

## DESCRIPTION OF THE CARING BEHAVIOR OF NURSING LECTURERS IN ONLINE LEARNING IN THE COVID-19 PANDEMIC ERA

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### Abstract

*Nursing education is the center of caring development in the community. Although in online learning, educators are the main key in implementing caring behavior. This study aims to determine the level of caring behavior of nursing lecturers in online learning in the era of the Covid-19 pandemic. The research design used was descriptive quantitative with a cross sectional approach. The sampling technique used is a convenience sampling method with a total of 141 nursing students from D3 and Bachelor of Nursing study programs who have participated in online learning since March 2020. The data collection tool is a technology-mediated caring questionnaire for online nursing education, consisting of 58 valid statement items. The results showed that the caring behavior of nursing lecturers in the very high category was 49 (34%), in the high category was 52 (37%), in the medium category was 23 (17%), in the low category was 10 (7%) and in the very low category was 7 (5%). It is hoped that the results of this study will become a reference in managing the online learning process to facilitate a caring atmosphere among students and also between students and lecturers.*

**Keywords:** *Caring; Nursing Lecturer; Online Learning*

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### 1. Introduction

The Coronavirus Disease (Covid-19) pandemic has impacted learning systems around the world. Traditional learning has changed to online learning due to policies to prevent the spread of the Covid-19 virus (Kemdikbud, 2020). Online learning is carried out using internet network technology. Various technological equipment such as laptops and mobile phones are used as tools in online learning. The learning process is carried out using the zoom application, google classroom, moodle, etc (Basilaia, 2020; Hidayah et al, 2020). All online learning processes are new to nursing students. Some research results show that the implementation of online learning has various psychological impacts on students, such as stress, anxiety and fear (Angelica & Tambunan, 2021; Purnamasari and Setyawan, 2021; Gultom and Tambunan, 2021). Educators have an important role in providing a supportive learning environment for the effectiveness of the online learning process

(Ikhsan et al, 2019; Martin et al, 2018, Sudarmanto, et al, 2021).

However, various challenges are faced by educators to demonstrate caring behavior in online learning. Interactions that are sometimes constrained by the use of technology, namely poor internet networks, reduce the effectiveness of the learning process (Situmorang and Tambunan, 2021). Students report that educators are less concerned about the conditions of students who, while working, participate in online learning (Tambunan and Tambunan, 2022). The overwhelming amount of tasks becomes a burden for students when participating in online learning (Lazuardi and Kristiawan, 2022). On the other hand, during online learning, educators expect students to open the camera when using zoom as a form of student care for lecturers (Sa'diyah, 2021).

Previous research shows the importance of caring behavior of educators in the learning process. Noddings (1995), the ethics of care theory, views education as the center of developing caring behavior in society. Caring behavior is one

of the psychological supports provided by educators to students for a conducive learning environment (Nastiti and Hayati, 2020). The formation of the moral character of nursing students during the educational process can be through modeling caring behavior from educators (Tambunan and Kristiana, 2022). Caring behavior between lecturers and students naturally reflects the caring behavior of professional nurses with clients in the future (Perangin-angin, et al, 2021). Furthermore, students will embed caring into their own lives and also in nursing practice. Thus, caring behavior can be learned through the experience of caring interactions between lecturers and students (Lilis & Hermawati, 2017).

It is important to investigate the caring behavior of educators during the online learning process, but there is still little research on the description of the level of caring behavior of educators in nursing education. Specifically in one of the Faculty of Nursing (FIK) in Bandung, West Java, this research has never been conducted. For this reason, this study aims to determine the level of caring behavior of nursing lecturers in online learning during the Covid-19 pandemic era.

## 2. Method

The research design used to measure the caring behavior of Faculty of Nursing (FIK) lecturers during the online learning teaching and learning process is descriptive quantitative with a cross sectional study approach. Online learning has been implemented since the onset of the Covid-19 pandemic, namely in March 2020 until this research was conducted in the odd semester of the 2022/2023 academic year. The population was FIK nursing students at one of the private universities in the city of Bandung, West Java, Indonesia, totaling 218 nursing students. The sampling technique was convenience sampling from both study programs, namely Diploma 3 nursing and Bachelor of Nursing academic stage. The sample calculation size was determined by the Slovin formula in Sugiyono (2018), which amounted to 141, which voluntarily filled out the questionnaire according to the inclusion criteria, and had participated in online learning since March 2020. While the exclusion criteria are students who do not fill out the questionnaire completely. Data collection was carried out in September - October 2022 where questionnaires were distributed by visiting the dormitory where the respondents lived. The questionnaire used was the technology-mediated care instrument for online nursing education adopted from Tambunan and Bustamante's research (2022). The questionnaire consisted of 58 statement items with a validity value of  $\alpha = 0.9$ . Data collection began after obtaining ethical approval through the

Decree of the chairman of the Health Research Ethics Commission of the Faculty of Nursing Science UNAI with number 248/KEPK-FIK.UNAI/EC/VIII/22. Informed Consent was given to respondents to ask for approval to fill out the questionnaire without coercion by the researcher, and each respondent could withdraw without any sanctions at any time. Every respondent's data is confidential and is used only for research purposes. Data analysis in this study used frequency distribution. Quantitative analysis is useful for measuring the caring behavior of nursing lecturers.

## 3. Results and Discussion

The results of the study in table 1 explain that nursing students with the most respondents are women with a total of 104 (74%) while men total 37 (26%). The age of most respondents is age 18-21 with a total of 119 (84%) and aged 22-25 years totaling 21 (15%) and aged 26-29 years totaling 1 person (1%). Respondents from the Bachelor of Nursing study program numbered 11 (79%) and Diploma 3 Nursing numbered 30 (21%). And the number of respondents from the 2019/2020 batch year totaled 27 (20%), from the 2020/2021 batch year totaled 50 (35%) and the 2021/2022 batch year totaled 64 (45%).

The results of the study in table 2 explain that the average level of caring of nursing lecturers distributed in the very high category is 49 (34%), in the high category is 52 (37%), in the medium category is 23 (17%), in the low category is 10 (7%) and in the very low category is 7 (5%).

The results of this study indicate that the caring behavior of nursing lecturers at one of the FIK in Bandung, West Java is mostly in the very high and high categories. While a small proportion of caring behavior is in the medium, low and very low categories. The results of this study are in line with the results of research conducted by Karo and Purba (2022), where nursing students responded that the majority of nursing lecturers showed caring behavior. Furthermore, the caring behavior shown by nursing lecturers has an impact on nursing students' satisfaction in online learning. However, in contrast to the results of research by Setiawan (2021), it was found that there was no relationship between caring behaviors of nursing lecturers and student satisfaction in the implementation of online lectures. Various factors can influence the caring behavior of lecturers related to various obstacles in implementing online learning. The readiness of educators, facilities and infrastructure, and the ability to use technology are challenges in online learning (Surahman, Santaria, Setiawan, 2020; Lestariyanti, 2020).

**Table 1.** Respondent Characteristics Data

Indicator	f	%
Gender		
Male	37	26
Female	104	74
<b>Total</b>	<b>141</b>	<b>100</b>
Age		
18-21 years	119	84
22-25 years	21	15
26-29 years	1	1
<b>Total</b>	<b>141</b>	<b>100</b>
Study Program		
S1 Nursing	111	79
D3 Nursing	30	21
<b>Total</b>	<b>141</b>	<b>100</b>
Class Year		
AY 2019/2020	27	20
AY 2020/2021	50	35
AY 2021/2022	64	45
<b>Total</b>	<b>141</b>	<b>100</b>

**Table 2.** Frequency Distribution of Caring

Category	f	%
Very high	49	34
High	52	37
Medium	23	17
Low	10	7
Very low	7	5
<b>Total</b>	<b>141</b>	<b>100</b>

However, Noddings (2012) explains that caring is a form of relationship that is ethically and morally fundamental. In education, an educator plays a role in developing ethical and moral caring practices through interactions with learners. Various caring behaviors can be shown through listening and responding to students' complaints, motivating students, greeting and asking how students are, and other altruistic behaviors. Gilligan (2011) adds that every individual should be respected for their opinions. Thus, students have the right to have a voice and to be cared for by educators.

Some research results prove that the learning process requires cooperation from both parties, namely educators and learners, and also among learners (Komara, 2018). Thus, caring behavior must be shown by students in response to caring behavior shown by educators (Noddings, 1995). Some forms of student caring behavior such as following lecturer directions, paying attention

when lecturers deliver learning materials and working on assignments given by lecturers (Febrilia, Nissa and Setyawati, 2020). Forms of caring between fellow students include cooperation in completing group assignments, sharing information related to learning materials and providing mutual support to complete education on time (Addiarto, Nusantara and Salam, 2021; Sikteubun and Tambunan, 2022).

Nurse caring behavior is the essence of nursing. The caring behavior of nurses is a form of nurse concern for individuals, groups or communities who are sick (Kusnanto, 2019; Perangin-angin et al, 2021). Nursing education is a means of developing caring professional nurses. Students learn caring behavior through the learning process during education. Thus, the caring behavior displayed by educators indirectly affects the caring behavior of nursing students (Tambunan and Kristiana, 2022; Leokuna and Tambunan, 2022).

#### 4. Conclusions and suggestions

From the results of this study it can be concluded that the level of caring of nursing lecturers at FIK one of the private universities in Bandung, West Java, Indonesia is mostly in the very high and high categories. Similarly, a small portion is in the medium and low categories. Various factors can influence the caring behavior of nursing lecturers in online learning in the era of the Covid-19 pandemic. Based on the results of this study, it is necessary to explore the factors that influence the caring behavior of lecturers in online learning. Similarly, for nursing education institutions, it is hoped that the results of this study will become a reference in managing the online learning process to facilitate a caring atmosphere among students and also between students and lecturers.

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