

PROFESSIONAL ROLE MODELLING BEHAVIOUR IN INDONESIAN NURSING EDUCATION**Christie Lidya Rumerung¹, Ni Gusti Ayu Eka², Peggy Sara Tahulending^{3*}**¹⁻³Universitas Pelita Harapan, Indonesia

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DOI: <https://doi.org/10.33024/mnj.v4i7.6558>**ABSTRACT**

Professionalism in nursing is constantly changing because of the nursing professional development and the values of the community. One important step in achieving and maintaining professionalism in nursing education is through Role modelling. This study was to identify professional role modelling behaviour in nursing education settings from the perspective of the students at a private faculty of nursing in Indonesia. This study applied an exploratory sequential with a mixed-method design that collected qualitative and quantitative data within two different phases. In the first phase, qualitative data were collected via open-ended questions from a total of 287 students. The qualitative data was analysed using thematic analysis which then developed into a quantitative research questionnaire. The newly developed questionnaire was tested for its validity and reliability to 30 students (Cronbach Alpha 0.97). In the second phase, the 35 item questionnaire was developed and self-administered to undergraduate nursing students. Respondents provided opinions on a four point scale (strongly disagree, disagree, agree, and strongly agree). A descriptive statistic was used to describe its item of the questionnaire. Total of 263 nursing students agreed to involve in the study. First Phase revealed categories of professional role modelling in nursing consist of guiding, willing to help, smart, caring, have love, commitment, competence, integrity and have the character of Christ, patient, disciplined. These categories were then developed into a role model questionnaire consisting of 35 questions. Second phase using the questionnaire most students (>80%) agreed that nurse educators demonstrated professional role modelling behaviour in nursing education settings. However, few students disagreed, indicating that they witnessed unprofessional behaviour in their learning journey. This study has developed a number of characteristics of professional role modelling in nursing education settings that most students have agreed. These characteristics are essential and desirable for role models so they could assist nurse educators to strengthen needed characteristics within their institutions.

Keywords: Professional, Role Modelling, Nurses

INTRODUCTION

A key aspect of nursing profession are knowledge and skills. Clinical competence, communication and ethics as well as legal expertise where such knowledge and skills must be applied based on humanistic, accountability, altruism and excellent principles. Professionalism in nursing can be defined as the amount of commitment by persons to beliefs and behavioural attributes of a nursing career identity (Kim-Godwin et al., 2010). In other words, professionalism can be explained by an individual's characteristics and professional behaviour. It is believed that role modelling has a positive contribution in improving Professional culture in nursing education (Rudolfsson & Berggren, 2012). In order to develop their skills and understanding, students needs to see and experienced the professional behaviour shown by educators. However, these constant changes and shifting in professionalism affect students' experiences and perceptions in defining professional role models (Eka et al., 2016).

LITERATURE

Affective learning in education is significant in influence the development of professional values. Affective learning is learning that include the emotional and belief systems participate in it and form professional attitudes and values (Taylor, 2014). More over Taylor (2014) stated in nursing setting while facilitating affective learning is important for future education and current practices, to meet new social and healthcare demands.

The unprofessional behaviour in nursing education could be addressed by role modelling (Eka &

Chambers, 2017). Role modelling refers to the admiration of one's observed behaviour or attitude and then adopts that behaviour or attitude (Jayasuriya-illesinghe et al., 2016). Professional nurses as role models in academic and clinical practice are described as teaching based on examples given and imitating learning (Said et al., 2019). Through role modelling, nurse educators can transfer knowledge, skills and attitudes, especially related to professional nurse behaviour.

As a role model, nurse educator could contribute to students' self-discovery, self-motivation and self-confidence, as well as appreciated high quality care and profession development (Baldwin et al., 2013; Nouri et al., 2019). It is, therefore, a need for committed professional development for educators to warrant quality experiences for nursing students (Baldwin et al., 2013). However, role modelling in nursing education is in minimum exploration if compared to other health disciplines such as medicine (Baldwin et al., 2014).

Thus, it is crucial to identify professional role modelling behaviour for the development of professionalism and identity of nursing students.

This study aimed to identify the professional role modelling behaviour of nurse educators in nursing education. Hence, a new-35 item of professional role modelling behaviour was established.

METHODOLOGY

This study applied an exploratory sequential a mixed-method design that collected qualitative and quantitative data within two different phases (Creswell, 2014), using an online

questionnaire (Survey Monkey Inc.). This study had obtained ethical approval from Mochtar Riady Institute for Nanotechnology Ethics Committee.

In the first phase, qualitative data were collected using three open-ended questions (Nouri et al., 2019) with a total of 287 students were recruited. After revealed themes, a 35-item questionnaire was developed and tested for its validity and reliability (Cronbach Alpha 0.97) and then tested for its factor analysis using SPSS 25.

A principal axis factor analysis was implemented on the 35 items with oblique rotation (direct oblimin) (Field, 2013). The Kaiser-Meyer-Olkin (KMO) verified the sampling adequacy for the analysis, KMO = 0.973, and all KMO values for single items were above the acceptable limit of 0.5 (Field, 2013). An initial analysis was run to attain eigenvalues for each factor in the data. Three factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 72.188% of the variance. Based on the KMO analysis, the 35-item questionnaire could be divided into three factors, respectively: ability to empower student competence and confidence; ability to demonstrate professionalism and ethical behaviour; and ability to enhance students' cognitive skills. Only one item (Godly character) did not belong to any factors.

In the second phase, qualitative data were collected using a newly developed questionnaire with a four-point scale (strongly disagree, disagree, agree, and strongly agree). A total of 263 students (86.5% response rate) filled out the questionnaire completely (Cronbach Alpha 0.966).

RESULTS

These research contain two phase of collecting data. First qualitative second quantitative.

1. First Phase (Qualitative)

The results of the first phase was found themes on nurses professional role model. Based on the results in the first phase, the researcher got a category that describes the role models in 1000. The categories consist of guiding, willing to help, smart, caring, have love, commitment, competence, integrity and have the character of Christ, patient, disciplined. These categories were then developed into a role model questionnaire consisting of 35 questions which were used for quantitative data collection in the second phase. The role model questionnaire was then a pilot study and got the results of the Validity test $p < 0.05$ and Cronbach's Alpha 0.970 so that it can be continued to the next stage of data collection.

2. Second Phase (Quantitative)

The results of this study focused on the second phase. Table 1 showed that most students (> 80%) agreed that nurse educators demonstrated professional role modelling behaviour in nursing education settings. For example, most of the students (98.5%) agreed that the nurse educators were professional by being knowledgeable and a source of reference, demonstrating critical thinking, directing and facilitating students in the learning process. This current study also revealed a unique professional role-modelling behaviour namely Godly character. In contrast, a small number of students (3.8%) stated that nurse educators were too serious and treated students unfairly. The nurse educators were also perceived by few students (3%) as persons who lacked leadership and technical

skills when needed. Moreover, 2.6% of the students reported that nurse educators should more guide students in their learning,

demonstrate more caring and sincere attitudes and provide more time to engage with the students.

Table 1. Professional role modelling behaviour of nurse educators as perceived by students

No	Question	Strongly disagree		Disagree		Agree		Strongly agree	
		n	(%)	n	(%)	n	(%)	n	(%)
1	Guide student learning in class, laboratory and clinical practice	6	2.2	1	0.4	69	26.3	187	71.1
2	Help students in the learning process	5	1.9	1	0.4	63	24	194	73.8
3	Demonstrate a caring attitude	4	1.5	3	1.1	85	32.3	171	65
4	Become a role model when teaching students	5	1.9	0	0	93	35.4	165	62.7
5	Teach nursing theory and skills	4	1.5	0	0	73	27.8	186	70.7
6	Provide rational explanations of a subject matter	4	1.5	2	0.8	92	35	165	62.7
7	Give directions with patience	4	1.5	0	0	114	43.3	145	55.1
8	Respect student's opinions and have tolerance for dissent	4	1.5	1	0.4	94	35.7	164	62.4
9	Show a sincere attitude	4	1.5	3	1.1	104	39.5	152	57.8
10	Educate students firmly and with discipline	4	1.5	0	0	92	35	167	63.5
11	Demonstrate an independent attitude	4	1.5	0	0	99	37.6	160	60.8
12	Thoughtful in making decisions	4	1.5	1	0.4	115	43.7	143	54.4
13	Demonstrate continuous learning attitude	4	1.5	1	0.4	99	37.6	159	60.5
14	Be able to be a leader in her/his field especially for students	4	1.5	4	1.5	95	36.1	160	60.8
15	Provide teaching according to her/his experience	4	1.5	2	0.8	90	34.2	167	63.5
16	Make time when needed	4	1.5	3	1.1	114	43.3	142	54
17	Motivate students in the learning process	4	1.5	2	0.8	80	30.4	177	67.3
18	Demonstrate and teach technical skills when needed	4	1.5	4	1.5	109	41.4	146	55.5
19	Be knowledgeable and a source of reference	4	1.5	0	0	110	41.8	149	56.7
20	Support students to be independent	6	2.3	1	0.4	91	34.6	165	62.7
21	Provide feedback to students	4	1.5	2	0.8	104	39.5	153	58.2
22	Demonstrate commitment in carrying out their duties	4	1.5	0	0	109	41.4	150	57
23	Be professional	4	1.5	0	0	79	30	180	68.4
24	Be responsible for carrying out their duties	4	1.5	0	0	93	35.4	166	63.1
25	Have high integrity	4	1.5	0	0	94	35.7	165	62.7
26	Be compassionate in interacting in the learning process	4	1.5	0	0	101	38.4	158	60.1
27	Have Godly Character	4	1.5	1	0.4	86	32.7	172	65.4

No	Question	Strongly disagree		Disagree		Agree		Strongly agree	
		n	(%)	n	(%)	n	(%)	n	(%)
28	Have a relaxed or humorous nature	5	1.9	5	1.9	115	43.7	138	52.5
29	Have good ethics	4	1.5	1	0.4	87	33.1	171	65
30	Demonstrate critical thinking	4	1.5	0	0	82	31.2	177	67.3
31	Treat students fairly	4	1.5	6	2.3	99	37.6	154	58.6
32	Able to make right decisions	4	1.5	0	0	99	37.6	160	60.8
33	Able to direct students in the learning process	4	1.5	0	0	88	33.46	171	65.04
34	Become a facilitator for students in the learning process	4	1.5	0	0	93	35.4	166	63.1
35	Able to control emotions	4	1.5	1	0.4	112	42.6	146	55.5

DISCUSSION

Findings from this study address the nursing students' perception of professional role modelling behaviours. This study provides some characteristics of professional role modelling behaviours, and most students (>80%) perceive that nurse educators have demonstrated the behaviours. However, in this study, few students claim that nurse educator perform unprofessional behaviours ($\leq 3.8\%$), such as too rigid and treating students unfairly. This condition might provoke the students to adopt the same behaviours (Jack et al., 2017).

Nurse educators are also perceived as persons who demonstrate sound knowledge base to their students and able to demonstrate critical thinking in their teaching. Two previous studies support that professional role modelling include being credible, critical thinker and professional (Del Prato, 2013; Jack et al., 2017; Raymond et al., 2018). However, few students claim that their educators need more ability to lead and teach skills if needed. Poor leadership and inconsistencies in the educational setting can be seen as an ineffective learning experience by student nurse (Felstead, 2013; Jack et al., 2017).

A previous study also provides a reality that few students feel unsupported whereas nurse educators do not spend time with the students (Jack et al., 2017). This condition might happen due to stressful working environment, ineffective communication, and poor relationship between educators and students.

Though nursing is a caring profession, it seems that few students perceive that nurse educators display an insincere attitude (3%). This finding opposes previous studies which state that professional role modelling should care for others (Klunklin et al., 2011; Nouri et al., 2019).

It is argued that professional role model behaviour in nursing depend on the context (Baldwin et al., 2013). For example, displaying Godly characters is expected in professional nurse educators as role model since this current study was conducted at a faith-based university. A study in Iran aligns with this study that spiritual characteristics are expected in a model educator (Nouri et al., 2019). The spiritual characters are parts of personal nurse educators' characteristics which also contribute an important part in the professional development of nursing students who witness the

characteristics (Keeling & Templeman, 2013).

Though this study only recruited students at one private faith-based nursing school, this study provides a new developed questionnaire of professional role modelling in the context of Indonesia. This also means to considering the ideology of Pancasila further that influences the daily life of Indonesian (Adiningrum & Kutieleh, 2011; Siswoyo, 2013). For example, from the first principle of Pancasila, belief in one supreme God, in which religious background shapes personal identity and moral values of Indonesian people (Adiningrum & Kutieleh, 2011; Siswoyo, 2013). Moreover, although the self-development of the questionnaire had undergone both validity and reliability processes, the interpretation of the findings needs to be cautious. Further studies are needed to corroborate this current study findings.

CONCLUSION

Professional role modelling behaviour has been identified by students in nursing education. Professional role modelling behaviours of nurse educators include the ability to empower student competence and confidence, demonstrate professional and ethical characters, and enhance students' cognitive skills. Some behaviours need further improvements including becoming more relaxed, humorous, and treating students fairly. Future research is needed in larger areas and explore more perspectives from nurse educators.

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