

Overview Of The Behavior Of Caring Clinical Perceptor Towards Nurse Professional Students At Gorontalo State University

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Abstract

Caring is the core of nursing practice which is considered an important indicator in carrying out nursing care which is included in one of the assessments for health service users of the nursing profession. Clinical preceptors play the role of nurse teachers who have an important role and a great contribution in helping and supporting students during the process of clinical learning activities, in order to achieve clinical learning competencies and goals. The purpose of this study is to find out the description of the behavior of caring clinical preceptors for nursing professional students at Gorontalo State University. The design in this study uses a descriptive research design. The population in this study is all UNG regular nurse professional students batch XI and XII who are pursuing professional nursing education at UNG which totals 113 respondents. The research sample amounted to 112 respondents with a total sampling technique. The research instrument used a questionnaire. The results of this study showed that as many as 74 respondents (66.1%) rated the caring behavior of clinical preceptors as good and as many as 38 respondents (33.9%) assessed the caring behavior of clinical preceptors as adequate. In conclusion, most of the respondents were nurse professional students who rated their clinic's caring behavior as in the good category. Suggestions for clinical prescribers can further improve the application of caring behavior in guiding nursing professional students who are practicing in a hospital institution.

Keywords: Caring, Clinical Instructor, Nurse.

INTRODUCTION

Nursing students as prospective nurses are the people who are the foundation in carrying out nursing care, especially in caring behavior towards patients to foster emotional bonds between patients and nurses (Nusantara and Shinta, 2018). Nursing students who are undergoing

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professional education will have the opportunity to apply the knowledge and skills they have gained directly to patients in clinical learning (Setyowati and Elfi, 2018).

In the clinical learning process for professional students, the role of clinical supervisors/clinical preceptors is very important in achieving professional student competencies. Because a clinical preceptor is a *role* model for professional students in providing nursing care to patients and bridging the theory obtained in educational institutions with the reality in the workplace such as health centers or hospitals (Erita, 2018).

According to *Labrague et al.*, (2015) that the caring behavior of clinical preceptors positively affects the caring behavior of students. Good interaction between students and clinic prescribers is the basis for caring students to patients. Because clinical preceptors involve patients in the student learning process, therefore clinical preceptors must set a good example for nursing professional students, so that the students follow what is exemplified by their clinical preceptors, for the sake of the continuity of student competency achievement and patient safety. A report from the Hospital Safety Committee (KKP-RS), that the number of patient safety incidents in Indonesia is quite high, namely 145 incidents. This condition encourages students involved in the service process to play a role in emphasizing patient safety incidents that can have a bad impact on the hospital, staff and patients as service recipients, where students must carry out nursing care well, especially in caring behavior for patients and patients' families (Sari, Rita and Irma, 2018).

Based on the results of interviews in the initial observation conducted by the researcher on 5 nursing professional students, 3 of them were obtained as a result of which said that there are clinical prescribers whose *caring* behavior is still lacking for professional students like them in solving problems faced by nursing professional students, which is in accordance with *Watson's* caring career The sixth is to use systematic problem-solving methods in decision-making. And the clinic prescriber is also still lacking in giving time even though they are busy to nursing professional students, which is in accordance with *Watson's* first caring character, which is to form a *humanistic* and *altruistic value system*. Meanwhile, 2 nursing professional students said that the behavior of caring the clinic preceptor was quite good in terms of supporting and motivating students in carrying out their activities in the hospital, which is in accordance with *Watson's* *second caring* caring, which is to instill confidence and hope. Considering that caring clinic supervisors to nursing professional students have an important role in the learning process, it is important to know "Overview of Caring Clinic Prescriber Behavior for Nurse Professional Students at Gorontalo State University."



OVERVIEW OF THE CARING BEHAVIOR OF CLINICAL PRECEPTORS TOWARDS NURSING PROFESSIONAL STUDENTS

Based on the results of the research conducted by the researcher on nursing professional students, the distribution of respondents was obtained based on the behavior of caring clinical preceptors to nursing professional students.

Table 1. Distribution of Respondents Based on Caring Behavior of Clinical Prescribers Towards Nursing Professional Students at Gorontalo State University

No.	Caring Preceptor Clinic	Quantity	Presentase (%)
1.	Good	74	66.1
2.	Enough	38	33.9
TOTAL		112	100

Source : Primary Data, 2025

Based on table 1, it shows that of the 112 respondents studied, most respondents rated the caring behavior of their clinical preceptors as good as 74 respondents (66.1%) and the least respondents rated their caring preceptor clinics as adequate as many as 38 respondents (33.9%).

Table 2. Distribution of Nurse Professional Students at Gorontalo State University Based on Semester

	Semester	Quantity	Presentase (%)
1.	Semester 1	33	29.5
2.	Semester 2	79	70.5
TOTAL		112	100

Source: Primary Data, 2025

Based on table 2, it shows that of the 112 respondents studied, most of the respondents were nurse professional students at the 2nd semester level as many as 79 respondents (70.5%) and the least nurse professional students were at the 1st semester level as many as 33 respondents (29.5%).



Table 3. Distribution of Respondents Based on Gender of Nursing Professional Students at Gorontalo State University

No.	Gender	Quantity	Presentase (%)
1.	Male	21	18.8
2.	Women	91	81.3
TOTAL		112	100

Source: Primary Data, 2025

Based on table 3, it shows that of the 112 respondents studied, most of the respondents were female as many as 91 respondents (81.3%) and the least were male as many as 21 respondents (18.8%).

Table 4. Distribution of Respondents Based on the Age of Nursing Professional Students at Gorontalo State University

No.	Age	Quantity	Presentase (%)
1.	17-25 Years	109	97.3
2.	26-35 Years	3	2.7
TOTAL		112	100

Source: Primary Data, 2025

Based on table 4, it shows that of the 112 respondents studied, most of the respondents were between 17-25 years old as many as 109 respondents (97.3%) and the least were between 26-35 years old as many as 3 respondents (2.7%).

Table 5. Distribution of Questionnaire Statements Based on *Caring Watson's* Karatif and *Clinical* Caring Preceptor Behavior to Nursing Professional Students at Gorontalo State University

No	Questionnaire Statement	Karatif Caring Watson	Good		Enough	
			N	(%)	N	(%)
1.	Demonstrate his or her concern for the patient and patient care	1	53	71,6	1	2,6
2.	Instilled hope and convinced me to achieve success	2	48	64,9	2	5,3



3.	Guiding me to become a professional nurse	4	56	75,7	0	0
4.	Makes me feel like a failure	2	39	52,7	4	10,5
5.	Don't believe me	4	30	40,5	9	23,7
6.	Caring about me personally	3	14	18,9	17	44,7
7.	Appreciate me as a unique individual (because I have strengths in a certain field)	3	20	27,0	11	28,9
8.	Notice me when we communicate	4	27	36,5	2	5,3
9.	Being closed off to me and others	1	21	28,4	12	31,6
10	Acknowledging its limitations and mistakes	1	20	27,0	8	21,1
11	Provide me with selfless help	7	32	43,2	6	15,8
12	Clearly communicate his expectations regarding my achievements in clinical practice	1	47	63,5	2	5,3
13	Provide feedback to solve the problem/obstacle I am facing	6	55	74,3	3	7,9
14	Providing support in difficult times	2	36	48,6	11	28,9
15	Listen to my complaints and provide helpful solutions	5	30	40,5	6	15,8
16	Give me the opportunity to express how I feel	5	17	23,0	8	21,1
17	Not allowing me to solve problems on my own	6	18	24,3	12	31,6
18	Inspiring me to continue developing knowledge and skills	2	42	58,8	2	5,3
19	Seems to prioritize his personal needs rather than responding to my personal needs	9	17	23,0	14	36,8
20	Making requests that interfere with my personal basic needs	9	30	40,5	5	13,2
21	Gives me the opportunity to learn from my mistakes	7	38	27,8	3	7,9
22	Giving me the opportunity to do spiritual activities	10	46	62,2	4	10,5
23	Use grades to control students	8	25	33,8	12	31,6

Source : Primary Data, 2025



OVERVIEW OF CARING BEHAVIOR OF CLINICAL PERCEPTOR TOWARDS NURSING PROFESSIONAL STUDENTS

Based on the results of the study from 112 respondents, it showed that most of the respondents assessed the behavior of their clinic's caring preceptors to be in the good category. This can be seen from 74 respondents (66.1%) who assessed the caring behavior of their clinic's preceptors well. This research is in line with the research of Labrague *et al.*, (2016) where in the research a score was obtained from NSPIC as a measuring tool for *caring* precesors, which is 125.76 scores, nursing students assess their clinical *caring* preceptors well because they feel and evaluate their own care for their preceters. Of the 23 statements listed in the questionnaire based on table 5, the respondents answered the most *that the* caring clinic preceptor was good, namely the questionnaire about the clinical preceptor guiding me to become a professional nurse, the clinical preceptor showed his concern for the patient and patient care and the clinic preceptor provided input to solve the problems/obstacles I faced.

From these statements, Watson's ten *caring characteristics* are in accordance with the answers from nursing professional students who consider the caring behavior of the prescriber to be good, namely fostering a relationship of mutual trust and mutual help: a nurse must be able to create a relationship of mutual trust and mutual help between nurses and patients (Arrohmah, 2017), this can also be applied between clinical prescribers as senior nurses and students nurse profession as a junior nurse. Where clinical preceptors are able to foster a relationship of mutual trust with nursing professional students, because mutual trust will increase good relationships between clinical preceptors and nursing professional students. A relationship of mutual trust can be done when communicating with the characteristics of being empathetic, friendly, harmonious and honest and clinical prescribers can also help nursing students during clinical practice (Watson, 2012).

Forming *humanistic-altruistic* values: through this *humanistic* and *altruistic* value system, nurses must show kindness, compassion, attention, respect and protect patients' privacy, respect and respect patients' opinions and decisions and be open to patients (Arrohmah, 2017). This is shown from how a clinical prescriber gives a good example in behaving or speaking to patients and also nursing professional students. Using systematic problem-solving methods in decision-making: a nurse must be able to make decisions creatively and be able to solve clinical problems that are beneficial for both patients, nurses and institutions (Arrohmah, 2017). This can also be shown by a clinical prescriber who must help provide input in solving professional students' problems during clinical practice and encourage nursing professional students to develop critical



thinking skills.

Caring clinical preceptors, which are considered good by nursing students, are an illustration of the experience of nurse professional students when undergoing clinical practice at hospital agencies or health centers. The good impression of the caring behavior of clinical preceptors felt by nursing professional students when undergoing their clinical practice at hospital institutions or health centers can provide a good example to nursing professional students in caring behavior to patients, colleagues, senior nurses and others. This study is in line with the research of *Labrague et al.*, (2015) who said that the caring behavior of clinical prescribers has a positive effect on the *caring* behavior of students. This is because clinical preceptors are *role* models or *nurse teachers* for nursing students, who must set a good example for nursing professional students when practicing clinics in hospitals or health centers.

Potter and Perry (2009) stated that *caring* is the core of nursing practice which is considered an important indicator in carrying out nursing care. Therefore, a nursing professional student who is a prospective nurse is very necessary to explore, understand and apply caring attitudes and behaviors from an early age so that later they can provide better *caring* behavior to patients and others so that the nursing care process can be well established and provide benefits of comfort and safety both physically and emotionally to patients. In addition to *caring* can provide benefits to patients, this *caring* behavior can also provide benefits to health facilities in the form of increasing the number of patient visits to health facilities, improving the quality of service and getting financial benefits. This is in line with the research of Jannah, Akhmad and H (2016) stating that *caring* is one of the factors that support the quality of nursing services and patient satisfaction in hospitals or health centers.

Caring clinic preceptors are considered good by nursing professional students can be seen from the characteristics of the respondents. In the first characteristic, namely age, based on table 4, the age of the respondents who answered the most *questions about the behavior of their* clinical caregivers in the good category was between 17-25 years old as many as 73 respondents (98.6). This is in line with the research of Mahendra and I Gusti (2015), the age of the respondents was 18-40 years old, where this age is vulnerable between late adolescence and early adulthood who will reach productive age. Where at that age a person will learn, adjust to new situations and at that age also a person needs attention and support from the people around him to increase his confidence. From the study, the researcher argues that at the age of 17-25 years which is vulnerable between late adolescence and early adulthood who will reach their productive period, therefore at that age nursing professional students need attention and support and even good



behavior from their senior nurses, including clinical prescribers who are in charge when nursing professional students practice clinics to increase their confidence. So that at that age, professional nurse students have the ability to objectively assess the experience of getting *caring behavior* from a clinical preceptor while carrying out clinical practice.

The second characteristic is gender. Based on table 3 on the gender, the respondents who answered the most *questions about the* caring behavior of their clinician in the good category were female respondents as many as 61 respondents (82.4%). This is in line with the research of Wahyudi *et al.*, (2017) stating that female nurses have instincts, memories and gentleness because the initial concept in nursing history is *mother instinct*. It is also in line with Edyana's opinion which reveals that psychologically women have higher *caring* than men because in human relationships women have higher sensitivity (Anggoro, Qurrotul and Istioningsih, 2018). From the results of these studies, the researcher argues that female respondents because they have high *instincts*, memory, tenderness and sensitivity, therefore they can better assess the behavior of their clinic's *caring* preceptors compared to men.

The third characteristic is the semester level. Based on table 2 at the semester level, the respondents who answered the most *questions about* their clinic's caring preceptor behavior in the good category were respondents who were at the 2nd semester level as many as 50 respondents (67.6%). Based on the results of Nusantara and Wahyusari's (2018) research, it is stated that the higher a person's level of education, the better his understanding of *caring* behavior, how he shows and *understands his own caring and that of others*. This is also in line with the research of Anggoro, Qurrotul and Istioningsih (2018) where in their research it was revealed that the higher a person's level of education, the more knowledge, skills and understanding and assessment of his own or others' caring. From the results of these studies, the researcher argues that nursing professional students who are at the 2nd semester level have a positive perception of the caring behavior of their clinical preceptors because they have passed more nurse professional stases than 1st semester nurse professional students.

Based on the results of the research of nurse professional students who assessed the caring behavior of their clinical preceptors included in the category of *caring* enough, namely as many as 38 respondents (33.9%). This can be seen from the many statements of respondents who answered that the clinic's caring prescriber was enough. Based on the table of 5 respondents answered the most caring clinical preceptors enough, namely in the questionnaire about clinical preceptors who care enough for nursing students personally, clinical preceptors are enough in terms of being seen to prioritize their personal needs rather than responding to the personal



needs of nursing students, clinical preceptors are enough in terms of not letting nursing professional students solve problems on their own, clinical preceptors are quite closed to me and others and clinical preceptors are sufficient in terms of using grades to control students.

In this case, these statements are included in Watson's ten carats which are in accordance with the answers from nursing professional students who consider the behavior of caring preceptives to be sufficient, namely (Arrohmah, 2017), developing sensitivity for oneself and others: the presence of sensitivity in nurses will make nurses more sensitive to others and appear as they are. Helps in the fulfillment of basic human needs: a nurse needs to recognize the most basic comprehensive needs before moving on to the next level, the comprehensive needs are biophysical needs (nutrition, elimination and ventilation), psychosocial (achievement and relationships), psychophysical (activity and sexuality) and the patient's interpersonal needs (self-actualization).

Using systematic problem-solving methods in decision-making: a nurse must be able to make decisions creatively and be able to solve clinical problems that benefit both the patient, the nurse and the institution. Forming *humanistic-altruistic* values: through this *humanistic* and *altruistic* value system, nurses must show kindness, compassion, care, respect and protect the patient's privacy, respect and respect the patient's opinions and decisions and be open to the patient. Provide an environment that supports, protects, and improves mentally, socioculturally and spiritually: Nurses must be aware of the internal environment (mental and spiritual state, sociocultural state and individual beliefs) and the external environment (comfort, privacy, security, cleanliness, aesthetic environment) that are capable of restoring physical and non-physical atmosphere and creating togetherness, beauty and comfort. In this case, the clinical prescriber is good enough to do some of the ten things of *Watson's* character. In the study, *Labrague et al.*, (2016) said that when using NSPIC as a measuring tool for caring preceptors, they found *that the caring preceptor was low in the ten carats of caring Watson, namely in terms of using grades to control students, making requests that interfered with my personal basic needs, and finally not being able to solve/overcome problems in unexpected situations.*

CONCLUSION

An overview of the behavior of caring clinical preceptors in the clinical learning process of the Nurses study program at Gorontalo State University was obtained Most of them were included in the good category, namely as many as 74 respondents (66.1%).



FUTURE DIRECTIONS

In this study, the researcher only focused on the behavioral variables of caring clinical preceptors assessed by students and based on the distribution of each respondent's characteristics without connecting and associating with each other. It is hoped that the previous study can be linked to several variables that can affect the behavior of caring clinical preceptors, both intrinsic factors and extrinsic factors.

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