

The Professional Values of Nursing Students

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Abstract:

Nursing professional values are very important, especially when interacting with patients, directing them to behave according to professional values in providing nursing care to create professional behavior. The process of learning professional values begins when students are in the educational process. The purpose of the study was to describe the professional values of nursing students in the nursing academic and internship program at the University of Faletehan. This type of research is descriptive with a cross-sectional approach, the sampling technique uses total sampling with 241 students as respondents. Data were collected using the NPVS-3 (Nurses Professional Values Scale-3) questionnaire. The validity and reliability of the Indonesian version of the NPVS-3 questionnaire have been obtained from previous research with a Cronbach alpha value of 0.959. The results showed that most of the respondents (54.4%) rated their professional values in the low category. Based on the sub-variables, caring is a sub-variable that is considered low by most of the respondents (56.0%). Professionalism was also rated low by most of the respondents (55.2%). In contrast to the other two sub-variables in the activism sub-variable, most of the respondents rated it in the high category (51.9%). The results of this study can be used as an evaluation by educational institutions so that they can further develop a curriculum that supports the improvement of the professional values of nursing students and can be used as a reference in the preparation of future learning strategies.

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INTRODUCTION

Nursing is a profession directly related to patients and full of close relationships. In providing nursing services, nurses are required to relate to patients physically, emotionally, psychologically, and spiritually. Law Number 38 of 2014 concerning Nursing defines nursing as providing care to individuals, families, groups, or communities, whether in sickness or health. A nurse is defined as someone who has graduated from higher education in nursing both domestically and abroad and is recognized by the government following statutory provisions. When dealing directly with patients, nurses are required to be ethical and have values within themselves (Potter et al., 2017).

Value is a belief that underlies a person in taking action so that the action will become a parameter for further action (Potter et al., 2017). The hallmark of a profession that has value. Nursing as a profession embodies the values inherent in nursing. The professional quality of nursing is demonstrated through a set of attitudes, actions, knowledge, and clinical skills (Kusmiran, 2019). Weis & Schank (2017) Identify the professional values of nurses originating from the American Nurses Association Code of Ethics for Nurses with Interpretive Statements, which has nine provisions. The first three provisions describe caring and having respect for the dignity, value, and uniqueness of each individual; the main commitment of nurses is to provide good

nursing services to patients, individual families, and communities and promote, advocate, and strive to protect the health, safety and human rights. patient, this value is called Caring. The next three provisions address nurses participating in the advancement of the profession through scientific research, developing professional standards, making nursing and health policies, collaborating with other health professionals and the public in promoting health and reducing health inequalities as well as maintaining the integrity of the profession and integrating the principles of social justice into nursing and health policy, this value is called Activism. The last three provisions address the social nature of the profession and its responsibilities, including that nurses have authority, accountability, and responsibility for nursing practice, make decisions and take actions consistent with the obligation to promote health and provide optimal care, maintain competence to continue personal and professional growth, as well as participate in improving the environment and working conditions that are conducive to providing safe and quality services, this value is called Professionalism.

Professional values are formed through professional socialization in tertiary institutions, so, unsurprisingly, the paradigm of nursing and nursing education emphasizes professional values, especially (Kozier et al., 2016). Professional development tends to focus on cognitive and psychomotor learning domains. However, professional socialization cannot occur without developing the affective domain (Black, 2017). Effective teaching education helps students develop a deep sense of professional identity, embody professional values, and act ethically. Thus, personality development and socialization begin with education and continue throughout the professional career (Friberg & Creasia, 2016).

Research conducted by Hartiti and Wulandari (2018) on the characteristics of nursing professionals in nurse study students at Muhammadiyah University Semarang with a total of 114 student respondents obtained the results of nursing professional characters mostly good 98.2%, caring character 99.1%, good activism character 96.5%, and good professionalism character 99.1%. It was concluded that the overall professional character was in the good category. Subih et al. (2021) also researched professional values among nursing students in Jordan with 324 student respondents. The overall average result of NPVS-3 is 3.5 ± 0.4 . The average score for the Caring value subscale is 3.9 ± 0.3 , the highest among the three subscales. For the Activism value subscale, the average is 3.3 ± 0.3 . The average Professionalism subscale value is 3.3 ± 0.4 . These findings indicate that students in this study had a moderate average score on NPVS-3.

Although nursing curricula may follow accreditation guidelines to incorporate professional values, little is known or documented about the success rate in achieving the intended learning outcomes related to professional values (Kaya et al., 2017). One of the professional values nurses possess is obtained through the educational process. The evaluation of the professional values of nurses starts by assessing the professional values possessed by students. While this evaluation has not been carried out, especially for students of the Nursing Profession Study Program and the Faletahan University Nursing Study Program. The study aimed to identify the description of the professional values of nursing students in the Nursing Profession Study Program and the Faletahan University Nursing Study Program.

METHOD

This research is quantitative with a descriptive research design. Cross-sectional is used as an approach in reviewing this research. The research was conducted at Faletahan University. The research process was conducted in June-July 2022. The sample in this study was 241, with a total sample of the internship Nursing Program and the fourth year Nursing Academic Program. The

sampling technique uses total sampling. In this study, internship students were taken as a sample because their learning activities involved interacting with patients in hospitals and communities. The fourth-year academic program was also taken as a sample because they already had experience and had passed several stages of Field Learning Practices in various hospital courses, so they often interacted with patients.

Data was collected using the NPVS-3 questionnaire (Nurses Professional Values Scale-3) consisting of 28 positive Likert scale statements. NPVS-3 can be used to measure the professional value of nurses and nursing students. Translated NPVS-3 has three factors similar to the original version (Caring, Activism, and Professionalism) (Hartiti & Wulandari, 2018). The research questionnaire has been tested for validity and reliability in Hartiti and Wulandari's research (2018). NPVS-3 showed good internal consistency. All question items on the NPVS-3 instrument were declared valid. The reliability test of the NPVS-3 nurse professional value instrument obtained a Cronbach's Alpha value of 0.959 and was declared reliable (Hartiti & Wulandari, 2018).

The data collection instrument used was the distribution of electronic questionnaires (e-questionnaires). Electronic questionnaires were distributed via WhatsApp social media to class groups in the Nurse Professional Study Program and Nursing Science Study Program. The researcher explains the research procedures to the students and ensures that the research process does not affect the learning process and that the respondents' identities are kept confidential by not including their names and only including their age, gender, and study program. Research information is included on the front page of the questionnaire, with two options: agree or disagree. If the respondent does not agree, then the respondent will not continue to the questionnaire page. The data analysis used was univariate analysis using SPSS Version 25. this research has received an ethical clearance letter from Faletahan University's Health Research Ethics Committee number 004/KEPK.UF/VI/2022.

RESULT

Characteristics of Respondents

The characteristics of students as respondents in this research are shown in the next table.

Table 1. Distribution of Respondents based on Gender, Study Program, Work Experience, Place of Work for Nursing Students, and Age (n=241)

Characteristics of Respondents	Frequency	Percentage (%)
Gender		
Female	174	72.2
Male	67	27.8
Nursing program		
Academic	120	49.8
Internship	121	50.2
Work experience		
Not Experienced	213	88.4
Experienced	28	11.6
Workplace		
Not yet working	213	88.4
Hospital	17	7.1
Public health center	7	2.9
Health Clinic	3	1.2
Other	1	0.4
	Mean (SD)	Min-max
Age	23.54 (4.247)	20-47

Nursing Students Professional Values

The overview of professional values is shown in the next table.

Table 2. Professional Values of Nursing Students and Their Sub-variables (n=241)

Professional Values	Category	Frequency	Percentage (%)
Total	High	110	45.6
	Low	131	54.4
Sub Variables: Caring	High	106	44.0
	Low	135	56.0
Sub Variable: Activism	High	125	51.9
	Low	116	48.1
Sub Variable: Professionalism	High	108	44.8
	Low	133	55.2

Table 2 shows that most respondents rated their professionalism values in the low category. Based on the sub-variables, it is known that the caring variable is a sub-variable rated low by most respondents. Likewise, the professionalism sub-variable is also rated low by most of the respondents. In contrast to the other two sub-variables in the activism sub-variable, most respondents rated it in the high category.

Professional Values and Their Sub-Variables Based on Study Program

Based on the study program, the professional values of students are shown in the following table.

Table 3. Distribution of Professional Values and Their Sub-Variables in Nursing Students Based on Study Program (n=241)

Professional Values	Category	Academic Program (n=120)		Internship Program (n=121)	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Total	High	59	49.2	64	52.9
	Low	61	50.8	57	47.1
Sub Variables: Caring	High	58	48.3	55	45.5
	Low	62	51.7	66	54.5
Sub Variable: Activism	High	59	49.2	66	54.5
	Low	61	50.8	55	45.5
Sub Variable: Professionalism	High	58	48.3	78	64.5
	Low	62	51.7	43	35.5

Table 3 shows that the total professional values and sub-variables in the internship Program have a higher percentage in the high score category compared to the academic Program. The results show caring as the sub-variable has a higher percentage in the low category in both programs. The sub-variable Activism and professionalism in the internship program are higher than in the academic program.

DISCUSSION

Characteristics of Respondent

The difference in the proportion of female students is very significant. This figure shows that most students in both Nursing Program at Faletehan University are female. Throughout history, the nursing profession has been dominated by women. The dominance of women over men in nursing matches the personality of women who are softer, more patient, and more thorough in taking care

of work and caring for patients so they are suitable for this job. But do not rule out that men are also suitable for this job. In carrying out a professional role, gender issues should not be emphasized, because the nursing profession does not differentiate between gender to become a professional nurse (Putri & Rizal, 2020).

Most of the respondents in this study had no work experience and were full-time students. Only a few respondents have work experience. Respondents who have work experience are students of the internship Program. Most of the respondents who are already working are working in hospitals. According to Kemenkes RI (2020) regarding Indonesia's health profile in 2020, nurses are included in the largest proportion of health workers working in hospitals at 50.79%.

Based on age, the average of respondents in this study was 23 years age. According to Hurlock, development at this age has characteristics of wanting always to be the center of attention, stand out, be idealistic, have high ideals, be passionate and have great energy, want to establish self-identity, and want to achieve emotional independence. At the age of 23 years, the stages of development are the search for stability and the reproductive period, namely a period filled with emotional problems and tension, a period of social isolation, a period of commitment and a period of dependence, changes in values, creativity, and adjustment to a new life Maulidya et al (2018).

Professional Values in Nursing Students

After being analyzed, this study found that the students' professional values mean score of 112,45 (SD=15,34). The mean score was higher than the average professional value score of nursing students in Jordan, with an average score of around 98.2 (SD=19.7) out of 140 (Subih et al., 2021). The closer to 140 the total score of the questionnaire, the stronger the orientation of the professional values of nursing that the respondent has (Weis & Schank, 2017). The results showed that out of 241 respondents, 131 students (54.4%) had below-average professional values, and 110 students (45.6%) had above-average professional values. This shows an unfavorable condition because more students have below-average professional values. Students' relatively low professional values can be due to the relatively low scores of the caring and professionalism sub-variables on students. Caring sub-variable has the lowest score among the three sub-variables: Caring, Activism, and Professionalism.

The large number of students who have professional values below the average may be because the professional values that have been taught cannot be applied directly when undergoing practical fieldwork because of the pandemic. At this time, some teaching subjects cannot go directly into the field. Barriers to field learning practice can be a limitation for students in internalizing the professional values they have acquired. Having low professional values will result in low self-efficacy where which can cause a person to be less precise in making decisions and determining attitudes to display low performance. Finally, there is a decrease in the quality of service to patients which can cause patient dissatisfaction with the services provided (Wildani, 2019).

Several factors can be formed to increase professional values, such as education. According to Wildani's research results, the formation of professional values can be fostered and developed by increasing human resources through continuing nursing education at the professional education level. In addition, training is also needed, such as personality development training (Training Personality Development) as an effort to foster optimism and awareness to develop their personality, as well as increase understanding of professional values (Firdaus, 2021). High motivation can increase the level of productivity in performance it can affect professional values,

and high self-efficacy is also an important key that influences the increase in professional values (Wildani, 2019).

Nursing education institutions need to increase the professional values possessed by students. Because high professional values are a supporting factor for students to be motivated to continue nursing education at a higher level, more qualified nurses will be available. This will have implications for the quality of nursing services as well as the nursing profession. The promotion of comprehensive professional values should be considered an important part of the socialization of the nursing profession in educational planning (Poorchangizi et al., 2019).

Sub-Variable Professional Values in Nursing Students

Among the three sub-variables in this study, the activism sub-variables has the highest score. In contrast to the caring and professionalism sub-variables, both have a lower score than the activism sub-variables. The activism sub-variable is manifested by one's involvement in activities related to the development of the nursing profession, such as involvement in nursing associations, professional contributions in supporting global health, helping to reduce health inequalities, and contributing to research and scientific exploration (Weis & Schank, 2017). The results showed that many students had activism scores above the average in the high category, it can be explained that many respondents are involved in health-related activities to improve their professionalism.

There is a difference in the value of activism between the students of the academic Program and the internship Program. For students in the academic Program, the score of activism is low. It is different from the students of the internship program the sub-variable activism in the high category. Many students of the internship Program who have high activism scores can be influenced by a curriculum that has implemented practical learning by implementing the results of nursing research. This statement is described by Weis & Schank (2017) that activism can be applied by implementing the results of nursing research when carrying out clinical practice.

Research results show that the caring value of students in the internship Program and academic Program could be higher. More students who have a caring value below the average can be interpreted that the student's caring value is not good. It can be proven by the number of respondents from the internship Program who rated the low caring statement item "Act as a companion (advocate) for patients". There are obstacles experienced by nurses in carrying out their role as a companion (advocate) for patients, such as the wrong paradigm of the nurse as a doctor's assistant which triggers a loss of confidence in carrying out the role as an advocate (Telaumbanua, 2019). Respondents from the academic Program rated the caring statement item as low, such as the item "Dare to face doubtful or inappropriate doctors/health workers" so that it can be explained that the position of students is not very influential when there are doctors/health workers who carry out dubious or inappropriate actions that are considered impolite when reprimanding these inappropriate actions.

This is unfortunate because caring is the heart of the nursing profession (Kaya et al., 2017). This can be influenced by several factors, both from within the individual itself such as psychological conditions, age factors related to a person's mature attitude, and outside the individual such as educational strata. The age factor that is still young can affect a person's attitude toward behaving. Meanwhile, low educational strata can affect performance (Nusantara et al., 2018). Low caring behavior can affect patient satisfaction with hospital services. Caring can also increase a nurse's personal and professional satisfaction, increase feelings of accomplishment, and help improve the quality of care they provide to patients (Nursalam et al., 2021). Caring must be considered concerning other people and this involves personal characteristics, and cognitive

and technical abilities (Layuk et al., 2016). Watson (2009) in Kusmiran (2019) define caring as a basic interpersonal relationship process for nurses to perform nursing services for patients. Nursing services with caring are helping, assisting, and serving other people who need services or especially meeting basic human needs. One factor that influences student caring behavior is the experience factor. When someone has the opportunity to do caring, then that experience will confirm the concept of caring that is owned by that person. It can be concluded that experience can increase a person's caring value (Nusantara et al., 2018). The results of this research show that clinical practice as a form of direct interaction experience between students as nurses and patients will have a good impact on students' caring values.

Professionalism values are associated with the practice, and these values develop when nurses work in an environment that promotes professionalism and enhances professional engagement (Subih et al., 2021). The professionalism sub-variable is manifested by upholding practice standards in practice, such as autonomy, accountability, and responsibility for providing care, leading in health promotion, career development, and welfare obligations, and providing ethical and excellent care in nursing services. The research results show the importance of nursing educational institutions in choosing a place of practice that can provide a conducive environment in supporting the development of professionalism. A practice place that applies good ethics and service standards can foster student professionalism.

There are differences in the value of professionalism between students in the academic and internship programs. For students in the academic program, the value of professionalism is low. It differs from the students in the high category of the internship program. In the academic program, few students have low professionalism sub-variable, probably because students needed to be fully responsible for managing patients compared with the internship programs. The students of internship programs often undergo clinical practice in hospitals that have independent responsibility for managing and providing nursing care to patients (Hartiti & Shaumayantika, 2018). The research results are in line with those found by Subih et al (2021) the value of professionalism that he found in nursing students at several universities in Jordan, who had a low score. This happened because most of the respondents in his study (79.3%, n=257) did not work and were full-time students, this is a factor that might make the value of professionalism low. According to the observations of the respondents in this study, the majority of respondents did not work, as many as 213 students (88.4%). The development of professional values can be enhanced by continuing education and participating in seminars to increase student interaction, explore issues regarding professionalism, and train students to think critically (Subih et al., 2021).

CONCLUSION

This study found that nursing students' professional values were low. Institutions need to be able to develop curricula that support increasing the professional values of nursing students and can be used as a reference in preparing future learning strategies. Values require attention and must be addressed by educators to strengthen the development of professional values in nursing students, for example, by choosing an ethical clinical practice place which carries out nursing services to a good standard to encourage the development of students' professional values.. An evaluation of professional values is very necessary to see the development of these professional values. Future researchers can use qualitative research methods to explore the professional values of nursing students further.

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CONFLICT OF INTEREST

The researcher declares that there is no conflict of interest in this research.

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