# COMPARISON OF AUTHENTICITY AND TRANSFORMATIONAL TRAITS BETWEEN NURSING STUDENTS LEVEL 1 TO 4

*By* Simbolon et al

**Original Research Article**

# COMPARISON OF AUTHENTICITY AND TRANSFORMATIONAL TRAITS BETWEEN NURSING STUDENTS LEVEL 1 TO 4

**Idauli Simbolon[1*], Albinur Limbong[2], Mori Agustina Br Perangin-angin[1]**

[1] Faculty of Nursing Science, Universitas Advent Indonesia, Bandung, Indonesia
[2] Faculty of Information Technology, Universitas Advent Indonesia, Bandung, Indonesia

**\*Correspondence:**
Idauli Simbolon
Faculty of Nursing Science, Universitas Advent Indonesia, Bandung, Indonesia
Jalan Kolonel Masturi No. 288, Bandung, Jawa Barat, Indonesia, 40559
Email: idauli.simbolon@unai.edu

**Abstract**

**Background:** Today nursing students are the future leader. Based on behavioral theory, leaders are made. So, nursing college is one of the institutions that produce nursing leaders. There are 25 traits of successful leaders that can be learned and practiced in nursing schools. So, it is necessary for nursing schools to evaluate these leadership traits among the students. The study benefits the schools whether to maintain or revise the curriculum related to leadership and management courses.

**Objectives:** This study aimed to describe and to compare nursing students' Authenticity and transformational leadership traits between level 1 to 4.

**Methods:** Comparative design was used in this study with the participation of 144 nursing students from level 1-4. Data are collected by using self-authentic and transformation questionnaire. Data are analyzed using SPSS descriptive and comparative analysis.

**Results:** There are three Authenticity &Transformational traits that have been practiced as always by level 4 students who have working experience with the highest mean value of 4.0. They are fair, self-directed, and clear in communication & collaboration. There are different mean values of Authenticity &Transformational traits at each level of students. There are significant differences found in several levels.

**Conclusion:** Based on the result, there is a big room for improvement in terms of practicing Authenticity &Transformational traits among nursing students. It is necessary for nursing schools to review and revise the leadership and management class instruction and activities in developing Authenticity &Transformational traits to a maximum level.

**Keywords:**
*Authenticity and transformational, Leadership traits, Nursing student*

## INTRODUCTION

Today nursing students are the future nursing leader. When they graduated and become leader, they will lead themselves, nursing staff and partners on the healthcare team, colleagues at various managerial levels in health care organizations and so on (Sihombing, et al, 2021). Based on behavioral

theory, leaders are made. So, Nursing school is one of the institutions that produce leaders. There are several leadership traits that can be learned in nursing schools. One of the most desirable is Authenticity and Transformational (A&T) leadership trait. Authenticity is important in nursing practice because of its many positive characteristics in creating healthy work environment. One of the characteristic of authentic leader is genuine in which leader act in a real, genuine and sincere way that is true to who they are as individuals (Pratt, 2023). The next characteristic of authentic leader is he/she own high behavioural integrity by staying true to the values they espouse. It makes them always truth-telling, reliable, and believable person (Swaina, Cao, & Gardner, 2018).

Authentic person is self-disciplined as they always practice consistency. It is imperative that an authentic leader conquers the pressure and stresses which may cloud judgment or lead to inconsistent behavior (Alilyyani, Wong, Cummings, 2018). The practice of self-discipline extends beyond the work place. Authentic leaders should practice self-discipline in all areas of life for inconsistencies between work and home life will eventually lead to mistrust and disrespect from followers (Johnson, 2019).

In fact, authentic leaders have their own belief, value and purpose (passion). Being a passionate for the purpose lends itself to intrinsic motivation. Authentic leaders will lead with heart by exercising their compassion to empower others. Often authentic leaders have had personal experiences in their own lives that enable them to have compassion for others (Covelli, & Mason, 2017).

Moreover, authentic leaders keep positive relationships with their subordinates by establishing enduring relationships and stay connected with others. Nowadays, followers demand more personal relationships with their leaders before they will give themselves fully to their jobs. By building good relationships with followers had a significant impact on trust, collaboration, work engagement, and task

performance (Alilyyani, Wong, Cummings, 2018). There is relational transparency with authenticity in which leaders present a true self to close colleagues, family, and friends (Gardner, Cogliser, Davis, & Dickens, 2911).

In addition, Leaders' authenticity maximizes employees' creative spirit that enable employees to overcome obstacles and meet challenges at work (Semedo, Coelho, & Ribeiro, 2018). They are also referred to as "positive leaders" and are seen as the glue that keeps a productive workplace together. (George, 2003).

Another style of leadership that is advantageous to maintaining a positive work environment is transformational leadership. Authentic leadership and transformative leadership have differences, although they are nonetheless closely related. In many literatures both of them are associated. Transformational leaders shape a changing social architecture by being proactive, serving as a catalyst for innovation, functioning as a team member, and encouraging organizational learning. In addition, they are vision, passion, enthusiasm, and celebration culture in their service (Clark, 2009). The tension between productivity and efficiency is balanced by the leaders, who also build and maintain trust inside the company, transforming the working environment for nurses. They are also involving employees in decision-making and managing the transition process. They also created a learning organization within the company (Medicine, 2004).

To assess the efficacy of authentic and transformational (A&T) leadership, several research have been done. Results showed that A&T leaders influence numerous aspects of effectiveness, including enhanced organizational performance and work-life quality. In reality, it reduced unfavorable attitudes and actions on the part of followers, including anger, dissatisfaction, and absenteeism. contented nurses with their employer. They provided patients with improved services as a result. As a result, patients are more satisfied. Additionally, the

environment for patient safety and nurses' creative behavior have totally mediated (Choi, Goh, Adam, & Tan, 2016); (Datta, 2015); (Ling, MacLennan, Hunt, & Cox, 2015); (Weng, Huang, Chen, & Chang, 2015). It is suggested that Transformational leadership can be applied to improve nurses' performance in different type of clients' treatment such as treating tuberculosis disease (Panyuwa, & Dwiantoro, 2021).

However, there is limited studies found in evaluation of the leadership traits among the nursing students. Therefore, There is a need for further research on student leadership attributes so that nursing institutions may offer students more learning opportunities so they can develop A&T skills while in college. Today's nursing schools should focus on teaching A&T skills to help the nursing profession survive and thrive in the future. As implied by behavioral theory, leaders are created, not born. This approach emphasizes that anyone can become a leader by studying what makes a successful leader tick. Character traits of a good leader can be discovered over time by observing their surroundings and the events that take place around them. According to this view, colleges are one of the institutions that can create future leaders. As a result, nursing schools need to offer the proper curriculum to enable students to practice specific leadership techniques as soon as possible. In this way, they acquire the greatest amount of leadership skills after completing their education.

To evaluate the successfulness of the curriculum and strategies of nursing management and leadership courses, it is suggested to nursing school to assess student's A&T traits at first in order to know what that they may have already previously. Simbolon & Perangin-angin (2020) evaluated freshmen students A&T behavior. Their study concluded that A&T leadership's traits are performed with a low percentage of students. They suggested improvement on A&T behaviors through the remaining level. Based on the result, it is necessary to evaluate the A&T leadership's traits for each level of student so the

development of A&T for each level can be described. So, the main purpose of this study is to describe and compare the A&T leadership's traits from batch 1 to 4. To compare A&T leadership's traits among the nursing students between batch 1 to 4. In addition, this study will identify whether there are significant differences between batch 1, batch 2, batch 3, and batch 4. Nursing schools will gain from this study since it will provide baseline information on students' A&T characters. Which characters needed to be maximized and which ones they were already sufficiently good at. Determining what should be taught in nursing curricula to give students these skills while they are in school and be able to fully embody the qualities of A&T leadership after graduation will also be important to nursing schools, particularly to administrators. In fact, nursing students need to be aware of their A&T behaviors in order to select the best course of action to enhance their level of leadership qualities. Furthermore, it is projected to be useful for researchers and future researchers to plan continuing research in different settings and populations, and find the connection or gap between them.

**Objective(s)**: To describe and to compare nursing students' Authenticity and transformational leadership traits between level 1 to 4.

## METHODS
### *Study design*
This study is using a quantitative method with comparative approach.

### *Setting*
The research conducted in Faculty of Nursing Universitas Advent Indonesia Bandung

### *Research subject*
Population is a nursing student in Faculty of Nursing Universitas Advent Indonesia Bandung. Sample is selected using total sampling of all nursing students from batch 1 to 4.

*Instruments*

Data are collected by using a Transformation and Authentic-self questionnaire developed by Clark (2009). The questionnaire was translated from English to Indonesia by two experts (one English professor and one nursing professor). Then, translated questionnaire was validated by Simbolon & Perangin-angin (2020). All 25 items are valid. Reliability of the questionnaire is tested by using SPSS in which the value of Cronbach's alpha is 0.735. The questionnaire assessed the ability to practice caring & sincerity, consistency, honesty, and admitting fault. It included fairness, connectedness, trust, role modeling, and also collaboration, and good communication. There are items related to empowering others, sharing their vision, and how to show others their principles, values, purposes, and ethics. In addition, the ability to keep their physical and emotional safety, cheering behavior, respect others achievement and also managing stress by engaging meditation, prayers and hobbies as a requirement to be A&T leaders. Each item was scored with 0 (never), 2 (sometimes) and 4 (always).

*Data analysis*

Data are analyzed using SPSS. The first analysis was the utilization of descriptive analysis to find out the mean for 25 traits in each batch. The second analysis was to answer the question, what is the difference between each batch of student regarding the practice of the A&T traits then compare mean analysis was utilized. The last analysis was one-way ANOVA (Post Hoc Multiple Comparison) to see the different within the level.

*Ethical consideration*

Data is gathered using cross-sectional (single point) technique in the classroom setting after the clearance ethic and permission from university are obtained. Participants are explained the purpose of study and offered informed consent to be signed.

## RESULTS

Total number of students who are voluntarily returned the questionnaires are 40 students for batch 1, 30 students for batch 2, 31 students for batch 3, 31 student of batch 4 and 12 students of batch 4 who have working experience (students who continue from 3 years diploma and has working experience before continuing to BSN program). The total sample was 144 students. All of them filled out the informed consent and answered all 25 items of questions. Most of them are female (72.5%) and the rest are male (27.5%). The ages range from 17-37 years old.

Figure-1 displays the result of mean analysis for 25 A&T traits between nursing students in each batch. Based on figure 1, the highest mean values of 4.0 fell under three behaviors: fairness (no 3), self-directed (no 8), and clear communication & collaboration (no 17). It was found only on batch 4 with working experience. The second highest range of mean value of 3.833 were found also on three behaviors: consistency between word and action (no 2), commitment (no 7), and stress management (no 24). It was also found on batch 4 with working experience. The third highest range of mean value of 3,666 were fallen on the caring and sensitivity (no 1), do what is right (no 6), transcend self-interest (no 9), share vision (no 11), cheerfulness (no 21), respect others (no 22), and show principle, ethic, and value in every action (no 25). It was on the batch 4 with working experience only.
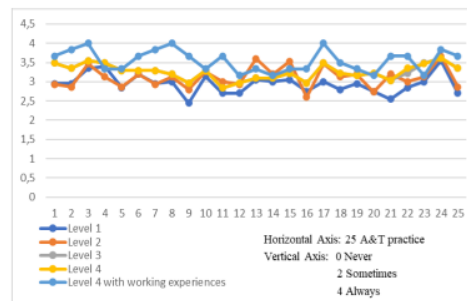


**Figure 1. Mean Analysis of 25 A&T Practice**

To answer the question, what is the difference between each level of student regarding the practice of the A&T traits?

Compare mean analysis was conducted. The result can be seen on table 1.

**Table 1. Mean Different Between Students of Batch 1 to 4**

| Students Level | Mean | SD |
|---|---|---|
| Level 1 | 2.9460 | .25614 |
| Level 2 | 3.1147 | .27657 |
| Level 3 | 3.2477 | .20247 |
| Level 4 | 3.2522 | .20275 |
| Level 4 with working experiences | 3.5467 | .27855 |

Based on table 1, this study found that mean values in each students' batch are different. The lowest mean value was found on batch 1 with the mean value was 2,9460. It was increased to 3.1147 in batch 2, 3.2477 in batch 3, and 3.2522 in batch. The highest mean value discovered on batch 4 with working experiences. The mean value was 3,5467. It can be said that the performance of A&T behaviors was increasing as the batches are increased. The graphic of increase based on the mean value can be seen in the figure 2.
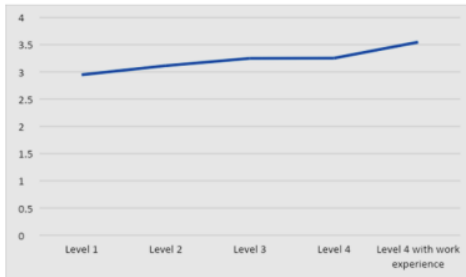


**Figure 2.** Line Chard for A&T Traits Among Each Level

In Figure-2 can be seen that the baseline of A&T behaviors in level 1 was at 2,9460 in terms of mean value. It was increased up to 3,5467 in level four with working experience. It can be seen that there is only a slight increase of A&T behaviors performance through each level of the study. The more detailed comparisons analysis can be seen on table 2.

Table 2 shows that the difference between batch 1 to batch 2 not significant with the p-value above 0.05. The difference between batch 1 to batch 3 and batch 4 are significant because both p-values below 0.05. The difference between batch 2 to batch 3 and batch 4 are not significant for both p-values were greater than 0.05. However, between batch 2 to batch 4 with work experience is significant for the p-value was less than 0.05. The table also describes that the difference from batch 3 3 to batch 4 was not significant because p-value greater than 0.05 but significant to batch 4 with work experience with significant value lower than 0.05. The difference from batch 4 to batch 4 with work experience in this study was found to be significant (p-value < 0,05).

**DISCUSSION**

There are three A&T traits that fully developed and haven been practiced as always. It is only found in batch 4 students who have working experience with the highest mean value of 4.0. They are fairness, self-directed, and clear communication & and collaboration. According to Dictionary 2020, the quality of being fair is treating people equitably or in a way that is reasonable or right. The capacity of students to act justly during their college years indicates that they will possess the ability to act justly ethically in the future. As nurses, they must exercise fairness when tending to various patient populations. Fairness in the workplace has a significant effect on society, employers, and workers. A study showed the relationship between health and perceptions of justice over time. It has been reported that employees who experience unfair treatment are more likely to experience physical health issues, depression, and to engage in unhealthy coping strategies like quitting smoking, drinking alcohol, or exercising less. In addition, it increases the likelihood of burnout (Eib, Bernhard-Oettel, & Leineweber, 2016). In management and leadership, fairness has been introduced as the glue that keeps leader and

**Tabel 2. Multicomparison of A&T Traits Between Batch 1 to 4**

| Student's Batch | | Mean difference | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| Batch 1 | Batch 2 | -.16866* | .06949 | .017 | -.3062 | -.0311 |
| | Batch 3 | -.30174* | .06949 | .000 | -.4393 | -.1642 |
| | Batch 4 | -.30621* | .06949 | .000 | -.4438 | -.1686 |
| | Batch 4 With work experience | -.60067* | .06949 | .000 | -.7383 | -.4631 |
| Batch 2 | Batch 1 | .16866* | .06949 | .017 | .0311 | .3062 |
| | Batch 3 | -.13307 | .06949 | .058 | -.2707 | .0045 |
| | Batch 4 | -.13754 | .06949 | .050 | -.2751 | .0000 |
| | Batch 4 With work experience | -.43200* | .06949 | .000 | -.5696 | -.2944 |
| Batch 3 | Batch 1 | .30174* | .06949 | .000 | .1642 | .4393 |
| | Batch 2 | .13307 | .06949 | .058 | -.0045 | .2707 |
| | Batch 4 | -.00447 | .06949 | .949 | -.1421 | .1331 |
| | Batch 4 with work experience | -.29893* | .06949 | .000 | -.4365 | -.1613 |
| Batch 4 | Batch 1 | .30621* | .06949 | .000 | .1686 | .4438 |
| | Batch 2 | .13754 | .06949 | .050 | .0000 | .2751 |
| | Batch 3 | .00447 | .06949 | .949 | -.1331 | .1421 |
| | Batch 4 with work experience | -.29446* | .06949 | .000 | -.4320 | -.1569 |
| Batch 4 With work experience | Batch 1 | .60067* | .06949 | .000 | .4631 | .7383 |
| | Batch 2 | .43200* | .06949 | .000 | .2944 | .5696 |
| | Batch 3 | .29893* | .06949 | .000 | .1613 | .4365 |
| | Batch 4 | .29446* | .06949 | .000 | .1569 | .4320 |

*. The mean difference is significant at the 0.05 level.

follower together. There are a number of reasons why workplace justice is crucial. It guarantees that each person gets an equal share of the same information. It is found that some policies about how to determine pay, promotions, and work schedules are visible. People require fairness because it conveys their standing within the organization, which will boost their self-esteem. Fairness indicates that followers get along well with their leaders and are seen as important resources for the company.

The second A&T trait that has been practiced as always is self-directed. This data shows that level 4 students with working experiences have practiced self-directed leadership's traits optimally. Self-directed refers to showing initiative and the ability to organize oneself. Self-directed learning is a method of acquiring knowledge and skills in which students take responsibility for their own progress (Li,, Gong, Pan,, and Wu, 2021). It can be practiced while studying in nursing colleges. In this phase, self-directed learners show their ability to create their own learning environment

(Saks, and Leijen, 2014). There are several benefits of being a self-directed person. It instilled a sense of autonomy and mastery in the learner and a sense of purpose. Learners feel self-control, confidence, and belief in themselves (Boyer, Edmondson, Artis, and Fleming (2014). Moreover, it supports the unlimited learning potential and creativity of learners. Self-directed skills are not developed in an instant but through practice in a certain time. It can be different from one individual to another. Moreover, it is also required faculty members to shift from being the "sage on the stage" to either a "guide on the side" or, ideally, an authentic learning facilitator (Robinson, PharmDa, and Persky, 2020).

The third A&T trait that has been practiced as always is clear communication and collaboration. This emphasizes the ability to use clear communication and collaboration already achieved particularly for students in level 4 with working experience but not for the rest of the level. The benefits of clear communication and collaboration are found in previous study. A study found and suggested that creating strong collaboration among care providers and nursing leadership provides high quality of care, higher job satisfaction, and lower intent to leave the job (Ma, Shang, and Bott, 2015). Another study also proved when good collaboration built among the nurse and physician will reduce the decision to leave (Galletta, Portoghese, Battistelli, and Leiter, 2013), in the other hand the absence of interprofessional collaboration result in higher possibility of error and omission in client's care (Vasiliki Matziou, Efrosyni Vlahioti, Pantelis Perdikaris, Theodora Matziou, Efstathia Megapanou & Konstantinos Petsios ,2014).

Therefore, the ability to communicate and collaborate are really important to be achieved by nurses. According to Leonard, Whiteman, Stephens, Henry, and Swanson-Biearman, (2022) New Graduate Students (NGS) may still lack in communication and collaboration skills to effectively interact with challenging patients, families, and interdisciplinary teams, leading to stress and burnout. They suggest that role

playing and debriefing exercises through different scenarios will enhance the communication and collaboration skills. Bartges (2012) suggested that pairing students in clinical practice assignments will develop their communication and collaboration skills.

The rest of the A&T traits mean values range from 3.83 to 2.45. These values suggested that nursing students in all levels need to learn how to practice those A&T leadership's traits. Students need to practice more often of those behaviors to prepare them to become A&T leaders in the future. Particularly to transcend self-interest (which found to be the lowest mean value of 2,45). Being selfless is defined as showing or having a great deal of concern for other people while showing little to no concern for oneself. "The quality of not putting yourself first but being willing to give more effort to others" is how selflessness is also defined (Vocabulary.com, 2020). Selflessness becomes a vital component of nursing and edifies nurses. Because they are selfless, nurses are able to work compassionately and offer caring services (Dorolen & Sonya, 2013). Lately, the selfless care of theory commitment has taken on a unique form that includes using one's therapeutic self in the face of one's suffering and putting oneself out there as a team member (collaborator) to overcome professional challenges (Gogola, 2018).

Finally, the results of this study show that there is an increase in A&T traits according to the increasing batch of students. There are some significant different from batch 1 Batch 3 and batch 1 to batch 4, also from batch 4 to batch 4 with work experience. However, there was no significant different from batch 2 to batch 3, and batch 2 to batch 4, and also from batch 3 to batch 4. The data shows that practicing A&T leadership's traits are needed in most of the batch. It is limited studies using this study tool in nursing students that can be compared with this study. One of the similar was conducted by Simbolon and Perangin-angin (2020). They evaluated the authenticity and transformational leadership traits at first level of nursing

students. They found that only one trait that 77.7 % person of students always perform the authenticity and transformational trait. It was stress management. Another 24 traits still under 75%. This study suggested that nursing school should emphasize the activities to increase the leadership traits in to maximize level.

## CONCLUSION

There are three A&T traits that have always been done by the batch 4 students with working experience. The study found that there are mean differences between A&T traits among the nursing students between each level. There were significant differences between batch 1 to batch 4, between batch 1 to batch 3, between batch 1 to batch 4, and batch 4 to batch 4 with work experiences. However, there are no significant differences between batch 2 to batch 3, batch 2 to batch 4 and batch 3 to batch 4.

## SUGGESTIONS

As this study was limited to one faculty of nursing only, the study suggests to this nursing school only that there is a big room for improvement in terms of development of A&T traits among the nursing students. It is needed for nursing schools to review and revise the leadership and management course curriculum. It is recommended that learning strategies must employ more activities to develop A&T traits during the study in nursing school. The activities need to be maximized whether in the classroom, laboratory, outside the classroom, and also in clinical practice. It is also suggested to others nursing schools to evaluate their students' leadership traits of authenticity and transformational so in the future more literature will be published related to this topic.

## ACKNOWLEDGMENT

Research thanks to all participants.

## DECLARATION OF CONFLICTING INTEREST

There is no conflict of interest between authors and other parties related to this study.

## AUTHOR CONTRIBUTION

**Idauli Simbolon**: Initiate the study topic, aim, and design the methodology select the appropriate research instrument, and obtain the ethical clearance. Input the data in to Microsoft XL

**Albinur Limbong**: Provide the questionnaire ready for the students, explain the purpose of research, obtain the inform consent, and cistribut the questioner to the students and collect it back from them.

**Mori Agustina Br Perangin-angin:** Analisis the data, and writing, the result

## ORCID

**Idauli Simbolon**: none

**Albinur Limbong**: none

**Mori Agustina Br Perangin-angin:** none

## REFERENCES

Alilyyani B, Wong C, Cummings G (2018). Antecedents, mediators, and outcomes of authentic leadership in healthcare: a systemic review. Int J Nurs Stud. ;83: 34–64.

Bartges M.(2012) Pairing students in clinical assignments to develop collaboration and communication skills. Nurse Educ. 37(1):17-22. doi: 10.1097/NNE.0b013e318238372c. PMID: 22157997.

Boyer SL, Edmondson DR, Artis AB, Fleming D.(2014). Self-directed learning: a tool for lifelong learning. J Market Educ. ;36(1):20-32

Choi, S., Goh, C., Adam, M., & Tan, O. (2016). Transformational Leadership, Empowerment, and Job Satisfaction: the Mediating Role of Employee

Empowerment. *Human Resources for Health*, 73.

Clark, C. C. (2009). *Creative Nursing Leadership and Management*. Boston: Jones and Bartlett Publisher

Covelli, B, Mason, I.(2017) Linking theory to practice: authentic leadership. Acad Strategic Manage J. ;16(3):1–10.

Datta, B. (2015). Assessing the Effectiveness of Authentic Leadership. *International Journal of Leadership Study*, 62-75.

Dictionary (2020, February 19). *Fairness*. Retrieved from Cambridge University Press: https://dictionary.cambridge.org/dictionary/english/fairness

Dorolen, W., & Sonya, G. (2013). In Retrospect: Selfless i Nursing A win-win-win Solution. *Journal of Christian Nursing*, 184.

Eib, C., Bernhard-Oettel, C., & Leineweber, C. (2016, October 19). *Fairness in the workplace relates to health over time*. Retrieved from HR: https://www.hrmagazine.co.uk/article-details/fairness-in-the-workplace-relates-to-health-over-time

Gardner WL, Cogliser CC, Davis KM, Dickens MP. (2011). Authentic leadership: a review of the literature and research agenda. Leadership Q. ; 22:1120–1145

Galletta M, Portoghese I, Battistelli A, Leiter MP. (2013). The roles of unit leadership and nurse-physician collaboration on nursing turnover intention. J Adv Nurs. 69 (8):1771-84. doi: 10.1111/jan.12039. Epub 2012 Nov 16. PMID: 23157322.

Gogola, D. B. (2018). Selfless Caring of theory commitment. *International Journal of Nursing Science*, 45-50.

Robinson, J.D, PharmDa , Adam M. and Persky (2020). Developing Self-Directed Learners. American Journal of Pharmaceutical Education 2020; 84 (3): 292-296

Johnson, S. (2019). Authentic Leadership Theory and Practical Applications in Nuclear Medicine. Journal of Nuclear Medicine Technology, 181-188.

Leonard, J.C., Whiteman, K., Stephens, K., Henry, C., Swanson-Biearman, B., (May 31, 2022) "Improving Communication and Collaboration Skills in Graduate Nurses: An Evidence-based Approach" *OJIN: The Online Journal of Issues in Nursing* Vol. 27, No. 2,

Li, S., Gong, H., Pan, J., Wu, X. (2021). Relationship Between Undergraduate Nursing Students' Self-Directed Learning and Training Demands for Nursing Information System: A cross-sectional study. *Computers, Informatics, Nursing* 39(12):p 908-915, *DOI:* 10.1097/CIN.0000000000000716

Ma C, Shang J, Bott MJ. (2015). Linking Unit Collaboration and Nursing Leadership to Nurse Outcomes and Quality of Care. J Nurs Adm. ;45(9):435-42. doi: 10.1097/NNA.0000000000000229. PMID: 26301550.

Medicine, I. O. (2004). *Keeping Patients Safe: Transforming the Work Environment of Nurses*. Washington DC: National Academic Press.

Panyuwa, A. A., & Dwiantoro, L. (2021). The Influence of Transformational Leadership on Nurse performance in Tuberculosis Treatment: a Narative Review. *Nurse and Health: Jurnal Keperawatan, 10*(2), 330-336. https://doi.org/10.36720/nhjk.v10i2.28

Ping, Y., MacLennan, S., Hunt, N., & Cox, T. (2015). The Influences of Nursing Transformational Leadership Style on the Quality of Nurses' Working Lives in Taiwan: a Cross-sectional Quantitative Study. *BMC Nursing*, 33.

Pratt, M. (2023, September 10). *Authentic Leadership*. Retrieved from TechTarget: https://www.techtarget.com/searchcio/definition/authentic-

leadership#:~:text=Authentic%20leadership%20is%20a%20type,and%20strong%20performance%20from%20employees.

Saks K, Leijen A (2014) . Distinguishing self-directed and self-regulated learning and measuring them in the e-learning context. Procedia Soc Behav Sci. ;112:190-198

Sihombing, R., Tahulending, P., Agustine, U., Rumerung, C., Hutapea, A., Manalu, N., . . . Purba, D. (2021). *Manajemen Keperawatan*. Medan: Yayasan Kita Menulis.

Simbolon, I., and br perangin-angin, M.A. (2020). Evaluation of Self-transformational and Authenticity Among Students in College of Nursing. Klabat Journal of Nursing, v. 2, n. 1, p. 1-10, apr. 2020. ISSN 2685-7154. doi: https://doi.org/10.37771/kjn.v2i1.416.

Semedo, A.S., Coelho, A. and Ribeiro, N. (2018), The relationship between authentic leaders and employees' creativity: What are the roles of affective commitment and job resourcefulness? International Journal of Workplace Health Management, Vol. 11 No. 2, pp. 58-73.

https://doi.org/10.1108/IJWHM-06-2017-048

Swaina, A., Cao, Q., & Gardner, W. (2018). Six Sigma success: Looking through authentic leadership and behavioral integrity theoretical lenses. Operation Research Perspective, 120-132.

Vasiliki Matziou, Efrosyni Vlahioti, Pantelis Perdikaris, Theodora Matziou, Efstathia Megapanou & Konstantinos Petsios (2014) Physician and nursing perceptions concerning interprofessional communication and collaboration, Journal of Interprofessional Care, 28:6, 526-533, DOI: 10.3109/13561820.2014.934338

Vocabulary.com. (2020, February 28). *Unselfishness*. Retrieved from Vocabulary.com: https://www.vocabulary.com/dictionary/unselfishness

Weng, R., Huang, C., Chen, L., & Chang, L. (2015). Exploring the Impact of Transformational Leadership on Nurse Innovation Behaviour: a Cross-sectional Study. *Weng, R.H., Huang,C.Y., Chen,*

# COMPARISON OF AUTHENTICITY AND TRANSFORMATIONAL TRAITS BETWEEN NURSING STUDENTS LEVEL 1 TO 4

# 23%

SIMILARITY INDEX

PRIMARY SOURCES

| 1 | www.coursehero.com<br>Internet | 73 words — 1% |
|---|---|---|
| 2 | Lono Wijayanti, Riska Rohmawati, Rahayu Anggraini, Siti Damawiyah, Erika Martining Wardani. "EDUCATION FOR THE IMPLEMENTATION OF 6 M AND THE COVID-19 BOOSTER VACCINATION", Community Service Journal of Indonesia, 2023<br>Crossref | 71 words — 1% |
| 3 | ojin.nursingworld.org<br>Internet | 57 words — 1% |
| 4 | Mukhammad Toha, Mokh Sujarwadi, Ida Zuhroidah. "EFFECT OF ALOE VERA EXTRACT AND DISCHARGE PLANNNING TO ACCELERATE WOUND HEALING OF OLDER ADULT HERNIA SURGERY PATIENTS", Nurse and Health: Jurnal Keperawatan, 2019<br>Crossref | 52 words — 1% |
| 5 | www.frontiersin.org<br>Internet | 52 words — 1% |
| 6 | www.emerald.com<br>Internet | 49 words — 1% |
| 7 | www.ajpe.org | |

Internet

45 words — 1%

8    eprints.kertacendekia.ac.id
Internet

33 words — 1%

9    ijiemr.org
Internet

32 words — 1%

10   core.ac.uk
Internet

31 words — 1%

11   sajhrm.co.za
Internet

29 words — 1%

12   Marko Mihailovic, Danilo Garcia, Clara Amato, Erik
Lindskär et al. "The personality of newly graduated
and employed nurses: Temperament and character profiles of
Swedish nurses", International Journal of Nursing Studies
Advances, 2022
Crossref

28 words — 1%

13   Ida Zuhroidah, Ayu Dewi Nastiti, Nurul Huda, Novi
Rahmania. "CORRELATION BETWEEN RESPIRATORY
FREQUENCY (RR) AND OUTCOME IN HEAD INJURY PATIENTS IN
EMERGENCY ROOM OF BANGIL HOSPITAL, PASURUAN
DISTRICT", Nurse and Health: Jurnal Keperawatan, 2019
Crossref

27 words — 1%

14   Edineis de Brito Guirardello, Henrique Ceretta
Oliveira, Jeannie P. Cimiotti. "The practice
environment of primary care nurses: A cross-sectional study of
five health care districts in San Paulo, Brazil", International
Journal of Nursing Studies Advances, 2023
Crossref

26 words — < 1%

15    Lyna M.N. Hutapea, Karnsunaphat Balthip, Sopen Chunuan. "Perceptions of nursing educators and alumni of an effective preparation programme for the Indonesian national nursing licensure examination", Collegian, 2021
Crossref

26 words — < 1%

16    pdfs.semanticscholar.org
Internet

25 words — < 1%

17    www.healio.com
Internet

25 words — < 1%

18    Agus Sulistyowati. "EFFECTIVENESS OF BREAST CARE ON THE SMOOTH DELIVERY OF BREAST MILK", Nurse and Health: Jurnal Keperawatan, 2019
Crossref

24 words — < 1%

19    link.springer.com
Internet

23 words — < 1%

20    mafiadoc.com
Internet

23 words — < 1%

21    www.springerprofessional.de
Internet

23 words — < 1%

22    Bai, W.. "Partial replacement of silica with microcrystalline cellulose in rubber composites", Composites Part A, 200910
Crossref

20 words — < 1%

23    scholars.ttu.edu
Internet

20 words — < 1%

24    Ni Luh Putu Inca Buntari Agustini, Nursalam Nursalam, Tintin Sukartini, I Dewa Ayu

18 words — < 1%

Rismayanti, Ni Wayan Suniadewi. "PALLIATIVE CARE LEARNING MODEL BASED ON TRANSFORMATIONAL LEARNING THEORY IN PALLIATIVE CARE OF NURSING STUDENTS IN INDONESIA", Enfermería Clínica (English Edition), 2022
Crossref

| 25 | uofbejar.net<br>Internet | 17 words — < 1% |
| 26 | www.adb.org<br>Internet | 17 words — < 1% |
| 27 | Henry Samwel Muguna. "Authentic Leadership and Societal Transformation: A Review of Literature", International Journal of Organizational Leadership, 2022<br>Crossref | 16 words — < 1% |
| 28 | mro.massey.ac.nz<br>Internet | 16 words — < 1% |
| 29 | pubmed.ncbi.nlm.nih.gov<br>Internet | 16 words — < 1% |
| 30 | Dorit Alt, Lior Naamati-Schneider, Daniel J.N. Weishut. "Competency-based learning and formative assessment feedback as precursors of college students' soft skills acquisition", Studies in Higher Education, 2023<br>Crossref | 15 words — < 1% |
| 31 | docslib.org<br>Internet | 15 words — < 1% |
| 32 | jurnal.unai.edu<br>Internet | 14 words — < 1% |

**33** onlinenursingpapers.com
Internet
14 words — < 1%

**34** www.emeraldinsight.com
Internet
14 words — < 1%

**35** Vasiliki Matziou, Efrosyni Vlahioti, Pantelis Perdikaris, Theodora Matziou, Efstathia Megapanou, Konstantinos Petsios. "Physician and nursing perceptions concerning interprofessional communication and collaboration", Journal of Interprofessional Care, 2014
Crossref
13 words — < 1%

**36** ndl.ethernet.edu.et
Internet
12 words — < 1%

**37** vibdoc.com
Internet
12 words — < 1%

**38** Jeffrey N. Doucette, Christine Pabico. "Nursing Management partners with ANCC's Pathway to Excellence® Program", Nursing Management (Springhouse), 2018
Crossref
11 words — < 1%

**39** Mokh Sujarwadi, Mukhammad Toha, Nurul Huda. "THE EFFECT OF INFRARED RAY AND COUNSELING ON DIABETIC FOOT ULCER HEALING PROCESS", Nurse and Health: Jurnal Keperawatan, 2019
Crossref
11 words — < 1%

**40** mail.mjltm.org
Internet
11 words — < 1%

**41** Anastasy Mamoba, Bekki Wildiana Fajariyah, Jesika Maria Josefin, Merry Tri Kusuma Wardani et al. "EFFECTIVE COMMUNICATION IN SUPPORTING THE
10 words — < 1%

ACADEMIC ATMOSPHERE IN CAMPUS: PHENOMENOLOGICAL ANALYSIS", Proceeding of International Conference of Kerta Cendekia, 2023
Crossref

42  Farre, M.. "European ring exercise on water toxicity using different bioluminescence inhibition tests based on Vibrio fischeri, in support to the implementation of the water framework directive", Talanta, 20060415
Crossref
10 words — < 1%

43  Guoqiang Li. "Stiffness Degradation of FRP Strengthened RC Beams Subjected to Hygrothermal and Aging Attacks", Journal of Composite Materials, 04/01/2002
Crossref
10 words — < 1%

44  Morteza Akbari, Nader Seyyed Amiri, Saheb Imani, Niloofar Rezaeei, Pantea Foroudi. "Why leadership style matters: a closer look at transformational leadership and internal marketing", The Bottom Line, 2017
Crossref
10 words — < 1%

45  Ton Duc Thang University
Publications
10 words — < 1%

46  agroteksos.unram.ac.id
Internet
10 words — < 1%

47  docplayer.net
Internet
10 words — < 1%

48  educateempowerkids.org
Internet
10 words — < 1%

49  journals.lww.com
Internet
9 words — < 1%

**50** researchbank.rmit.edu.au
Internet

9 words — < 1%

**51** www.ejbmr.org
Internet

9 words — < 1%

**52** Priyo Mukti Pribadi Winoto, Difran Nobel Bistara. "THE EFFECT OF THE FIRST AID SOCIALIZATION IN ACCIDENTS TO INCREASING YOUTH SKILLS IN HANDLING EMERGENCIES IN DAILY LIVING", Nurse and Health: Jurnal Keperawatan, 2019
Crossref

8 words — < 1%

**53** Shirly Luz, Efrat Shadmi, Anat Drach-Zahavy. "Nursing innovation: The joint effects of championship behaviors, project types, and initiation levels", Nursing Outlook, 2019
Crossref

8 words — < 1%

**54** cdr.lib.unc.edu
Internet

8 words — < 1%

**55** dokumen.pub
Internet

8 words — < 1%

**56** www.econbiz.de
Internet

8 words — < 1%

**57** A M MacNiven. "Development and evaluation of a stress challenge testing methodology for assessment of Nile tilapia (Oreochromis niloticus, Linn.) fry quality", Aquaculture Research, 9/2001
Crossref

7 words — < 1%

**58** Line Miray Kazin Ystaas, Monica Nikitara, Savoula Ghobrial, Evangelos Latzourakis, Giannis Polychronis, Costas S. Constantinou. "The Impact of

7 words — < 1%

Transformational Leadership in the Nursing Work Environment and Patients' Outcomes: A Systematic Review", Nursing Reports, 2023
Crossref

59 Jennifer D. Robinson, Adam M. Persky. "Developing Self-Directed Learners", American Journal of Pharmaceutical Education, 2020
Crossref

6 words — < 1%

EXCLUDE QUOTES           OFF          EXCLUDE SOURCES          OFF
EXCLUDE BIBLIOGRAPHY  OFF          EXCLUDE MATCHES         OFF