

**PERSEPSI MAHASISWA KEPERAWATAN INDONESIA TENTANG PERILAKU CARING DAN KARAKTERISTIK PENGAJARAN PEMBIMBING AKADEMIK**  
*(Perception Of Indonesian Nursing Students Regarding Caring Behavior And Teaching Characteristics Of Their Clinical Nursing Instructors)*

**Madiha Mukhtar\*, Nursalam\*\*, Ninuk Dian Kurniawati\*\***

\*Bhawalpur College of Nursing, Punjab, Pakistan

\*\*Faculty Of Nursing, Universitas Airlangga

Email: mukhtar\_maha@yahoo.com

**ABSTRAK**

**Pendahuluan:** Pembelajaran dan kinerja mahasiswa mencerminkan sikap profesional, perilaku, etika dan standar pembimbing mereka. Tujuan dari penelitian ini adalah untuk menganalisis persepsi mahasiswa Keperawatan Indonesia mengenai perilaku *caring* dan karakteristik pengajaran pembimbing akademik mereka. **Metode:** Studi *cross-sectional* eksplorasi ini menggunakan partisipasi sebanyak 149 mahasiswa profesi keperawatan dari program reguler dan alih jenis serta 15 pembimbing akademik fakultas keperawatan dari universitas negeri yang terletak di Surabaya Indonesia. Data dikumpulkan melalui kuesioner dan *focus group discussion* (FGD) yang dilakukan untuk menggali informasi secara rinci. **Hasil:** Analisis deskriptif didapatkan 6% mahasiswa merasakan perilaku *caring* instruktur klinik mereka rendah, 52,3% merespon sebagai cukup dan 41,6% dianggap baik. Karakteristik pengajaran pembimbing akademik 2,7% rendah, 26,8% cukup dan 70,5% baik dirasakan oleh siswa mereka. Data yang dikumpulkan dari siswa dianalisis dengan menggunakan uji regresi logistik. komitmen profesional dengan (P-value 0,038), motivasi (P-value 0,010) dan lingkungan klinik (P-value 0,002) dalam kategori utama (nilai signifikansi adalah <0,05) menunjukkan pengaruh pada persepsi mahasiswa keperawatan Indonesia mengenai perilaku *caring* dan karakteristik pengajaran pembimbing akademik mereka. Pada *focus group discussion* siswa menyarankan agar pembimbing akademik meningkatkan jumlah kunjungan di lingkungan klinik dan menekankan pada demonstrasi di samping tempat tidur. **Diskusi:** Kesimpulan yang didapat bahwa karakteristik siswa memiliki pengaruh pada persepsi mereka mengenai perilaku *caring* dan lingkungan klinik mempengaruhi persepsi mereka mengenai karakteristik pengajaran pembimbing akademik mereka.

**Kata kunci:** perilaku *caring*, persepsi mahasiswa keperawatan, karakteristik pengajaran, instruktur Keperawatan akademik

**ABSTRACT**

**Introduction:** Student's learning and performance reflects the professional attitude, behavior, ethics and standards of their instructors. The aim of this study is to analyze the perception of Indonesian Nursing students regarding caring behavior and teaching characteristics of their Clinical Nursing Instructors (CNI). **Method:** In this exploratory cross-sectional study, 149 professional nursing students from Regular program (Baccalaureate) and Post diploma BSN and 15 CNI were recruited from nursing faculty of government university located in Surabaya Indonesia. Data were collected by questionnaire and Focus Group Discussion (FGD) which conducted to explore detailed information. **Result:** In descriptive analysis 6% students perceived the caring behavior of their clinical instructors as low, 52.3% respondents it as enough and 41.6 % considered it good. Teaching characteristics of CNI 2.7% low, 26.8 as enough and 70.5 % good as perceived by their students. Data collected from students was analysed by using logistic regression test. Professional commitment with (P-value .038), motivation (P-value .010) and clinical placement environment (P-value .002) in main category (significance value is < 0.05) shows influence on perception of Indonesian nursing students regarding caring behaviour and teaching characteristics of their CNIs. In FGD students' recommended to increase the number of visits in clinical area and emphasises on bed side clinical demonstration. **Discussion:** It can be concluded that students' characteristics does have influence on their perception regarding caring behavior and clinical setting environment influence their perception regarding teaching characteristics of their CNIs.

**Key Words:** Caring behavior, perception of nursing students, teaching characteristics, clinical Nursing Instructor

**INTRODUCTION**

Clinical nursing instructor have crucial role in development of professional progression of nursing students. Clinical training is far more important in nursing education to become a professional nurse. Nursing students learn about professional attitude, ethics and standards from their instructors. Student's learning and performance reflects the ability of instructors to create an environment where the students can learn (Hanson &

Stenvig, 2008). Clinical instructors must possess effective teaching characteristics such as professional knowledge, role modelling and clinical competence with communication skills to facilitate optimal clinical learning (Madhavanprabhakaran, Shukri, Hayudini, & Narayanan, 2013).

Based on observation, author finds that clinical nursing instructor doesn't pay visit on daily basis (upon their visit CNIs stay for 1 up to two hours in clinical area) who can guide students step by step and instruct them

bedside while performing procedures in clinical placement area. In an interview with PNS “our CNIs (*pembimbing akademik*) assigned for supervision of professional year nursing students according to their speciality visits in clinical area for a short time period”. Additionally the author realises that the number of contact hours of CNIs and PNSs are quite fewer to develop clinical skills and competencies expected to be a professional nurses. In an interview with a nurse member of education and training committee in Universitas Airlangga hospital, she stated that “professional nursing students are mostly guided by the nurse educator from hospital in each floor in inpatient units, only in the morning shift”. Furthermore, she mentioned that there is a lack of student-faculty ratio in clinical area.

In an initial data collected by questionnaire, total 18 professional nursing students from program A and B were responded including both genders. The questionnaire comprises 31 statements and developed from 10 carative factors of Jean Watson theory. The higher percentage is 80% and the lowest percentage is 45 %. Total calculated mean of all 18 respondents is 67% of the perception of nursing students regarding caring behavior and teaching characteristics of their clinical nursing instructors.

Salimi & Azimpour (2013) believed that determinants of caring behaviour are universal but cultural diversity, organizational issues, rules and regulations and laws may affect the universality of some items. Political issues also affect the nurses in delivering care to patients and clients. McCance, Slater, & McCormack (2009) mentioned in their study, In developing countries, it doesn't matter whether a nurse listen to a patient or not, because in those countries there is no demand for this care either by the system or by the patients, where as in western countries this is an important caring behavior as quoted by Salimi & Azimpour (2013).

Faculty members and clinical instructors must act as role models and facilitate learning by providing an environment that promotes holistic care, inquiry, critical thinking, accountability, and more autonomous and professional behavior. Nursing students should seek educational opportunities to acquire knowledge for role preparation, to participate in knowledge generation, and for personal and professional development Khouri (2011).

## METHOD

An exploratory cross-sectional quantitative research design is used to conduct this research study. Students and Clinical Nursing Instructors were asked to fill the questionnaire after giving explanation and their agreement to express their perception based on internal

and external factors regarding their clinical nursing instructor. Total six questionnaire comprises on students' characteristics as an internal factors (professional commitment, students' attitude, motivation, experience (program type) and gender), clinical placement environment and job responsibilities of CNIs as external factor and questionnaire related to perception of students regarding caring behavior (based on 10 Carative Factors of Jean Watson) and teaching characteristics (professional competence, relationship with students and personal attributes) of their CNIs. Based on questionnaire results, issue strategy is made. Following Focused Group Discussion (FGD) was conducted with two groups (one with PNSs and second one with CNIs from faculty of nursing Universitas Airlangga) to verify the data with professional year nursing students were followed for verification of data collected by questionnaire and to propose recommendations. Population in this research study is all undergraduate professional nursing students (program A and B) of Universitas Airlangga faculty of nursing, those are completing their internship in Universitas Airlangga hospital, Haji general hospital, Dr. Soetomo hospital, Menur psychiatric general hospital and community are included in the study. On the other hand faculty members are selected from each department were selected randomly, those which are supervising the professional nursing students in clinical area. The independent variable in this research is internal factors (professional commitment, attitude, motivation, gender and (program type) experience) and external factor includes (clinical placement environment and job responsibilities of CNIs). Research were conducted (January 2016 – April 2016) in the premises of faculty of nursing Universitas Airlangga Surabaya Indonesia. Professional nursing students were gathered from different clinical placements. Data were gathered by questionnaire through retrospective (recalling) of their recent previous interaction with their clinical nursing instructors in clinical setting.

Data collection is carried out for the perception of professional year undergraduate nursing students based on individual (commitment, attitude, motivation and gender) and environmental characteristics (clinical placement environment, clinical instructor's behavior and teaching characteristics) regarding caring behavior and teaching characteristics of their clinical nursing instructor. early before joining the respondents in the study, respondents first get an explanation from the researcher about the intent and purpose of the study, after an explanation of the research respondents, respondents were asked for their willingness to join in the study. respondent was given informed consent after the respondents expressed willingness to participate in research. respondents were given an explanation of the questionnaire to be filled along with how to fill. at the

time of filling the questionnaire respondents conducted mentoring of researchers to assist in filling out the questionnaire respondents. The Focused Group Discussion was conducted in university campus in a feasible area. FGD was scheduled on date and time which was convenient for all participant. The goal of settings that allow participants to feel relaxed, comfortable, and free to share their perceptions, thoughts, ideas and feelings openly.

Prior to collection of data for this research study, an ethical approval is obtained from (IRB) Institutional Review Board from ethical clearance committee of Faculty of Nursing and an official permission from dean of the Faculty of Nursing, Universitas Airlangga. *Informed consent* from each participant before being a part of this research study. Researcher maintained the anonymity of the respondents through not to publish the name of the respondent and does not use the results to mean beyond the interests of research. The confidentiality of information provided by respondents is guaranteed because the only certain groups of data that will be reported as a result of research and no personal information will be disclosed.

## RESULTS

Faculty of nursing is overall responsible of managing the PNS, their clinical allocation, handling issue, marking. Clinical supervision is divided into two domains; one is (*Pembimbing akademik*) academic supervisor/CNI (Clinical Nursing Instructor) which is faculty member from the faculty of nursing and another one is Clinical Educator (CE) from the Clinical setting. CNI covers classroom teaching, laboratory teaching & demonstration and clinical area directions, guidelines and supervision while the CE is responsible for Clinical procedure demonstration. Characteristics of professional nursing students who became the respondent Of this research study for first step were total 149 students from program A (Regular) and B (*Alih jenis*). Total number of sample were calculated by using scientific formula. Respondents were recruited through purposive sampling technique to respond the questionnaire program A 84 students were taken from total population of 109 students while 65 students from program B were taken as the total population are 87 students. Total 15 faculty members who supervise/instruct the Professional Nursing Students in clinical/community placement area. Total number of sample were calculated by using scientific formula. Respondents were recruited through purposive sampling technique to respond the questionnaire of their job responsibilities. Out of 149 respondents only 60 (40.3%) have good professional commitment, total positive Attitude 68 respondents (45.6%). 87 respondent (58.4 %) possess good motivation and the most frequency of

gender is female with total number of 101 respondents (67.8 %). Program A was on top with total 84 respondents with (56.4 %) as it becomes a basic nursing degree in the nursing profession. In responding to external factors, from 149 respondents 96 (64.4 %) answers in the good category. Fair number Professional Nursing Students considered their clinical learning environment as supportive and positive. On the other hand 13 CNI (86.7%) reflected that their job related responsibilities are fair enough in accordance to their position.

Logistic regression was carried out using these all (6) independent variable (Gender, experience (program type), professional commitment, attitude, motivation and clinical placement environment) included and only caring behavior was used as dependent variable. In this stage, stepwise removal probability is  $<0.1$ . As we can see in the category of main variables, gender has the highest value (.508), so it was excluded in the proceeding step. Similar analysis was performed repetitively till the variables valued less than  $<0.1$  is remained.

There is an influence of internal factors (Professional commitment, attitude, motivation, experience (program type) and Gender) on their perception regarding caring behavior and teaching characteristics of their CNIs. From six independent variables (gender, program type (experience), professional commitment, attitude, motivation, and clinical placement environment) two internal factors; commitment P-value .038 in main category (significance value is  $< 0.05$ ) and motivation P-value .010 (significance value is  $< 0.05$ ) of students have influence on their perception regarding caring behavior of their clinical nursing instructors. Conversely, internal factors does not show any influence on the perception of professional nursing students regarding teaching characteristics of their CNI. Second hypothesis of this research study is: *There is an influence of external factors (clinical placement environment and Job responsibilities of CNIs) on their perception regarding caring behavior and teaching characteristics of their CNIs*. From six independent variables (gender, program type (experience), professional commitment, attitude, motivation, and clinical placement environment) only one external factor; clinical placement environment P-value .002 in main category (significance value is  $< 0.05$ ) have influence on their perception regarding teaching characteristics of their clinical nursing instructors. Internal factors which does not have influence on perception of PNS was exclude gradually one by one. Analysis proves that clinical learning environment does have effect on the perception of PNS reading teaching characteristics of their clinical nursing instructors. In contrast clinical environment does not effect on their perception regarding caring behavior of their CNI. Clinical learning

environment (situations and circumstances) can be an obstacle in learning of professional nursing students.

Result of Logistic Regression analysis shows that there is no difference between perception of professional nursing students from program A and B. Significance is .540, which is more than  $>0.05$ . Students from both programs have same perception regarding their clinical nursing instructors. Additionally it confirms that there is no difference between perceptions the professional nursing students from program A and B.

FGD explored out their thoughts and concerns of professional nursing students. Student counselling and awareness session to bring awareness regarding core of nursing profession in order to promote professional commitment. Moreover, help the professional nursing students to find out their interests/passion within the nursing profession which will be their continuous motivation to move forward vigorously throughout their career. CNIs must increase the number of their visits in clinical area to make sure their availability and build trustworthy relation with PNS, which will develop their clinical skills, promote critical thinking, clinical decision making and research capabilities. Clinical nursing instructors should expose to new technology and implement while supervising and teaching the professional nursing students in clinical practice area. Clinical nursing instructors needs to conduct on-going evaluation and should conduct the discussion session after each semester to get feedback of the students. Faculty of nursing must conduct CNEs (Continue Nursing Education) sessions to enhance the competencies, introduce CNIs to new practice methods and skills.

## DISCUSSION

Obtained Result indicates that professional commitment is a 46.3 % with highest number in the average category, measuring results statistics based on latent variable indicator significance commitment effect on latent variable. In the present study students statistical analysis showed that professional commitment with P-value .038 in main category (significance value is  $< 0.05$ ) does have influence on the perception of professional nursing students. Munir Sanihu, et al (2013) is emphasized in their study, that Indonesian nursing curriculum needs improvement in term of developing analytical and critical thinking skills, leadership and managerial capabilities among the students and impress upon them that nurses re independent professionals who collaborate with physicians and other members of the health team in patient care regimen. "Respondents expressed their disappointment on discovering that patients were not always as grateful as they had anticipated; that nursing involves so much administration;

and that services are not always patient-focused" one of the leading reason of low professional commitment was mentioned by Gould & Fontenla, (2006) in their study.

Nursing is a humanistic profession; it has some particular characteristics due to the profession's nature. loyalty and tendency to remain in the profession and responsibility to the professional issues were extracted in theoretical phase. Commitment to promote caring abilities, satisfying of being a nurse, and belonging to the nursing profession were obtained in fieldwork phase. Finally, two main themes including "commitment to offering the best nursing care" and "commitment to promotion of the nursing profession" were extracted (Jafaragae. et al, 2012). Nurses exhibited a medium-high degree of professional commitment—the average score was 2.99 before graduation and 2.85 after graduation; The scores of overall commitment and four factors of professional commitment decreased from nursing students to registered nurses significantly; (4) personality traits were positively correlated with professional commitment for nursing students and registered nurses; and (5) there was no significant relationship between nurses' work backgrounds and the changes of professional commitment from nursing students to registered nurses (Lu, Chiou & Chang, 2000).

In this study students highlighted that worthy difference between theory and in real practice develops the low level of commitment with profession. Moreover, lack of research application and innovations contributes in lacking the interest. CNI needs to pay attention on applicable knowledge rather than only emphasizing on procedural or conceptual / bookish knowledge. Results obtained from data showed motivation is mainly fall in good category with (58.4 %). Low in terms of its goals, measuring results by applying statistics based on latent variable indicator significance motivational effect on latent variable. In the present study students statistical analysis showed that motivation of PNSs with P-value .010 I the main category (significance value is  $< 0.05$ ) does have influence on the perception of professional nursing students regarding caring behavior and teaching of their characteristics CNIs.

Motivation is a human psychological characteristics contribute to a person's level of commitment. This includes factors cause, distribute and maintain human behavior toward a specific determination (Nursalam, 2008). Application of caring behavior by nurses cannot be separated from the aspect motivation (Nursalam 2011). While the (suarli 2009) mengemukakan that motivation is one of the last measure on a person to produce a behavior led to an increase in productivity because it is supported by good motivation of nurses including the motivation to apply caring behavior. Students (234/315) with motivation score  $>6$  reported positive opinions to becoming a nurse (125/234),

organization of the programme and attitude to the studies. The mean score value for the motivation ranking differed significantly between male (5.8) and female (6.8) students. Nursing students mainly grade their motivation positive distributed different throughout their entire education. The main motivation factor was becoming a nurse. This study result highlights the need of understanding the students' situation and their need of tutorial support (Nilsson & Wärén, 2008). Most of the students, 73%, rated their motivation as  $\geq 6$  on a 0-10 Likert scale; and 16% gave a rating of  $\leq 4$ . Having a negative attitude towards the studies was an explanation of decreased motivation. There was a significant decrease ( $p=0.001$ ) in the motivation score with respect to number of semesters, and motivation increased with the student's age ( $p=0.0119$ ). Suggestions for increasing motivation given by those who rated their motivation as  $\leq 4$  mainly focused on improvements in didactics and study organisation.

Motivation is vital to do anything, it leads to one's encouragement to do something. Frequent feedback will be helpful to optimize the motivation of professional nursing students towards achieving their objectives and goals. The desire to become a registered nurse (RN) and having a positive attitude towards the studies can be the main factors influencing high motivation. Creating the curricula that promote student motivation, and of meeting the students individually during the study programme to discuss their study situation and possible misgivings about their future profession, which might improve their self-motivation.

Calculated data results presents that (64.4 %) professional nursing students perceived their clinical environment as supportive/conducive in their learning in clinical area. Clinical placement environment P-value .002 in main category (significance value is  $< 0.05$ ) shows influence on their perception regarding teaching characteristics of their clinical nursing instructors. In this study students mentioned that if there is some issue arise in clinical placement area, CNI must play a role of an advocate. CNI (Clinical Nursing Instructor) from the Faculty of Nursing and CE (Clinical Educator) from clinical area must improve their communication and coordination in order to eliminate and minimize the obstacle and to optimize the learning of professional nursing students.

Hayajneh (2011) found in her study that the participants thought that the clinical instructor should be always available and accessible to offer help and guidance, make clinical work intrusting, and encourage active and cooperative learning. It prepares the students for their professional role, provides them with opportunity to apply knowledge and skills (O'Connor, 2001). Results from this study negate the negative views on clinical placements outside the hospital setting,

especially those related to placements in nursing homes and mental healthcare settings (Bjørk, Et al, 2014). Four themes emerged from the focus group data. From the students' point of view, "initial clinical anxiety", "theory-practice gap", "clinical supervision", "professional role", were considered as important factors in clinical experience. Study showed that nursing students were not satisfied with the clinical component of their education. They experienced anxiety as a result of feeling incompetent and lack of professional nursing skills and knowledge to take care of various patients in the clinical setting (Sharif & Masoumi, 2005).

Environment of the clinical placement plays a significant role in learning of nursing students. As it can enhance and decrease their level of learning through obstacles and uncondusive circumstances. Intense and constant coordination is needed to establish between faculty of nursing and clinical setting area for professional nursing students.

Calculated data results (86.7 %) indicates that the clinical nursing instructors are fairly contented with their job responsibilities as part of their job according to their position in the faculty of nursing. 15 full time CNIs from faculty of nursing responds to questionnaire leading to focused group discussion. Almost all of them confused while answering that "supervision of professional nursing students in clinical area is not my primary job" during focused group discussion. CNIs felt that there is a need to recruit clinical instructors. "As a supervisor we have to maintain good relationship with clinical educator (from clinical area) and upgrade our knowledge, skills and attitude as a prominent need", respond of one of the CNI. Another respondent stated that "*pembimbing harus mengajarkan dan mencontohkan perilaku caring kepada mahasiswa*" (supervisor must teach and give examples of caring behavior to the students). The CNIs identified the need for assistance in assessing student competencies, in addition to needing general support and debriefing to reduce the feelings of isolation they often felt. They also felt their role was not well defined, leaving them with a lack of clarity on how to act (Sherry et al, 2012).

CNIs needs to maintain their role and duties wisely and efficiently to deal with their responsibilities in faculty area (classroom & laboratory teaching) and clinical area. Relationship with professional nursing students and clinical educator needs to improve to enhance learning of nursing students. Job description for clinical nursing instructors need to develop in a clear and written form.

Nursing students wanted the clinical instructors to be knowledgeable and competent in their own field and agree that knowledge and experience competence is the most important and essential component for effective teaching. This may because of the nursing students wanted to spend their clinical training with specialized

educators and more experienced instructors and this may make them feel more secure in the clinical environment (Ali, 2012). Nursing students learn caring from their instructors through their words and caring actions. So that CNI have enormous responsibility and must act like a role model for their students. Wade (2006) found that when clinical instructors are perceived as caring, nursing students develop caring abilities.

Ali (2012) revealed in her study findings that clinical teaching ability of clinical instructors is the third important effective clinical teaching characteristic as perceived by the nursing students. Also the study revealed that the nursing students considered the personality traits as the fourth factors that effect on their behavior in the clinical settings. A clinical instructor should be able to communicate expectations to students in a clear way, be well prepared, check student understanding, ensure that basic familiarization is well organized, and demonstrate that the ward can be regarded as a good learning environment (Hayajneh, 2011).

Comparison of their opinion shows the clear contradiction between the views of professional nursing students and clinical nursing instructors. CNI has responsibility of class room teaching, laboratory facilitation along with clinical supervision. Work load is the possible difficulty to lack of clinical visitation. CNI can make a small groups in clinical area rather than large groups, so they can better evaluate that which student was more active or passive and can also facilitate them to recognize the strengths and weaknesses of individuals while teaching in clinical area. Students should understand the real meaning to be in nursing profession and find out the genuine interest and the reason of existence in the profession of nursing which will eventually motivate them and will boost up their commitment towards profession. CNI needs to realize the demand of this technical era and find out some exciting clinical teaching methods which can maximize professional commitment and motivate students towards optimal learning. Additionally, students have to polish their own abilities (as professional nursing students already graduated from 4 year of basic nursing degree) and realize the responsibilities of an adult learner as a professional university level student. Faculty of nursing must evaluate on ongoing basis and express keen concern in training of CNI and improve coordination with clinical placements of professional nursing students.

### **Research findings**

Based on the all hypothesis testing, so that it clears out the significant path. The results shows that three internal factors (student characteristics) professional commitment, motivation and attitude are moderately low. Professional commitment and motivation of students influence their perception regarding caring

behavior of their CNI while type of the program (experience) and gender does not show influence on perception of professional nursing students. From two internal factors (education and environment); clinical learning environment does showed the relationship between perception of professional nursing students and teaching characteristics of their clinical nursing instructors.

Results of this study provides the strength and areas which needs improvement. It provides an insight evaluation of concerns of professional nursing students. Clinical teaching strategies can be modified and find out the ways to improve motivation and commitment in PNS. It is necessary to integrate clinical teaching along with caring behavior. This study findings will provide the base for further research or development of new clinical supervision model. Study Findings are guide for CNI to know the weaknesses of professional nursing students and students's perception regarding CNI for improvement to reach optimum level. Faculty of nursing needs to develop formal job discriptions for clinical nursing instructors and modify the clinical teaching learning methods.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

Internal factors (student characteristics-professional commitment and motivation) show and influence on perception of PNS regarding caring behavior of their CNIs but does not have influence on the perception of PNS regarding teaching characteristics of their CNI. External factors (education & environment) does not influence on the perception of PNS regarding caring behavior of their CNIs however environment shows influence on perception of PNS regarding teaching characteristics of their CNIs. In general, professional nursing students from program A (regular) & B (Post basic diploma) have same perception regarding caring behavior and teaching characteristics of their CNIs.

### **Suggestions**

Its mandatory for Professional nursing students to advance their Adult learning sense, Instructors must pay close attention to applicative knowledge while supervising nursing students in clinical area, CNI needs exclusive training based on clinical guidance, direction, demonstration and compassionately dealing with professional nursing students in clinical area. Clinical faculty can be educated and provided with useful educational tools to assist them in providing effective clinical instructions and It is necessary to develop Job

description/Guide book by nursing faculty for CNI to clarify their role and tasks in clinical area.

### Acknowledgement

Researcher thank to all the professional nursing students and instructors who participated in this study. Researcher also express her gratitude to the dean (1<sup>st</sup> supervisor) of Nursing Faculty for his great favor and 2<sup>nd</sup> supervisor for keen support & guidance throughout this research project.

### REFERENCES

- Alasmari, A. M. (2014). *Respiratory Therapy Students' Perceptions of Effective Teaching Characteristics of Clinical Instructors at an Urban University*.
- Ali, W. G. (2012). *Caring Behavior and Effective Teaching Characteristics of Clinical Nursing Instructors as Perceived by Their Students*, 3(7), 15-27, retrieve on sep.2015 from <http://www.iiste.org/Journals/index.php/JEP/article/view/1845/29915>.
- American Nurses Association (ANA, 2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Association.
- American Psychological Association (APA, 2010). *Ethical principles of psychologists and code of conduct*. Washington, DC: Retrieved January, 2016, from <http://www.apa.org/ethics/>
- Anderson, Jennifer. Anne. (2014). *Understanding Male Nursing Student Perceptions of the Influence of Gender: A Qualitative Case Study Approach of Students, Faculty, and Administration in a Pacific Northwest Nursing Program*. [http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=2935&context=open\\_access\\_etds](http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=2935&context=open_access_etds)
- Arthur, D & Randle, J. (2007). *The professional self-concept of Nurses: A review of a literature from 92-06*. Australian Journal of Advance Nursing, 24 (60-64).
- Article, O. (2015). *Academic training and clinical placement problems to achieve nursing competency*, 3(1), 15–20.
- Bagraim, J. J. (2003). The Dimensionality of Professional Commitment, 29(2), 6–9., Retrieve on 15<sup>th</sup> Oct, 2015.
- Beitz. J.M. and Wieland.D. (2005). *Analyzing the teaching effectiveness of nursing faculty of full and part-time generic BsN, and RNs nursing students*, *Jour. of Professional Nursing*, 21(1); 32\_45, <http://www.ejmanager.com/mnstemps/93/93-1428640720.pdf?t=1461429982>.
- Björk, T. Ida, Karin, Berntsen., Grethe, Brynildsen., and Margrete, Hestetun. (2014). *Nursing students' perceptions of their clinical learning environment in placements outside traditional hospital settings*. *Journal of Clinical Nurse*. 2014 Oct; 23(19-20):2958–2967. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4263152/>
- Cook. (2005). *Inviting Teaching Behaviors of Clinical Faculty and Nursing Students' Anxiety*. *Journal of Nursing Education*, 44(4), 156–162. Retrieved January, 2015 [https://www.researchgate.net/publication/7876311\\_Inviting\\_Teaching\\_Behaviors\\_of\\_Clinical\\_Faculty\\_and\\_Nursing\\_Students'\\_Anxiety](https://www.researchgate.net/publication/7876311_Inviting_Teaching_Behaviors_of_Clinical_Faculty_and_Nursing_Students'_Anxiety)
- Core, T., Practices, P., From, E., & Watson, C. (2010). *Core Concepts of Jean Watson 's Theory of Human Caring / Caring Science*
- Dahlke Sherry, Jennifer Baumbusch, Frances Affleck, Jae-Young Kwon, (2012). *The Clinical Instructor Role in Nursing Education: A Structured Literature Review (PDF Download from:https://www.researchgate.net/publication/232646883\_The\_Clinical\_Instructor\_Role\_in\_Nursing\_Education\_A\_Structured\_Literature\_Review [accessed May 7, 2016]*.
- Edy Siswantoro. (2015). *Pengembangan model perilaku caring mahasiswa berbasis kecerdasan emosional terhadap peningkatan kompetensi keperawatan*. Faculty of nursing, Universitas Airlangga.
- Fry, S. T., Veatch, R. M. & Taylor, C. (2011). *Case studies in nursing ethics* (4<sup>th</sup> edi.). Sudbury, MA: Jones & Bartlett Learning
- Gibson, James. I. (1987) *Organisasi Perilaku, Struktur, Proses*, Jakarta: Erlangga
- Gould, D., and Fontenla, M., (2006). *Commitment to nursing: results of a qualitative interview study*, *Journal of Nursing Management*, 14, 213–221, <http://www.fatih.edu.tr/~hugur/Fri>
- Hanson, K., & Stenvig, T., (2008). *The good clinical nursing educator and the baccalaureate nursing clinical experience: Journal of Nursing Education*, 47(1), 38-42. Retrieved on March 5, 2015, from Google Scholar
- Hayajneh, F. (2011). *Role model clinical instructor as perceived by Jordanian nursing students*. *Journal of Research in Nursing*. 16: 23. The online version of this article can be found at: <http://jrn.sagepub.com/content/16/1/23>
- Hofler, L. (2008). *Nursing Education and transition to the work environment: A synthesis of national reports*. *Journal of Nursing Education*, 47 (5).
- Hsiang-Chu Pai. (2013). *Effect Of Caring Behavior on Disposition toward Critical Thinking of Nursing Students*. *Journal of Professional Nursing*, 29(6), p. 423-429



- Jafaragae, Fateme., Soroor, Parvizy., Neda, Mehrdad., and Forough, Rafii. (2012). *Concept analysis of professional commitment in Iranian nurses*. *Iran Journal of Nursing and Midwifery Res.* Nov-Dec :17(7):472-479.  
[Http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3730449/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3730449/)
- Jaros, S. (2007). *Meyer and Allen Model of Organizational Commitment: Measurement Issues*, 7–26, <http://stevejaros.com/wp-content/uploads/2009/08/Jaros-ICFAI-2007-Meyer-and-Allen1.pdf>.
- Khouri, R. (2011). *Impact of an educational program on nursing students' caring and self-perception in intensive clinical training in Jordan*, 173–185, retrieve on nov, 2015 from <https://www.dovepress.com/impact-of-an-educational-program-on-nursing-students-scaring-and-nb-peer-reviewed-article-AMEP>.
- Kube, M. L. (2010). *The relationship of nursing faculty clinical teaching behaviors to student learning*. ProQuest Dissertations & Theses: <http://eric.ed.gov/?id=ED515024> Full Text Database. (UMI No. 3398533).
- Krueger, R. A., (1994). *Focus groups: A practical guide for applied research* (2nd Ed). Thousand Oaks, CA: Sage.
- Lu, KY., Chiou, SL., Chang, YY. (2000). *A study of the professional commitment changes from nursing students to registered nurses*. *Kaohsiung Journal of Medical Science*. Jan 16(1):39-46. <http://www.ncbi.nlm.nih.gov/pubmed/10741015>
- Ma, F., Li, J., Liang, H., Bai, Y., & Song, J. (2014). *Baccalaureate nursing Students' perspectives on learning about caring in China: a qualitative descriptive study*. *BMC Medical Education*, 14(1), 1–9. <http://doi.org/10.1186/1472-6920-14-42>, retrieve on 20<sup>th</sup> sep,2015, <http://bmcmededuc.biomedcentral.com/articles/10.1186/1472-6920-14-42>.
- Madhavanprabhakaran, G. K., Shukri, R. K., Hayudini, J., & Narayanan, S. K. (2013). *Undergraduate Nursing Students' Perception of Effective Clinical Instructor: Oman*, 3(2), 38–44. <http://doi.org/10.5923/j.nursing.20130302.02>
- Meimanat, Hosseini., Tahereh, Ashk Torab., Mohammad, Hossein Taghdisi., and Safar, Ali. Esmaili. Vardanjani. (2013). *Study on Situational Influences Perceived in Nursing Discipline on Health Promotion: A Qualitative Study*. <http://www.hindawi.com/journals/ism/2013/218034/>
- Morgan. (1997). *Focus groups as qualitative research* (2nd ed.). Thousand Oaks.
- Morse. (2007). *strategies of intraproject sampling . Nursing research: A qualitative perspective* (4th ed.).
- Munir, S., Ramos, C. T., & Hudtohan, E. T. (2013). *Benchmarking Nursing Education in Indonesia for Social Development and Global Competitiveness*, 10(1), 51–65. Retrieved January, 2016, from <http://www.iosrjournals.org/iosr-jdms/papers/Vol10-issue1/L01015165.pdf?id=7241>
- Nilsson, EL. Kerstin., and Warrén, Stomberg. I. Margareta. (2008). *Nursing students motivation toward their studies – a survey study*. *Bio Med Central Nursing*, 7:6. <http://bmcnurs.biomedcentral.com/articles/10.1186/1472-6955-7-6>
- Nursalam. (2007). *Mangemen Keperawatan: Aplikasi dalam praktik Keperawatan Profesional (edisi kedua)*. Jakarta: Salemba Madika
- Nursalam. (2011). *Managemen Keperawatan; Aplikasi dalam praktik keperawatan profesional*, ed 3. Jakarta: Salemba Medika
- Nursalam. (2013). *Metodologi Penelitian Ilmu Keperawatan, Pendekatan praktis* (3<sup>rd</sup> Ed), p.128.
- O'Connor, AB. (2001). *Clinical instructions and evaluation*, London; Tones and Bartelt, pp.14\_26.
- Okoronkwo, I. L., Agbo, M. E., Okpala, P. U., & Ndu, A. C. (2013). *Students' perception of effective clinical teaching and teacher behaviour*, 63–70.
- Polit & Beck, C. T. (2001). *Caring with nursing education: A meta synthesis*, *Journal of Nursing Education*, 40 (3), p.101-109.
- Rivai, V., Mulyadi, D. (2010). *Kepemimpinan dan Perilaku Organisasi*. Jakarta: PT Raja Grafindo Persada
- Sabog, R. F. V., Caranto, L. C., & David, J. J. T. (2015). *Effective Characteristics of a Clinical Instructor as Perceived by BSU Student Nurses*, 5(1), 5–19. <http://doi.org/10.5923/j.nursing.20150501.02>, Retrieve on 2<sup>nd</sup> Nov, 2015, <http://article.sapub.org/10.5923.j.nursing.20150501.02.html>.
- Salimi, S., & Azimpour, A. (2013). *Determinants of Nurses' Caring Behaviors (DNCB): Preliminary Validation of a Scale*, 2(4), 269–278. Retrieved January, 2016, from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4134150/>
- Sarmiento, T. P., Laschinger, H. K. S., Iwasiw, C., & Laschinger, H. S. (2004). *Nurse educators' workplace empowerment, burnout, and job satisfaction: testing Kanter's theory*.
- Sharif, [Farkhondeh.](#) and Masoumi, [Sara.](#) (2005). A qualitative study of nursing student experiences of clinical practice. *Bio Med Central Nursing*.



Perception Of Indonesian Nursing Students (Madiha Mukhtar, dkk)

- 2005;4:6.<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1298307/>
- Susan K.Groove, Nancy Burns, J. R. G. (2013). *The practice of nursing research; Appraisal , Synthesis, and Generation of Evidence* (7th ed.).
- Swansburg, Kristen. (1993). *Basics of Psychology* (2nd ed.) p.65.
- Swanson, K.M. (1991).*Empirical Dvelopment Of a Middle Range Theory of Caring*. Nursing Research, Vol 40, Number 3.
- Swanson, K.M. (1993). *Nursing as Informed Caring for the Well-Being of Others*. *Journal of Nursing Scholarship*, 25(4), 352–357, Vol 5, Number 4.
- Thomas. (2003). *Handling anger in the teacher-student relationship*. *Nursing Education Perspectives*, 24(1), 17–24.
- Wade, G. H., & Kasper, N. (1996). *Nursing Students ' Perceptions of Instructor Caring: An Instrument Based on Watson's Theory of Transpersonal Caring*. Retrived January, 2016, from <http://www.ncbi.nlm.nih.gov/pubmed/16722498>
- Warén, [Stomberg](#). Margareta., and Nilsson, [Kerstin](#). (2010). *Nursing Students' Self-Graded Motivation to Complete their Programme of Study*. *Open Nursing Journal*. volume 4: 42–47. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3043268/>
- Wilkinson, S., (2004). Focus group research. In D. Silverman, *Qualitative research: Theory, method, and practice* (p. 177-199). Thousand Oaks.
- Zamanzadeh, V., Valizadeh, L., Azimzadeh, R., Aminaie, N., & Yousefzadeh, S. (2014). *First and Fourth- Year Student 's Perceptions about Importance of Nursing Care Behaviors: Socialization toward Caring*, 3(2), 93–101. <http://doi.org/10.5681/jcs.2014.010> Retrived January, 2016, from, [Http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4134170/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4134170/)