



THE EFFECT OF CARING TRAINING ON IMPROVING NURSES' CARING BEHAVIOR AND ITS IMPACT ON PATIENT SATISFACTION

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ABSTRACT

The quality of nursing services, determined by nurses' caring behavior as a balance of hard and soft skills and supported by the role of preceptors in guidance, is a key factor in improving patient satisfaction. This study aimed to examine the effectiveness of the preceptor role in enhancing nurses' caring behavior toward patient satisfaction in the inpatient unit of Hospital X Ujung Batu. This study employed a quasi-experimental design with a one-group pretest–posttest approach. The respondents consisted of 40 nurses and 246 patients, selected using a total sampling technique. All nurses and preceptors received a caring training intervention. The study was conducted from December 2025 to February 2026 using the Caring Dimensions Inventory (CDI) and Caring Behaviors Inventory (CBI) instruments. The results showed that most nurses were young adults (62.5%), held a professional nursing (Ners) degree (65.0%), and were at the PK1 clinical level (75.0%). Patients were predominantly aged 46–55 years (43.5%) with a secondary education level (54.9%). After the intervention, the high caring category increased from 27.5% to 57.5%. Most preceptor roles were rated as good (57.5%), and the majority of patients were very satisfied (89.0%). There was a significant effect of the training on nurses' caring behavior ($p=0.000$). Nurses' characteristics were not significantly associated with caring behavior, while among patients, gender and education level influenced satisfaction. In conclusion, caring training is effective in improving nurses' caring behavior.

Keywords: caring; coaching; nurses; preceptorship; satisfaction

INTRODUCTION

One of the important components in the development and progress of a nation is public health, which includes the social and psychological well-being of the community, as well as physical well-being (Brydon et al., 2024). Health service providers today, both in Indonesia and worldwide, face challenges in delivering high-quality services and ensuring patient safety. Providers in the fields of medicine, nursing, and other supporting services also face these challenges (Li et al., 2025). Hospitals are health institutions that provide medical services, both those delivered by doctors and other medical professionals. Employee professionalism, service effectiveness, and patient satisfaction are factors that determine the quality of services provided by hospitals (Ndayishimiye et al., 2023). Hospitals must have the ability to improve the services provided to their patients and visitors. Nursing services are one of the aspects that must be considered because nurses will interact with many patients and visitors over a long period of time. Nurses must be able to provide comprehensive care to achieve service quality and customer satisfaction (Aisyah et al., 2025).

Factors that can influence patient satisfaction include the quality of nursing services; poor quality can lead to patient dissatisfaction and result in complaints (Eki., 2019). The quality of nursing services is one of the aspects that greatly affects patient and customer satisfaction; dissatisfaction arises due to low service quality, so that patient expectations that do not match what is received in a service result in complaints and decreased trust of patients and customers in health services. The quality of nursing services is reflected when carrying out professional nursing care.

Professional and high-quality nurses must have both hard skills and soft skills, because a person's success in the workplace is influenced by soft skills (80%) and hard skills (20%). Hard skills are

technical skills required to provide nursing care, such as inserting intravenous lines, administering medications, and other medical procedures. On the other hand, soft skills include the ability to communicate, build relationships with others, understand others, responsibility, teamwork, and empathy toward patients and visitors (Stănesu-Yadav & Lillekroken, 2023).

A study conducted in 2011 by the Directorate of Nursing and PPNI found that nursing activities accounted for 75% of healthcare service activities performed. Nurses are the only hospital staff who shape patients' perceptions of healthcare services because they serve patients 24 hours a day; a nurse will interact with patients and visitors more frequently compared to other professions. In nursing practice, many nurses are unfriendly, impatient, and less attentive to patients. Hospitals face challenges to improve and make changes because patient satisfaction is greatly influenced by professional, sincere, patient, friendly, and caring nurses (Pereira et al., 2024).

In Indonesia, many nurses demonstrate good behavior. This is shown by a study on the island of Java in Jakarta, which found that 64.2% of 81 nurses exhibited good behavior, and a study in Semarang, Java Island, found that 60% of 50 nurses exhibited good behavior (Suweko & Warsito, 2019). Another study by Firmansyah et al. found that patients receiving treatment at RS AU DR. M. Salamun Bandung indicated that nurses' caring behavior was still poor, showing that 77% of nurses were not caring and demonstrated non-affective behavior (Firmansyah et al., 2019).

Nurses contribute up to 80% to service success because they continuously interact with patients every day in providing nursing care. Nurses who interact with patients for a long time will better understand patients' conditions and feelings, and they will better understand various patient problems and complaints that require attention. Patients need attention, sensitivity, and a caring attitude from nurses in unpleasant situations. Therefore, if nurses want to provide satisfying care to ensure good service quality, they must truly be able to show compassion (Pragholapati & Ismail, 2024).

According to Watson in the Theory of Human Care, there are ten factors that can demonstrate how a nurse behaves well. These ten components are as follows: building a humanistic-altruistic value system, instilling faith and hope, increasing sensitivity to oneself and others, developing a trusting and helping relationship, promoting and accepting the expression of positive and negative feelings, using systematic problem-solving techniques in decision making, enhancing interpersonal teaching-learning processes, and providing a supportive environment (Alligood, 2018).

As an important part of professional nursing practice, caring is a key component of service. Nurses must apply good caring behavior to meet patient needs. This behavior must be carried out comprehensively and be able to provide comfort and calmness for patients (Pragholapati & Ismail, 2024). Caring is a relationship and process between nurses and patients to use empathy effectively to enhance concern and improve the client's condition. This distinguishes nurses from other medical workers. A preceptor can act as a role model for caring attitudes and help staff nurses apply them. This role is necessary to make every nurse become a better individual (Alligood, 2018). The preceptor method is an interesting and innovative learning approach. New nurses have the opportunity to recognize, understand, and practice caring as demonstrated directly by their preceptor. Preceptors can also assess the extent to which nurses understand caring and apply it in nursing services (Lafrance, 2018).

A previous study conducted in Medan by interviewing preceptors found that preceptors often felt blamed by hospitals when nurses were not skilled in performing nursing procedures and providing nursing care to patients, and the many demands to become a perfect preceptor created its own burden for a preceptor (Pujiastuti, 2019). The role of the preceptor is very important in the nursing field, especially in the process of providing care to patients. This is because preceptors are

professional nurses who have experience and clinical competence, who are formally appointed to provide guidance, mentoring, and evaluation of nurses in delivering care in nursing practice in healthcare facilities. The role of the preceptor is expected to contribute significantly to improving service quality and patient satisfaction (Kemenkes, 2024).

Hospital X Ujung Batu has 17 Key Performance Indicator points, one of which is Nursing Service Excellence, where the assessment includes the number of complaints and criticisms toward nurses from patient satisfaction surveys with a target achievement of <1%. The overall achievement is at 3%, and at Hospital X Ujung Batu itself it is at 1.1%. Patient complaints expressed include the long response time of nurses when the call bell rings, with 10 patient complaints each month. Interview results with patients during each visit stated that nurses did not pay attention to patients' personal hygiene during inpatient care. Field observations conducted by the head of nursing, committee, and ward head found that patients stated nurses did not make improvements to intravenous lines during their hospitalization. From this phenomenon, it is known that there is still a lack of nurses' caring behavior at Hospital X in providing nursing care, which can lead to a decline in service quality and impact patient satisfaction levels. A decrease in patient satisfaction with hospital services will impact the decline in the hospital's Bed Occupancy Rate (BOR), which will result in decreased hospital revenue. From the above phenomenon, the researcher considers it necessary to conduct a study on how the role of a preceptor can improve the caring behavior of staff nurses in the inpatient unit of Hospital X Ujung Batu. This is to ensure that the quality of nursing services is maintained properly so that patient satisfaction increases and public trust in the hospital improves, which will ultimately lead to an increase in patient visits.

METHOD

This study is a quantitative study in which the main design used is a quasi-experimental one-group pretest–posttest design. The samples in this study consisted of two groups: a sample of nurses who received caring training, using total sampling with 40 nurses, and a group of inpatients selected using the Lemeshow formula, totaling 246 patients from medical, surgical, and pediatric wards. This study has been declared ethically feasible by the Health Research Ethics Committee of Sint Carolus School of Health Sciences with approval number 203/KEPPKSTIKSC/XII/2025. This study used questionnaire instruments, namely the Caring Dimensions Inventory (CDI), the Preceptor Role Questionnaire, and the Caring Behaviors Inventory (CBI-24). These are standardized questionnaires that have been tested and proven to be valid and reliable, the Caring Dimensions Inventory (CDI) demonstrated a Cronbach's alpha value of 0.86, while the Caring Behaviors Inventory (CBI-24) showed a Cronbach's alpha value of 0.91. This study aims to analyze the effectiveness of the preceptor's role in improving nurses' caring behavior toward patient satisfaction in the inpatient unit of Hospital X Ujung Batu. The study employed a quasi-experimental one-group pretest–posttest design conducted from November 2025 to March 2026. The subjects of this study were staff nurses and patients in the inpatient unit.

The pre-intervention stage was carried out on December 20–23, 2025, by selecting respondents in each ward and conducting an initial measurement (pretest) to assess nurses' caring behavior. The intervention stage involved training delivered by Ns. Umi Eliawati, S.Kep., MARS, FISQua, a certified expert in caring, on December 24, 2025, at the hall of Awal Bros Hospital Ujung Batu. The training lasted for one day (6 effective hours) and was divided into five sessions for the intervention group, followed by direct guidance from the preceptor to the nurses on January 5–10, 2026. The post-intervention stage included a reassessment of nurses' caring behavior (posttest) on January 10, 2026, evaluation of the preceptor's role on January 17, 2026, and measurement of patient satisfaction after the intervention conducted on January 15–25, 2026.

RESULT

The results of this study are presented in the following table.

Table 1

Description of the Characteristics of Staff Nurses (Nurses' Age, Education, Clinical Level) (n=40)

Variable	Staff Nurses	
	f	%
Age		
17 - 25 Years Old (Late Adolescence)	13	32.5
26 - 35 Years Old (Early Adulthood)	25	62.5
36 - 45 Years Old (Late Adulthood)	2	5.0
Education Level		
Diploma III in Nursing	14	35.0
Professional Nurse (Ners)	26	65.0
Clinical Nurse Level		
PK1	30	75.0
PK2	10	25.0

Table 1, the majority of staff nurses are in the age range of 26–35 years (early adulthood), totaling 25 people (62.5%). In terms of education level, most respondents have a professional nursing (Ners) education at 65.0%, and based on clinical nurse level, the respondents are predominantly PK1 clinical nurses at 75.0%.

Table 2.

Description of Patient Characteristics (Age, Gender, and Education) (n=246)

Variable	Patients	
	f	%
Age		
17 - 25 Years Old (Late Adolescence)	40	16.3
26 - 35 Years Old (Early Adulthood)	50	20.3
36 - 45 Years Old (Late Adulthood)	49	19.9
46 – 55 Years Old (Early Elderly)	107	43.5
Gender		
Male	122	49.6
Female	124	50.4
Education Level		
Basic (Elementary School)	64	26.0
Secondary (Junior High School/Senior High School)	135	54.9
Higher (Bachelor's Degree)	47	19.1

Table 2, the majority of patients by age are in the range of 46–55 years (early elderly), totaling 107 people (43.5%). Based on gender, the majority of patients are female, with 124 people (50.4%), although the difference is very slight compared to males, with 122 people (49.6%). In terms of education level, the majority of patients have a secondary education (junior high school/senior high school), totaling 135 people (54.9%).

Table 3. D

Description of Nurses' Caring Behavior Before and After Caring Training in the Inpatient Unit (n=40)

Caring Behavior	Pre Test		Post Test	
	f	%	f	%
Moderate	29	72.5	17	42.5
High	11	27.5	23	57.5

Based on Table 3 of the distribution of caring behavior, the majority of caring behavior increased from the high category of 27.5% in the pretest to 57.5% in the posttest after the intervention.

Table 4.

Description of the Preceptor Role After Being Given Caring Training in the Inpatient Unit (N=40)

Preceptor Role	Pasca Pelatihan (n=40)	
	f	%
Poor	17	42.5
Good	23	57.5

Based on Table 4, the majority of the preceptor role after the training falls into the good category at 57.5%.

Table 5.
 Description of Patient Satisfaction After Being Given Caring Training in the Inpatient Unit

Patient Satisfaction	Post-Training (n=246)	
	f	%
Satisfied	27	11.0
Very Satisfied	219	89.0

Table 5 of the patient satisfaction measurement results, the majority of patient satisfaction after the training falls into the very satisfied category, with a total of 219 people (89.0%).

Table 6.
 The Effect of Training on Nurses' Caring Behavior in the Inpatient Unit

Caring Behavior	n	Mean	SD	t	pvalue
Pre-post test	40	4,07	2,17	8,09	0,000

Based on Table 6 above, the results of the analysis show that there is an effect of training on nurses' caring behavior, with the mean compliance score after the intervention increasing by 4.07. The results of the statistical test yielded a p-value of 0.000 ($p < 0.05$), indicating that the training has a statistically significant effect. The t-value obtained was 8.09, which means that the provision of training increases caring behavior by 8.09 times compared to not being given, or contributes 80.9 percent to improving nurses' caring behavior. Thus, the intervention (caring training) provided is proven to have a significant effect on improving nurses' caring behavior.

DISCUSSION

The results of the analysis show that there is an effect of training on nurses' caring behavior. In line with research showing that training is effective in improving nurses' caring behavior in Indonesia (Bachtiar et al., 2023), other studies also show that a caring behaviours course also has a positive impact on nurses' caring behavior with a p value of 0.001 (Ayik & Arslan, 2024). Caring is the core of professional nursing practice because it places human relationships as the main foundation in providing care. According to Jean Watson in the Theory of Human Care, caring is a transpersonal process that emphasizes a therapeutic relationship between nurses and patients holistically, including physical, emotional, social, and spiritual aspects (Firmansyah et al., 2019). Therefore, improving caring behavior does not only depend on individual nurse abilities, but also on the system of guidance and training that supports the internalization of these humanistic values.

The ten carative factors proposed by Watson become the foundation in developing indicators of caring behavior that can be strengthened through structured training. Caring training aims to re-instill humanistic-altruistic values, increase nurses' sensitivity to patient needs, and strengthen the ability to build mutual trust relationships. In this context, the role of the preceptor becomes very important as a role model and facilitator of clinical learning who helps nurses integrate caring theory into real practice.

Preceptors not only function as technical supervisors, but also as agents of professional socialization who instill the values of empathy, therapeutic communication, and reflection of practice to nurses (Labrague et al., 2018). Through supervision, constructive feedback, and emotional support, preceptors can strengthen the application of caring principles in daily interactions with patients. Thus, caring training supported by an effective preceptor role has the potential to improve the quality of caring behavior sustainably.

The relationship of Watson's theory with this research can be seen in the effort to strengthen the ten caring factors through training and clinical mentoring. When preceptors are able to implement the principles of humanistic-altruistic values, helping-trust relationship, and teaching-learning, then nurses more easily internalize caring values in their practice. The improvement of caring behavior then has an impact on increasing patient satisfaction, because patients feel valued, heard, and treated as whole individuals (Pragholapati & Ismail, 2024).

In addition to Watson's theory, the concept of caring is also strengthened by the Theory of Caring from Kristen Swanson which emphasizes five main processes: knowing, being with, doing for, enabling, and maintaining belief (Alligood, 2018). The role of the preceptor in caring training can be linked to the processes of enabling and maintaining belief, where preceptors help nurses develop competence and maintain professional confidence in providing meaningful care. Thus, the combination of caring theory, structured training, and optimal preceptor roles becomes an important strategy in improving service quality, patient satisfaction, and the positive image of the nursing profession.

The researcher assumes that the improvement of nurses' caring behavior does not occur spontaneously, but is influenced by a structured learning process through caring training and strengthening the role of preceptors in clinical practice. Training based on the theories of Jean Watson and Kristen Swanson is believed to be able to improve the internalization of humanistic values, empathy, and therapeutic communication in nurses.

The researcher also assumes that preceptors who play an active role as role models, facilitators, and feedback providers will accelerate the process of integrating caring theory into real practice in inpatient wards. The combination of training and consistent clinical mentoring is expected to improve the quality of nurse–patient interactions. Thus, the researcher believes that strengthening caring behavior through training and optimizing the role of preceptors will have an impact on increasing patient satisfaction and trust in hospital services, while also strengthening the professional image of nursing.

CONCLUSION

In conclusion, caring training is effective in improving nurses' caring behavior. Hospitals are advised to strengthen aspects of nursing documentation, service time management, and the optimization of the preceptorship program. Low scores in documentation and patients' perceptions of feeling rushed indicate the need to evaluate workload, nurse–patient ratios, and to simplify documentation systems to make them more efficient. In addition, the preceptor program needs to be improved through a more structured mentoring system, consistent feedback, and periodic monitoring of the effectiveness of the guidance provided.

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