

ORIGINAL ARTICLE

Nursing Student's Responses in Fulfilling Their Spiritual Needs in Boarding School

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ABSTRACT

Introduction: Several studies have found that every patient needs spiritual care during hospitalisation. Fulfilment of spiritual needs must start with the nurse, as nurses play an important role in supporting and assisting the fulfilment of patients' spiritual needs. Learning spiritual care should start with nursing education; they should be able to describe their spiritual needs and describe any discomfort when dealing with the spiritual needs of their patients. **Materials and methods:** A qualitative survey was used to collect narratives of 46 nursing student living in a boarding school and has done clinical practice in a hospital on the topic of experiences in addressing spiritual care needs on patients. The data was analysed using thematic analysis. **Results:** The first theme in exploring self-awareness of living in a boarding school, The nursing students reported that their struggles with life were challenging and required their own awareness in addressing their spirituality. The second theme was the experience of caring for patients with spiritual needs. Nursing students also found that spiritual needs were most prevalent in older patients. Through their boarding school experience, they were able to develop ways of talking to patients about spirituality, which greatly influenced their lives and resulted in personal growth. **Conclusion:** Nursing students living in boarding school were positively impacted and better equipped to support patients to meet their spirituality needs. A santri value approach can be developed to support students' spiritual care skills.

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INTRODUCTION

Nursing Spirituality is now widely developed; spirituality is multidimensional and complex, which influences the way individual student nurses navigate their lives, including dealing with their illnesses (1). As they help patients and their families cope with the disease and its progression to death, nurses are vital in determining and attending to patients' spiritual needs. (2). Several studies have revealed that nurses are not fully prepared to meet the spiritual needs of nursing students. This poses a challenge for nursing study programs to include spiritual care in their curriculum(3). Spiritual care is one of the responsibilities of nurses when providing nursing care, but nurses have not fully considered this aspect of spiritual care.

Spiritual care competencies can also be achieved by providing training to nursing students through education(4). Several methods of spiritual training have been conducted by educational institutions that refer to global spiritual competence, but the results of the training are only valid in the institution and there is no standard in its implementation(5). This means that there is a need to find a suitable approach for nursing students to fulfill their spiritual competencies(3). There are barriers found in the implementation of spiritual care, i.e. lack of knowledge, skills or competence, training or education, time due to shortage of personnel, and lack of support from hospital management. As such, there is a need for standardised training in fulfilling the competencies of nursing students.

One of the factors that influence the implementation of spiritual care is the ability of students to identify their own spiritual needs (6). Spiritual needs are not only owned by patients but also by nursing students(7). Before providing spiritual nursing care to patients, nursing

students should fulfil their own spiritual needs. This includes nursing students who live in boarding schools. Some have experienced and learned in boarding schools before, and some have never lived in boarding schools(8).

Life in a boarding school teaches students how to worship God and to behave well with others(9). However, there is no research that says nursing students who live in boarding schools have the ability to fulfill their own spiritual needs(10). In Indonesia, the handling of spiritual needs has not been widely discussed in formal forums and is still individual(7); more discussion has been directed towards the selection of alternative medicine (11). For this reason, data is needed on student perceptions about the experience of student nurses in fulfilling their spiritual needs.

MATERIALS AND METHODS

This study used a qualitative survey of 46 nursing students at Hafshawaty Zainul Hasan University in Indonesia. A survey approach was used to elicit narratives and provide anonymity (12)(13). Two primary questions made up the survey. To kick things off, we wanted to know how the nursing students' spiritual journey began when they first stepped foot on campus. In answer to the second question, we sought the nursing students' thoughts on spiritual care. The replies were compiled into a Word document and then subjected to a three-stage thematic analysis, following the procedure outlined.(14). Using this analytical procedure, it was possible to consider phrases and sentences individually. The survey was conducted according to the nine main values and satlogies of the Santri(15). The survey was designed to be anonymous, and participants were made aware that their responses may be used in this research. This research was conducted based on the recommendation of UNHASA ethical clearance number 025/KEPK-UNHASA/IV/2024.

RESULTS

The analysis resulted in two primary themes : 'Exploring the self-awareness of living in a boarding school' and 'Experiences of providing care for patients with spiritual needs', which are presented below (Tabel I and Table II).

Table I: Thematic analysis by Tuckett (2005).

Step 1	Read the text thoroughly and annotate in the margins	a. Each transcript was read in detail, b. Annotations are included to highlight relevant passages.
Step 2	Coding the text, writing first results and theories	a. Each transcript was reread, b. Codes are added based on the annotations in step 1, c. First results are written based on the codes.
Step 3	Developing themes	a. Results reconsidered, transcripts revisited, codes adjusted, b. Themes are developed based on these insights and the results from step 2, c. The results can be finalised

Table II: Overview of demographic survey information.

Total responses	46 nursing students
Participants	Female : 41 (90.1%) Men : 5 (10.9%)
Age in years	22 – 23 years
Aspiring to become a nurse	Yes : 40 (86.5%) No : 6 (13.5%)
Level	Professional program
Having previous boarding school experiences	Yes 8 (17.4%) No 38 (82.6%)

Exploring self-awareness while living in a boarding school

In this theme, nursing students' perspectives on spirituality experiences are summarized in four subthemes: the use of spirituality/religion and rituals, the struggle to adapt to living in a boarding school, the search for the meaning of life, and self-acceptance.

1. The nursing student's use of the spiritual as a ritual turned to the spiritual because of the meaning gained. In one of the stories, a nursing student R3 stated, 'We talked about what was important in her life. She said it was her faith in God and family support.' The nursing student expressed trust and faith in God or a higher power, stating that God would guide her. Spiritual beliefs give nursing students a positive outlook and lead them to expect better outcomes. Some nursing students explained that good results come from God's power and His care for an individual. Nursing student R10 reported: 'God has planned the best life for His servant.' For example, 'the nursing student accepted and started adapting to life at the boarding school. Putting her life in God's hands.' For these nursing students, spiritual or

religious beliefs, including activities related to the beliefs that form the basis of the nine main values of Santri, are a source of support that provides greater strength to face the challenges of being a nurse. They recounted that prior to entering the boarding school, praying had not been an obligation; they were still late and sometimes only prayed 2–3 times a day. They believe that the habit of praying in the boarding school will have a positive effect on them. They believe that there is no power in this world without the will of Allah SWT.

2. Striving to live in a boarding school.

At the beginning of entering the boarding school, nursing students felt unable to adapt because of the scheduled and structured activities of the boarding school. They felt that they were sleep-deprived and uncomfortable with the rules of the boarding school, which they perceived as confining their thinking. There was a feeling of confinement because they could not do things they enjoyed, such as hanging out at cafes, going for evening walks, and going on dates. One story illustrates the desperation and sadness of a student nurse R28 : 'She [the nursing student] felt lonely and excluded from her family'. There were feelings of hopelessness and uncertainty, fear, loneliness, and worry about the difficulties of life in the boarding school. Many nursing students cried, and there was a desire to run away. It is a challenge for nursing students to accept their destiny. After 3–4 months of living in the boarding school, they realized that spirituality or religion gave them a reason to keep trying to get through life in a better way.

3. Finding meaning

Many nursing students ask the 'why question': 'Why was I sent by God to live in a boarding school?' Student nurses try to understand the reasons for living in a boarding school in order to understand religion, experience group life, and learn to express themselves. Some nursing students R20 stated that they were 'more mature and able to take care of their own needs and adapt to life with their peers.' They want to succeed as nurses who have excellence in religious knowledge. Finding a purpose in life, such as living in a boarding school, is important. There are nursing students who think that many other colleges will accept them if they transfer, which is then used as an excuse to not adhere to the schedule of activities in the boarding school. Other nursing students prioritized their parents and a better future.

If they break the rules, parents will be saddened that they feel sorry for their parents, so they try to adapt well. Nursing students in the boarding schools and on campus may have opportunities to work on group projects or play sports together. Sometimes, nursing students meet together with other students and have deep discussions about things they've been through. Giving back to the community or volunteering for a good cause is a priority for many nursing students. The 'winding path'

to enlightenment was a theme in many tales. As far as one nursing student was concerned, she had met all of her relatives' expectations. A different nursing student had religious conversations with practicing nurses. That God had a special purpose for her and her destiny was a deeply held belief among some of her classmates.

4. Nursing Students' Self-Acceptance

As a whole, the nursing students did their best to accommodate both the school's many extracurriculars and the preferences of their loved ones back home. Ultimately, the narrative portrayed nursing students as embracing their fate. It will happen if Allah wills it to happen, according to one of the legends. Some nursing students were able to accept their fate in part because of their spirituality. It provided hope to continue their education by living in a boarding school, while the prayers of parents and family supported them. Families also relied on spirituality in accepting separation and preparing for difficult times in the nursing students' future. For many of the students in this study, it was important to keep their hearts at peace. They worked hard to make peace with their egos. Nursing students who managed to gain peace were able to adapt more quickly to studying at the boarding school and at the nursing school. They were ready to change their life goals from focusing on general knowledge to learning religious knowledge. The following model summarizes the findings related to student nurses (Figure 1).

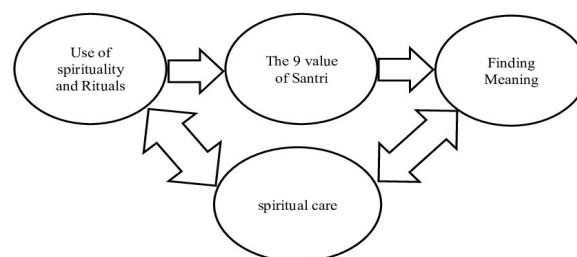


Figure 1 : 9 value of SANTRI and spiritual care competency by student nursing.

Experiences of caring for a patient with spiritual needs

In this theme, nursing student expressed the challenges of addressing patient spirituality and religionin and Provide spiritual care need.

1.Challenges in addressing patient spirituality

Nursing students acknowledged that it is difficult to discuss religious and spiritual issues with patients, especially at a young age. In one story, a nurse R32 stated, 'The average young patient is not interested in spiritual care; spirituality is never asked,' and some nurses stated that neither religion nor spirituality is considered an important issue when they are sick because they cannot perform ablutions, so their prayers are not valid. Nursing students often use the patient's religion as a starting point. It was clear that the nursing student was very spiritual, according to one patient. She read me a

number of poems. When a nursing student comes clean about her religious affiliation, it gives the nurse a clue as to whether or not she has accepted her fate and is content with her life. A few nurses R04, R40, R12 said that they were hesitant to provide spiritual care because they were uncomfortable talking about religion or spirituality. 'We failed to adequately address the spiritual needs of patients throughout our time practicing at the hospital.' Any discussion about religion or spirituality may be considered a "private matter" by some nurses. Some other nursing students have mentioned that it might be challenging to find qualified individuals who can attend to patients' spiritual or religious requirements, such as ustadz, kiai, or gus. "So far, nurses in hospitals provide spiritual services by ordering prayers, wirid, and reading what they believe in." This remark exemplifies how the shortcomings of the different groups or institutions have been recognized as obstacles.

2. Provide spiritual care need

As far as possible, nursing students made an effort to accommodate patients' religious and spiritual practices. Patients should be treated with dignity and respect regardless of how you choose to handle their unique circumstances. There have been reports of various types of spiritual care. Spiritual care techniques may vary from students of nursing actively participating with patients and their families in prayer and scripture reading to the very unusual practice of bringing in professionals from patients' or families' religious or faith groups to lead spiritual care. The patients expressed their admiration for the nursing students' faith in various ways, some more overt than others. The majority of the elderly patients were in favor of nursing students providing care based on their religious beliefs. Nursing students would do well to engage patients in conversations about and practice religion-based practices. As a means of persuasion, nurses will sometimes appeal to the spiritual and religious beliefs and practices of their nursing students. It was her unwavering faith that had propelled her to this point, so I emphasized to her the need of keeping it. As a result of patients' requests, many nursing students say they pray with patients.

DISCUSSION

Nursing students use the religious knowledge in the boarding school to be able to adapt to society(16). In one of the narratives, a nursing student observed a change in worship rituals(9). The nursing student has expressed her desire that the habit of worship in the boarding school will still be carried out, not only as a ritual of worship but also as an effort to strengthen faith and taqwa to Allah(15). Under the theme of 'Trying to understand the situation', nursing students reported that they perform spiritual worship rituals such as dhikr, wirid, reading the Qur'an, etc., as resources when helping patients(7). For other students, practicing the nine main values of the Santri facilitated the search for meaning(8)(15).

For the researchers, it appeared that the nursing students aimed to accept life at the boarding school and its impact on life(17). The nursing students used the terms 'spirituality and religion' or 'faith' interchangeably(2). The researchers described the nursing students' difficulties in finding meaning and peace as part of the spiritual care they were trying to provide(10). It is important for the nursing students to listen, engage, and respond to the spiritual needs of patients. In one report, the nursing student reported that 'The nursing students finally told me [the researcher] that they want to graduate nursing with honors, so that they can make their parents happy and be able to take care of patients with the knowledge gained at the boarding school'(18). The nursing students' sense of peace was clearly visible. Some of them mentioned serenity when they described their acceptance of the adaptation of living in a boarding school. They believed there was something blessed about their future lives(8). (Figure 2)

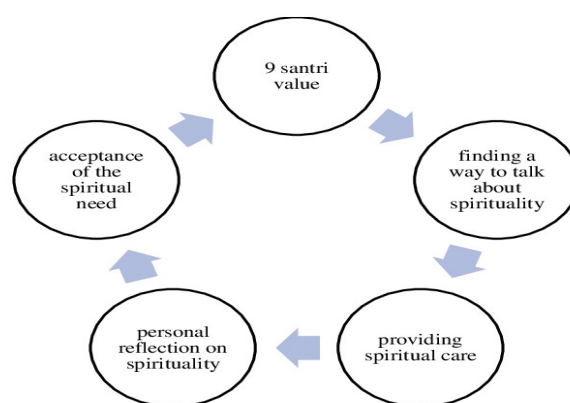


Figure 2 : Nursing student responses to patient spirituality

There was one story where a nursing student stated that she 'felt fulfilled having helped a patient fulfill their spiritual needs'. In other cases, nursing students pointed out patients' avoidance of spiritual or religious issues that were deemed not feasible in a hospital setting(9). In this situation, the nursing students would suggest this practice. After some time of listening and dialogue, nursing student pray with patient (19). and it is important for nursing students to understand what is being recited in the prayer taught at the boarding school(15).

CONCLUSION

Addressing spiritual care among student nurses is still a sensitive issue. This happens despite the fact that nursing students seem to request this kind of care. A strategy to enhance nursing students' observance and capacity to provide religious or spiritual care would be to listen attentively to their feedback. Furthermore, the poll results show that student nurses benefit from learning about religion and spirituality. Results from this study show that spiritual care is defined by nursing students as including both religious and non-religious approaches, including alternative medicine, palliative

care, and spiritual activities.

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