

Differences in Knowledge of Caring Behavior of Nursing Students Before and After Clinical Practice

Akhmad Efrizal Amrullah^{1,*}, Roby Aji Permana¹

¹University of dr. Soebandi, Jember, Indonesia

* Corresponding Author, Email: sandan.efrizal@gmail.com

Abstract

Background: Knowledge about caring behavior is very important to be mastered by nursing students because it will affect the quality of nursing care. In principle, this knowledge includes Knowing, Being With, Doing For, Enabling, and Maintaining belief about caring behavior. Clinical practice is one way that is attempted to provide knowledge about caring behavior to nursing students.

Aims: The aims of this study is to determine the differences in students knowledge about caring behavior before and after carrying out clinical practice.

Methods: The study used a non-experimental with a comparative and cross-sectional approach, took four months and involved 145 respondents.

Results: The results showed increasing the level of knowledge before and after carrying out clinical practice.

Conclusion: Clinical practice is effective in improving caring behavior knowledge in nursing students. Therefore, students need professional guidance to maintain and improve caring behavior knowledge and values.

Keywords: Caring, Behavior, Knowledge

INTRODUCTION

Knowledge of caring behavior is a fundamental thing needed in providing nursing care that reflects comprehensive human values. Caring behavior can be applied to patients by giving attention, appreciation, responsibility and assistance sincerely. This can make nurses have human values in treating patients based on their duties, roles and functions (Sitorus, R., Panjaitan R., 2011 and Nursalam, 2011).

Nurses as providers of nursing care must have a caring nature that cannot be separated from carrying out their duties. Caring behavior is very important in nursing care services. This caring nature is shown by nurses to patients by providing empathy, attention, support, respect and sympathy (Watson, 2012).

But in reality, not all nurses can show caring behavior caring to the maximum in

carrying out their duties (Chrisnawati, 2020). Lack of caring nurses can reduce the quality of nursing services which has an impact on decreasing patient satisfaction and increasing the number of days of care (Nabila Prawiti, 2023). Ana, 2018 showed that students' knowledge of caring was limited to the definition only, while behavior showed varying results. it means knowledge has the greater influences to students' caring behavior.

Knowledge about caring behavior needs to be instilled early on in nursing students, so that when they graduate and work, caring behavior becomes an inseparable part of the student's character (Fakhriyatul, 2021). Increasing knowledge about caring behavior can be done when students undergo clinical practice, because at this stage students interact directly with patients and their families, so that it will increase humanistic values, caring, trust, commitment to helping others as dimensions of caring behavior that must be

present in nursing education (Begum, Slavin, 2011 in Sumarni, 2016). In carrying out nursing practice, students must be introduced to real clinical situations. They need knowledge and increase their self-confidence to behave and act as professional nurses.

A preliminary study conducted on nursing students at Dr. Soebandi University showed a sufficient level of knowledge about caring behavior. Knowledge about caring behavior has been given to students in the first year in related courses. In learning, lecturers have advised students to always be caring when participating in educational activities, because the early stages of lectures are character formation for nursing students. Knowledge about caring behavior is very necessary to increase client comfort and satisfaction and can have varying impacts on the quality of nursing care that will be provided by students when carrying out clinical practice.

METHOD

Design

This study was non-experimental with a comparative and cross-sectional approach at the University of dr. Soebandi on February-April 2024.

Sample

The population in this study are 227 nursing students at University of dr. Soebandi, who carries out clinical practice, uses a random sampling technique and takes 145 respondents.

Data analysis

This study uses comparative statistical analysis. The data was tested using the

SPSS program with the paired T-test method.

RESULTS

Table 1 Age of Respondents

Age	Frequency	Percentage
≤ 20 years	36	24%
> 20 years	106	76%
Total	145	100%

Table 1 Mostly respondents age > 20 years (76%).

Table 2 Gender of Respondents

Gender	Frequency	Percentage
Male	42	29%
Female	103	71%
Total	145	100%

Table 2 Mostly respondents are female (71%).

Table 3 Respondents Ethnic

Ethnic	Frequency	Percentage
Java	119	82%
Madura	26	28%
Other	0	0%
Total	145	100%

Table 3 Mostly respondents are Javanese (82%).

Table 4 Level of knowledge of caring behavior before clinical practice

Caring Behavior Knowledge	Frequency	Percentage
Lack	47	32%
Sufficient	63	43%
High	35	35%
Total	145	100%

Table 4 Mostly respondents knowledge are sufficient (43%).

Table 5 Level of knowledge of caring behavior after clinical practice

Caring Behavior Knowledge	Frequency	Percentage
Lack	14	11%
Sufficient	27	18%
High	104	71%
Total	145	100%

Table 5 Mostly respondents knowledge are high (71%).

Table 6 Cross tabulation of students' knowledge level about caring behavior before and after carrying out clinical practice

	Category	Amount
	Lack	47
Knowledge of caring behavior before clinical practice	Sufficient	63
	High	35
	Total	145
Knowledge of caring behavior after clinical practice	Lack	14
	Sufficient	27
	High	104
	Total	145

Table 6 shows that the level of student knowledge has increased.

Table 7 Differences in Level of Knowledge of Caring Behavior Before and After Clinical Practice

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean					
		LowerUpper							
Pair 1	Caring Knowledge Before Clinical Practice - Caring Knowledge After Clinical	-15.89655	18.70336	1.55323	-18.96663	-12.82648	-10.235	144	.000

Data were analyzed using a paired T-test statistical test at an alpha value (α) = 0.05, a p-value of 0.000 was obtained. Thus, H₀ was rejected, which means that there is a difference of students knowledge before and after carrying out nursing clinical practice.

DISCUSSION

Caring behavior is a fundamental thing that nurses need in providing professional nursing care to clients because it forms and appreciates of humanistic values. Knowledge about caring behavior needs to be understood by nurses to help improve health levels and meet client needs during treatment (Potter, 2009). The application of this caring behavior makes the commitment and sense of responsibility of nurses to establishing relationships with patients as the main concern.

Terms of clinical nursing practice is intended to describe a form of learning that focuses on clients in real situations. Rofiq (2009), the clinical practice method is a means that can provide opportunities for students to apply theoretical knowledge into learning by applying several intellectual and psychomotor skills needed to provide professional nursing care to clients. By undergoing clinical practice, students will gain valuable experience and are expected to be able to spur critical thinking patterns on how to apply caring behavior values in providing nursing care to clients professionally and responsibly. The more frequent the experience of interacting directly with clients, the more students will learn to improve their knowledge of caring behavior and apply it in order to improve professionalism.

CONCLUSION

There are differences in the level of student knowledge about caring behavior before and after carrying out clinical nursing practice.

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