



# Mohammad Natsir's Exemplary Values and Professional Practice among Nursing Students

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## Abstract

Understanding the factors influencing professional practice among nursing students remains an important issue in nursing education. This study aimed to examine the influence of discipline, responsibility, motivation, communication, and spirituality on professional practice among nursing students. A quantitative cross-sectional design was employed involving 56 respondents selected through a total sampling technique. Data were collected using a structured five-point Likert-scale questionnaire and analyzed using multiple linear regression with SPSS software. The descriptive findings indicated that all variables were categorized as good to very good. Spirituality demonstrated the highest mean score ( $M = 4.45$ ), while communication showed the lowest mean score ( $M = 4.10$ ). Most respondents were classified in the good (60.7%) and very good (32.1%) categories. However, inferential analysis revealed that discipline, responsibility, motivation, communication, and spirituality did not simultaneously have a significant effect on professional practice ( $F = 1.20$ ;  $p = 0.32$ ). Partially, none of the independent variables showed a statistically significant effect ( $p > 0.05$ ), although motivation demonstrated a tendency toward significance ( $p = 0.07$ ) with a negative relationship direction. Furthermore, the coefficient of determination ( $R^2 = 0.10$ ) indicated that the proposed model explained only 10% of the variance in professional practice. The findings suggest that professional practice among nursing students may be influenced by more complex contextual and environmental factors beyond the variables examined in this study. Future studies are recommended to incorporate additional variables and broader analytical approaches to obtain a more comprehensive understanding of professional practice in nursing education.

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## INTRODUCTION

The quality of healthcare services is strongly influenced by the competence, discipline, and professional motivation of nurses in clinical practice. As frontline healthcare providers, nurses are required not only to master clinical skills but also to demonstrate responsibility, communication skills, integrity, and professionalism in delivering patient care (Daud et al., 2023; Tanjung et al., 2023). Therefore, nursing education institutions play an important role in preparing students to develop both

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technical competencies and professional character as essential foundations for quality healthcare services.

Discipline is considered one of the fundamental aspects of the nursing profession. In clinical settings, discipline is closely associated with punctuality, compliance with standard operating procedures (SOPs), accurate documentation, and adherence to patient safety principles (Karagiannis et al., 2025). A lack of discipline may lead to medical errors, decreased service quality, and risks to patient safety (Luthfia & Alkhajar, 2019; Menawati & Hendra, 2019). Consequently, fostering discipline among nursing students has become an important concern in nursing education, particularly during professional clinical practice.

However, various studies have shown that nursing students often experience fluctuations in motivation and discipline during clinical practice due to academic pressure, workload, complex patient conditions, and adaptation to professional environments. Several common issues include lateness, delays in completing clinical reports, inconsistent adherence to schedules, and reduced confidence in performing clinical procedures (Joseph & Gaba, 2020; Puranam, 2018). These challenges indicate that strengthening discipline requires not only formal regulations but also effective character-building approaches capable of encouraging students' intrinsic motivation and professional responsibility.

One approach that has received increasing attention in character education is exemplary-based learning, in which students internalize values through role models who demonstrate integrity, responsibility, and commitment in real life (Tohet & Nuraini, 2026). In the Indonesian context, Mohammad Natsir is widely recognized as a national figure known for his discipline, integrity, responsibility, simplicity, and strong moral commitment (Waskito, 2023). His exemplary character has relevance to nursing education because the nursing profession requires not only technical competence but also ethical responsibility, communication skills, self-discipline, and spiritual commitment in serving patients.

Previous studies on nursing education have primarily focused on academic achievement, clinical competence, stress management, and learning motivation. Nevertheless, limited studies have explored the role of exemplary values derived from national figures as a framework for strengthening discipline and professional motivation among nursing students. Furthermore, few studies have attempted to integrate local or national character values into professional nursing education within the Indonesian higher education context. This gap highlights the importance of examining whether exemplary values can contribute to strengthening students' motivation in professional clinical practice.

In response to this gap, this study proposes a Mohammad Natsir Exemplary Framework consisting of several key character dimensions associated with discipline and professionalism, including time discipline, responsibility, integrity, commitment to education, communication ethics, hard work, independent thinking, simplicity, consistency of principles, and spiritual steadfastness. These values are considered relevant to the demands of nursing education because they encourage students to develop discipline not merely as institutional compliance but as a moral and professional commitment.

This study is particularly relevant within the context of Universitas Mohammad Natsir Bukittinggi, where the institutional identity is closely connected to the exemplary values of Mohammad Natsir. Integrating these values into nursing education may provide an alternative approach to strengthening students' professional motivation and character development during clinical practice.

Therefore, this study aims to examine the influence of discipline, responsibility, motivation, communication, and spirituality based on the exemplary values of Mohammad Natsir on professional practice among nursing students. The findings are expected to contribute to the development of character-based nursing education and provide empirical insights into the relevance of exemplary values in strengthening professional motivation among nursing students.

## METHODS

This study employed a quantitative cross-sectional design to examine the influence of discipline, responsibility, motivation, communication, and spirituality on professional practice among nursing students. The quantitative approach was selected to objectively measure the relationships between variables using numerical data and statistical analysis (Busetto et al., 2020; Takona, 2024). This design is

appropriate for identifying the extent to which psychosocial and spiritual factors contribute to students' professional practice within the context of nursing education (Furidha, 2024; Lê & Schmid, 2022; Sawatsky et al., 2019).

The study population consisted of all students enrolled in the Professional Nursing Program at Universitas Mohammad Natsir Bukittinggi, during the 2025/2026 academic year who were undertaking or had completed their professional clinical practice. Due to the relatively limited population size, a total sampling technique was employed, resulting in 56 respondents participating in the study.

The independent variables included discipline, responsibility, motivation, communication, and spirituality, while the dependent variable was professional practice among nursing students (Curtis & Keeler, 2022). The variables were measured using a structured questionnaire developed based on relevant theoretical indicators and adapted to the context of professional nursing education. All questionnaire items were assessed using a five-point Likert scale ranging from strongly disagree to strongly agree (Engkizar, Jaafar, Hamzah, Syafril, Febriani, et al., 2026; Rokeman, 2024).

Prior to data collection, the instrument underwent expert validation and pilot testing to ensure content validity and clarity. Construct validity was examined using Pearson's Product-Moment correlation, while reliability testing was conducted using Cronbach's Alpha coefficient with a minimum acceptable value of 0.70, indicating satisfactory internal consistency (Bujang et al., 2018; Engkizar et al., 2026; Vaske et al., 2017).

Data collection was conducted both directly and online after obtaining participants' consent. The collected data were analyzed using SPSS software. Descriptive statistics were used to describe respondents' characteristics and variable distributions. Furthermore, multiple linear regression analysis was employed to examine the simultaneous and partial influence of discipline, responsibility, motivation, communication, and spirituality on professional practice. Classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were also performed prior to regression analysis to ensure the appropriateness of the statistical model. This analytical approach is widely applied in nursing and educational research to explain the relationship between psychosocial, behavioral, and professional factors in clinical practice settings (Black, 2023; Mayo, 2015).

## RESULT AND DISCUSSION

### Respondent Characteristics

The demographic characteristics of the respondents were analyzed to provide an overview of the study participants. These characteristics include age, gender, group classification, and field of interest, as presented in Table 1.

**Table 1. Respondent Characteristics**

Characteristics	Category	Frequency (n)	Percentage (%)
<b>Age</b>	21 years	18	32.1
	22 years	25	44.6
	23 years	13	23.3
<b>Gender</b>	Female	48	85.7
	Male	8	14.3
<b>Group</b>	Group B	56	100
<b>Interest</b>	Pediatrics	22	39.3
	Hemodialysis	18	32.1
	Medical-Surgical	10	17.9
	Other	6	10.7

The results indicate that the majority of respondents were aged 22 years (44.6%), followed by 21 years (32.1%) and 23 years (23.3%). Female respondents dominated the sample (85.7%), while all participants were classified under Group B

(100%). In terms of clinical interest, pediatrics was the most preferred area (39.3%), followed by hemodialysis (32.1%), medical-surgical nursing (17.9%), and other specialties (10.7%).

### Descriptive Statistics of Research Variables

The descriptive analysis of the research variables is presented in Table 2.

**Table 2. Variable Score Results (Scale 1–5)**

Variable	Mean	SD	Category
Discipline	4.12	0.48	Good
Responsibility	4.28	0.44	Good
Motivation	4.40	0.39	Good
Communication	4.10	0.52	Good
Spirituality	4.45	0.37	Very Good

As shown in Table 2, all variables were categorized as good to very good. Spirituality obtained the highest mean score ( $M = 4.45$ ;  $SD = 0.37$ ), followed by motivation ( $M = 4.40$ ;  $SD = 0.39$ ) and responsibility ( $M = 4.28$ ;  $SD = 0.44$ ). Communication recorded the lowest mean score ( $M = 4.10$ ;  $SD = 0.52$ ), indicating relatively greater variability among respondents in this aspect.

### Overall Distribution of Respondent Scores

The overall distribution of respondent categories is presented in Table 3.

**Table 3. Overall Category Distribution**

Category	Frequency (n)	Percentage (%)
Very Good	18	32.1
Good	34	60.7
Fair	4	7.2
Poor	0	0
Total	56	100

The majority of respondents were categorized as “good” (60.7%), followed by “very good” (32.1%). Only a small proportion of respondents fell into the “fair” category (7.2%), while no respondents were classified as “poor”. This distribution indicates that overall respondent characteristics across the studied variables tend to be at a positive level.

### Inferential Analysis

#### Model Summary

The results of the regression model are presented in Table 4.

**Table 4. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error
1	0.32	0.10	0.02	0.40

The correlation coefficient ( $R = 0.32$ ) indicates a weak relationship between the independent variables and professional practice. The R-square value of 0.10 shows that only 10% of the variance in the dependent variable is explained by the model, while the remaining 90% is influenced by other factors outside the study.

#### ANOVA Test

The simultaneous effect of the independent variables is presented in Table 5.

**Table 5. ANOVA Test Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.85	5	0.17	1.20	0.32
Residual	7.15	50	0.14		
Total	8.00	55			

The ANOVA results indicate that the regression model is not statistically significant ( $F = 1.20$ ;  $p = 0.32 > 0.05$ ). This suggests that discipline, responsibility, motivation, communication, and spirituality do not simultaneously have a significant effect on professional practice among nursing students.

### Partial Regression Analysis

The results of the partial regression analysis are presented in Table 6.

**Table 6. Regression Coefficient Results**

Variable	B	Std. Error	Beta	t	Sig.
Constant	2.10	0.80	—	2.62	0.01
Discipline	0.05	0.09	0.08	0.55	0.58
Responsibility	0.10	0.11	0.12	0.90	0.37
Motivation	-0.18	0.10	-0.25	-1.80	0.07
Communication	0.03	0.08	0.05	0.35	0.72
Spirituality	0.09	0.12	0.10	0.75	0.45

The results show that none of the independent variables have a statistically significant effect on professional practice ( $p > 0.05$ ). Among them, motivation shows a negative coefficient ( $B = -0.18$ ) with a marginal significance level ( $p = 0.07$ ), indicating a weak inverse relationship, although not statistically significant. Overall, both the simultaneous and partial tests demonstrate that discipline, responsibility, motivation, communication, and spirituality are not significant predictors of professional practice among nursing students in this study.

The findings of this study reveal that discipline, responsibility, motivation, communication, and spirituality do not significantly influence professional practice among nursing students, either simultaneously or partially. Although descriptively these variables were categorized as good to very good, the inferential results suggest that they are not strong predictors of professional practice within the examined context.

This finding indicates that professional practice in nursing education may not be determined solely by individual psychosocial and spiritual attributes. Instead, it is likely influenced by a combination of contextual, institutional, and experiential factors that were not included in this model. Such complexity is consistent with the view that human behavior in educational and clinical settings is multidimensional and cannot be fully explained by a limited set of variables (Nabila, 2025; Puranam, 2018; Schunk & DiBenedetto, 2020).

From a theoretical perspective, motivation theories such as Maslow's hierarchy of needs and self-determination theory emphasize the importance of intrinsic motivation and fulfilled psychological needs in shaping individual behaviour (Kassymova et al., 2025; Tadol et al., 2025). However, the present study suggests that high levels of reported motivation do not necessarily translate into improved professional practice. This may indicate that motivation among nursing students is still largely situational or externally driven, rather than fully internalized as intrinsic motivation (Poorchangizi et al., 2019; Puranam, 2018; Waskito, 2023).

Similarly, the absence of a significant effect of discipline and responsibility suggests that compliance-oriented behavior alone may not be sufficient to ensure optimal professional practice. Organizational behavior perspectives highlight that individual performance is also shaped by environmental conditions, supervision quality, workload, and learning systems (Engkizar et al., 2025; Manstead, 2018; Menawati & Hendra, 2019; Saleh et al., 2022). In clinical education settings, these external factors may exert stronger influence than personal traits.

The non-significant role of communication further supports this interpretation. Although communication skills are essential in nursing practice, their effectiveness is highly dependent on contextual factors such as clinical culture, team dynamics, and interaction patterns within healthcare settings. Thus, communication competence may not directly translate into measurable differences in professional practice outcomes without supportive environments (Syachrani et al., 2023; Tohet & Nuraini, 2026).

Spirituality, despite showing high descriptive scores, also did not demonstrate a significant direct effect. This finding suggests that spirituality may function more as a foundational value system that shapes attitudes and ethical orientation rather than as

a direct predictor of practical performance. It is possible that spirituality operates indirectly through other psychological constructs such as resilience, emotional regulation, or professional commitment.

Overall, these findings highlight that professional practice among nursing students is shaped by complex and interrelated factors beyond individual attributes alone (Beauchamp et al., 2019; Karagiannis et al., 2025). This aligns with the perspective that behavioral outcomes in educational settings are influenced by multiple interacting variables, including institutional systems, learning environments, and experiential exposure.

Therefore, the lack of statistical significance in this study should not be interpreted as the irrelevance of the examined variables. Instead, it suggests that their influence may be indirect, contextual, or mediated by other factors not captured in this model. Future research is recommended to incorporate broader contextual variables and to apply more advanced analytical approaches, such as mediation or moderation models, to better explain the complexity of professional practice in nursing education.

## CONCLUSION

This study examined the influence of discipline, responsibility, motivation, communication, and spirituality based on the exemplary values of Mohammad Natsir on professional practice among nursing students. The findings revealed that respondents generally demonstrated good to very good levels across all examined variables, with spirituality and motivation obtaining the highest descriptive scores. However, the results of the multiple linear regression analysis indicated that discipline, responsibility, motivation, communication, and spirituality did not significantly influence professional practice, either simultaneously or partially. These findings suggest that professional practice among nursing students is likely influenced by broader contextual, environmental, and experiential factors beyond the individual variables examined in this study.

Although the exemplary values associated with Mohammad Natsir did not demonstrate a direct statistical influence, they remain relevant as part of character-based nursing education, particularly in fostering ethical awareness, responsibility, and professional values among students. Therefore, the findings highlight the complexity of professional practice in nursing education and the need for more comprehensive approaches in understanding student performance and motivation. Future research is recommended to include additional contextual and organizational variables and to apply more advanced analytical models, such as mediation or moderation analysis, in order to better explain the indirect relationships among character, motivation, and professional practice in nursing education.

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