

CARING CHARACTER BUILDING STRATEGIES FOR NURSING STUDENTS; OPINION OF HOSPITAL AND NURSING EDUCATION LEADERS

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Abstract

Nursing students must be able to build caring character during the learning process. The caring character of students who have been awakened is very useful in the nursing service process after becoming a nurse. The problem that exists today is that there has not been a strong caring character in some nursing students. This will have a negative impact, namely the low quality of nursing graduates, especially in aspects of caring behavior. The low caring behavior of nurse graduates can result in low quality of service and patient satisfaction. This problem needs to be solved immediately, in the form of a strategy to build caring character for nursing students. Therefore, it is necessary to explore the right strategy to build the caring character of nursing students. The purpose of the study was to explore strategies to build caring characteristics of nursing students. This study used qualitative design. Data was obtained through structured interviews with 13 leaders of nursing in hospitals, and leaders of educational institutions. Data analysis using content analysis. The results of the study obtained three major themes of caring character-building strategies for nursing students, namely 1) integrated caring learning in the educational curriculum, 2) caring training and mentorship 3). Application of problem-based learning and role play in student clinical learning. The conclusion obtained from this study is that the caring character of nursing students can be built through integrated learning design in the educational curriculum, continuous training and mentoring processes, and the application of practical learning methods in the form of problem-based learning and role play. Advice for educational institutions is that it is necessary to strengthen the caring character of students as outlined in the curriculum, and learning process and through continuous training and mentoring activities.

Keywords: behavioral caring; character building; student nursing

INTRODUCTION

Nursing students in the nursing practice learning process relate to patients with families. The relationship between students and patients occurs in health services in hospitals, community health centers, communities, and communities (Thompson et

al., 2021). Student caring behavior is important when in the learning process as a phase of implementing theory into nursing service practice (Sukartini et al., 2019). Caring behavior of officers in providing nursing services in hospitals is believed to increase patient satisfaction and safety (Duffy, 2008).

Caring nursing services become the essence of nursing based on the values of kindness, care, love for oneself and others and respect for one's spiritual dimension (Linton & Koonmen, 2020; Watson, 2008). Caring is a knowledge of humanity and the core of ethical and philosophical nursing practice.

Caring nurses in nursing services is an important factor in creating customer satisfaction. Nurses need to have special abilities related to fast-paced service and must be precise. This is because the percentage of nurses in hospitals in general is greater than other health workers (such as doctors, pharmacists and psychologists) which is around 40% – 60% (Suroso, 2011). Nurses who meet the criteria of caring in attitude and behavior will ensure the provision of excellent nursing services and satisfy patients in the hospital (Fawcett & Desanto-Madeya, 2012).

Complaints against nursing services submitted by patients and families are among others related to the slowness of health workers in handling in the emergency department (IGD), such as what happened at a regional general hospital (RSUD) in Medan in 2013, RSUD in Makassar in 2013, and RSUD Dr. Soetomo Surabaya. Some information shows that the problem of quality of health services in Indonesia generally comes from administrative, facility or environmental factors, and caring for nursing services (Anfal, 2020; Radito, 2014) Several studies show that the caring behavior of nursing services in several hospitals in Indonesia is still not in accordance with the expectations of patients and families. The results of research between 2009-2012 showed that in Jakarta, Bogor, Gorontalo, Semarang, Surakarta and Banyumas there are still attitudes and behaviors of caring nursing services that are perceived as lacking by patients and families in hospitals (Ambarika & Wardani, 2021).

The results of a study conducted by Anna, A., Nuraeni, A., Praptiwi, A. (2018), showed that more than half of the nursing student respondents did not show caring behavior. A 2015 study on services in hospital emergency departments in the Banyumas area, mentioned five indicators of caring behavior needed by patients, including; fast and agile, friendly and polite, praying for patients, clear in providing information, and competent in providing services (Suroso et al., 2015). In practice, it is still found that the behavior of officers is not optimal in displaying caring in the service process, including ethical aspects in service (Papastavrou et al., 2012).

This is likely due to the lack of knowledge about caring and the lack of caring training in the learning process in educational institutions when as a prospective nurse. After becoming a nurse, coaching and training on caring may also be rarely done, because of the busy factor in carrying out the main duties of the ministry.

Therefore, there needs to be a systematic and integrated effort in caring learning, since someone is still a prospective nurse in educational institutions, and caring training after becoming a nurse in health service facilities. This effort can be done by first equalizing perceptions about the characteristics of caring, between nursing education managers and hospital management. Based on the background of the problems mentioned above, research problems that need to be researched can be formulated are; What is the strategy to build caring character for nursing students.

RESEARCH METHODS

This study used a qualitative design (Moleong, 2012). Data was obtained through structured interviews with 13 leaders of nursing in hospitals, and leaders of educational institutions. Respondents are selected according to the criteria; a leader in the field of nursing in health services, leader of nursing education, chairman of the nursing education association, and chairman of the nursing vocational education association (Rahardjo, 2017). Data was obtained through the open-ended question "how do strategies improve the caring behavior of nursing students during the learning process?". Data analysis is carried out by recording the content of answers from respondents. The content of the resonant answers is then grouped into keywords, categories and themes.

RESULTS AND DISCUSSION

Characteristics of respondents

The characteristics of respondents based on education, institution of origin, gender, and length of work can be described as follows :

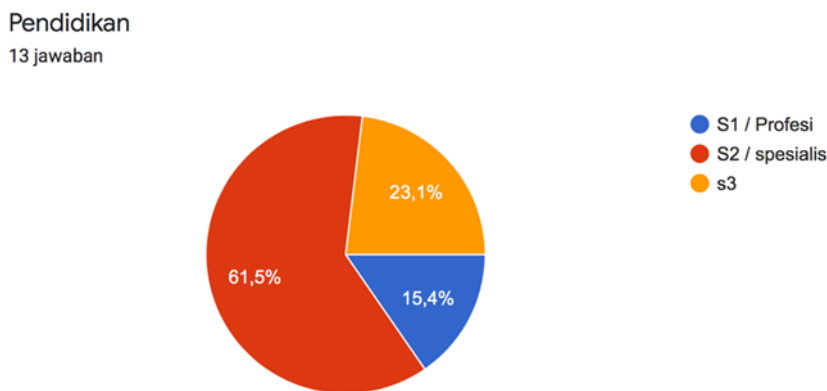


Figure 1 Education respondents 62.5% S2 health / nursing, 23.1% S3 health / nursing and 15.4% S1 Ners.

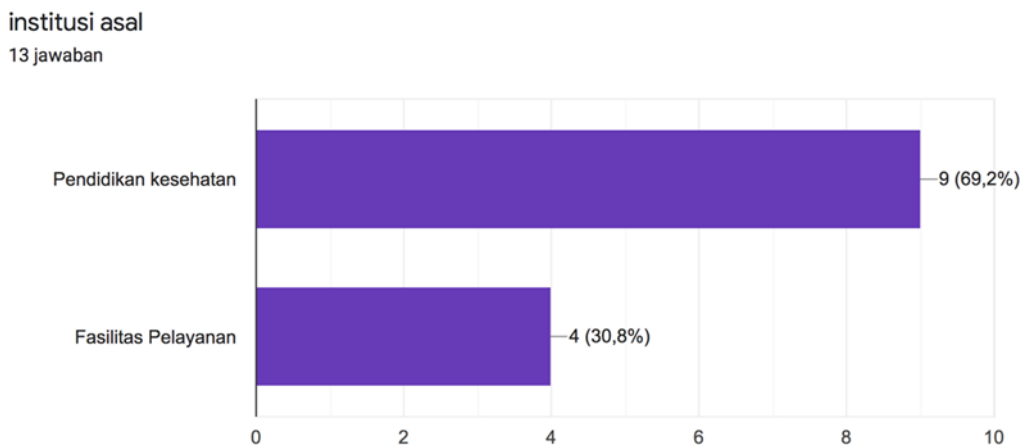


Figure 2 69.2% of respondents came from educational institutions, and 30.8% from health care facilities.

jenis kelamin
13 jawaban

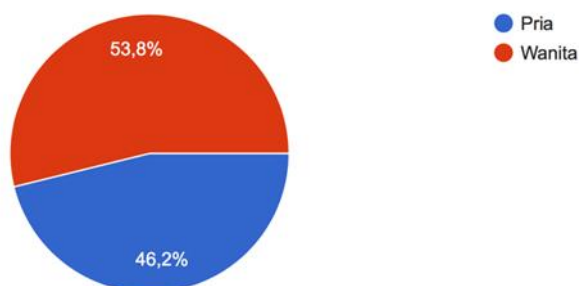


Figure 2 The respondents in this study were 46.2% male, and the rest were female

Strategies to build student caring character

The results of the study obtained three major themes of caring character building strategies for nursing students, namely 1) integrated caring learning in the educational curriculum, 2) caring training and mentorship 3). Application of problem base learning and role play in student clinical learning. The three themes are supported by categories and keywords. The results of the study can be illustrated in this table :

Table 1. Content analysis strategy builds caring character of nursing students

| Keywords | Category | theme |
|---|---|---|
| Learning ethics, case learning, learning effective communication, laboratory practice, clinic, learning n hards skills, soft skills, training, clinical practice, soft skills education or character education, | Caring is built through the learning process | Caring learning is integrated in the Education curriculum |
| Competence, every learning outcome, not only hard skills, soft skills, education related to student positions, demonstrating, behavior | Caring included in the learning curriculum | |
| Training, mentorship, coaching | Training and mentoring caring | Training and mentorship of sustainable caring |
| Giving examples, habituating behavior, in lectures, developing soft skills, real examples, interaction processes during learning activities, directly or indirectly | Continuous caring learning | |
| Case Study and Problem-Solving with Assistance, | Caring learning through Problem base learning | Application of problem base learning and role play in student clinical learning |
| Lecturers become role models, lecturers are sharing with students, always provide motivation in learning | Role models in caring practices | |

Based on table 1, it can be explained that each theme is supported by categories and keywords. The first theme is caring learning integrated in the learning curriculum (Clark & Mahboobin, 2017). This theme is supported by two categories, namely caring is built through the learning process, and caring is included in the learning curriculum. The keywords that support this theme are 21 keywords.

The second theme, namely; Continuous Caring Training and Mentoring. The theme is supported by two categories, namely training and mentoring caring, and continuous caring learning. These categories are organized based on 10 keywords.

The third theme, namely; Application of problem base learning and role play in student clinical learning. This theme is supported by two categories, namely caring learning through problem base learning, and role models in caring practice. These two categories are organized by six keywords.

CONCLUSION

The conclusion obtained from this study is that the caring character of nursing students can be built through three things Learning design integrated in the educational curriculum. Ongoing training and mentoring. Application of practical learning methods in the form of problem base learning and role play

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