



## **A STUDY OF CARING BEHAVIOR AMONG NURSING STUDENTS**

**Andriyani Mustika Nurwijayanti\*, Cindi Septian, Qurrotul Aeni, Rina Anggraeni**  
Sekolah Tinggi Ilmu Kesehatan Kendal, Jln Laut 31 Kendal, Jawa Tengah 51311, Indonesia

\*[andriyani@stikeskendal.ac.id](mailto:andriyani@stikeskendal.ac.id)

### **ABSTRACT**

Caring behavior can be seen in nurses in providing nursing care, namely listening attentively, the presence of nurses when needed, building relationships of trust, responsibility, compassion, care, providing information, providing touch, providing encouragement and showing respect for patients. The application of caring behavior is not only applied by nurses who are already working, but must also be applied by nursing students who will later become nurses. The purpose of this study was to identify the level of knowledge of STIKES Kendal nursing students about caring behavior. This research method uses descriptive research design. The sample in the study amounted to 154 with students in semester 3, 5 and 7. Sampling using total sampling. The results showed that the knowledge of STIKES Kendal students in knowing caring behavior was mostly less 114 (74,03%). Nursing students need to maintain knowledge about caring behavior that is very good to form the soul and characteristics of being a professional nurse.

Keywords: caring behavior; knowledge; nursing students

### **INTRODUCTION**

The quality of healthcare services and the image of a hospital are largely determined by the role of nurses, as 90% of healthcare services in hospitals are provided by nurses (Suprihatin 2017). Providing quality nursing services can be implemented by using the concept of caring in providing nursing care to clients. Caring is specific and depends on the relationship between nurse and client, where caring facilitates the nurse's ability to recognize the client so that the nurse can identify the client's problems and find and implement solutions (Potter & Perry, 2015). Caring is the core or main focus of nursing as a form of professional nursing practice. The World Health Organization (WHO) states that nurse performance, especially caring behavior, is very important in influencing the quality of service and patient satisfaction, especially in a hospital. Service quality determines the image of the service institution, which in turn can improve patient satisfaction and service quality (Sari, 2021).

The impact of failing to practice caring behavior during nursing care can threaten the safety and security of patients during hospitalization. Patient safety and security are fundamental considerations for medical personnel when providing healthcare, and nearly every medical procedure carries potential risks. Caring behavior is not only practiced by nurses who are already working, but also by nursing students who will become nurses. According to Siswanto (2014), suboptimal caring behavior also occurs among nursing students. This lack of caring behavior can be caused by several factors. According to Gibson in Rahayu and Sulistiawati (2018), one very important factor in why someone behaves caring is psychological factors, namely personality.

Good caring behavior can manifest by recognizing the client's name, calling the client by the name the patient likes and recognizing the strengths and other characteristics of the client, always prioritizing the client's interests over personal interests. Giving time to the patient even when busy, facilitating and listening to what the patient's complaints and needs are. Appreciating and respecting the patient's opinions and decisions related to their care and providing social support to meet needs and improve their health status and using meaningful

touch for healing (Setyowati & Inasah, 2022), Supported by the results of research by Murtianingrum (2015) which states that there is a relationship between the level of nurse education and nurse caring behavior in implementing nursing care.

**METODE**

This type of research is quantitative research with a descriptive design using a survey approach. The sampling technique used Total Sampling with of 154 students in semesters 3, 5, and 7. The data collection tool used was a questionnaire in the form of G-Form containing questions about nursing students' knowledge about caring which was distributed to STIKES Kendal students in semesters 3, 5, and 7.

**RESULT**

Table 1.  
Respondent Characteristics by Age (n = 154)

Varia bel	Mini mum	Maxi mum	Mean	Std. Dev	N
Usia	18	24	21	1.280	154

The results from the table above show that the average age of 154 respondents was 21 years, the youngest was 18 years and the oldest was 24 years.

Table 2.  
Respondent Characteristics Based on Gender (n = 154)

Jenis Kelamin	f	%
Man	29	18,83
Female	125	81.17

The results above show that the majority of respondents were female, with a total of 125 and a percentage of (81,17%).

Table 3.  
Student Knowledge of Caring Behavior (n=154)

Variabel	Kriteria	f	%
Tingkat Pengetahuan	Good	5	3,25
	Enough	35	22,72
	Less	114	74,03

The results show that the majority of respondents' knowledge of caring behavior at Kendal Health College nursing students is Good, with 93 (60,39%) reporting a Good level of knowledge.

Table 4.  
Frequency Distribution of Caring Behavior Knowledge

No	Statement	Answer			
		True		False	
		f	%	f	%
1	Caring is a core part of nursing.	154	100	0	0
2	Caring, respecting and appreciating others, giving attention, and how someone thinks and acts are the definitions of giving.	131	85,06	23	14,34
3	The dimensions of caring are maintaining belief, knowing, being present, and acting.	17	11,04	137	88,96
4	Maintaining belief is the nurse's insensitivity to the patient.	46	29,87	108	70,13
5	Knowing is the nurse's attitude of striving to understand and comprehend what the patient is experiencing.	14	9,09	140	90,91
6	The nurse performing the handover in front of the patient is a manifestation of the caring component of presence.	40	25,97	114	74,03

7	There can be no cure without caring, but there can be caring without curing.	33	21,43	121	78,57
8	Doing for is the nurse and patient working together to take action to anticipate the patient's needs, comfort, and maintain the patient's privacy and dignity.	39	25,32	115	74,68
9	Enabling or empowering patients, nurses provide information, explanations, and support, all of which are part of the caring dimension.	35	22,73	119	77,27
10	The components of the caring process include: maintaining, knowledge, togetherness, and actions taken.	26	16,88	128	83,12
11	The nurse's attitude in nursing practice is related to presence, compassionate touch, listening, and understanding the patient.	4	2,60	150	97,40
12	The caring behavior of nurses cannot be realized in providing nursing services to patients.	3	1,95	151	98,05
13	Factors influencing caring behavior include individual, psychological, and organizational factors.	8	5,19	146	94,81
14	One of the nurses' strategies for establishing a trusting relationship between patients and nurses is the caring dimension of maintaining trust.	27	17,53	127	82,47
15	The goal of measuring caring behavior is to improve caring through outcomes and interventions to improve nursing practice.	32	20,78	122	79,22
16	An example of the caring component of knowing is a nurse asking a patient about their previous care experiences.	44	28,57	110	71,43
17	This form of caring behavior does not have to be possessed by the nurse.	63	40,90	91	59,1
18	A caring attitude between the nurse and patient can be formed if the patient is already known to the nurse.	65	42,20	89	
19	The patient only wants to be cared for by Nurse A, which is a component of presence.	85	55,19	69	44,81
20	Caring behavior is not a form of nursing behavior.	49	31,82	105	68,18
21	Caring behavior is not a form of nursing behavior.	15	9,74	139	144,26

Shows that the knowledge of caring behavior of nursing students of STIKES Kendal semester 3, 5 and 7 obtained the highest results. Caring is a core part of nursing with 154 (100.0%) respondents answering correctly. Based on the distribution of answers, it can be seen from table 4.4 that several answer items are still answered by many respondents, especially in answer items number 3, 5, 6, 7, 8, 9, 10 and many more where the answer should be a favorable answer (correct) but many respondents answered incorrectly. The results of the distribution of table 4.4 are that students still do not know about caring and what items are in caring because they do not understand caring itself.

## **DISCUSSION**

### **Old**

Based on the research results, the average age is 21 years, which is considered early adulthood. Early adulthood is a transitional period from childhood to independence, both in terms of economics, freedom to determine oneself, and perspectives on the future. The results are supported by research (Firdaus, 2021), which states that early adulthood is a phase of human development after adolescence, characterized by increased responsibility, independence, and identity exploration. This indicates that students are able to use their abilities to do things that are beneficial for the future. Positive behavior is considered to be able to understand social and religious norms, so that a person does not exhibit deviant behavior. The research findings are supported by Tedjomuljo's (2021) study, which examined the level of caring knowledge among

23-year-old nursing students. The results of Winanti's (2022) study illustrated the level of caring knowledge among students, with an average age of 22. Most studies have shown that caring knowledge among students is in early adulthood.

### **Gender**

In this study, the characteristics of the respondents' gender were on average female, as many as 115 (87.8%). Gender is a biological difference between women and men since a person was born. In this study, women were more dominant because women were depicted as humble, gentle, subordinate, and affectionate, who had a maternal soul so that they provided a sense of comfort and security so that they did not provide much space for what society considered masculine traits. As in the field facts that we often encounter in hospitals today, many field workers are generally dominated by women, while only a few men. Gender factors also determine the level of participation and productivity of a person in work. The workforce basically cannot be distinguished based on gender (Juditah, 2021).

### **Level of Student Knowledge About Caring Behavior**

The results of this study indicate that, based on respondents' caring behavior, the caring behavior of the majority of undergraduate nursing students in levels 3, 5, and 7 at STIKES Kendal is categorized as inadequate, amounting to 130 (99.2%). Students who still exhibit poor caring behavior are likely due to lingering or unresolved psychological barriers. These results indicate that the application of caring behavior among students is still inadequate. This lack of caring behavior can be caused by several factors, including a lack of time to directly apply caring behavior to patients and students' self-doubt about whether the application of caring in nursing care is appropriate. In line with research by Sulistiawati (2018), one very important factor in why someone behaves is psychological factors: personality. Personality is a relatively permanent and unique character pattern, both of which have consistency and uniqueness in an individual's behavior.

In line with Sa'adah's theory (2020), the reasons why students exhibit caring behavior at different levels are due to three contributing factors: individual, psychological, and organizational factors. Meanwhile, caring is a comprehensive concept that refers to an individual's patterns of thinking, feeling, and behaving in response to interactions with others. Nusantara's (2018) research states that the majority of students' knowledge is lacking, due to the length of experience they have in their third, fifth, and seventh years. The higher the educational level and the greater the experience, the higher the caring behavior.

Ulfa's (2019) research states that knowledge of caring behavior is lacking, due to online learning, which limits face-to-face interaction between peers, hindering opportunities to foster peer caring, a prototype for developing caring behaviors in students, such as socializing, getting to know each other, and organizing. Aisyah et al.'s (2019) research found that caring behaviors varied among students, with a small percentage of students exhibiting less than optimal caring behaviors. This is common due to the many factors that shape caring behaviors in nursing students. Therefore, caring behaviors in students must be continuously improved. Therefore, nursing educational institutions need to collaborate with other teaching staff to provide motivation and education to continuously improve caring behaviors.

### **CONCLUSION**

Characteristics of STIKES Kendal student respondents based on age: 154 students, with an average minimum age of 18 and a maximum age of 24. Characteristics based on gender showed that the majority were female, with 115 (87.8%). Characteristics based on semester: 43 (32.8%) in semester 3, 44 (33.6%) in semester 5, and 44 (33.6%) in semester 7. Knowledge of caring

behavior among Kendal Health College students in semesters 3, 5, and 7 is mostly lacking (130) (99.2%).

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