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Exemplary Leadership Generates Trust: The Key to Success as a Preceptor for Nursing Students

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Abstract: Integrity, honesty, competence, loyalty, and openness generate trust. When all involved in a clinical practice program trust each other, preceptors, medical personnel, and nursing practice students feel happy. However, students experience inappropriate guidance. Preceptors often guide less-than-optimal practitioners. This study aims to analyze the effect of exemplary leadership on trust. This type of research is quantitative. The population in this study were all nursing professional students at the Health College of Lampung Province, using a simple random sampling technique to meet the feasibility of SEM analysis. Based on data processing Exemplary Leadership (EL) to Trust (T) with the standardized coefficient result of 0.32 (an increase in Exemplary Leadership (EL) 1 will increase Trust (T) positively by 0.32). The conclusion of this study is the positive and significant effect of exemplary leadership on trust.

Keywords: influence, exemplary leadership, trust, preceptor, preceptorship

1. INTRODUCTION

This manuscript is a part of the dissertation research. It elaborates on the effect of Exemplary Leadership on Trust. It reveals that generating the trust of leaders is needed to display a good example. The role of health workers will determine the success of the implementation of development programs to achieve the vision of the Ministry of Health of the Republic of Indonesia in 2024, namely a healthy, independent and just society. One strategy to accomplish this mission is to improve the quality of health personnel

resources to produce health workers by the needs, both in terms of quantity and quality. For this reason, it is necessary to manage professional education, one of which is in the field of nursing education [1].

A formal education process needs to address to increase in quantity and quality of Nursing education required to produce competent graduates of international standards [1]. The implementation of education is to quickly respond to complex and sustainable learning by producing graduates who can work according to their knowledge and be well-accepted in society

[1]. The nursing education process has two forms, namely theoretical learning and clinical learning. Learning theory is a teaching and learning activity carried out in the classroom to master several ideas, concepts, and procedural knowledge. Clinical education is at the heart of as evidenced by the number of credits in the Nursing Diploma Three Study Program with 30% practice, the Nursing Undergraduate Study Program with 15% practice, and the Nursing Professional Study Program with 100% practice.

Lecturers and students conduct clinical learning in actual working areas like hospitals. Lecturers and students frame the relationship as reciprocal and humane [1]. One of the advantages of learning in a clinical environment is learning that focuses on problems so that it can motivate students to competencies, critical assessment, professional actions, and attitudes played by supervisors [1]. If the clinical learning program does not run well, it is unlikely that health colleges will produce quality graduates, the role of performance is needed [1].

However, receptor performance has not received much attention during the last few decades [1]. It is still relatively difficult to find research on receptor performance in Indonesia, especially in Lampung Province [2]-[4]. Meanwhile, nursing education graduates still encounter obstacles [5]. Based on this, optimal receptor performance will contribute to producing nursing education graduates who become nursing professionals. The researcher found gaps in the performance of the receptors, especially in nursing education management.

Many factors that affect the performance of the perceiver include workload, reward, work stress, work environment, organizational culture, motivation, supervision, social values, cultural values, and trust. Of the many variables that affect the performance of this study, it focuses on Exemplary Leadership and trusts.

The performance of the receptors makes a difference in student learning [6], [7] in that the receptors with exemplary leadership knowledge [8], social values [9-12], cultural values [13], [14], and trust. Trust can be via social values and cultural values reinforced by exemplary leadership practices as a variable that allows the perceiver performance variable to perform optimally [15]-[17] which contributes significantly and measurably to the effectiveness of student learning in carrying out their duties [13], [18]-[20]. Trust is an aspect of the relationship and is constantly changing. In addition, trust is also the basis for building and maintaining intrapersonal relationships [21].

The parties' belief in the integrity, honesty, competence, loyalty, and openness of other people, be it one community or establishing relationships that form new relationships that are even bigger and have stronger outcomes in trust [21]. Preceptors provide guidance services to practical students [21]. Unfortunately, there are still obstacles in the practice of guidance services. Sometimes students are required to experience inappropriate guidance. Of course, students as practitioners can't do much. Preceptors provide less than optimal guidance for practitioners [21].

A preceptor's success stems from the mastery of multiple skills. The various skills are planning clinical learning activities, conducting clinical learning activities, evaluating clinical learning outcomes, using evaluation results to improve clinical learning services, creating a pleasant learning environment, utilizing available learning resources, and developing learning interactions between preceptor and students (strategies, methods, technology) appropriate to social and cultural values [21]. Clinical learning improves the quality of students according to the potential and proportion of university graduates [21].

The preceptor is a manager, counselor, preceptor, observer, feedback, and evaluator [21]. If the receptor can play this,

the performance of the receptor will be good, and clinical practice learning will be effective. That is, clinical practice learning can achieve goals that ultimately improve the quality of nursing education graduates [21]. Conceptually, the preceptor's performance is measured based on the main task of planning the clinical guidance process, carrying out the clinical guidance process, and evaluating the clinical guidance [21]. Preceptors oblige to carry out the three components effectively and efficiently.

Regarding the role of the preceptor, the results of the study showed that the performance of the nurse profession student of preceptor of 40.4% of students stated that they were in the category of being dissatisfied with the preceptors, and 45.6% said that they did not care about the preceptors for practical students [21]. The impact that can be seen directly on the unsuccessful performance of students in the field of practice is, first, the graduation rate for students is still low. This condition refers to the results of a survey in 2021 in one of the universities in Lampung Province. There were 43% of students passed the competency test in the December 2020 period. Second, the results of a study conducted by the Indonesian Ministry of Health in four provinces in Indonesia showed that preceptor performance was still low, namely 47.4: 29.1% had attended training in the last three years, 39.9% of nurses had performed non-nursing assignments, and There is no system to evaluate the performance of nursing supervisors [21]

The authors identify knowledge gaps in previous research on exemplary leadership [21]. Likewise, research on social values [21] in the nursing field is difficult to discover, as the authors search through search engines such as Google Scholar. The impact of exemplary leadership is trust. Without trust, building elements that enable the achievement of nursing education outputs and outcomes can be detrimental,

so trust needs to be investigated further [15]-[17].

Based on a preliminary survey on the performance of receptors that the author conducted in 18 provinces in health universities in Indonesia on May 22, 2021, with a total of 112 respondents, the performance of the receptors was still less than optimal, with 35 respondents (31.5%), many receptors in the frequency range. Attendance is still lacking and only occasionally 49 respondents (43.8%). Generally, the preceptors came on the first and last days of the practice period. This condition indicated a lack of performance of the receptors in the practice field to guide students. The Exemplary Leadership and Trust factors in clinical practice learning activities are vital variables to the implementation of practical learning successful.

The performance of receptors has not received much attention over the last few decades [22]-[24]. It is still relatively difficult to find research on the performance of receptors in Indonesia, especially in Lampung Province. The authors identified knowledge gaps in previous investigations on receptor performance [2-4]. Preceptor performance deserves further exploration to provide an understanding of the preparation of guidance programs, implementation of guidance programs, implementation of clinical guidance evaluations, and implementation of improvement and enrichment programs.

Likewise, with exemplary leadership, there is a knowledge gap in previous research [25]. Likewise, research on social value [26], [27] in the nursing field is difficult, as researchers search through search engines such as Google Scholar and Publish or Perish.

Likewise, investigation of Trust in the field of nursing is still rare. A shortage of Trust can damage the building of elements that enable the achievement of nursing education outputs and outcomes, so Trust needs to be investigated further [15]-[17].

The lack of preceptor performance in the practice field causes students-nursing professional problems. The research purpose is to analyze the effect of Exemplary Leadership on Trust. This research contributes to (1) the development of human resources and the development of student skills, maintaining and developing Exemplary Leadership and trust in carrying out their professional duties, (2) the improvement of the preceptor's competence, and (3) the performance of preceptors for higher education quality assurance management as planning and development of human resources for health workers, especially nursing precepts (5) Improving the quality of guidance for nursing students by paying attention to Exemplary Leadership and Trust preceptors and students of the nursing profession. The low performance of nursing students in clinical clerkships is due to the lack of humanism in the precepts. Preceptors should apply more humanist guidance so that students can grasp the essence of being professional nurses.

Referring to searches using the Google Scholar and Vos Viewer applications, it is challenging to find research on exemplary leadership variables associated with trust. 'Exemplary Leadership' is connected with social capital, cultural border, job, importance, mode, and work variables. This indicates that there is still little research on the exemplary leadership variable on trust. The authors pose the research question, "How does Exemplary Leadership affect Trust?"

2. Method

This research was conducted at the Health College of Lampung Province. This type of research is a quantitative survey. The population was all professional students at the Health College of Lampung Province in the odd 2021/2022 academic year. The populations are from Malahayati University with 34 students, Mitra Indonesia University with 110 students, Polytechnic Ministry of Health Tanjung Karang with 92 students, the University of Muhammadiyah Pringsewu with 187 students, and Aisyah Prigsewu University with 81 students with a total population of 504 Nurse Profession Students [28], [29]. The research used a simple random sampling technique to fulfill SEM analysis. Inclusion criteria, Nurse Profession Students who have completed the first semester, Nurse Profession Students in Lampung Province, and Nurse Profession Students at State and Private Universities. The questionnaire is in the form of a Likert scale model, consisting of items equipped with five answers. Measurements were carried out using Google Forms. Respondents were asked to choose one answer Each alternative answer gets a weighted score between 1 to 5. 1 = Strongly disagree (SD), 2 = Disagree (DA), 3 = Doubtful (D), 4 = Agree (A), 5 = Strongly Agree (SA).

Data from Google Forms were analyzed using SPSS V.23 for Cronbach Alpha score and Pearson Correlation and Confirmatory Factor Analysis (CFA) using Amos V.23,

3. Results
3.1 Reliability and Validity Test Exemplary Leadership

The Cronbach's Alpha value of 0.764 with a total of 28 items. The Pearson Correlation for the Exemplary Leadership variable Pearson Correlation value is in the range of 0.579 to 0.880. Referring to Cronbach's Alpha value of 0.764 > 0.5 and the Pearson Correlation in the range of 0.579 to 0.880 > 0.5 the Exemplary Leadership variable is statistically valid and reliable.

3.2 Reliability and Validity Test Trust Variable

The number of respondents (N) is 30 in the percentage column (%) the number is 100 and there is no missing respondent data. The Pearson Correlation for the Trust variable Pearson Correlation value ranges from 0.757 to 0.935. The Cronbach's Alpha value of 0.769 > 0.5 and Pearson

Correlation in table 4.9 in the ranges of 0.757 to 0.935 > 0.5, the Trust variable is statistically valid and reliable. Correlation is significant at the 0.01 level (2-tailed) and Correlation is significant at the 0.05 level (2-tailed).

2.1 Demographic Data

The population was students from Malahayati University, Tanjung Karang Health Polytechnic, Mitra Indonesia University, Aisyah Pringsewu University, and Pringsewu, The Muhammadiyah University in the administrative area of Pringsewu Regency and Bandar Lampung City. Respondents from Bandar Lampung City were 78.3% (166) from Pringsewu District was 21.7% (46 respondents). The number of respondents ranged from 200 to 400 to meet the requirements that demanded an adequate number of respondents [30].

In detail, Respondent Data Based on the University's total respondents was 212 respondents from Malahayati University 20.3% (43 respondents), Tanjung Karang Health Polytechnic 21.2% (45 respondents), Aisyah Pringsewu University 25.5% (54 respondents), University Muhammadiyah Pringsewu 10.8% (23 respondents), and Mitra Indonesia University 22.2% (47 respondents).

The following is the demographic data based on the status of the university. State Universities were 21.7% (46 respondents), while Private Universities were 78.3 (166 respondents).

The following demographic is aged 18-23 years 34.9% (74 respondents, age 24-29 years 29.7% (63 respondents), and age 30 years 35.4% (75 respondents). Gender showed that the male gender was 31.1% (66 respondents), while the female sex was 68.9% (146 respondents).

3.3 Test Requirements Analysis

To interpret the data processed by SEM Amos, researchers need Confirmatory Factor Analysis (CFA). CFA is a technique in which a priori, theory, and concepts are known or determined in advance which indicators are used and which variables are included in these indicators. There are several methods to test or test a model as a whole, namely the Chi-Squares statistical test (χ2 Test), Root Mean Squares Error of Approximation (RMSEA), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), and Root Mean Squares Residual (RMSR) [31]-[33].

The five compatibility tests contain at least some calculation results for fulfilled interpretations. Some results to interpret are CMIN/DF 2-5. probability (P) > 0.05. Baseline Comparison includes CFI, TLI, IFI, RFI, NFI 0.80, and close to 1 means the model is getting fit, and Root Means square error of approximation (RMSEA) 0.08 to state the model fit. Here, the researcher presents a reference table for the overall fit model. The following researchers present a table about the Goodness of Fit Index.

Table 1 Goodness of Fit Index

No	The goodness of Fit Index	Cut off Value (Nilai Batas)			Criteria
		Parameter Good Fit	Parameter Marginal Fit	Obtained	
1.	CMIN/DF	< 3		2,13	Good Fit
2.	CFI	≥ 0,90	≥0,50 - ≥ 0,90	0,83	Marginal Fit
3.	TLI atau NNFI	≥ 0,90	≥0,50 - ≥ 0,90	0,81	Marginal Fit
4.	NFI	≥ 0,90	≥0,50 - ≥ 0,90	0,73	Marginal fit
5.	RFI	≥ 0,90	≥0,50 - ≥ 0,90	0,70	Marginal fit
6.	IFI	≥ 0,90	≥0,50 - ≥ 0,90	0,83	Marginal Fit
7.	RMSEA	≤ 0,08		0,07	Good Fit

Source: Primary Data Processed by Researchers with AMOS 23

Referring to Table 1, the researcher concludes that the overall model is an acceptable Fit Model. The Goodness of Fit Index is five (5) Criteria. Researchers who use SEM meets all the criteria for the Goodness of Fit Index [31], [34], [35]. Researchers fulfill four (4) to five (5) criteria for the Goodness of Fit Index. Fulfillment of four (4) to five (5) Goodness of Fit Index is considered sufficient to assess the feasibility of a model provided that Absolute Fit Indices, Incremental Fit Indices, and Parsimony Fit Indices are represented, respectively [32], then, concluded that the confirmed model is feasible to use to interpret the variables studied by the researcher. The results of the estimation of Amos 23, the authors present as follows.

3.4 Estimate

In the following, the researchers describe several estimates based on the Maximum Likelihood Estimates method. The maximum likelihood estimate is the regression weight of the exogenous variable variance, the covariance between exogenous variables, the means of exogenous variables, and the intercept to predict the endogenous variable of quantity estimation. Here the researcher presents the Regression Weights: (Group number 1 - Default model).

Table 2 Regression Weights: (Group number 1 - Default model)

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
T	<---	EL	,99	,61	1,63	,10	par_83
ELT	<---	EL	2,49	1,32	1,88	,06	par_72
ELRONG	<---	EL	2,81	1,49	1,89	,06	par_73
ELMO	<---	EL	2,74	1,46	1,88	,06	par_74
ELME	<---	EL	2,95	1,57	1,88	,06	par_75
ELKAN	<---	EL	2,74	1,45	1,89	,06	par_76
TI	<---	T	,83	,06	14,43	***	par_77
TKON	<---	T	,95	,06	14,72	***	par_78
TL	<---	T	,88	,06	15,14	***	par_79
TK	<---	T	,94	,06	15,40	***	par_80
TKET	<---	T	1,00				
ELRONG36	<---	ELRONG	1,00				
ELRONG37	<---	ELRONG	1,04	,05	19,43	***	par_1
ELRONG38	<---	ELRONG	,96	,06	15,89	***	par_2
ELMO24	<---	ELMO	1,00				
ELMO25	<---	ELMO	,93	,07	13,43	***	par_3
ELMO26	<---	ELMO	,88	,07	12,37	***	par_4
ELT21	<---	ELT	1,00				
ELT22	<---	ELT	1,11	,07	14,89	***	par_5
ELT23	<---	ELT	1,06	,07	14,41	***	par_6
ELME30	<---	ELME	1,00				
ELME31	<---	ELME	1,05	,06	16,75	***	par_7
ELME32	<---	ELME	1,04	,08	13,17	***	par_8
ELKAN43	<---	ELKAN	1,00				
ELKAN44	<---	ELKAN	1,02	,07	14,81	***	par_9
ELKAN45	<---	ELKAN	1,09	,08	13,72	***	par_10
TK50	<---	TK	1,00				
TK51	<---	TK	,91	,05	18,35	***	par_11
TK52	<---	TK	,98	,05	20,03	***	par_12

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
TKON53	<---	TKO	1,00				
TKON54	<---	TKO	,95	,06	15,28	***	par_13
TKON55	<---	TKO	1,03	,06	15,90	***	par_14
TL58	<---	TL	1,00				
TL59	<---	TL	,97	,06	16,95	***	par_17
TL60	<---	TL	1,09	,07	15,45	***	par_18
TKET63	<---	TKET	1,00				
TKET64	<---	TKET	,96	,05	18,49	***	par_19
TKET65	<---	TKET	,89	,05	18,19	***	par_20
TI46	<---	TI	1,00				
TI47	<---	TI	1,14	,07	17,41	***	par_21
TI48	<---	TI	1,07	,06	16,68	***	par_22
ELRONG39	<---	ELRONG	,95	,07	13,49	***	par_27
ELRONG40	<---	ELRONG	1,05	,06	16,30	***	par_28
ELMO27	<---	ELMO	,99	,08	12,28	***	par_29
ELMO28	<---	ELMO	1,00	,08	12,53	***	par_30
ELMO29	<---	ELMO	1,09	,08	13,05	***	par_31
ELME33	<---	ELME	,97	,07	14,28	***	par_32
ELME34	<---	ELME	,94	,07	13,40	***	par_33
ELME35	<---	ELME	1,04	,09	12,21	***	par_34
ELT20	<---	ELT	1,06	,08	13,37	***	par_35
ELT19	<---	ELT	,89	,07	12,02	***	par_36
ELKAN42	<---	ELKAN	1,16	,07	17,09	***	par_37
ELKAN41	<---	ELKAN	1,10	,07	15,88	***	par_38
TKON56	<---	TKO	,99	,07	15,18	***	par_39
TKON57	<---	TKO	1,04	,06	17,46	***	par_40
TI49	<---	TI	1,23	,08	16,33	***	par_41
TKET62	<---	TKET	,92	,05	18,03	***	par_42
TKET61	<---	TKET	,87	,05	15,93	***	par_43

Source: Primary Data Processed by Researchers with AMOS 23

Table 2 tells us that there are two latent variables: exemplary leadership and trust. Exemplary leadership (EL) comprises four dimensions: ELKAN, ELRONG, ELMO, and ELT, ELKAN has five manifests. ELRONG has five manifests, ELT has five manifests, ELMO has six manifests. While Trust (T) has five dimensions: TI, TKON, TL, TK, and TKET. TI has four manifests, TKON has five manifests, TL has three manifests, TK has five manifests, and TKET has five manifests.

Table 2 is to see whether the dimensions and indicators are significant or not. This significant dimension and indicator (manifest) are from the critical ratio (C.R.) score of 1.96 and the P value of 0.05, and the presence of a *** sign (three asterisks).

Thus, all dimensions show a significant value. As for the manifestations, some are not significant, namely, ELT= .06, ELRONG= .06, ELMO= .06, ELME= .06, ELKAN= .06.

Next, the researcher presents the Standard Regression Weights: (Group number 1 - Default model). The estimated standard regression weight is in the estimation table column (estimation). The Standard methods report control on variable estimates (correlation between exogenous and standardized regression weights). When used with the sampling method, it controls the reporting of sample correlations.

Table 3 Standard Regression Weights: (Group number 1 - Default model)

			Estimate
T	<---	EL	,32

Source: Primary Data Processed by Researchers with AMOS 23

Regression weights give the magnitude of the non-standardized and standardized regression coefficients. The standard value is the unstandardized value minus (−) by the standard error (SE). The value of Critical Ratio (C.R.) is the same as the value of t in OLS (ordinary least squares) regression, and P is the probability level of significance with *** (three asterisks) means by default significant at 0.001. Exemplary Leadership (EL) has a positive effect on Trust (T) with a standard coefficient of 0.32 (an increase in Exemplary Leadership (EL) 1 will increase Trust (T) positively by 0.32).

Table 4 Standard Direct Effects (Group number 1 - Default model)

	T
EL	,32

Source: Primary Data Processed by Researchers with AMOS 23

The results of the calculations are in Table 4. Exemplary Leadership (EL) has a direct effect on Trust (T) of 0.32.

4. Discussion

4.1 Exemplary leadership has a positive effect on trust

Leadership is many aspects of behavior that will be required to change as the situation changes [31, 34, 35]. Cowie and Crawford [31, 34, 35] state that a good leader depends on the qualities, values, and resources available to deal with the current environment. Brauckmann and Pashiardis [31], [34], [35] agree that leadership is a factor in [31], [34], [35] and observe that management practice is a leadership activity that is linked and linked to organizational life. Leaders are with members and ensure to complete tasks.

Leadership will be effective if the leader can inspire those who are led to work and act toward organizational goals, meaning that leadership is a tool (means) or to make other people do something voluntarily by the wishes of the leader, and in doing so, who will experience a process of leadership development so that they will later become leaders? Such behavior puts this "leader" in an autonomous space to articulate the potential that exists within the components of an educational organization.

Exemplary Leadership is a leader who places himself as a personal example. As a result, leaders who apply various styles adapt to the conditions of their followers. Exemplary Leadership has five dimensions that support the educational process to sustain the path to a permanent direction. He admits that the process consists of two stages. First, humans become aware (awakened) about preparing for what befalls them. They must carry out the praxis of changing the oppressed situation. Second, awakening is what do in the first stage to filled with cultural actions that have been carried out [31], [34], [35].

Being Exemplary is crucial because being able to direct, motivate, and oversee team performance is the role of a leader. The position of leaders certainly forms a culture of cooperation between members to complete tasks according to the target. Exemplary leadership can improve a person's quality in building character and skills, for example, being a person who is more patient, creative, critical, and engaged, to be able to offer the best decisions.

Exemplary leaders know that if they earn commissions and achieve the highest standards, they must model the expected behavior. When people describe a leadership experience, they represent a time when they imagined interest in their organization. They have a vision of the future, believe in their dreams, and have confidence in their ability to achieve them. Big dreams don't come true significantly through the actions of one person alone is a team effort.

Exemplary leaders encourage others to take action. They promote collaboration and build trust. They make it possible for others to do good work. In psychological studies, trust is a person's tendency to believe in others. Trust is a person's behavior to rely on the reliability and integrity of others in fulfilling their expectations in the future [31], [34], [35]. Trust is the degree to which a person believes in a positive attitude toward good wishes and in others who trust in changing and dangerous situations [31], [34], [35].

Trust is a personality trait tendency that is generally stable and measurable. Individuals who tend to have high or low trust have certain personality traits, and characteristics of trustworthiness [31, 34, 35] refer to how much they trust others in general and what life experiences shape them. The factor that influences a person's tendency to believe is the existence of transcendent ability. Transcendence is a way of thinking about things beyond what is visible, which in the universe, for example, thoughts that study the attributes

of God that are so far and human predictions. Thus, religious people have a higher level of trust than people who do not have religion (atheists). Parents who keep most of their promises and trust their children more can cause children to tend to have high trust. Several studies have reported that men have higher levels of trust in formal and government institutions when compared to women. People with high confidence (flexible or energetic) and low neuroticism (confident) tend to be more trusting [31], [34], [35].

The results of research data processing with the SEM test on standardized direct effects, Exemplary Leadership has a positive impact on Trust of 0.32, which means Exemplary Leadership has a positive effect on Trust. These indicate that the teacher has a position with exemplary leadership positive influence on student confidence. The role of the precept is to become a facilitator for students by providing motivation and facilitating learning experiences, applying active learning strategies, and delivering systematic learning materials are the hallmarks of humanism learning.

The learning theory of humanism focuses on learning to develop students' positive abilities. This theory helps each person recognize themselves as unique human beings and the potential that exists within them. Students become actors in interpreting their own learning experiences. With this theory, the receptors find the techniques that can develop the student's soul in learning.

Humanism education is education that is humane and prioritizes communication. This education will establish and bridge in shaping the character of students. Humanist education is a very strategic concept to improve the quality of human resources because it has a high tolerance among human beings. It is necessary to have full support from universities to realize a humanist education in establishing humanist methods to eliminate violence in schools, where schools are places to

develop talents and form good student character.

Humanistic learning theory also focuses on the student-centered method using interpersonal contact that is student-centered by developing the potential of students to overcome problems faced in life. The education purpose is to advance the perfection of student life, namely in harmony with their nature, customs, and dynamics, paying attention to and opening up to association with other cultures. The most important of all is the process of the atmosphere in learning, not the result. A perceiver must be more responsive to the needs of affection in the educational process so that trust arises between the perceiver and the student.

Exemplary Leadership, Trust, and humanist education are in one space, where Exemplary Leadership provides exemplary to direct, motivate, and supervise student work that creates trust between students and preceptors in the implementation of 2000 practice. Preceptors need to apply the Exemplary Leadership style to generate trust so that maximum results are in the form of graduates (output) with the best scores and humane results in carrying out their virginity profession.

5. Conclusion

Based on the results of this study, authors can conclude that a positive and significant effect of leadership exemplary on trust. This research contributes to the development of human resources and the growth of student skills, maintaining and developing Exemplary Leadership, social values, cultural values, and beliefs in carrying out their professional duties. The preceptors to increase competence to improve the performance of preceptors. For higher education quality assurance management is the planning and development of Human Resources for Health Workers, especially preceptors 2000. The quality of guidance for students improved by paying attention to exemplary leadership, social and cultural values, and

the trust of teachers and students of nursing professions. This research needs to be followed up on a larger sample, in different settings, and in other study programs, such as clinical clerkship at the medical study obtain consistent and stable results.

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Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Missing "," You have a spelling or typing mistake that makes the sentence appear to have a comma error.

Proper Noun If this word is a proper noun, you need to capitalize it.

Missing "," You may need to place a comma after this word.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

Article Error You may need to remove this article.

Article Error You may need to remove this article.

Confused You have used **personnel** in this sentence. You may need to use **personal** instead.

Article Error You may need to use an article before this word. Consider using the article **a**.

Article Error You may need to remove this article.

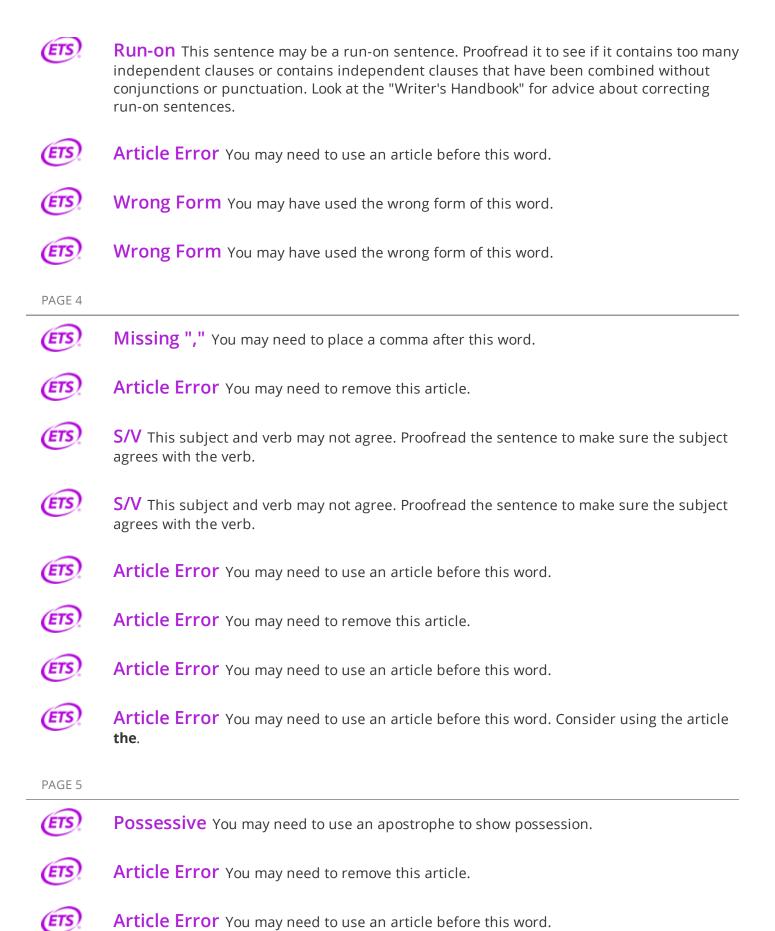**Missing ","** You may need to place a comma after this word.

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S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

Article Error You may need to use an article before this word.

Wrong Form You may have used the wrong form of this word.

Wrong Form You may have used the wrong form of this word.

Missing "," You may need to place a comma after this word.

Article Error You may need to remove this article.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Article Error You may need to use an article before this word.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word.

Article Error You may need to use an article before this word. Consider using the article **the**.

Possessive You may need to use an apostrophe to show possession.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word.

Article Error You may need to use an article before this word.

Article Error You may need to remove this article.

Article Error You may need to remove this article.

Prep. You may be using the wrong preposition.

Article Error You may need to remove this article.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

Prep. You may be using the wrong preposition.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Article Error You may need to use an article before this word.

Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

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Article Error You may need to use an article before this word.

Article Error You may need to use an article before this word.

Missing "?" Remember to use a question mark at the end of a question.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Prep. You may be using the wrong preposition.

Pronoun This pronoun may be incorrect.

Article Error You may need to remove this article.

Article Error You may need to remove this article.

Article Error You may need to use an article before this word.