriella Andrea P, Gaudensius HT, Bernadetta Eka N. Tingkat kepuasan mahasiswa tingkat III program studi diploma tiga keperawatan. *Jurnal Keperawatan I CARE*. 2021;2(1):41-57.
23. Ozga D, Gutysz-Wojnicka A, Lewandowski B, Dobrowolska B. The clinical learning environment, supervision and nurse teacher scale (CLES+T): Psychometric properties measured in the context of postgraduate nursing education. *BMC Nurs*. 2020 Jul 6;19(1).
24. Jaganath C, Bimerew M, Mthimunye KDT. Nursing students' perceptions of the clinical learning environment at a university in South Africa. Vol. 17, *International Journal of Africa Nursing Sciences*. Elsevier Ltd; 2022.
25. Alammar K, Ahmad M, Almutairi S, Salem O. Nursing students' perception of the clinical learning environment. *Open Nurs J*. 2020 Aug 20;14(1):174–179.
26. Khan A, Begum H, Rehman AU, Khan A. Experiences of healthcare students and the challenges posed by their clinical learning environment. *Central European Journal of Nursing and Midwifery*. 2020;11(1):19–24.
27. Nursalam FE. Pendidikan dalam keperawatan. Jakarta: Salemba Medika; 2008.
28. Nursalam. Manajemen keperawatan: aplikasi dalam praktik keperawatan profesional. Jakarta: Salemba Medika; 2012.
29. Fauzan 'azima M, Dewi WN, Novayelinda R, et al. Persepsi mahasiswa terhadap pelaksanaan profesi ners di Fakultas Keperawatan Universitas Riau. *Jurnal Ners Indonesia*. 2022;12(2):170-176.
30. Kementerian Riset Teknologi dan Pendidikan Tinggi. Peraturan menteri riset, teknologi, dan pendidikan tinggi republik indonesia nomor 44 tahun 2015 tentang standar nasional pendidikan tinggi. Jakarta: Kementerian Riset, Teknologi, dan Pendidikan Tinggi; 2015.
31. Simamora RH. Buku ajar pendidikan dalam keperawatan. Cetakan 1. Jakarta: EGC; 2009.

32. Dursun Ergezen F, Akcan A, Kol E. Nursing students' expectations, satisfaction, and perceptions regarding clinical learning environment: A cross-sectional, profile study from Turkey. *Nurse Educ Pract.* 2022 May 1;61.
33. Nursalam. Manajemen keperawatan: aplikasi dalam praktik keperawatan profesional. Jakarta: Salemba Medika; 2012.
34. Nursalam. Konsep dan penerapan metodologi penelitian ilmu keperawatan (pedoman skripsi, tesis, dan instrumen penelitian keperawatan). Edisi 2. Jakarta: Salemba Medika; 2008.
35. Kalyani MN, Jamshidi N, Molazem Z, Torabizadeh C, Sharif F. How do nursing students experience the clinical learning environment and respond to their experiences? A qualitative study. *BMJ Open.* 2019;9(7):1-9.
36. Karaduman GS, Bakir GK, Sim-Sim MMSF, Basak T, Goktas S, Skarbalienė A, et al. Nursing students' perceptions on clinical learning environment and mental health: a multicenter study. *Rev Lat Am Enfermagem.* 2022;30.
37. Saarikoski M, Isoaho H, Warne T, Leino-Kilpi H. The nurse teacher in clinical practice: Developing the new sub-dimension to the clinical learning environment and supervision (CLES) scale. *Int J Nurs Stud.* 2008 Aug;45(8):1233–1237.
38. Aditama YC. Manajemen administrasi rumah sakit. Edisi kedua. Jakarta: Penerbit UI; 2003.
39. Reilly D, Oberman MH. Pengajaran klinis dalam pendidikan keperawatan. Jakarta: EGC; 2002.
40. Soekarso, Putong I. Kepemimpinan: kajian teoritis dan praktis. Bogor: Mitra Wacana Media; 2015.
41. Pratama D. Konsepsi kepemimpinan: belajar menjadi pemimpin. Bogor: Guepedia; 2021.
42. Gillies DA. Nursing management: a systems approach. Philadelphia: Saunders; 1996.
43. Hasibuan EK, Sinurat LRE. Manajemen dan strategi penyelesaian masalah dalam pelayanan keperawatan. Malang: Ahlimedia Press; 2020.
44. Kementerian Kesehatan. Peraturan menteri kesehatan nomor 26 tahun 2019 tentang peraturan pelaksanaan undang-undang nomor 38 tahun 2014 tentang keperawatan. Jakarta: Kementerian Kesehatan Republik Indonesia; 2019.
45. Dewi Ayu W. Supervisi keperawatan (dilengkapi dengan hasil penelitian dan pelatihan tentang supervisi klinik keperawatan). Jawa Barat: CV. Rumah Pustaka; 2022.
46. Ullian J, Bland C, Simpson D. Medical student and resident perceptions of clinical teaching. *healthcare chapter news (national society for performance and instruction).* 1986;1(4):4–5.
47. Johannessen AK, Barra M, Vullum S, Werner A. Nursing students' evaluation of clinical learning environment and supervision in a Norwegian hospital placement – A questionnaire survey using CLES+T scale. *Nurse Educ Pract.* 2021 Jul 1;54.
48. Guejjad K, Ikrou A, Strandell-Laine C, Abouqal R, Belayachi J. Clinical learning environment, supervision and nurse teacher (CLES+T) scale: Translation and validation of the Arabic version. *Nurse Educ Pract.* 2022 Aug

- 1;63.
49. Couto AN. Psikologi persepsi dan desain informasi; sebuah kajian psikologi persepsi dan prinsip kognitif untuk kependidikan dan desain komunikasi. 1st ed. Yogyakarta: Media Akademisi; 2016.
 50. Dzul Fahmi. Persepsi: bagaimana sejatinya persepsi membentuk konstruksi berpikir kita. Yogyakarta: Anak Hebat Indonesia; 2021.
 51. Robbins SP. Organizational behavior. Edisi 10. San Diago State University: Prentice Hall International Inc; 2002.
 52. Putriana A, Kasoema RS, Gandasari MD, Retnowati A, Aminah RS, Wiyati EK, et al. Psikologi komunikasi. Cetakan 1. Watrianthos R, editor. Yayasan Kita Menulis; 2021.
 53. Saleh AA. Buku pengantar psikologi. Makassar Sulawesi Selatan: Penerbit Aksara Timur; 2018.
 54. Rakhmat J. Psikologi komunikasi. Bandung : Remaja Rosdakarya; 2018.
 55. Otello Desiderato, Diane Black Howieson, Joseph H. Jackson. Investigating behavior: principles of psychology. New York: Harper & Row; 1976.
 56. Andersen KE. Introduction to communication theory and practice. Menlo Park: Cummings Publishing; 1972.
 57. Arikunto S. Prosedur penelitian (suatu pendekatan praktik). Edisi Revisi 2010. Jakarta: Rineka Cipta; 2011.
 58. Notoatmodjo S. Metodologi penelitian kesehatan. Jakarta: Rineka Cipta; 2018.
 59. Sugiyono. Metode penelitian kuantitatif, kualitatif, dan r&d. Bandung: Alfabeta; 2012.
 60. Hamdi AS. Metode penelitian kuantitatif aplikasi dalam pendidikan. Edisi 1. Yogyakarta: Deepublish; 2014.
 61. Siyoto S, Sodik A. Dasar metodologi penelitian. Cetakan 1. Yogyakarta: Literasi Media Publishing; 2015.
 62. Suryabrata S. Metodologi penelitian. Jakarta: PT Raja Grafindo Persada; 1983.
 63. Margono S. Metode penelitian kuantitatif. Jakarta: Rineka Cipta; 2007.
 64. Nawawi H, Hadari M. Instrumen penelitian bidang sosial. Yogyakarta: Gadjah Mada University Press; 1992.
 65. Priyanti RP, Nahariani P, Tinggi S, Kesehatan I, Jombang P, Sutomo J. Skala evaluasi lingkungan belajar klinik, supervisi dan peran dosen perawat (clinical learning environment, supervision and nurse teacher-CLES+T) versi Bahasa Indonesia: validitas dan reliabilitas. *Jurnal Ilmiah Kesehatan*. 2016;9(2):107-113.
 66. Riyanto S, Hatmawan AA. Metode riset penelitian kuantitatif penelitian di bidang manajemen, teknik, pendidikan, dan eksperimen. Yogyakarta: Deepublish; 2020.
 67. Sudjana N. Penilaian hasil belajar mengajar. Bandung: Remaja Rosdakarya; 2009.
 68. Siregar S. Metode penelitian kuantitatif (dilengkapi dengan perbandingan perhitungan manual dan spss). Edisi 1. Jakarta: Kencana ; 2017.
 69. Harnani Y, Rasyid Z. Statistik dasar kesehatan. Yogyakarta: Deepublish;

- 2019.
70. Ramadhani R, Bina NS. Statistika penelitian pendidikan (analisis perhitungan matematis dan aplikasi spss). Jakarta: Kencana ; 2021.
 71. Sabri Luknis, Hastono Sutanto Priyo. Statistik kesehatan. Edisi 1. Depok: Rajawali Pers; 2019.
 72. Notoatmodjo. Pendidikan dan perilaku kesehatan. Jakarta: Rineka Cipta; 2003.
 73. Yusuf S. Psikologi perkembangan anak dan remaja. Bandung: Remaja Rosdakarya; 2012.
 74. Prosen M. Nursing students' perception of gender-defined roles in nursing: a qualitative descriptive study. *BMC Nurs.* 2022 Dec 1;21(1).
 75. Suryani KE, Gautama MSN, Sunaryo EYBA, Harjanto T. Self-directed learning mahasiswa keperawatan pada implementasi e-learning di pembelajaran praktik profesi ners. *Jurnal Keperawatan Klinis dan Komunitas.* 2022 Mar 31;6(1):59.
 76. Tang CY. Learning experience of chinese nursing students during clinical practicum: A descriptive qualitative study. *Nurs Rep.* 2021 Jun 1;11(2):495–505.
 77. Amoo SA, Aderoju YBG, Sarfo-Walters R, Doe PF, Okantey C, Boso CM, et al. Nursing Students' Perception of Clinical Teaching and Learning in Ghana: A Descriptive Qualitative Study. *Nurs Res Pract.* 2022;2022.
 78. Ying W, Mingxuan L, Qian Z, Shuxian Z, Yufang G, Kefang W. The mediating role of professional commitment between the clinical learning environment and learning engagement of nursing students in clinical practice: A cross-sectional study. *Nurse Educ Today.* 2023 Feb 1;121.
 79. Cant R, Ryan C, Cooper S. Nursing students' evaluation of clinical practice placements using the Clinical Learning Environment, Supervision and Nurse Teacher scale – A systematic review. Vol. 104, *Nurse Education Today.* Churchill Livingstone; 2021.
 80. Wong WK, Bressington DT. Psychometric properties of the clinical learning environment, Supervision and Nurse Teacher scale (CLES+T) for undergraduate nursing students in Hong Kong. *Nurse Educ Pract.* 2021 Mar 1;52.
 81. Pai HC, Huang YL, Cheng HH, Yen WJ, Lu YC. Modeling the relationship between nursing competence and professional socialization of novice nursing students using a latent growth curve analysis. *Nurse Educ Pract.* 2020 Nov 1;49.
 82. Subke J, Downing C, Kearns I. Practices of caring for nursing students: A clinical learning environment. *Int J Nurs Sci.* 2020 Apr 10;7(2):214–9.
 83. Karim J, Majid AHFA, Rashdan NFM, Besar MNA, Yaman MN. Nursing students' satisfaction towards clinical learning environment (cle) in Universiti Kebangsaan Malaysia Medical Centre. *Education in Medicine Journal.* 2020 Dec 1;12(4):1–8.
 84. Manninen K, Karlstedt M, Sandelin A, von Vogelsang AC, Pettersson S. First and second cycle nursing students' perceptions of the clinical learning environment in acute care settings - A comparative crossectional study using

- the CLES+T scale. *Nurse Educ Today*. 2022 Jan 1;108.
85. Rumondor M, Gannika L, Bataha Y. Gaya kepemimpinan kepala ruangan dengan kepuasan perawat. Vol. 7. 2019.
 86. Saarikoski M, Leino-Kilpi H. The clinical learning environment and supervision by staff nurses: developing the instrument. Vol. 39, *International Journal of Nursing Studies*. 2002.
 87. D'Souza MS, Karkada SN, Parahoo K, Venkatesaperumal R. Perception of and satisfaction with the clinical learning environment among nursing students. *Nurse Educ Today*. 2015 Jun 1;35(6):833–40.
 88. Josse-Eklund A, Carlson E, Sundin-Andersson C, Olsson C. Experiences of the clinical learning environment in peer learning: A mixed method study from bachelor students' and main preceptors' perspectives. *Nord J Nurs Res*. 2022;
 89. Ching SSY, Cheung K, Hegney D, Rees CS. Stressors and coping of nursing students in clinical placement: A qualitative study contextualizing their resilience and burnout. *Nurse Educ Pract*. 2020 Jan 1;42.
 90. Johnson M, Cowin LS, Wilson I, Young H. Professional identity and nursing: contemporary theoretical developments and future research challenges. *Int Nurs Rev*. 2012;59(4):562–9.
 91. Papastavrou E, Dimitriadou M, Tsangari H, Andreou C. Nursing students' satisfaction of the clinical learning environment: A research study. *BMC Nurs*. 2016 Jul 19;15(1).
 92. Santana M, Manalili K, Jolley R. How to practice person-centred care: a conceptual framework. *Health Expect*. 2018;21:429–40.
 93. Gemuhay HM, Kalolo A, Mirisho R, Chipwaza B, Nyangena E. Factors affecting performance in clinical practice among preservice diploma nursing students in Northern Tanzania. *Nurs Res Pract*. 2019 Mar 3;2019:1–9.
 94. Strandell-Laine C, Salminen L, Blöndal K, Fuster P, Hourican S, Koskinen S, et al. The nurse teacher's pedagogical cooperation with students, the clinical learning environment and supervision in clinical practicum: a European cross-sectional study of graduating nursing students. *BMC Med Educ*. 2022 Dec 1;22(1).
 95. Salehian M, Heydari A, Aghebati N, Moonaghi HK. Faculty-student caring interaction in nursing education: An integrative review. *J Caring Sci*. 2017;35(1):257–67.
 96. Pourghane P. Nursing students' experiences of clinical teaching: A qualitative study. *Journal of Holistic Nursing And Midwifery*. 2013;23:16–26.
 97. Flott EA, Linden L. The clinical learning environment in nursing education: a concept analysis. *J Adv Nurs*. 2016;72(3).
 98. Guo Y jie, Yang L, Ji H xia, Zhao Q. Caring characters and professional identity among graduate nursing students in China-A cross sectional study. *Nurse Educ Today*. 2018 Jun 1;65:150–5.
 99. Sundler AJ, Björk M, Bisholt B, Ohlsson U, Engström AK, Gustafsson M. Student nurses' experiences of the clinical learning environment in relation to the organization of supervision: A questionnaire survey. *Nurse Educ*

- Today. 2014 Apr;34(4):661–6.
100. Ziba FA, Yakong VN, Ali Z. Clinical learning environment of nursing and midwifery students in Ghana. *BMC Nurs.* 2021 Dec 1;20(1).
 101. Ali WG, Banan SHA EL, Al Seraty WH. Effective clinical learning environment as perceived by nursing students at AL Dawadmi, applied medical sciences college: Actual versus preferred characteristics. *International journal of Nursing Didactics.* 2015 May 28;5(5).
 102. WHO. Nurse educator core competencies. Available at: https://www.who.int/hrh/nursing_midwife_career/nurse_educator050416.pdf. 2016.
 103. Johansson U, Kaila P, Ahlner-Elmqvist M, Leksell J, Isoaho H, Saarikoski M. Clinical learning environment, supervision and nurse teacher evaluation scale: psychometric evaluation of the Swedish version. *J Adv Nurs.* 2010 Sep 4;66(9):2085–93.
 104. Papastavrou E, Lambrinou E, Tsangari H, Saarikoski M, Leino-Kilpi H. Student nurses experience of learning in the clinical environment. *Nurse Educ Pract.* 2010 May;10(3):176–82.
 105. Price L, Hastie L, Duffy K, Ness V, McCallum J. Supporting students in clinical practice: Pre-registration nursing students' views on the role of the lecturer. *Nurse Educ Today.* 2011 Nov;31(8):780–4.
 106. Memarian R, Vanaki Z, Baraz S. Learning challenges of nursing students in clinical environments: A qualitative study in Iran. *J Educ Health Promot.* 2015;4(1):52.
 107. Bos E, Alinaghizadeh H, Saarikoski M, Kaila P. Factors associated with student learning processes in primary health care units: A questionnaire study. *Nurse Educ Today.* 2015 Jan 1;35(1):170–5.
 108. Lazcano LM, González-Chordá VM, Manrique-Abril FG, Cervera-Gasch Á, Mena-Tudela D, Andreu-Pejó L, et al. Characteristics and determinants of the academic goals in nursing education: A cross-sectional study. *Nurse Educ Today.* 2022 Jul 1;114.
 109. Lim JM, Cho OH. Factors influencing career preparation behavior of mature age student nurses. *Journal of the Korean Academy of Fundamentals of Nursing.* 2021 Feb 1;28(1):23–31.
 110. O'Brien F, Keogh B, Neenan K. Mature students' experiences of undergraduate nurse education programmes: The Irish experience. *Nurse Educ Today.* 2009 Aug;29(6):635–40.
 111. Jeong E. Effects of grit and everyday creativity on subjective well-being for adult learners and college student. *Korean Association For Learner-Centered Curriculum And Instruction.* 2019 Aug 31;19(16):163–92.
 112. Paik Y, Song B. The conflict experiences of adult learner in college life. *Qualitative Research.* 2015 Nov;16(2):85–95.
 113. Ranse K, Grealish L. Nursing students' perceptions of learning in the clinical setting of the Dedicated Education Unit. *J Adv Nurs.* 2007;58(2):171–9.
 114. Glazier RA, Hamann K, Pollock PH, Wilson BM. Age, gender, and student success: mixing face-to-face and online courses in political science. *Journal of Political Science Education.* 2020;16(2):142–57.

115. Rodríguez-García MC, Gutiérrez-Puertas L, Granados-Gámez G, Aguilera-Manrique G, Márquez-Hernández V V. The connection of the clinical learning environment and supervision of nursing students with student satisfaction and future intention to work in clinical placement hospitals. *J Clin Nurs.* 2021 Apr 25;30(7–8):986–94.
116. Rosser EA, Scammell J, Heaslip V, White S, Phillips J, Cooper K, et al. Caring values in undergraduate nurse students: A qualitative longitudinal study. *Nurse Educ Today.* 2019 Jun 1;77:65–70.
117. Ramsbotham J, Dinh H, Truong H, Huong N, Dang T, Nguyen C, et al. Evaluating the learning environment of nursing students: A multisite cross-sectional study. *Nurse Educ Today.* 2019 Aug 1;79:80–5.
118. Kamphinda S, Chilemba EB. Clinical supervision and support: Perspectives of undergraduate nursing students on their clinical learning environment in Malawi. *Curationis.* 2019 May 23;42(1).
119. Hill R, Woodward M, Arthur A. Collaborative Learning in Practice (CLIP): Evaluation of a new approach to clinical learning. *Nurse Educ Today.* 2020 Feb;85.