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**STUDI LITERATUR: APPLICATION OF CARING BEHAVIOR FOR NURSING STUDENTS****Joni Jemi Ullo**Nursing Study Program, Faculty of Medicine and Health Sciences, University of Jambi  
Corresponding : 082289414041 and [jonijemi054@gmail.com](mailto:jonijemi054@gmail.com)**ABSTRACT**

**Introduction:** In the era of globalization, society demands an increase in adequate health services. In hospitals, health services are a form of service provided to patients by the nursing team. Nursing is a medical team that carries out a big task in serving patients for 24 hours.

**Purpose:** To find out if nursing students have applied caring behavior in their lives.

**Methods:** This study is a literature study in the form of a literature review. Article search uses electronic based, such as Google Scholar, PubMed and Scince direct using Indonesian and English keywords. This is done to find articles that meet the inclusion and exclusion criteria. 10 articles were obtained from the results of the screening.

**Results:** Caring behavior is influenced by several factors, such as educational strata, knowledge, experience, personality type, emotional, social support, and character. Caring behavior in nursing students is considered to be still lacking and needs to be improved. In improving the caring behavior of nursing students, educators must encourage students to carry out caring behavior to their peers. Educators must also implement the learning process and caring behavior training programs for nursing students. This is very important in improving nursing care to patients.

**Conclusion:** Improving caring behavior must start from the campus and family environment.

**Keywords:** Caring Behavior, Caring Behavior of Nursing Students

**INTRODUCTION**

In the era of globalization, society demands that there be an increase in adequate health services and hospitals must provide the best service. In hospitals, health services are a form of service provided to patients by the nursing team. In determining the quality of hospital services, a considerable contribution is needed from nursing services (Fadriyanti *et al.*, 2020).

Caring behavior can be done in various ways, namely, acknowledging the existence of other human beings (assurance of human presence), responding with respect (respectful), professional knowledge and skills, creating positive connections, and attentiveness to what others are experiencing (attentiveness to the other's experience) (Anggoro, Aeni and Istioningsih, 2019).

Caring and nursing are one thing that cannot be separated. Because, caring is the main theme in nursing care and caring is the most core part of nursing. In order for the nursing care provided to patients to be achieved according to the desired competencies, it is based on a nursing theory, namely transcultural care theory where, it is said that the behavior, values and beliefs of individuals or groups, are seen based on their cultural needs (Firmansyah, Noprianty and Karana, 2019).

When a student decides to become a nurse, that's when caring behavior has begun to form and will be measured in carrying out his dedication in carrying out his duties according to the professional knowledge he has learned, starting from moral norms and nursing ethical values. Prospective nurses or students must be assessed early in implementing nursing care in college (Sumarni and Hikmanti, 2021). Caring behavior must be fostered in order to develop a critical attitude in students in their ability to think critically (Harrison, 2019).

The values in nursing are the values of humanity, respect, care, empathy, mutual help and mutual help. This assessment process promotes critical thinking, empathy, communication and relationships with others. Therefore, an important factor in improving nursing practice is to develop professional values (Yaman Aktas and Karabulut, 2017).

**METHODS**

This study uses a research design in the form of a literature review. The variable to be studied is the Caring Behavior of Nursing Students, and it is an original article (not a research review). For article search, using electronic based, such as google scholar (N=8), PubMed (N=1), and Science direct (N=1) using the keywords caring behavior of nursing students and caring behavior of nursing students. This is done to find articles that meet the inclusion and exclusion criteria. The criteria for expansion in this article are the results of the research published in the 2016-2021 range, the article is a full paper and is not limited to certain research methods, the article uses Indonesian and/or English, the total number of journal findings is 641 journal articles are then filtered based on title, abstract, and year of producing 141 articles. Then it was filtered again based on the entire content of the text so that the number of articles obtained was 10 articles. The 10 articles are indexed national articles.

**RESULTS**

No.	Title and Author's Name	Research Objectives	Research Methods	Research Results
1.	Caring Behavior of Students of the Stikes Hafshawaty Nursing Undergraduate Study Program, Zainul Hasan Islamic Boarding School  JI-KES: Jurnal Ilmu Kesehatan Vol. 2, No, 1, Agustus 2018: Page 29-36 ISSN: 2579-7913  (Nusantara A. F. & Shinta Wahyusari, 2018)	To find out the caring behavior of students.	Qualitative research method with a hermeneutic phenomenological approach. Data collected using structured interview techniques to 5 participants. The data was analyzed using the Van Manen method.	Caring behavior shows a difference where in level 2 students the caring behavior is as much as 40%, level 3 students as much as 40% while in level 4 students it is 20%.
2.	Description Of Student Caring Code Stikes Academic Stage Ners Program Santa Elisabeth Medan Year 2022  Jurnal eduhealth, Vol. 14, No. 02, E-ISSN: 2808-4608  (Mestiana Br Karo, Helinida Saragih, Elida Rezki Gratia Hutabarat, 2022)	To identify the caring behavior of nursing faculty students in the learning process both during the tutorial process and in the practicum process.	Method: quantitative descriptive.  The population in this study is 57 students and education staff totaling 27.  Sampling technique: purposive sampling.  Instrument: using a questionnaire.	The results were divided into 3 tables, tables 1 and 2, most of the student respondents were female (89.5%) and the educators were male (81.48%). More than half of the student respondents were at the age of 19 years (52.6%), in this case it was included in the category of advanced adolescents and 73.7% of student

			respondents lived separately from their families. Meanwhile, table 3 can be seen that most of the respondents of education staff assessed that the caring behavior of students during the practicum and tutorial learning process was still lacking by 51.85%, while the perception of students was 57.89% in the good category.	
3.	<p>Personality Type and Caring Behavior of Nursing Undergraduate Students at Harapan Bangsa University</p> <p>JI-KES: Jurnal Ilmu Kesehatan Vol. 5, No. 1, Page 1-7 ISSN: 2579-7913</p> <p>(Sumarni T. &amp; Arlyana Hikmanti, 2021)</p>	<p>To analyze the relationship between personality type and caring behavior of nursing students.</p>	<p>Methods: descriptive correlational with a cross sectional approach.</p> <p>Sampling technique: total sampling. Number of samples 250.</p> <p>Instrument: using a questionnaire.</p>	<p>Nursing students with agreeableness and conscientiousness personality types are able to show high caring behavior, because the most personality type is conscientiousness personality (mean 67.89). The relationship between personality type and caring behavior was significant in conscientiousness (r=0.13, p=0.03) and agreeableness (r=0.18, p=0.04). So, there is a relationship between personality type and caring behavior, especially in conscientiousness</p>

4.	Peer Caring Behaviors and Social Support for Caring Behavior of Undergraduate Nursing Students of the Faculty of Health at Harapan Bangsa University	To analyze the relationship between peer caring behavior and social support with nursing students' caring behavior	Research method: descriptive correlational with cross sectional approach.	and agreeableness personality.
	Jurnal SMART Keperawatan, 8 (1), 26-33		The sample of this study is as many as 250 students	The average peer caring behaviors were 63.1, the average social support was 16.5, the average caring behavior was 129.3, there was a relationship between peer caring behavior and caring behavior
	(Sumarni T., Indri Heri Susanti & Agung Permana, 2021)		Sampling technique: using total sampling.	and caring behavior
			Instrument: using a questionnaire.	(r=0.269, p=0.015) and the relationship between social support and caring behavior
				(r=0.215, p=0.01). So, there is a relationship between peer caring behavior and social support and caring behavior. The relationship between peer caring behavior and caring behavior is seen from the way peer groups are grouped. As for the relationship between social support and caring behavior, it is seen from educators who must
				Consider the role Social Media Technology as a source of social support that can be accessed and as a learning medium for students.

<p>5.</p>	<p>The relationship between emotional intelligence and caring behavior in nursing students of D3 Stikes Harapan Bangsa Purwokerto</p> <p>Jurnal Viva Medika, Vol. 09 No. 17</p> <p>(Sumarni Tri, 2017)</p>	<p>To find out the relationship Emotional intelligence with Caring behavior in students D3 Nursing STIKes Harapan Purwokerto nation.</p>	<p>Methods: quantitative observational research with a cross-sectional approach.</p> <p>The sample in this study amounted to 182 students.</p> <p>Sampling technique: using total sampling.</p> <p>Instrument: using a questionnaire.</p>	<p>The average emotional intelligence was 48.64 with elementary school 5.36; for caring behavior on average 35.96 with SD 3,121. So, there is a relationship between Emotional intelligence with caring behavior (P value 0.000).</p>
<p>6.</p>	<p>The Effect of the Implementation of Caring Behavior Guidelines on Improving Student Caring Behavior at the Faculty of Nursing, Padjadjaran University</p> <p>Jurnal Keperawatan Komprehensif Vol.5, No. 2, Page: 64-69 ISSN: 2354-8428</p> <p>(Aisyah R., Aat Sriati &amp; Valentina B.M.L., 2019)</p>	<p>To find out if there is an effect of the application of caring behavior guidelines on the caring behavior of students of the Faculty of Nursing UNPAD.</p>	<p>Methods: quasy experimental design with separate sample pretest-posttest approach without control group.</p> <p>The population is 5 tutorial groups.</p> <p>Sampling: random sampling.</p> <p>Analyzed using the Wilcoxon test.</p> <p>Instrument: seeking behavior questionnaire.</p>	<p>From this study, the mean value data in the tutorial process was obtained which was 46.02 before the implementation of the caring behavior guide and 48.79 after the implementation of the caring behavior guide. The majority of the research respondents were female, 19 years old, many joined organizations and most respondents lived in boarding houses. Meanwhile, the table of respondents before and after the guidelines for the application of caring behavior in the tutorial and practicum process for all groups is in the caring category.</p>

7.	<p>Caring Training on Nursing Care Behavior for Students</p> <p>Jurnal Keperawatan Silampari Vol. 4, No. 1</p> <p>(Fadriyanti Yessi, Zulharmaswita, Yosi Suryarinilsih, Heppi Sasmita and Defiaroza, 2020)</p>	<p>To find out the effect of caring training on the behavior of providing nursing care to students of the Padang Ministry of Health Polytechnic</p>	<p>Research method: quasi-experimental pre-post test control group with caring training intervention.</p> <p>The sample used was 28 students.</p>	<p>The results of this study show that the average value of students' knowledge in the pretest intervention group receiving caring training is 5.95. Meanwhile, the post test intervention showed that the average value of caring training knowledge was 7.35. Table 3 shows that the knowledge of students in the pre-test control group is 5.85. Table 4 shows that the average score of the post test is 5.85. From the results, there were differences in cognitive ability, affective ability and psychomotor caring ability in nursing care between students who were given caring training and students who were not given caring training.</p>
8.	<p>Model for Improving Caring Behavior in Students of the Department of Nursing, Health Polytechnic, Ministry of Health, Pangkal Pinang</p> <p>Jurnal Kesehatan Vol. 9, No. 2</p> <p>(Nurhayati, 2018)</p>	<p>To establish models and measuring tools for caring behavior in students of the Pangkal Pinang Polytechnic Nursing Department.</p>	<p>Research method: quantitative with survey technique in phase I, experiment with the design of (The One Group Pretest-Post-test) for phase II.</p> <p>The sample in this study is 69 students.</p>	<p>Based on the data, information was obtained that generally the caring behavior of students in this study was in the good category, although there was a difference between caring behavior between level 1 students and level 2</p>

				students. It is known that in level 1 students the criteria for caring behavior are in the good category, but only in the interval of 63.07% while in level 2 students it is 65.00%.
9.	The Relationship between the Perception of Caring Behavior of Clinical Supervisors and the Caring Behavior of Nursing Students of Stikes Harapan Bangsa Purwokerto  Jurnal Viva Medika, Vol. 10, No. 01  (Sumarni, T. and Setyaningsih, R.D., 2017)	To analyze the relationship between the perception of caring behavior of clinical supervisors and the caring behavior of nursing students.	Research method: quantitative observation with a cross-sectional research design.  The population in this study is 306 respondents.  Data collection technique: questionnaire  Data analysis: spearman rank.	The results showed that the perception of caring behavior of clinical supervisors was not related to students' caring behavior (p value 0.633) with a negative relationship, meaning that the higher the clinical supervisor's perception score of caring behavior, the lower the student's caring behavior score.
10.	Nurse Caring Behavior Based on Jean Watson's Theory in the Inpatient Room  Jurnal Kesehatan Vokasional, Vol. 4, No. 1  (Firmansyah, C.S., Noprianty, R. and Karana, I., 2019)	To find out the caring behavior of nurses based on Jean Watson's theory in the inpatient room of RSAU DR. M. Salamun Bandung.	Research method: quantitative descriptive with a descriptive survey approach.  The total population in this study is 142 people.  The sampling technique in this study is using the total sampling technique.  The research instrument is a questionnaire	Based on table 4.1, it can be seen that 52.1% of clients rated the caring behavior of nurses as adequate. Meanwhile, from table 4.2 of the description of nurses' caring behavior based on Jean Watson, nurses' caring behavior is still quite adequate.

## DISCUSSION

The results of the first article study researched by Nusantara and Wahyusari show that students' knowledge of caring behavior is only limited to the definition of caring and there are differences in caring behavior between second, third, and fourth level nursing students. Based on the results of this study, it can be concluded that the higher a person's educational strata and the more practical experience obtained, it has a great influence on the caring behavior of the students (Nusantara and Wahyusari, 2018).

The results of the second article study researched by Mestiana. et al. This was attended by students and education staff as respondents, showing that the caring behavior of student nurses during the learning process determined by students was in the category (57.89%), Meanwhile, the perception of education staff found that student behavior in the learning process was still lacking, which was 51.85%. It was concluded that the caring behavior of nursing students in learning is still lacking and needs to be improved and receive special attention (Karo, Saragih and Hutabarat, 2022).

The results of the third study researched by Sumarni et al., the study showed that the most personality type was conscientiousness personality (mean  $f_{67.89}$ ). Meanwhile, the caring behavior of the majority of respondents was in the good category (88%). The relationship between the big five personality types and caring behavior was significant in conscientiousness ( $r=0.13$ ,  $p=0.03$ ) and agreeableness ( $r=0.18$ ,  $p=0.04$ ). Based on the results of the study, it can be concluded that there is a relationship between personality types (big five personalities) and caring behavior, especially in conscientiousness and agreeableness personalities. The learning process that can shape the character and caring behavior of nursing students in educational institutions needs to be improved again (Sumarni and Hikmanti, 2021)

The results of the fourth article study were researched by Sumarni et al. The results of this study showed that the average peer caring behaviors were 63.1, the average social support was 16.5, the average caring behavior was 129.3, there was a relationship between peer caring behavior and caring behavior ( $r=0.269$ ,  $p=0.015$ ) and the relationship between social support and caring behavior ( $r=0.215$ ,  $p=0.01$ ). The conclusion of the study results is that there is a relationship between peer caring behavior and social support with caring behavior. Therefore, educators must encourage the implementation of caring behavior among peers among students as a means to facilitate student relationships with patients or their families in the future. Educators should also consider the growing potential role of social media technology as a source of social support that can be accessed and applied as a learning medium for improving caring behavior (Sumarni, T. Susanti, Indri Heri. Permana, 2021).

The results of the study from the fifth article researched by Tri Sumarni, show that the average emotional intelligence is 48.64 with elementary school 5.36; for caring behavior on average 35.96 with elementary school 3.121. There was a relationship between emotional intelligence and caring behavior ( $p$  value 0.000). The conclusion of this study is the relationship between emotional intelligence and caring behavior and the strength of weak relationships. This shows that there is no significant relationship between a student's emotional intelligence and caring behavior (Sumarni, 2017).

The results of the study from the sixth article researched by Rizka et al., the statistical test in the learning process obtained  $p$  value = 0.004 ( $p < 0.05$ ) for the tutorial process and  $p$  value = 0.2854 ( $p > 0.05$ ) for the practicum process. From the above results, it can be concluded that there is an effect of the application of caring behavior guidelines in the tutorial process and there is no effect of the application of caring behavior guidelines in the practicum process on student caring behavior. The conclusion of this study is that each group behaves caring towards others in the tutorial and practicum process both before and after the implementation of the caring behavior guidelines and the results of increasing the mean are obtained (Aisyah, Sriati and B.M.L, 2019).



The results of the study from the seventh article researched by Yessi et al., show that the p-value of knowledge, affective and psychomotor variables = 0.000 ( $p < 0.05$ ). The conclusion of this study is that caring training is able to improve knowledge, affective and psychomotor in students in providing nursing care (Fadriyanti *et al.*, 2020).

The results of the study of the eighth article researched by Nurhayati found that the Compassion variable has an effect on the formation of Competence, while the variables of conscience (knowledge) and Commitment have no effect on the formation of Competence, while overall the variables of Compassion, Conscience, Commitment and Competence have an effect on the formation of Caring Behavior (Nurhayati, 2018).

The results of the study from the ninth article researched by Sumarni and Setyaningsih show that the average value for caring behavior itself is 112.9 with a standard deviation (SD) of 13.91 while for the perception of caring of clinical supervisors is 82.79 with SD 12.86 and there is no relationship between the perception of caring behavior of clinical supervisors and the caring behavior of nursing students is ( $p$  value 0.633). The conclusion of the study was that there was no relationship between the perception of the caring behavior of the clinical supervisor and the caring behavior of nursing students (Sumarni and Setyaningsih, 2017).

The results of the study from the tenth article researched by Cecep et al., show that, nurse caring behavior 52.1% is adequate, fulfillment of human needs 73.2%, Altruistic Humanistic Value System 43.7%, Client beliefs and expectations 47.9%, Sensitivity to oneself and others 50.0%, Relationships help trust 48.6%, recipients of positive and negative expressions 51.4%, problem-solving methods 47.2%, interpersonal teaching process 45.1%, psychological environment 60.6% nurse caring behavior is sufficient and client phenomenological existential strength assesses 44.4% of nurse caring behavior is good. It can be concluded that nurses' caring behavior towards patients or clients is still in the sufficient category, so it is necessary to hold a training program on caring for nurses so that nurses' caring behavior becomes better (Firmansyah, Noprianty and Karana, 2019).

In the second, third, fourth, fifth, sixth, and ninth articles, are articles that use questionnaires as research instruments. However, in the second and sixth articles, it discusses the caring behavior of students in the learning process both in tutorials and practicums. Different results were obtained where the results of the second article were the perception of students, education staff and lecturers of student caring behavior during the learning process, both lectures, tutorials, and nursing practicums were considered to be lacking and needed to be improved. Meanwhile, it is inversely proportional to the results of the sixth article where this sixth article uses guidelines for the application of caring behavior. In this case, the application of caring behavior guidelines has an effect on improving students' caring behavior in the tutorial process, because the tutorial process has many interactions, while the practicum process has no effect on improving caring behavior.

Based on the results of the analysis of the above articles, it shows that caring behavior can be influenced by several factors, for example such as educational strata, knowledge, experience, personality type, emotional, social support, character and others. Caring behavior in nursing students is still considered very lacking and needs to be improved. In improving the caring behavior of nursing students, educators must encourage students to carry out caring behavior to their peers, both in the campus environment and outside the campus environment, and even in the family environment.

## CONCLUSIONS

The analysis that discusses the caring behavior of nursing students is still lacking by 51.85% of the educators' perception, while the students' own perception is 57.89% very good. Factors that affect caring behavior are educational strata, knowledge, experience, social support, affection, emotions, personality type, and others. Some of the factors above all have a great influence on student caring behavior, where the higher a person's educational strata and the more practical experience they get, it greatly affects the

student's caring behavior. Meanwhile, overall the variables of affection, knowledge, commitment and competence affect the formation of caring behavior. And the better the emotional intelligence of a student, the better his or her behavior will be. Based on the literature study conducted, it can be concluded that out of 10 articles reviewed, there are 9 articles that have a very significant relationship with the caring behavior of nursing students.

Caring behavior of nursing students is very important in improving nursing care, in this case educators must encourage the implementation of caring behavior among peers among students and it is necessary to hold a learning process that can shape the character and caring behavior of nursing students in educational institutions.

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