

The correlation between islamic mindfulness with nursing student professional attitude and caring behavior

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Abstract

Background: Various stressors during the clinical practices may affect the psychological status of students which potentially impact on their professional attitudes and caring behavior. Prospective nursing students practices on clinical setting is necessary as the basis for strategy development in building students' caring behavior. The role as care giver that believed can impact to professional attitude and caring behavior is Islamic mindfulness.

Purpose: The aim of the study was to identify the correlation between Islamic Mindfulness with professional attitude and caring behavior among nursing students.

Methods: Cross-sectional design was carried out in this study. A total of 97 Moeslim students of nursing clinical Practices program were recruited from Islamic State University of Jakarta and Makassar Indonesia during November to December 2022 by total sampling. Instruments of Islamic Mindfulness questionnaire, Caring Aseessment Tool and Professional attitude for Nurses students were used. Data collected by online. Bivariate analysis was performed to test the correlation between Islamic mindfulness with professional attitude and caring behavior among nursing students.

Results: The mean score of Islamic mindfulness was 38.27 (SD=5.60), Professional attitude was 67.09 (SD=9.56) and Caring behavior was 84.96 (SD=15.14). Islamic mindfulness had very week-positive correlation with professional attitudes but not significant ($r=0.148$; $p\text{-value}=0.073$). Islamic mindfulness had a weak-positive and significant correlation with caring behavior ($r=0.363$; $p\text{-value}=0.0001$).

Conclusion: Islamic mindfulness had a significant correlation to caring behavior. It is important to Nursing students features Islamic mindfulness to strengthen the caring behavior.

Keywords: caring behavior; islamic mindfulness; nursing clinical practices; professional attitude

Introduction

Nursing students must develop a comprehensive skill set that encompasses both technical proficiency and the expression of a caring, professional attitude toward patients and their families. This dual focus is essential because nursing is not solely about performing clinical tasks or applying medical knowledge; it also involves demonstrating empathy, compassion, and a genuine commitment to patient well-being. A caring attitude reflects the core values of nursing, such as human dignity and altruism, and is integral to building trust and rapport with patients. A professional attitude ensures that students adhere to ethical standards and maintain a respectful and effective communication style with patients, families, and colleagues. By mastering these aspects, nursing students can provide holistic care that addresses both the physical and emotional needs of those they serve, embodying the true essence of the nursing profession. Caring is the core of nursing (Li et al., 2016). This is in accordance with the statement of The American Nurses

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Association (ANA) (2017) that nursing is inseparable from the concept of care and caring.

The nursing profession is fundamentally grounded in professional ethics and a set of core values that guide practice and behavior. These core values include altruism, autonomy, human dignity, integrity, and justice, which are critical to ensuring the quality and standards of care provided by nurses. The code of ethics for nursing serves as a framework that outlines these values, clarifying the expectations for professional practice, the quality of care, and adherence to professional norms. The internalization of these professional values is central to the nursing profession, as they become ingrained in practitioners' behaviors and standards of practice. This process of internalization often begins during nursing education, where values are taught, reinforced, and shaped through both direct and indirect methods. As nursing students progress through their education, they undergo a socialization process that can modify or reinforce their initial set of values. The deliberate incorporation of professional values into nursing education is crucial to cultivating competent, ethical nurses who will uphold these standards in their practice, thereby ensuring the future of the nursing profession (Poorchangizi et al., 2019).

At this time, in the midst of a technologically advanced and fast-paced clinical environment, caring remains a vital component of nursing practice. Despite the increasing reliance on technology and the rapid pace of healthcare settings, the essence of caring continues to be highly relevant. Caring is base to understanding of human nature and is at the core of the nurse-patient relationship. The concept of caring was first introduced by Watson in 1978 (Alligood, 2017). Caring is a value and attitude that must be the will of a nurse, the intention and commitment of which is manifested in concrete actions. The caring concept basically applied to nursing as an activity and an attitude aspect. Aspects of activity of caring, for example observing the effects of medication, being technically competent with a clinical procedure, instructing a patient about aspects of care, active listening to a patient, explaining the clinical procedure to a patient and being with a patient during the clinical procedure. Attitude aspect of caring including fulfillment of the patient's psychological need for comfort, therapeutic touching, giving privacy for patients, smiling and being kindness. Together, these activities and attitudes create a holistic approach to nursing care that addresses the full spectrum of patient needs—both physical and emotional—ensuring a comprehensive and compassionate care experience (Ayyub et al., 2015). The caring aspect is a complex specialty, involving some factors such cognitive, moral and emotional. Fundamental moral values such as respect to patients and their families by paying attention, and recognition of their existence. While it is clear that liking or affection for patients may be present indirectly in carrying out nursing

care, it is possible that affection and gratitude can also be generated by the nurse-patient relationship, where certain benefits of understanding can also be obtained by nurses. Caring is the intentional and caring presence of the nurse with others who is recognized as a caring person who lives a caring life and grows in caring (Akansel et al., 2021). To enhance the professional practice of nursing, it is essential to grasp the significance of caring from a nurse's perspective. Furthermore, nurses are recognized as fulfilling a dual role—both as caregivers providing support and compassion to their patients, and as care recipients, who also need support, empathy, and understanding from their colleagues and the healthcare system. Understanding these dynamics is vital to fostering a culture of caring that enhances both patient outcomes and the well-being of nurses themselves (Tung et al., 2018).

Nurses provide quality professional services for a better patient outcome. All nursing activities are verified through nurses caring behavior. Nurses caring behavior can influence patient satisfaction and perceived quality of nursing care (Oluma & Abadiga, 2020). Caring behavior and professional behaviors are two variables that influence each other. Nursing students are prepared to be a professional nurse, mostly play their role during clinical practice as care providers. As a care provider, nursing students face challenges with the environment in which they practice. Students are required to practice skills, integrate theoretical knowledge and work with other health teams (Subke et al., 2020). Students take care of patients in doing nursing care. Unfortunately, the role of role models in providing caring practice has not been maximally displayed. In providing nursing care, students are required to display a caring attitude and professional attitude, while on the other hand students are vulnerable to stress, particularly during nursing clinical practices education programs. Nursing students often face a range of stressors that can affect their emotional and mental health, including high clinical workload, pressure to achieve academically grade, financial difficulties, inadequate support during clinical placements and exposure to patient suffering and death (McVeigh et al., 2021). Nursing Student experienced moderate-to-high levels of stress during their nursing education and clinical practices (Labrague, 2024; Zheng et al., 2022).

In the last 10 years, mindfulness has become popular as an intervention to reduce stress and increase self-confidence, including in the health workers (DeMauro et al., 2019) and nursing students (Chen et al., 2021; McVeigh et al., 2021; Wiguna et al., 2018). Mindfulness enhances the quality of care provided by healthcare professionals by fostering key qualities such as receptivity, motivation, and responsiveness toward others. It does this through several mechanisms, including therapeutic presence, active listening, a non-judgment, compassion, self-care, emotional awareness, and effectively managing emotional

responses to maintain professionalism and provide steady. By cultivating these qualities, mindfulness supports healthcare professionals in delivering more compassionate and effective care to their patients (DeMauro et al., 2019).

In Islam, mindfulness is known as *muraqabah* or some say mindfulness as "Ihsan" which is a strong feeling of feeling watched by the Almighty (Arroisi & Dzunnurain, 2023). Islamic Mindfulness presents Allah SWT and involves Allah SWT in every activity (Dwidiyanti et al., 2019). Some studies in Indonesia found a correlation between Islamic mindfulness and academic activity (Munif et al., 2019) and Santoso et al. (2022) had found the effect of Islamic mindfulness in reducing stress in final year students and during online learning consecutively. Literature review by Wiguna et al. (2018) yielded effect of mindfulness toward reducing anxiety of nursing students in supporting academic learning.

The role of Islamic mindfulness in classroom learning has been studied. Study by Munif et al. (2019) found that Islamic mindfulness had impacted on low level of stress among undergraduate nursing students. Similarly, Dwidiyanti et al. (2021) also found that Islamic mindfulness, namely DAHAGA, had impact on low level of stress of bachelor nursing students during COVID-19. Islamic mindfulness believed has an important role in improving students' performance, however no study has been conducted among nursing students. Thus this study may important to clarify whether or not Islamic mindfulness has positive impact on nursing performance, particularly their professional attitude and caring behavior. The purpose of the study was to identify the correlation between Islamic mindfulness with professional attitude and caring behavior among nursing students.

Material and Methods

Design

Study design was cross-sectional study.

Sample and Setting

The sample was all nursing students of clinical practice program from two state islamic university in Indonesia, totally 139 students. The inclusion criteria included nursing students, active students either first semester or second semester. Exclusion criteria was leave status. Total sampling technique was performed. The research was carried out in November - December 2022. From total 139 students, 105 students participated in the study and sent back the questionnaires. Of the 105, found 8 data outliers and incompleting. Finally, the total data analyzed amounted to 97.

Instruments

The instruments used were the respondent's personal data (age and gender), the Islamic mindfulness questionnaire, the Caring Assessment tool (CAT) version V and The Instrument of

Professional Attitude for Student Nurses (IPASN).

The IMQ was used to measure Islamic mindfulness. We developed IMQ from 10 item-short version of Mindfulness Philadelphia Scale by Zeng et al. (2015), and 6 item which is relevant to Islamic mindfulness and nursing practice. The example is I realized that my speech, behavior and attitude were seen by the Almighty, I try to distract when I feel unpleasant emotions, I will still take action as much as possible even if it is not supervised by others. The total of 16 items of Islamic mindfulness on a scale of 0 – 3 (0= never to 3= always). The range score of 0 – 48. First, we developed 18 item IMQ. The content validity was conducted to three experts from islamic studies, english language, and nursing. The results of item-level Content Validity Indeks (i-CVI) was 0.91 and scale-level Content Validity Indeks was 0.83. From judgment experts there were 2 item not relevant, and 1 item should be modified. Finally we developed 16 items of islamic mindfulness scale. After content validity, we conducted construct validity. The construct validity test was applied involved 45 nursing students outside of samples of true study to test for validity and reliability. The result was all 16 items valid and the reliability was an alpha value of Cronbach = 0.783.

The CAT version V is to measure Caring of Nursing Student. The CAT has been developed by Duffy et al. (2014). The CAT version V consists of 27 items with a scale of 1-5 (1 = never to 5 = always). The score range of 27 – 135. The example is I pay attention to the client/patient when the client/patient talks to me, I help the client/patient see some good aspects of the client/patient's situation, I help clients/patients not to worry too much. Validity test results, all items are declared valid with reliability values (Cronbach alpha = 0.908).

The Instrument of Professional Attitude for Student Nurses (IPASN) is used to measure the professional attitude of nursing students enrolled nursing clinical practices. The questionnaire was developed by Hisar et al. (2010). The questionnaire consists of eight factors, including an increase in the burden of scientific information (6 items), collaboration (5 items), community service (3 items), codes of ethics and theory (3 items), competence and continuing education (3 items), participation in professional organizations and professional development (3 items), autonomy (3 items) and work in an organization or committee (2 items). The total item was 28 items. Likert scale in the range 1 – 5 (1= I do not agree at all; 2= I do not agree; 3= I am not certain; 4= I partly agree; 5= I completely agree). The score range is 28 – 140. Furthermore, Çelik et al. (2012) did test of fit the scale by using confirmatory factor analytic test.s The result showed that the IPASN has been suitable to use in different country outside Turkey. The reliability value is obtained by Cronbach's alpha value = 0.778.

However, CAT-version V and IPASN had never been used in Indonesian people. After obtaining permission from the instrument developers, the

Principal Investigator carried out the translation process. The original questionnaires, English version was translated into Bahasa Indonesian and then we conducted the content validity index (CVI) by 3 experts from area of nursing, clinician and english language expertise. The CVI of the IMQ, CAT-version V and IPASN were 0.80, 0.83, and 0.82, respectively.

Data Collection

Data collection performed after gaining ethical approval and formal permission from the study site. Questionnaires of Indonesian version were set into a google form. Researchers then distributed the google-form questionnaires to all nursing students clinical practice programs.

Researchers were assisted by one research assistants at UIN Jakarta and one assistant at UIN Makasar. Researchers were contacted respondents through their phone number by Whatsapp. To filled all the questionnaire each participant approximately spent 15-20 minutes. G-form was set to one respond only and the data was automatically recorded when the participants submit the answer in Google form.

Data Analysis

Descriptive analysis is used to describe the characteristics of data demography and each research variable. Bivariate analysis was performed to analyze the correlation between Islamic mindfulness with professional attitude and caring behaviors among nursing students.

Ethical Consideration

Prior data collection, informed consent was obtained. The researcher in advance conveyed the study's purpose and procedures to prospective respondents. Those who agreed to participate provided a digital signature to indicate their consent. Participants were informed that their involvement was entirely voluntary, and they could choose to participate, not participate, or withdraw from the

study at any time without any consequences for their academic progress. Ethical approval was obtained from the Health Research Ethics Commission of Faculty of Health Sciences Universitas Islam Negeri Jakarta, Number Un.01/ F.10/ KP.01.1/ KE. SP/09.08.012/2022.

Result

Characteristics of respondents.

Table 1 shows the characteristics of respondents in this study dominated by female nursing students (89.7%), with the average of age of the respondents is 22.85 years old.

Table 2 showed Mean score of Islamic mindfulness was 38.27 (SD= 5.60), Professional Attitude was 67.09 (SD= 9.56), and Caring behavior was 84.96 (SD= 15.14).

Correlation between Islamic mindfulness with Professional Attitude and Caring Behavior

The results showed that Islamic mindfulness had a low positive correlation with professional attitudes ($r=0.148$) but this correlation was not significant ($p\text{-value}= 0.073$). Furthermore, Islamic mindfulness had a positive and significant correlation with caring behavior ($r=0.363$; $p\text{-value}= 0.0001$). (Table 3)

Discussion

The results of the study exhibited that Islamic mindfulness had positive and significant correlation with caring behavior ($r=0.363$; $p\text{-value}=0.0001$). This finding is in line with DeMauro et al. (2019) that mindfulness supported response of caring professionals of health workers. Mindfulness enhances the ability of caring professionals to support others by fostering qualities such as therapeutic presence, attentive listening, nonjudgmental attitudes, emotional awareness, and emotion stability. These mechanisms help professionals

Table 1. Characteristics of Respondents (N=97)

Variable	n	%
Gender		
Male	10	10.3
Female	87	89.7
Age (years old)		
Minimum - Maximum = 21 – 27; Mean = 22.85 (SD= 0.96)		

Table 2. The description of Islamic mindfulness, Professional Attitude, and Caring Behavior (N= 97)

Variable	(Min – Max)	Mean	(Standard Deviation/SD)
Islamic Mindfulness	27 - 48	38.27	5.60
Professional Attitude	43 - 92	67.09	9.56
Caring Behavior	48 - 108	84.96	15.14

Table 3. The correlation Islamic mindfulness, Professional Attitude, and Caring behavior (N=97)

		Islamic Mindfulness	Professional Attitude	Caring behavior
Islamic Mindfulness	Correlation Coefficient	1.000	.148	0.363***
	Sig. (2-tailed)	.	.073	0.0001
Professional Attitude	Correlation Coefficient		1.000	
	Sig. (2-tailed)			
Caring behavior	Correlation Coefficient			1.000
	Sig. (2-tailed)			.

remain fully present, empathetic, and responsive to the needs of those they care for, thereby improving the overall quality of care (DeMauro et al., 2019).

Furthermore, Maryatun et al. (2023) found Islamic mindfulness had a good effect to nursing students's spiritual and emotional intelligence. Kaur et al. (2013) found the relation between spiritual intelligence, emotional intelligence, psychological ownership and nurses' caring behavior. A nurse who has intelligence other than academic intelligence, namely emotional and spiritual intelligence, as well as psychological possession related to mindfulness in nursing care behavior.

Caring behavior had associated also to patients' satisfaction (Calong & Soriano, 2018; Ellina et al., 2019; Gurusinga, 2020; Suprajitno et al., 2020). Furthermore, Subke et al. (2020) yielded that caring practices was supported by conducive practices environment. Nurse profession students experienced both literacy and illiteracy caring practice. It showed that Islamic mindfulness as an important role to support caring behaviors in nursing students.

The finding also found that Islamic mindfulness and professional attitudes had a weak correlation ($r = 0.147$) and no significant relationship (p -value = 0.068). The correlation coefficient is positive, meaning that the higher the student's Islamic mindfulness score, the student's professional attitude score will increase. It might that in this study, Professional attitude measure by eight dimensions, namely an increase in the burden of scientific information, collaboration, community service, codes of ethics and theory, competence and continuing education, participation in professional organizations and professional development, autonomy and work in an organization or committee did not relate with islamic mindfulness. Professional attitude built by knowledge of nursing ethics, nursing sciences and nursing art. Professional attitude also depends on their interested on nursing. This statement was in line with Shohani, Abedi, and Rasouli (2018) study that 65.8% of nursing students who interested in the nursing profession tend to have good professional attitude. In the other hand, Poorchangizi et al. (2019) argued thats professional value is at a very important level. The values that are felt to be important by students are maintaining patient confidentiality and maintaining patient privacy rights. Grades that are considered

less important by students are participating in policy decisions that affect the public and participating in peer review.

The finding also yielded that professional attitude had a weak relation to caring behavior ($r = 0.108$). This finding is consistent with prior study by Sümen et al. (2022) that there was a positive weak correlation between Professional Attitude of Nursing Student and Caring Behaviors. In contrast, Ayaz-Alkaya and Terzi (2022) found that there was a relationship between professional attitude and peer caring behavior. The professional attitude could be increased by improve peer caring behavior. Additionally, a professional attitude was found to be more prevalent among female nursing students compared to their male counterparts. This positive attitude was also higher among students whose income met or exceeded their expenses, who chose nursing school willingly, studied nursing with enjoyment, were eager to work as nurses, and had plans to advance their careers in nursing.

Indeed, caring behavior and professional attitude like two side of nurse behavior in taking care of patient. It is needed a novel approach, such as internship and mentorship, role model from clinical instructor to strengthen caring behaviour and professional attitude among nursing students. In islamic higher education or moeslim nursing students need to be reinforced Islamic mindfulness.

This study has some limitations. First, a cross-sectional research design where researchers collect data variables of dependent and independent at one time. Second. The research only involved nursing students from two state islamic university in Indonesia limits the possibility of generalization of the results. The last limitation was male nursing students fewer than female students.

Conclusion

Islamic mindfulness has a positive significant correlation to caring behavior, but it is not significant correlation to Professional attitude. It indicates that the students with higher Islamic mindfulness score will have the higher caring behaviors. Improving Islamic mindfulness among the nurse profession students is important to increase caring behavior. Further research is necessary to asses influence of islamic mindfulness training to caring behavior and professional attitude among nursing student which

study in non-islamic university.

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Declaration of interest

We declare no conflict of interest.

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