

The Difference in Caring Behavior of Senior Undergraduate Students and Extension Program Students of Faculty of Nursing of Universitas Indonesia

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Abstract: *Caring* is an essential component of nursing profession. As nurse aspirant, nursing students should be provided with concept of caring properly. Nursing students in Universitas Indonesia encompasses both regular and extension students with different background of experience. The background difference may result in discrepancy of caring behavior. This cross-sectional study aimed to identify the difference in caring behavior between senior undergraduate and extension nursing students of Faculty of Nursing of Universitas Indonesia. Total of 122 students consisting of 86 senior undergraduate students and 36 extension nursing students were involved through stratified random sampling technique. Caring behavior was measured by employing instrument of *Caring Behaviour Inventory* (α cronbach= 0.947). The findings suggested that there was no significant difference in caring behavior between senior undergraduate and extension nursing students of Faculty of Nursing of Universitas Indonesia (p value= 0.080). However, in clinical perspective, there was a difference in behavior which demonstrated by poor caring behavior by majority of senior undergraduate nursing students (53.5%) while most of extension nursing students had a proper caring behavior (63.9%). This study recommended a caring concept refreshment program prior to clinical program and promoting assessment on caring for patient to improve participants' caring behavior.

Key words: *Caring Behaviour Inventory* • Extension • Student • Difference • Regular

INTRODUCTION

Caring is an essential component of nursing profession. Caring is generally defined as ability to dedicate for others, carefully watching, demonstrating concern, feeling of empathy for other and compassion which may affect individual's way of thinking, feeling and establishing rapport with others [1]. Therefore, caring behavior serves as foundation of nursing service provided for clients in order to meet their need of health service.

Indonesian nurse's caring behavior needs to be improved. A study conducted by Nensi and Rosaline [2] which evaluated caring behavior in a hospital revealed that there was almost an equal number of nurses who had a proper caring behavior (53.3%) and those who had improper caring behavior (46.7%). A study by Suryani [3]

also reported an equal number of nurses with high caring behavior (53%) and low caring behavior (47%). Based on the studies, it can be concluded that majority of nurses did not possess a proper caring behavior which is the essence of nursing profession.

As nurse aspirant, nursing students should be provided with adequate concept of caring. A study revealed that freshmen nursing students already had comprehensive insight on caring in both theoretical and practical aspect and the insight broadened as they stepped into clinical environment [4]. There had been a study conducted to identify description of caring attitude among nursing students of Universitas Indonesia. Milanti's study [5] reported that majority of nursing students of Universitas Indonesia had a caring behavior (60.4%). The study also revealed ratio of 3:2 of nursing students who had a proper caring attitude and those who

had a poor caring behavior. Therefore, it can be concluded that there were 39.6% students who were lacking in caring behavior. Furthermore, Tedjomuldo's study [6] indicated that majority of nursing students of Universitas Indonesia possessed adequate knowledge of caring of nursing profession. The study result also described that students' level of knowledge about caring were yet to meet the proper criteria.

As knowledge and study level advances, student's caring behavior toward his fellow students, surrounding and patient is also improving. The statement was supported by Rosecrans's study [7] which claimed a higher caring behavior demonstrated by senior students than the freshmen by employing Caring Actions and Responses within Encounters Survey (CARES) and Student Nurse Version (SNV). There was another study investigating the difference between caring behavior among freshmen students and junior students. By using instrument of Caring Behaviors Inventory, it was revealed that junior nursing students had a higher caring behavior than the freshmen [8]. The result implied that there was improvement in student's caring behavior as experience accumulates throughout nursing curriculum.

Faculty of Nursing of Universitas Indonesia (FoN UI) is the oldest nursing institution in Indonesia generating professional nurse graduates. FoN UI students may come through regular and extension program. Regular program is aimed for high school graduates who have no prior working experience as nurse, while extension program is aimed for nursing diploma graduates who have been working as nurse for at least 2 years [9]. There is a different background of experience between regular and extension program students.

Extension program students have numerous experiences in interacting with patients throughout their career. However, FoN UI had been integrating clinical practice into academic curriculum for the past few years so regular program students may experience nurse-patient interaction and implement their knowledge, although they are only allowed to perform non-invasive procedures during the practice. Clinical practice is a requirement for every regular program student in 6th through 8th term and especially provided for senior students of regular program [9]. Therefore, it can be concluded that regular program students have fewer opportunity to meet and interact with patient than extension program students who have prior experience as nurses.

Senior students of regular program had been provided with concept of caring in the first term through subject of Basic Concepts of Nursing I and clinical

practice which requires the students to meet with patient individually and apply caring behavior as they had been taught [10]. Implementation of caring concept is integrated into nursing subjects throughout undergraduate and *ners* curriculum. Extension program students have more experience in patient interaction since majority of them have been working as nurses and the experience become a requirement to attend the extension program in FoN UI. Moreover, extension students are also provided with caring concept in the first term through subject of Basic Concepts of Nursing I.

The gap in experience may result in differences of caring behavior, though undergraduate nursing students are expected to possess similar caring behavior since they were provided with the same subject and shared the same goal, that is to be nursing and *ners* graduates. It drew author's interest to explore the difference in caring behavior between senior undergraduate and extension students.

The study purpose of this study was to identify the difference of caring behavior between the senior undergraduate students and extension program students at Faculty of Nursing Universitas Indonesia.

MATERIALS AND METHODS

The study design was quantitative with cross sectional approach. The population of study was senior undergraduate student and extension nursing student of Faculty of Nursing of Universitas Indonesia. The study was conducted from November 2016 to July 2017. The number of study sample was calculated by using Isaac & Michael formula as mentioned in Sugiono [11] and the result was 122 students. Total of 86 senior undergraduate student and 36 extension program students of nursing student were selected through stratified sampling technique. The students were selected randomly from total population through the use of software.

Author employed the questionnaire consisting of two parts for data collection; the first part was demographic characteristic of participants which included age, sex, education program and working experience in hospital for extension nursing students. The second part consisted of 42 questions related to caring behavior. The second part of questionnaire was developed from Caring Behavior Inventory questionnaire translated by Respati [12]. The result of validity test revealed r value of 0.164 – 0.741. The result of reality test presented α Cronbach of 0.947.

There were categorical and numerical data in this study, which involved age, sex, education program, working experience in hospital and caring behavior. Univariate analysis was applied to identify the distribution of frequency and percentage of each variable, while chi square of bivariate analysis was applied to identify the difference in caring behavior among student of regular and extension program.

RESULT

Students’ Characteristics: Students’ characteristics were identified based on their sex, program type, age and working experience as nurses. Table 1 indicates the characteristic of regular and extension program students who had participating in this study.

According to table 1 revealed that majority of participants was females and from senior students of regular program.

Table 2 indicated that the average of participants’ age was 23.81 years old (95% CI; 23.02-24.60) and standard deviation of 4.417. The youngest participant was 20 years old and the oldest was 40 years old. Based on interval estimation, it could be concluded that 95% of participants aged between 23.02 to 24.60 years old.

Table 3 described that the average working experience of extension program students was 6.86 years (95% CI; 5.49-8.23) and standard deviation of 4, 058 years

with 2 years as the shortest working experience and 16 years as the longest working experience. Based on interval estimation, it could be concluded that 95% of extension program students had been working in hospital for 5.49 to 8.23 years.

Implementation of Caring Behavior: The students caring behavior distribution frequency according to their type of nursing education program was presented at Tabel 4.

Table 4 demonstrated that majority of senior students had a poor caring behavior (53.5%). There were only 36 extension program students involved in this study which were less than senior students. The table also indicated that majority of extension program students had a proper caring behavior (63.9%). Distribution of frequency of caring behavior among students from both programs suggested that majority of them had a proper caring behavior (51.6%).

Difference of Caring Behavior Between Senior Students of Regular Program and Extension Program Students: Description of the difference in caring behavior between senior students and extension program students was presented in Table 5.

Table 5 revealed p value of 0.080 (p>0.05) which implied there is no significant difference in caring behavior between senior students and extension students.

Table 1: Characteristics of senior students of regular program and extension program students based on sex and education program

No.	Variable	Frequency (n)	Percentage (%)
1. Sex			
	a. Male	15	12.3
	b. Female	107	87.7
	Total	122	100
2. Education program			
	a. Senior student of regular program	86	70.5
	b. Extension program student	36	29.5
	Total	122	100

Table 2: Characteristics of senior students of regular program and extension program students based on age

Age	N	Mean	Median	SD	Min-Max	95% CI
Student	86	21, 51	21, 50	0, 569	20-23	21, 39-21, 63
Age	n	Mean	Median	SD	Min-Max	95% CI
Senior Student of Regular Program	86	21, 51	21, 50	0, 569	20-23	21, 39-21, 63
Extension Program Student	36	29, 31	28, 00	4, 756	23-40	27, 20-30, 91

Table 3: Characteristics of extension program students based on working experience in hospital

Working experience	n	Mean	Median	SD	Min-Max	95% CI
Extension program student	36	6, 86	5, 00	4, 058	2-16	5, 49-8, 23

Tabel 4: Distribution of frequency of caring behavior among senior students of regular program and extension program students

Education program	Caring Behavior					
	Proper		Poor		Total	
	n	%	n	%	n	%
Senior student of regular program	40	46.5	46	53.5	86	100
Extension program student	23	63.9	13	36.1	36	100
Total	63	51.6	59	48.4	122	100

Tabel 5: Difference in caring behavior between senior students of regular program and extension program students of Faculty of Nursing of Universitas Indonesia

Education Program	Caring Behavior						
	Proper		Poor		Total		p value
	n	%	n	%	n	%	
Senior Student of Regular Program	40	32.8	46	37.8	86	70.5	
Extension Program Student	23	18.8	13	10.6	36	29.5	
Total	63	51.6	59	48.4	122	100	

DISCUSSION

Caring behavior in this study was measured by questionnaire distributed to participants and the data were tested for normality. The test suggested that the data were not normally distributed; hence median value was used as reference. The median value of study was 140.00 with abnormal data distribution. The average score of caring behavior was higher than normal as the average score was 143.23 out of 168. The average score of both groups was over 140 which indicated that most of participants had a proper caring behavior. The highest score was 168 while the lowest was 82. The result revealed that students of both programs had a proper caring behavior. This result coincides with Milanti's study [5] on caring attitude of nursing students of Universitas Indonesia which reported that majority of students showed caring attitude (60, 4%).

In clinical perspective, majority of senior students of regular program had a poor caring behavior (53.5%) while most of extension program students had a better caring behavior (63, 9%). It indicated that there was a discrepancy of caring behavior between senior students of regular program and extension program students. It was possibly caused by several factors such as unequal amount of sample. According to Hastono [13], the greater number of sample would more likely to result in a significant difference. There were fewer participants from extension program than regular program which indicated the difference in caring behavior among both groups.

Another factor affecting poor caring behavior in senior students of regular program was their longer

academic term than extension program students'. Academic term of regular program is at least 8 terms and for extension program is 4 terms [10]. It may result in poor caring behavior among senior students since they could have forgotten of caring theories which they had learned in past 4 years, while extension program students had just learned it 2 years ago or in the first term. The disparity in academic term was possibly caused the gap of caring behavior of both groups in clinical perspective.

Lack of clinical experience among senior students may also contribute to the gap of caring behavior between both groups. Senior students had fewer experience in clinical practice than extension program students who had been working as nurses for at least 2 years. Tedjomuljo [6] claimed that the more experience gained by students in clinic, the better student's knowledge about caring would be. However, this study result suggested that there was no significant difference statistically in caring behavior between both groups of student ($p = 0.080$, $\alpha = 0.05$). It indicated that clinical experience did not really contribute to the gap in caring behavior. On the other hand, a study conducted by Rosecrans [7] revealed that caring behavior of senior students were higher than freshman students. Moreover, another study also investigated the discrepancy of caring behavior between freshman and junior students through the use of Caring Behavior Inventory reported that junior students had a higher caring behavior than freshman students [8]. Both studies demonstrated that there was improvement of caring behavior as knowledge and experience develops throughout learning process.

Lack of significant difference of caring behavior between senior students and extension students might be resulted from numerous factors. The first factor was good level of knowledge in most of participants. The participants had a quite high average score, 143.23 out of possible 168. Although more than half of participants had a poor caring behavior, they possessed a high average score. Therefore, lack of significant difference might be caused by proper caring behavior demonstrated by both groups.

Another factor contributing to the absence of significant difference of caring behavior was identical education level shared among regular and extension students. Both groups of students are now undergoing nursing curriculum to attain baccalaureate degree. Due to development of curriculum policy in Universitas Indonesia where each study program of the same degree should be organized in a curriculum, since 2010 academic calendar, curriculum of extension program is using curriculum of regular program through transfer mechanism of credit obtained from Diploma program at maximum 50% of credits [10]. Equal curriculum shared among them may contribute to the absence of difference in caring behavior.

Identical curriculum leads to several subjects shared among regular and extension program students. Concept of caring is taught in subject of Basic Concepts of Nursing I for both programs. Basic Concepts of Nursing I is Subject of Productive Behavior (SPB) that incorporates 3 main focuses, including (1) Caring throughout life continuum, (2) Critical thinking in nursing practice and (3) Cultural diversity and transcultural perspective in nursing [10]. This may result in similar perception on concept of caring which resulted in lack of significant difference in caring behavior between regular and extension program students.

Similar main competency that should be completed was also responsible for lack of significant difference in caring behavior among them. One of main competencies that need to be completed for nurse education (Bachelor of Nursing) is to ensure quality of holistic nursing care in sustainable and consistent manner, in which the assessment of caring concept, holism and humanism should be completed [14]. In line with the study by Novieastari *et al.* [15], another competency which is cultural competency should also being prepared for nurses and prospective nurses in order to provide holistic and culturally sensitive nursing care. Equal target of competency causes the institution to develop a special method of education so both regular and extension program students have similar competency. According to

Mahfouz and Farah [16] student satisfaction with college/staff advisers is positively predictive of students' retention. Their study revealed that there is high mean of general students' satisfaction regarding the academic advising in Nursing College [16]. Therefore, the faculty member should improve their teaching and learning process in order to improve their student competency and satisfaction.

CONCLUSIONS

The study result suggested that there was no significant difference in caring behavior between regular and extension program students ($p > 0.05$). It might be resulted from several factors, including equal educational degree, similar curriculum and identical competency. In clinical perspective, there was significant difference in which majority of regular program student had a poor caring behavior (53.5%), while in the other hand, most of extension program students had a proper caring behavior (63.9%). It was possibly caused by unequal amount of samples in both groups and lack of clinical experience in regular program students.

Authors recommended that this study to be used as reference in evaluating and planning an effective learning method to improve caring behavior among students in every nursing institution, especially in Faculty of Nursing of Universitas Indonesia. For instance, regular and extension program students are provided with refresh of caring concept prior to clinical program.

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