ABSTRACT

Caring in nursing education occurs when a lecturer uses the teaching moment as a chance to show his/her caring attitude. Practice of caring is impliedly communicated through way of teaching and the way the lecturer interacts with his/her students. Lecturer in nursing can deliver the authentic meaning of caring by treating the students like treating the patients because during their education period, the students also face the academic and psychological challenges. The purpose of this qualitative analytical study with descriptive phenomenological design and Colaizzi analysis method was to explore the caring characteristics of lecturer in nursing. The samples for this study were 12 lecturers who met the criteria were selected through purposive sampling technique. The data for this study were obtained through observation, filed notes and in-depth interviews. The result of this study showed that there were 7 thematic categories with 21 sub-themes describing the caring characteristics of lecturer in nursing at the private
Faculty of Nursing in the city of Medan. The theme of caring characteristics of lecturer with 8 sub-themes were to provide motivation, respect, professional proximity, availability of time, a systematic method of problem solving, empathy, commitment and sincerity. The theme of non-caring characteristics of lecturer with 2 sub-themes were verbal abuse (easily upset by negative student behavior, lack of respect, humble, treat students not in an adult way, using academic coercion), and emotional abuse. The theme of caring support with 1 sub-theme was role model. The theme of constraint of caring with 3 sub-themes were less students can put in a professional closeness with the lecturers, lecturers are very busy. The theme of benefits of caring with 4 sub-themes were to add a positive value for educational institutions, to increase respect for the lecturers, to reduce job stress because students liked the lecturers and to facilitate students in receiving material. The theme of the impact of non-caring with 3 sub-themes were inhibiting self-actualization, the students were afraid of the lecturers and students do not want to listen to what their lecturers said. The result of the observation showed that 73.6% of lecturers had a good caring behavior. The result of this study recommends that the lecturers be able to improve the caring characteristic and minimize the non-caring characteristics, and the nursing education administrator review the policies of the institution that can influence the caring of the lecturer either in teaching-learning process or education administration.

Keywords: characteristics caring, lecturer, nursing.