

Description Of Student Caring Code Stikes Academic Stage Ners Program Santa Elisabeth Medan Year 2022

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ABSTRACT

Caring Code is a guide that was developed as a guide in implementing caring behavior. Students are the forerunner of future leaders. Caring is a part that reflects the values in the development of individual behavior and can describe a person's identity, and caring behavior is not only on a person's ability to do or accept his current condition, but has an impact on self-acceptance in the future. The purpose of this study was to find out the description of the Caring Code for the Students of the Nursing Study Program at the Academic Stage of STIKes Santa Elisabeth Medan 2022. This type of research was a descriptive research design. Sampling in this study using total sampling, respondents as many as 333 people. The results showed that the caring code of students in the good category were 62 respondents (79,5%) for level I nurses, 51 respondents for level II nurses (68,9%), level III nurses 61 respondents (71,8%) and level IV nurses 62 respondents (64.6%). It is hoped that the results of this study can increase knowledge and information about how to apply good caring so that it can improve caring behavior to students and it is also expected to be able to conduct seminars on caring code to STIKes Santa Elisabeth Medan students.

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1. INTRODUCTION

Students are the forerunner of future leaders. In the stages of development that will be passed by humans who are students, one of them is the transitional stage towards early adulthood. In this stage there are many things that must be considered, especially the morals and ethics of life that affect attitudes and behavior. Caring behavior is universally based on altruistic humanistic values including kindness, empathy, attention both interpersonally and intrapersonally. Caring behavior in college students is influenced by several factors including: personality, activeness in organizations, psychological conditions in this case including attitudes, and motivation. Nursing education has a positive influence on student caring behavior (Lumbantobing et al., 2019).

Students who have not experienced caring will become hard-hearted, depressed, feel down, stressed and anxious which in turn will hinder their learning and ability to perform nursing actions. Nursing students who feel caring feelings during learning, these students will learn how to behave in caring (Sumarni & Hikmanti, 2021).

Caring is a part that reflects the values in the development of individual behavior and can describe a person's identity, and caring behavior is not only a person's ability to do or accept conditions at this time, but has an impact on self-acceptance in the future (Lumbantobing et al. al., 2019). Caring is the essence, ideal, moral and foundation for nursing. Nurse-patient relationships can generally improve the quality of health services and improve patient safety (Nelson & Watson, 2012).

Based on the results of the initial data obtained by distributing questionnaires using the Google form to students of the Nursing profession at STIKes Santa Elisabeth Medan with 20 respondents, the results obtained were 10 people (50%) had good caring, namely respect, enthusiasm, communication, cooperation/help help, honesty, sincerity, appearance, self-disclosure and sensitivity, 5 people (25%) have sufficient care, and 5 people (25%) have less concern.

According to Karo, (2019) the formation of caring behavior is not formed in a short time because behavior is the result of the interaction of knowledge, perceptions and motivation from

individuals in carrying out caring, so that the role of education is to build caring behavior, especially in humanistic, caring, trust, commitment to helping others as well as various elements of caring built early in the educational period.

According to Watson (2008) the basic assumptions of nursing science are that Caring Science is the core of nursing and the basis of discipline, caring can be shown and practiced effectively between individuals, but caring awareness can be communicated beyond time, space and physicality, the process of intersubjective human life still uses common sense and humanity, they teach us how to be human by identifying ourselves with others, where one humanity is reflected in another.

Caring consists of carative factors/caritas processes that facilitate healing, respect wholeness and contribute to humanity, caring that effectively promoting healing, health, individual/family growth and a sense of wholeness, forgiveness, growing awareness, and inner peace beyond crisis and fear of illness, diagnosis, trauma, life changes and so on, the caring response accepts a person not only as he or she is now but as he may later be.

According to Sumarni & Hikmanti (2021) Caring behavior in students in nursing education is very important because it is the first place for students to learn about the values and essence of their profession. A nursing student is someone who is prepared to become a professional nurse in the future. Caring behavior of nursing students is influenced by age and perceptions of group mates caring.

According to Fitri et al., (2020) One way to increase caring behavior for nurses is by education/learning through formal and non-formal education, formal education for nurses has been carried out at the high school level but based on facts in the field there are still many patient complaints about the lack of caring for nurses, training which is included in the non-formal education category is needed to further improve nurse caring behavior.

According to Nursalam et al., (2020) Personality as an inherent characteristic of a person can be the most important thing in influencing caring behavior. A person's personality can encourage to perform a desired behavior. The personality of nursing professional students can One of the reinforcing factors for student caring is encouragement from within or it can be called motivation affect the knowledge, abilities, behavior, values, and competencies of nursing students.

2. METHOD

According to Watson, (2008) Caring is central to nursing practice, but this is more important in today's chaotic health care environment. The need for pressure, and the time limit in the health care environment is in a small space of caring practice, which makes nurses and other health professionals become cold and indifferent to the needs of clients. Watson defines caring as the types of relationships and transactions that are necessary between the giver and recipient of care to enhance and protect the patient as a human being and can affect the patient's ability to recover. Caring is the essence of nursing which also means the responsibility of the nurse-client relationship, where the nurse helps client participation, helps clients gain knowledge, and improves health (Watson, 2008).

Caring consists of karative factors/caritas processes that facilitate healing, respect wholeness, and contribute to the evolution of humanity. Caring in nursing has existed in every society, every society has had some people who care about others. Caring attitude is not achieved from generation to generation. It is absorbed by the culture of society, the culture of nursing, in this case the discipline within the nursing profession, has an important socio-scientific role in advancing, maintaining and perpetuating human care as a way to fulfill its mission to society and wider humanity.

According to Watson, (2008) the values that underlie the concept of caring are:

1. The concept of human

Humans are a complete function of integrated self (want to be cared for, respected, get cared for, understood, and assisted). Humans basically want to feel owned by the surrounding environment, to feel owned and to feel part of a group or community, and to feel loved.

2. The concept of health

Health is the wholeness and harmony of mind, physical function and social function. Emphasizes maintenance and adaptation functions to improve function in fulfilling daily needs.

3. The concept of the environment

Based on Watson's theory, caring and nursing are constants in every situation in society. Caring behavior is not inherited with cultural influences as a strategy to carry out coping mechanisms against certain environments.

4. The concept of nursing

Nursing focuses on health promotion, disease prevention and caring for clients both in sickness and in health.

Caring Behavior According to Watson (2008) Caring behavior is a basic form of nursing that is seen with patient, honest, confident attitudes, presence, touch, affection, and humility in carrying out the actions to be performed so that patients feel comfortable and assisted in the healing process. fast for the patient. Caring behavior is a process carried out by nurses including knowledge, actions and it is described as ten carative factors carried out in nursing practice in several different clinical settings. Caring behavior is very important for nurses working in hospitals. Smart and skilled caring nurses will provide safety, refreshment and satisfaction for clients and families, as well as bring a positive influence on the image of the hospital, the image of the nursing profession on the client's side, family and even the general public.

According to the caring code component of STIKes Santa Elisabeth Medan No: 396/STIKes/SK-C.CODE/III/2021 there are 9 themes, namely respect, enthusiasm, communication, cooperation/help, honesty, sincerity, appearance, opening up, and sensitivity.

According to Setiawan, (2015) The benefits felt by lecturers include self-satisfaction for lecturers when guiding and guiding students until students understand learning topics that they did not understand before, lecturers learn to be more patient in dealing with student attitudes and to be more patient in guiding students, lecturers feel a closer relationship with students, lecturer communication with students is more open, appearance is neater, especially when going into the learning room, both to the lecture room, tutor room and laboratory room, adjustment lecturers are more friendly to students, lecturers are more enthusiastic in educating students , lecturers teach in a more creative way so as to make the atmosphere during the learning process more interactive.

3. RESULTS AND DISCUSSION

The population used in this thesis are students of the Nursing Study Program at the academic stage of the Santa Elisabeth Medan STIKes, totaling 333 people (BAAK STIKes Santa Elisabeth Medan).

The instrument used in this thesis is the Santa Elisabeth Medan STIKes care code questionnaire with SK No: 396/STIKes/SK-C.CODE/III/2021. This questionnaire consists of 34 statements with 4 possible answers, namely: very often (4), often (3), sometimes (2), and never (1).

The data collection technique that will be used is in the form of a questionnaire which is directly given to respondents via the Google form link. Data collection will be carried out after the researcher has received permission from STIKes Santa Elisabeth Medan. After obtaining permission, the researcher will seek consent from the respondent. After obtaining consent from the respondent, the online questionnaire in the form of a Google form will be sent in the form of a link address.

Characteristics of respondents

Age

Respondent characteristics based on demographic data (gender and level) at the Santa Elisabeth Medan STIKes Producer in 2022.

Table 1 Distribution Based on the Frequency of Demographic Data (Gender and Level) in the Santa Elisabeth Medan Nursing Study Program, 2022.

No	Characteristics	f	%
1	Gender		
	Female	309	92,8
	Male	24	7,2
	Total	333	100

2	Reponden Level		
	Level I	78	23,4
	Level II	74	22,2
	Level III	85	25,5
	Level IV	96	28,8
	Total	333	100

Table 1. above, it was found that the majority of respondents were female, namely 309 respondents (92.8%) and a minority of male respondents, namely 24 respondents (7.2%). Based on level data, it was found that there were 78 respondents to level I (23.4%), respondents to level II were 74 people (22.2%), respondents to level III were 85 people (25.5%) and respondents to level IV were 96 people. (28.8%).

Table 2 Distribusi Frekuensi Berdasarkan Caring Code Mahasiswa Tingkat I di Prodi Ners STIKes Santa Elisabeth Medan Tahun 2022.

No	Caring Code	f	%
1	Very Good	8	10,3
2	Good	62	79,5
3	Good Enough	8	10,3
	Total	78	100

Table 2. frequency distribution of student caring code that out of 78 respondents the majority were in the good category as many as 62 people (79.5%), and the minority was very good and quite good each as many as 8 people (10.3%).

Table 3. Frequency Distribution Based on the Caring Code for Level II Students at the Santa Elisabeth Medan Nursing Study Program, STIKes, Medan, 2022.

No	Caring Code	f	%
1	Very Good	18	24,3
2	Good	51	68,9
3	Good Enough	5	6,8
	Total	74	100

Table 3 frequency distribution of student caring code that out of 74 respondents the highest was in the good category with 51 people (68.9%), very good with 18 people (24.3%) and quite good with 5 people (6.8%).

Tabel 4. Distribusi Frekuensi Berdasarkan Caring Code Mahasiswa Tingkat III di Prodi Ners STIKes Santa Elisabeth Medan Tahun 2022.

No	Caring Code	f	%
1	Very Good	21	24,7
2	Good	61	71,8
3	Good Enough	3	3,5
	Total	85	100

Table 4 frequency distribution of student caring code that out of 85 respondents the highest was in the good category as many as 61 people (71.8%), very good as many as 21 people (24.7%) and quite good as many as 3 people (3.5%).

Table 5. Frequency Distribution Based on the Caring Code for Level IV Students at the Santa Elisabeth Medan Nursing Study Program, STIKes, Medan, 2022.

No	Caring Code	f	%
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1	Very Good	7	7,3
2	Good	62	64,6
3	Good Enough	27	28,1
Total		96	100

Table 5. frequency distribution of student caring code that out of 96 respondents the highest was in the good category with 62 people (64.6%), very good with 7 people (7.3%), and quite good with 27 people (28.1%).

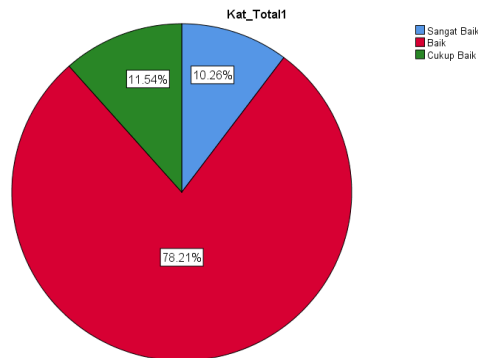


Diagram 1. Distribution of Respondents Based on Caring Code Presentation of Level I Students at the Santa Elisabeth Medan Nursing Study Program, 2022.

Diagram 1. The results of the study for level I caring code nurses showed that 78 respondents were in the good category, 62 people (79.5%), very good and moderate minorities, 8 people (10.3%) respectively.

The researcher categorizes Level I Caring Codeners in the good category because from the results of the Level I Caring Codeners indicators they have an attitude of respect such as respecting opinions, have an enthusiastic attitude such as giving full attention during learning, have a communication attitude such as being friendly and smiling, have an attitude of cooperation/please help such as giving consolation for friends who are in trouble, having an attitude of honesty such as admitting mistakes, having a careful attitude such as carrying out advice wholeheartedly, and having an appearance attitude such as dressing cleanly, neatly and smelling good and having a sensitivity attitude such as being sensitive to the environment. From the results of the study there were respondents who had caring during learning because students understood the material provided, prepared themselves in the learning process, showed a caring attitude with full concentration and gave full attention when learning took place. This is also done by students by participating in campus organizations, fostering relationships with each other and participating in educational activities according to the vision and mission of the Santa Elisabeth Medan STIKes based on the healing Power of Christ's Love.

This assumption is supported by research by Mufidah et al., (2019) which states that perception, learning and motivation have a significant influence on caring behavior. Where the higher the student's perception, the higher the caring behavior they have. At a person's learning level it also influences caring behavior because the better the student's learning level, the better the caring behavior they have. And on motivation the higher the student's motivation, the higher the caring behavior they have. Where it shows that there is an attitude of caring for students in the learning process such as giving full attention during the learning process so that it can achieve a good process.

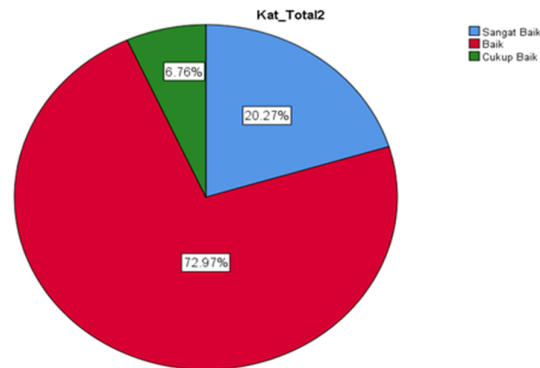


Diagram 2. Distribution of Respondents Based on the Caring Code Presentation of Level II Students at the Santa Elisabeth Medan Nursing Study Program, 2022.

Diagram 2. The results of the study for level II caring code nurses showed that 74 respondents were in the good category with 51 people (68.9%), very good with 18 people (24.3%) and quite good with 5 people (6.8%).

The researcher categorizes level II Caring Codeners in the good category because the results of the Level II Caring Codeners indicators say that respondents have Caring in an attitude of respect such as being punctual in every activity, having an enthusiastic attitude such as preparing for the learning process, having a communication attitude such as speaking politely, there is eye contact, having cooperation/mutual help such as offering help even though it is not asked, having an attitude of honesty such as having the will to change in a good direction, having an attitude of sincerity such as carrying out advice happily, having an appearance attitude such as a neat hairdo, and having an attitude Sensitivity is like being sensitive to yourself. From the results of the study there were respondents who had concern where students had a good understanding, a good mindset related to completing assignments and students knew that completing assignments was their obligation. Students also have a caring attitude by looking for material or references either from books or other references. And students also show a caring attitude such as providing support, providing assistance and creating opportunities to increase self-confidence. This is also done by students by participating in activities according to the vision and mission of STIKes Santa Elisabeth Medan, especially in the field of emergencies.

This assumption is supported by research by Lumbantobing et al., (2019) which states that the more mature a person is, it is hoped that he will be able to have a better understanding of his needs and how to communicate them and good caring behavior results from a person's ability to establish communication with others, showing genuine concern. - earnestly to others, and willingness in providing assistance. An attitude of awareness in caring is aimed at providing support and creating opportunities to increase one's self-confidence and knowledge in academic education and clinical practice.

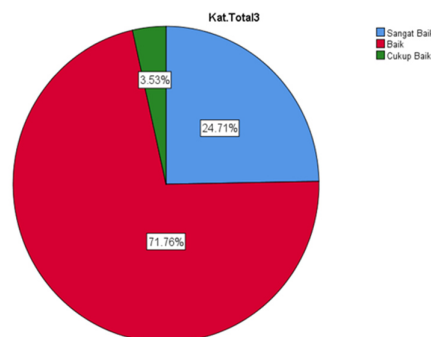


Diagram 3. Distribution of Respondents Based on the Caring Code Presentation of Level III Students at the Santa Elisabeth Medan Nursing STIKes Study Program in 2022.

Diagram 3. The results of the study for level III caring code nurses showed that 85 respondents were the highest in the good category with 61 people (71.8%), very good with 21 people (24.7%) and quite good with 3 people (3.5%).

The researcher selected level III caring code nurses in the good category because the results of the level III caring code nurses indicated that respondents had an attitude of respect such as keeping promises, had an enthusiastic attitude such as giving full attention during learning, had communication such as being a good listener, had an attitude of cooperation. / please help such as doing group assignments together, having an attitude of honesty such as accepting a lecturer's reprimand sincerely, having an attitude of sincerity such as doing the task wholeheartedly, having an attitude of appearance such as showing self-confidence and enthusiasm and having an attitude of sensitivity such as being sensitive to people other. From the results of the study there were respondents who had concern in the attitude of cooperation/please help where collaboration between individuals or groups was able to train someone to be able to help members in their group to be able to understand and achieve common goals. With this collaboration, the concern for students is getting better. Where students, lecturers and education staff clean up every Saturday morning and take part in gymnastics every Saturday morning.

This assumption is supported by research by Rahayu & Sulistiawati, (2018) who said that knowledge influences caring behavior because students who have good knowledge about caring have sufficient theoretical foundation for themselves in caring practice. It can be said that the better the level of knowledge about caring, the better the caring behavior will be. Attitudes in responding to caring have an influence on caring behavior because students who like caring positively will support all activities related to caring and will easily apply caring behavior. It is said that the better the attitude of students regarding caring, the better the caring behavior will be.

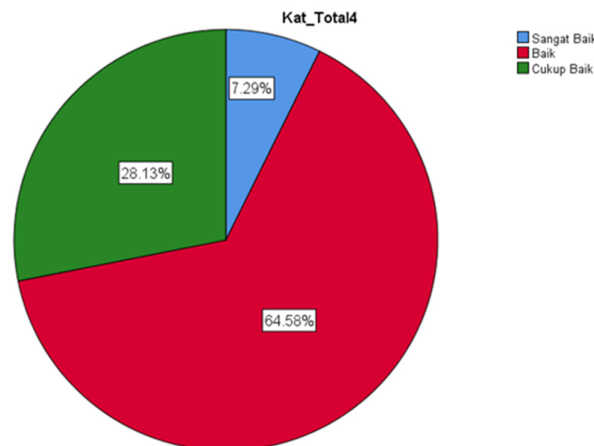


Diagram 4. Distribution of Respondents Based on Caring Code Presentation of Level IV Students at the Santa Elisabeth Medan Nursing Study Program, 2022.

Diagram 4. The research results for level IV caring code nurses showed that 96 respondents were the best in the good category, 62 people (64.6%), very good 7 people (7.3%) and good enough 27 people (28.1%).

The researcher categorizes level IV caring code ners in the good category because the results of the level IV caring code ners indicators say that respondents have an attitude of respect such as not allowing friends to pray, have an enthusiastic attitude such as preparing themselves in the learning process, have communication attitudes such as being friendly and smiling, have an attitude of cooperation / mutual help such as offering help even though it is not asked, having an attitude of honesty such as not avoiding when meeting lecturers, having an attitude of sincerity such as learning not only focused on grades, having an attitude of appearance such as a fresh face even though in the last lesson and having an attitude of sensitivity as sensitive to the environment. From the results of the study there were respondents who had caring in an attitude of sensitivity. Where students in

interacting with peers and their environment can use group guidance services because with group guidance services they can practice speaking, exchange opinions, learn to adjust the opinions of others, and align empathy with what their peers and their environment feel. So that these students can do everything sincerely both visible and invisible, for example throwing trash in its place, and helping friends who are in trouble.

This assumption is supported by Kusananto, (2019) saying that self-sensitivity is found in indicators such as always having high trust, maintaining behavior that is ready to give hope to others, always thinking realistically, and always being on the client's side and ready to provide assistance. Where the goal is to help others to be able to find meaning, maintain a hopeful attitude and belief in the value of one's life as the basis of caring in cooperative practices.

4. CONCLUSION

The Caring Code of first-level study program students with good category is 62 respondents (79.5%). Caring Code for level II study program students with good category as many as 51 respondents (68.9%). Caring Code for level III study program students with good category as many as 61 respondents (71.8%). Caring Code of level IV study program students with good category as many as 62 respondents (64.6%).

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