Integration in nursing curriculum for building Islamic nurses' character in Indonesia: a descriptive qualitative approach

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Abstract

The integration of a curriculum that combines Islam and science has become a necessity and a demand in higher education, including nursing study programs in Indonesia. This study aimed to explore the perceptions of nursing school heads, lecturers, and students regarding the integration of character-building Islamic values into nursing education. The research design was a qualitative descriptive approach. The sample collected using a purposive sampling technique, focusing on lecturers and students involved in integration, resulting in a total of twenty-six participants. Data was collected by conducting online interviews, posing questions to individuals from five Islamic higher education nursing schools, including nursing school principals and lecturers. The research reveals six key themes: perception of the integration of Islam and science, its application, the sources of power in the integration, the barriers faced, the evaluation process, and potential solutions for achieving successful integration. It is essential to consistently monitor and evaluate the integration process through a comprehensive review of the curriculum, including semester learning plans at the beginning, during, and at the end of the study, in the form of outputs and outcomes. Furthermore, it is crucial to optimize collaboration between nursing lecturers and Islamic expert lecturers.

Introduction

Indonesia is a country that has a majority Muslim population which was 220 million residents in 2018 when the total population of Indonesia was 265 million.[1,2] This fact means that Indonesia possesses a substantial pool of human resources, particularly in the field of health. This potential can be leveraged to develop a halal-based industry, allowing Indonesia to compete effectively in the global halal market. However, achieving this goal is not without its challenges, there are several obstacles that must be faced by Indonesia.[3,4] The challenges of the halal industry are important for Indonesia with advantages in Islamic human resources including sharia hospitals to become a halal lifestyle in the world including halal pharmacies, halal nutrition, and health workers including nurses.[3,5–7] As of December 2016, nurses constituted the largest portion of the healthcare workforce in Indonesia, accounting for 29.66% of all health workers.[4] One of the health challenges in Indonesia is palliative care where in 2015 Indonesia was ranked 53rd (33.6% achievement) out of 80 countries that made palliative care efforts.[3,8] Nurses must involve the patient's awareness, faith and belief (spiritual) in providing palliative care to the patient.[9–11]

Islam has guided providing patients with comprehensive, bio, psycho, sociocultural, and spiritual care. Islam is created as the universe's and nature's grace, service care nursing. Nurses must

tackle patient problems from an interpersonal, faith-based, well-informed, and charitable perspective. This thing demand nurse have Islamic spiritual competence, and interpersonal, and intellectual ability to preach *Amar ma'ruf nahi munkar* (Enjoin what is known [to be good] and forbid what is rejected [or evil]).[8] One factor that shapes Islamic caring for students nursing based on studies qualitative is continuous application when students are studying nursing academic.[9,10] Previous study also added the character of Islam and the environment such as education as factors in Islamic caring shaper student nursing.[12,13]

This is becoming a challenge for education in Indonesia in particular institutions of education Islamic nursing for build profile nurses with Islamic values. Islam is a grace for the natural makes Islamic nursing values universally acceptable, allowing it to provide services for more than just Islam in Indonesia. Islamic nursing develops its character by imbuing students with the values of Islam through education. Nursing integration that integrates Islam and nursing is still not yet many do. Curriculum becomes important as guidelines are based on shaping the character of Islamic nursing through the educational process. Integration of Islam and nursing based on planting Islamic values in monotheism and sharia as well as morals.[14,15] Curriculum-based integration must undergo significant conceptual and practical transformation. Teachers have a significant role in creating designs each semester, teaching the learning process, and producing learning outcomes that demonstrate integration.[16] There is a positive and significant relationship between learning models integration knowledge and the formation of the Islamic character of students in college with high levels of Islam in Indonesia and Malaysia.[17] Students in the student center engaged in learning in the curriculum process to see how far is the application curriculum.[18] Every institution of education in Islamic nursing must use a vision and mission based on Islam in the learning process. Researchers as lecturers at Islamic universities in Indonesia also apply the integration of Islam and nursing as the vision mission of universities, faculties, and study programs since the curriculum was based on Indonesian National Framework and The Association Indonesian Ners Education center (AINEC) in 2017 with the integration of Islam and nursing. But then, it revises into the curriculum integration of Islam and nursing year 2021.

Data regarding the not optimal output of students in the integrated curriculum, including clinical students at Syarif Hidayatullah State Islamic University Jakarta and Alaudin Makasar State Islamic University, performed Islamic nursing care well at 52%.[19] This is also a gap according to early research stated that there is no difference in perceptions of spiritual care for general nursing students based on the Islamic religion.[20] Literature on spiritual care is also unclear in the application of nursing care, especially education.[21] Evaluation of clinical learning in the form of input from the hospital during curriculum workshops at Islamic Nursing University found data that students were not confident and had not optimally performed spiritual care for patients. Given that the school has provided various courses on Islam and integrated them into the nursing curriculum as well as the output profile of

graduates, this is a gap in the program's curriculum. It is problematic for researchers to use this title for their research. The purpose of this study was exploring the perceptions of nursing school leaders, lecturers, students in implementing the integration of Islam and nursing in forming the character of Islamic nurses.

Materials and Methods

The research used qualitative design. Qualitative research was descriptive data in the form of words written or verbal and behavioral in detail based on real conditions.[22] Research time started from the preparation of proposals until the preparation of publications conducted in January-August 2022. Studies were conducted in nursing programs at various Islamic universities in Indonesia. A total of 26 samples were collected using a technical non-random sampling technique with purposive sampling. The participants were 8 the head of the nursing schools, 8 lecturers and 10 nursing students. Informant criteria such as the lecturer who focuses on integrating Islam and nursing (exposed to Islamic integration), undergraduate students who are in semester 6, and student nurses whose undergraduate thesis are about integrating Islam or providing spiritual Islamic care. Collecting data using online interviews by asking 10-11 questions with online interviews.

Participants were free to participate in time data collection and offer informed consent. Ethical clearance done with the number was Un.01/F.10/KP.01.1/KE.SP/08.08.011/2022. Stages of qualitative data analysis were do a transcript from guidelines interview: analyze statements important in accordance with topics research; classify to in theme or units of meaning based on what happened participant and description researcher based on experience, reflection self, opinion, feelings, and hopes; then combine meaning in group theme.[23,24] The credibility of data on research this use method was triangulation source.

Results

Table 1 describes the characteristics of the informants consisting of head nursing school, lecturers, and nursing students at several Islamic-based universities in Indonesia. Analysis results get six themes including perception, application, source power, barriers, evaluation, and solutions in integration. Key themes and sub-themes are presented in Table 2.

Theme 1: perception of integration islam and science

Participants a total of 26 originating from the five institutions that have base Islam state that integration of Islam and science in knowledge nursing of course required. Participants in the study have different views on the integration of Islam and science in nursing among them.

Table 1. Informant demography data.

No.	Informants	Information
1	Head of Nursing School	There were 5 women and 3 men with an age range of 35-50 years, with master's and doctoral degrees in nursing
2	Lecturers	There were 5 women and 3 men with an age range of 30-45 years, with master's degrees in nursing
3	Nursing Student	There were 8 women and 2 men with an age range of 23-25 years, who are still studying nursing at the academic and clinical stages

Learning quality

Integration of Islam and science in knowledge nursing was already found in the curriculum education nursing from quality learning education integrated and involved values Islam.

"According to me, integration Islam important applied in knowledge nursing so that nurse operate his job in accordance with rule Islam" P22

Scientific fundamentals

Importance score Islam in the learning process was considered as a base knowledge that can sustainable with the care process nursing to patient:

"Islamic integration is needed to equip students not only To do care nursing based on knowledge nursing just but how to include religion (Islam) in the nursing process" P6

Identity institution

The application of Islam in institutions was also related to characteristics possessed by the institution.

"Must be implemented integration science and Islamic, as marker university based Islam, and implemented field" P1

Holistic approach

Care nursing needed an approach of thorough (holistic) good fulfillment of biological, psychological, social, and spiritual in gift care nursing.

"... Integrating among Islam and nursing means fulfill patient's spiritual needs as well as undergo all aspects and actions in nursing based on Islamic …" P19

Theme 2: application to integration of islam and science

Period application

Every institution started to apply the integration of Islam and science in nursing at different times from the beginning standing, 3-6 years.

"6 years" P2

"More from 3 years" P8

"Maybe already implemented since beginning to stand" P4

Learning program

Integration of Islam and science in knowledge nursing created by a teacher in the learning process with material and practicum delivered in lectures.

"...Material lectures and learning use related verses and hadiths with each topic" P13

"Adding the lectures and practicum within in each college" P1

Planning

Application integration Islam needed preparation for learning delivered with good and looks already planned carefully.

"According to me, institutions and lecturers are already excellent in terms of studying and there is supposed to be more explanation about Islam from the perspective of the college. The institution should bring a lecturer who has science in the field of Islamic…" P19

"It is necessary to continue moving through research, development, and curricular integration with Islamic" P2

"It was only a trial because we are unsure of its accuracy as of yet with the emphasis on affective, cognitive, and behavioral/psychomotor elements," P10

Participant readiness

Participants in education must first complete the essential prework completed in accordance with Islam. Before the study start, participants were required to educate themselves and prepare themselves by independently finding relevant information or practicing Islam.

Table 2. Themes of research results.

No.	Themes	Subthemes
1	Perception of integration	1. Quality of learning 2. Scientific fundamentals 3. Identity institution 4. Approach holistic
2	Application in integration	1. Period application 2. Learning program 3. Readiness planning 4. Readiness participant (students)
3	Source power in integration	1. Participation mentor 2. Participation institution
4	Barriers in integration	1. Information factors 2. Teacher factors 3. Students factors 4. Course factors
5	Evaluation in integration	1. Assessment participant (students) 2. Review of learning process 3. Students feedback
6	Solutions in integration	1. Improving lecturers competencies for integration 2. Improve student quality learning 3. Multiply source learning

"... for the lecturer, they expected for give design learning maximum one day before lectures, so that students get the picture and get prepare by their selves to explore more theory from other references" P18

Theme 3: source power in integration islam and science

Application integration of Islam and science no could be done without existence cooperation from various parties in the field of education. Implemented learning needs existence Support from the teacher, resource information, and support from the institution for the learning process.

Participation supervisor (lecturer)

Implementing the fusion of Islam and science in nursing knowledge is not free from the need for lecture assistance during the teaching process.

"Cooperate in the process of teaching/mentoring" P12

The involvement of the lecturer in this life-filled activity is crucial to the formation of learning. The teacher's involvement in research, discussion-related learning, and socialization is done through numerous chances.

"Holding a drafting workshop, curriculum, integration workshop Islamic together" P2

"It is necessary to conduct scientific discussions with Islamic experts (seminars, workshops, FGDs, etc.)…" P3

"Come along becomes a key person at plenary or DK facility, OSCE examiner" P9

Participation institution

Participation institution becomes a great support big in the implementation of the learning process. Institutions could give support related with facilitate teachers so that could increase the competence of teachers in facilitating training well in terms of funds, regulations, and facilities.

"Institution support with existence chess dharma (education, research, and service society), then the university also included AIK as an achievement of IKS study program" P4

"In form policy and determination of curriculum decrees. integration, and support for workshops and seminars" P1

Theme 4: obstacles in the integration of islam and science

Source factor information

Islam and science must be integrated, and source-supportive knowledge must be used as guidelines or a source of reference. Teachers, however, experience difficulty due to the little source information that is currently available.

"... Islam is still not widely used in nursing, especially according to research done in Indonesia…" P15

"When faced with a duty-related occasion, the individual must hunt for a reliable source and read sources that are directly relevant to nursing and Islam" P19

Lecturer factor

The competence of the teacher has an impact on the learning process in a study. Few lecturers have yet to incorporate Islam into theory lectures and knowledge nursing.

"The problem is expertise from the lecturer who can link (verses and hadiths) in every theme lectures and other lessons" P13

"Muslim worked as a clinical lab nurse at the hospital in Makassar. Most large nurses do not understand nursing Islam, which is one of the issues caused by our pupils' lack of access to accompanying moments. Nursing-based Islam should be implemented at the hospital." P20

Participant factor

Participants in the initial learning process have an impact on learning. For educated participants, the application integration of Islam and science in nursing is still difficult to understand.

"I still not enough qualified in Islamic knowledge…" P25

Teaching factor

Islam and science integration could not be implemented across all educational curricula.

"Because there several courses that have not been integrated with Islamic" P6

Theme 5: evaluation in islamic integration and science

Participant evaluation

Evaluation concerning implementation is required for the application of learning programs. Some activities might be conducted in the implementation assessment process up until outside participants produced an effective education in terms of affective, cognitive, or psychomotor skills.

"Adjusting to the KBM that is being carried out. For example with the MCQ evaluation which contains questions related to Islam and blocks themes, evaluation in soft skills during practical exams (example: Islamic adab, praying, and greetings)" P13

"So far, it has not been measured systematically, for example: making it in the form of exam questions, assessing practicum. while other aspects have not" P10

Study program review

Making learning programs has a curriculum in which there are lesson plans, assignments, to the final assessment of students. The continuity between Islamic integration in learning is reflected in the lesson plan. This can be seen as a form of evaluation related to the implementation of learning in accordance with the plans that have been made and the final results to be achieved.

"Evaluated in the learning process" P6

"Learning preparation meetings and workshops, to see the extent of Islamic and scientific implementation" P4

Students' feedback

The implementation of the integration of Islam and science in nursing received positive feedback from the student. Students feel

that they have gained broader insights regarding Islamic principles that can be applied in nursing and are interested in the learning process.

"Very good, student enthusiastic and more interested in the themes of knowledge and Islam" P13

"Gain a broader learning experience and new competencies through several learning activities based on Islamic and scientific nursing " P24

Theme 6: solutions in the integration of Islam and science

Increase the competency of educators

Several things can be done to continue to solve the problems that exist in the application of the integration of Islam and science in nursing. Activities that can be carried out are by participating in workshops, working with Islamic religious education teachers, and increasing qualified knowledge in delivering theoretical lectures.

"For abilities that must be possessed 1. Basic knowledge obtained in education that has been pursued 2. Experience in Islamic organizations that have been attended 3. Field practice regarding experience in applying theory" P25

"Invite lecturers for the subject to take part in workshops related to Islamic integration in both RPS and module workshops " P11

Increase the quality of students

Quality student reflects success in learning. There are barriers consisting of internal and external factors that influence the experience of the study process among students.

"Changing outlook on life, Changing laziness to be active, keep the spirit in seeking knowledge " P24

"The shape of the character can set a good example that reflects religious ethics. Teach how to be polite, and moral, an Islamic nurse in providing nursing services to patients. " P15

"Providing assistance, habituation and strengthening Islamic understanding and behavior to students during the Nursing profession, namely a hermitage so that each student can realize the character and competence of Islamic Nurses " P14

Various sources of learning

Achievements in establishing a nursing program require support from various sources. The integration of Islam and science in the field of nursing still lacks the required information. This causes the need for increasing sources of information to support achievement outside of learning.

"Doing a workshop with inviting an expert in Islam which lecturer of Al Islam" P14

"Looking for MA references related to the Qur'an, book, and al-hadith - Conducting research - assigning students to conduct literature studies from various studies related to Islam and nursing as well as carry out a synthesis analysis of the literature obtained " P15.

Discussion

The first theme that we found is perception in integration. The most important goal of the integrated curriculum is to produce alumni who have personality and capable of showing the figure of the *'ulama'* (or judge) in wider understanding, like represented by prominent Muslim scientists in Islamic history. The curriculum character is comprehensive, competitive, flexible, and adaptive in adapting progress knowledge and technology that demonstrates the integration with principles of prosecution knowledge in Islam.[25–27] Islamic universities have the responsibility to produce individuals who are not only highly knowledgeable but also possess noble character, guided by virtuous values. These individuals are called upon to work diligently for their own betterment and the greater good of humanity at large.[28,29] The Competency-Based Curriculum (KBK) and the Indonesian National Qualifications Framework (KKNI) encompass three key aspects: formulating graduate learning outcomes, designing courses, and preparing relevant documentation.[29] Given that nursing is an applied field, and nursing graduates are expected to adapt dynamically to diverse environments, the curriculum must remain flexible and responsive to the evolving needs of society.[30] The characteristics of Islamic nurses, as revealed in the research findings, align with those from previous studies. These include the development of student personalities with the Ulul Albab character, which comprises traits of individual and social piety cultivated through reflection and devotion.[17] The character of Islamic nurses integrates monotheism and good morals, enabling students to apply these principles in their provision of Islamic nursing services.[31]

The second theme that researcher found is application in integration. Nursing students exhibit a range of Islamic values, including piety, sincerity, hospitality, kindness, responsibility, gratitude, adherence to halal food, and observance of tayyib principles, which are instilled across several courses.[32] A prior study established that nursing students at Yogyakarta University identify as Muslim nurses, adhering to Islamic law, internalizing Islamic values, delivering Islamic nursing care, and adhering to nursing regulations as Muslim nurses.[33] Another study suggests that Islamic-based nursing education and curricula offer a solution to health-related challenges among Muslim populations.[14] This approach is rooted in the Islamic paradigm and integrates principles of safety, professional ethics, and effective communication. The characteristics of Islamic nurses are faith, integrity, innovation, professionalism, sincerity, educative, communication, and capability according to *amar ma'ruf nahi munkar*.[34] The foundation for educational success lies in a curriculum comprising objectives, outcomes, standards, philosophy, and subject content that students will engage with. A high-quality curriculum plays a pivotal role in shaping both the present and future of the healthcare system.[35] Enhancing the quality of State Islamic Religious Colleges (PTKIN) is contingent upon the implementation of the IQF-based curriculum, influenced by three primary factors: the availability of educational resources, encompassing the quality of teaching staff, financial resources, and learning facilities; the quality of the teaching and learning process, which fosters effective student learning; and the quality of the educational outcomes, encompassing knowledge, skills, and attitudes.[36]

The third theme is source power in integration. Lecturers play an important role in the preparation of lesson plans. Lecturers are at the forefront of knowledge integration, and lecturers must be able to become pioneers of knowledge integration. As pioneers of knowledge integration, lecturers at least have a complete concept

of knowledge integration. In addition, lecturers also have qualified abilities to carry out the integration. Lecturers with non-religious fields of knowledge can obtain Islamic knowledge through formal and non-formal channels (training). Lecturers can also use team teaching by involving Islamic lecturers in the form of teaching discussions, research, and community service.[25] Making textbooks with a scientific integration approach is one of the main supporting forces in socializing the running of the knowledge integration program. Textbooks can be in the form of integration in the order of epistemology, philosophy of science as well as integrative learning topics that combine the approaches of two studies between religion and non-religion. Each tertiary institution usually has books on epistemology that serve as the basis and guidelines for developing the integration of science, but at the lecturer level, there are not many books on the integration of science according to the fields of science being taught. Students will gain insight and easily integrate knowledge if they have a reference book containing the integration of knowledge by their lecturers.[25]

The fourth theme is barriers in integration. There is a need to establish a core courses designed with a philosophical framework to provide basic knowledge about the traditions and treasures of Islamic science. In this context, several courses can be determined that can be used as core courses that have clear and stable epistemological and ontological foundations. As an example, courses can be offered: "Introduction to Islamic History," "History of Science and Civilization in Islam," and "Epistemology and Classification of Science in Islam".[25] This is in accordance with the inclusion of Islamic nursing courses in nursing study programs. Islamic nursing care is included in all parts of nursing competence such as Islamic nursing care in medical-surgical nursing and community nursing. The forms of the contribution made by the science integration learning model with student Islamic character included in the learning model is still limited to the cognitive domain and has not touched other domains, namely the affective and psychomotor domains[17]. Moreover, in this study also educators or lecturers still do it only by presenting *naqli* arguments without any research or experiments that can strengthen these arguments.

The fifth theme is evaluation in integration. The Ministry of Religion (2019) formulated the integration of knowledge as "the unification of Islamic religious knowledge with other sciences, so that these sciences do not contradict each other and are dichotomous".[37] This formulation formally became the official formulation of UIN Syarif Hidayatullah Jakarta as stated in Rector's Decree 864 of 2017 concerning Guidelines for Knowledge Integration. The possibility of integrating Islamic sciences with other sciences in the philosophical, substantive, applicative, or implementation domains is also the possibility of integration of both in the realm of research and researchers, as well as in the process of reconstruction of the core sciences and supporting sciences. This was welcomed by the formulation of guidelines for the integration of Islam and Health Sciences, Faculty of Health Sciences UIN Jakarta in 2022. Evaluation in the integration of Islam and science in reviewing learning programs/Semester Learning Plans (RPS), student feedback is an important part and a challenge for the Islamic and nursing integration curriculum. Even though the curriculum and lesson plans have been prepared, monitoring and evaluation of processes and results are needed. The results are not only outputs but outcomes that become input for reviewing the lesson plans in the following semester. The researcher assumes that if this is done in a structured and consistent manner, then the graduates with the character of Islamic nurses will be achieved.

The curriculum is the basis for the integration of Islam and nursing (Theme 6). The need for stabilization and monitoring of input processes (lecturers, education staff, students, facilities, and infrastructure), processes with learning methods, outputs, and outcomes in the teaching and learning process both at the nursing undergraduate stage and as the Ners. It is necessary to formulate graduate achievements in the cognitive, affective, and psychomotor domains in each subject which is of course different at the undergraduate and Ners stages. Preparation of RPS with collaboration between Islamic and nursing lecturers which discusses in more detail learning methods, learning outcomes, and evaluation of outcomes which provide input in the process of reviewing and developing RPS so that the integrated curriculum is even better and the quality of graduates who has the character of an Islamic nurse is achieved.

Conclusions

Islamic-based nursing education institutions should establish mechanisms to monitor and evaluate the integration of Islamic principles and nursing in their Bachelor of Nursing and Clinical Nursing School programs. The six themes are perceptions of the integration, the implementation of the integration, learning programs, the strength of the resources, the constraints of the integration, and evaluation of the integration of Islam and science. The findings of this study indicate the need for monitoring each subject through the Semester Learning Plan (RPS) at the beginning of lectures, during (process/method), and at the end of learning in the form of outputs and outcomes.

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