



Trends in Therapeutic Communication Skills Research in Indonesian Nursing Education: A Content Analysis

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Abstract

Background: In 21st-century education, developing therapeutic communication skills is a vital goal, especially in nursing education, where effective communication greatly impacts patient outcomes and professional competence. In Indonesia, concern has grown about the gap between theoretical learning and clinical practice in therapeutic communication, which often leads to less effective interactions between nurses, patients, and families. **Aims:** This highlights the urgent need for research-driven improvements in nursing curricula and teaching methods. **Methods:** This study conducted a qualitative content analysis of peer-reviewed articles published in Indonesian nursing education journals from 2006 to 2021. The selection process involved identifying and reviewing articles that specifically addressed the development, application, or assessment of therapeutic communication skills in nursing education and practice. Data were analysed through a thematic categorisation approach, focusing on publication trends, research designs, target groups, instruments, and data analysis techniques. **Results:** The analysis showed that the number of publications focusing on therapeutic communication skills has stayed relatively high in recent years. Quantitative research methods were most common, with descriptive correlational and survey studies leading. Patients were the main research subjects, and among various topics, family-related communication received the most attention. Questionnaires were the most frequently used data collection tools, and correlation tests were the most common data analysis methods. **Conclusion:** This study suggests that future research should diversify methodologies, including more qualitative approaches (such as ethnographic studies and in-depth interviews) and action research designs, to better capture the real-life dynamics of therapeutic communication. Researchers are also encouraged to provide more detailed information on the validity and reliability of data collection tools and to choose analysis methods that align closely with their research questions and study designs. Improving research on therapeutic communication skills is crucial for advancing nursing education and enhancing the quality of nurse-patient interactions within Indonesia's healthcare system.

Keywords: nursing education, skills, therapeutic communication, research design



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Introduction

Modern education in the 21st century combines knowledge, abilities, mindsets, and technological proficiency to develop a capable society (Kivunja, 2014). Glaze (2018) suggests that contemporary students, nurses, and community members should not only grasp and retain every concept presented but also hone their therapeutic communication skills. Furthermore, scientific

process abilities are crucial in the current era of science and technology (Gultepe, 2016). The Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek) emphasizes that communication competencies, including comprehension, management, and effective communication through various mediums, logical reasoning, multilingual proficiency, and therapeutic communication considering nonverbal cues, are essential for graduates to compete in the 21st century

(Sipayung et al., 2018).

Among the various competencies, communication skills are deemed essential in 21st-century education (Sipayung et al., 2018). Communication is intrinsically linked with critical thinking, problem-solving, creative innovation, and collaboration, with the 4Cs becoming central to all educational programs (Laal et al., 2012; Silber-Varod et al., 2019). Accordingly, communication skills are included in the ten primary competencies outlined in the Assessment and Teaching of 21st Century Skills (ACT21S) (Sipayung et al., 2018). Moreover, the LMTF incorporates communication skills as a sub-domain in UNESCO's Global Framework of Learning Domains for 21st-century skills (Force, 2013). Ultimately, therapeutic communication positively impacts the development of competent graduates, including students preparing to become professional nurses worldwide. Multiple studies have highlighted the pressing need to enhance therapeutic communication skills between nurses, students, and patients across various countries. Research conducted in Iran by Mahbobeh revealed that nurses' therapeutic communication abilities with patients were suboptimal and required improvement (Abdolrahimi et al., 2017). Similarly, Karime and Eliana's study in Brazil identified low therapeutic communication skills among lecturers (Oliveira & Braga, 2016). Comparable findings were reported in Spain (Gutiérrez-Puertas et al., 2020) and Canada (Zhou et al., 2021), as well as in different regions of Indonesia, including East Nusa Tenggara (Avelina & Pora, 2021) and Lampung (Arianto, 2018). The insufficient focus on developing therapeutic communication skills in certain countries may be attributed to educational systems that restrict students from actively engaging in discussions, debates, and evaluations of communication skills, which are crucial for effective therapeutic communication (O'Shea et al., 2013).

To optimize therapeutic communication skills, advancements in education are necessary (Sipayung et al., 2018). These improvements are informed by numerous studies that have contributed to discussions on enhancing the quality of therapeutic communication in nursing education (Sipayung et al., 2018; Spencer-Rodgers & Cortijo-Ocaña, 2015). Research has also been conducted to assess students' therapeutic communication abilities and identify potential strategies to enhance their skills during reflective learning activities, emphasizing the importance of hands-on practice in therapeutic communication techniques (Moosvi & Garbutt, 2020).

This study aims to systematically analyze published research on therapeutic communication skills in the context of Indonesian nursing education. Specifically, the objectives of this study are:

(1). To identify the annual trends in the number of

studies on therapeutic communication skills published between 2006 and 2021.

- (2). To examine the variety of research designs employed in studying therapeutic communication skills in Indonesia.
- (3). To explore the most frequently studied topics related to students' therapeutic communication skills.
- (4). To identify the types of research instruments commonly used to assess therapeutic communication skills.
- (5). To describe the data analysis techniques utilized in studies on therapeutic communication skills.
- (6). To provide an overview of the series and progression of studies conducted on therapeutic communication skills over time.

This study focuses on journal articles published between 2006 and 2021 that are indexed and accredited by the Science and Technology Index (SINTA) and explicitly examine therapeutic communication as a central theme. Using content analysis, the study reviews selected articles based on key parameters, including research trends, design, instruments, subjects, and analytical techniques. The findings are intended to inform educators, researchers, students, and nursing practitioners in conducting and applying high-quality research on effective and accurate therapeutic communication.

Methods

1. Research Design

This research employed content analysis methodology, focusing on findings from various studies published in Indonesian scientific journals. The approach mirrored that of Fauzi and Pradipta (Fauzi & Pradipta, 2018).

2. Data Collection

The study gathered data through content analysis of Nursing education articles. These articles were sourced from Nursing education journals listed in the Science and Technology Index (SINTA) as of January 2022. SINTA (<https://sinta.kemdikbud.go.id/>) is a platform developed by the Indonesian Ministry of Research, Technology, and Higher Education to gauge scientific and technological progress. The SINTA database contained 112 nursing education journals, 72 in Indonesian and 40 in English. Articles discussing therapeutic communication skills were extracted from these journals. The inclusion criteria for articles in this analysis were as follows:

- (1). The article was published in a journal accredited by SINTA (SINTA 1–6).
- (2). The article focused explicitly on therapeutic

- communication skills as a central theme of the study.
- (3). The article was related to nursing education or practice.
 - (4). The article was published in full text and accessible online before January 2022.
 - (5). The article was original research (quantitative, qualitative, or mixed-method), excluding editorials, opinion pieces, or reviews.

3. Research Instrument

The research instrument was a content analysis guideline containing relevant observed aspects (Table 1). The study examined six primary elements of content analysis: (1) yearly publication count, (2) research type, (3) research subjects, (4) chosen Nursing topics, (5) data-gathering tools, and (6) data analysis techniques.

Categories for aspects (1) and (4) were not predetermined due to the lack of prior studies recommending specific inclusions and the potential for overgeneralization when analyzing particular articles. Conversely, categories for aspects (2), (3), (5), and (6) were established before data collection. Table 2, adapted from Fauzi & Pradipta (Fauzi & Pradipta, 2018), displays these predefined categories.

4. Data analysis

Each article was classified into a specific category based on the aspects that met the specified category. The decision was based on the information shared by the authors in the abstract, methods, and discussion sections. Furthermore, the collected data was presented as a bar chart.

Table 1 Aspects and categories used for content analysis in the study

No	Aspects	Categories
1	Research Approach	A-Qualitative B-Quantitative C-CAR D-R&D E-Others & Unknown
2	Research Design	A.1-Case Study A.2-Ethnography A.3-Phenomenological Study A.4>Action Research A.5-Content Analysis A.6-Descriptive Qualitative B.1-Descriptive Research Designs - Observation Studies B.2-Descriptive Research Designs - Correlational Research B.3-Descriptive Research Designs - Developmental Designs B.4-Descriptive Research Designs -Survey Research B.5-Pre-Experimental Designs B.6-True Experimental Designs C.1-Quasi-Experimental Designs C.2-Ex Post Facto Designs Descriptive Research Designs - Observation Studies C.3-Mixed-Methods Research C.4-Meta-analysis C.5- Research and Development C.6-Others & Unknown
3	Research subject	A.1-Nurse A.2-Lecturer A.3-Teacher A.4-Graduate student A.5-Bachelor student A.6-High school B.1-Junior high school B.2-Elementary school B.3-Preschool B.4-Family B.5-Elderly B.6-Patient C.1-Nurse and family C.2-Nurse and Patient C.3-Other/no mention
4	Data Collection Techniques	A-Tests B-Questionnaire C-Interview D-Documents E-Observation F-Others
5	Data Analysis Techniques	A.1-Descriptive analysis A.2-Content analysis A.3-Others Descriptive analysis A.4-Illustrating with Graphics A.5-Others Content analysis A.6-Mean/SD B.1- Frequency/Percentage B.5-ANOVA B.6-ANCOVA C.1-MANOVA C.2-MANCOVA C.311-Correlation C.4-Regression C.5-Factor analysis

B.2-Gain score/N-Gain
 B.3-Paired sample t-test
 B.4-Unpaired sample ttest

C.6-Non-parametric tests
 D.1-Others/ Did not mentioned

Results

1. Number of Publications

The number of published articles indicated how often the research was carried out in a given period. The graph in Figure 1 shows articles covering therapeutic communication skills that have been found since 2006. There was no particular pattern of shifts in the number of

publications from year to year. However, according to Figure 1, the number of publications since 2006 has increased to the same level as in 2015 and 2017. The trend of increasing the number of publications on therapeutic communication skills showed no significant increase in researchers eager to investigate therapeutic communication skills.

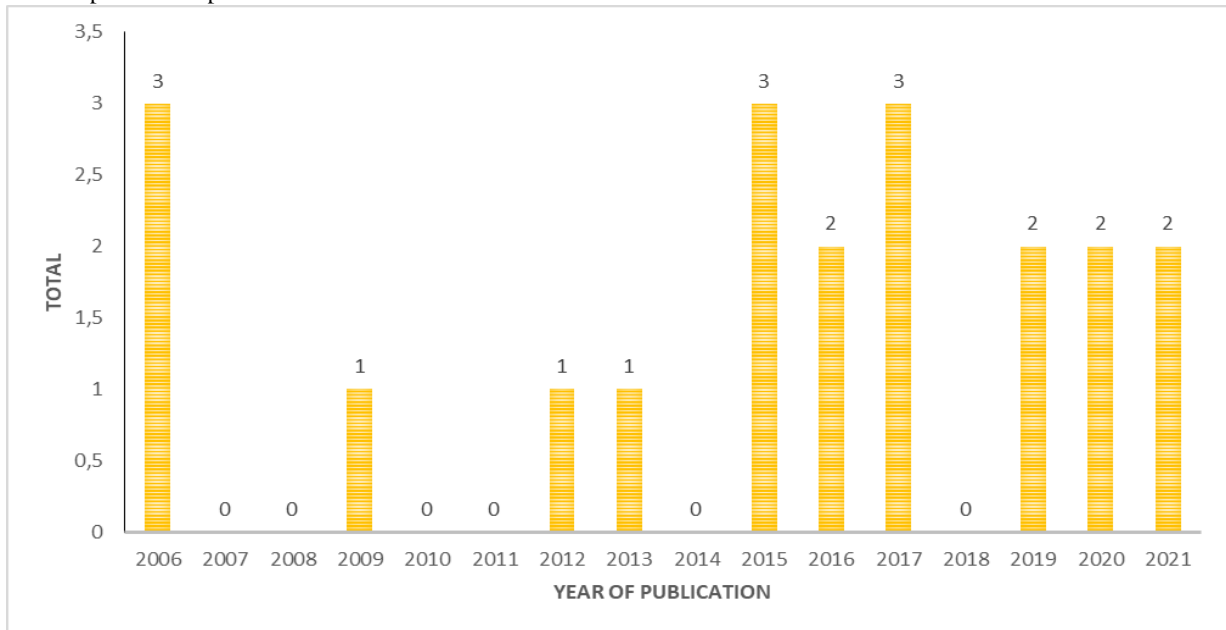


Figure 1 Trend of increasing number of educational research with therapeutic communication skills as a main concern in indonesia in 16 years.

2. Types of Research

The type and design of the research determined its focus. Based on Figure 2, quantitative research was the most dominant design used by researchers to investigate therapeutic communication skills.

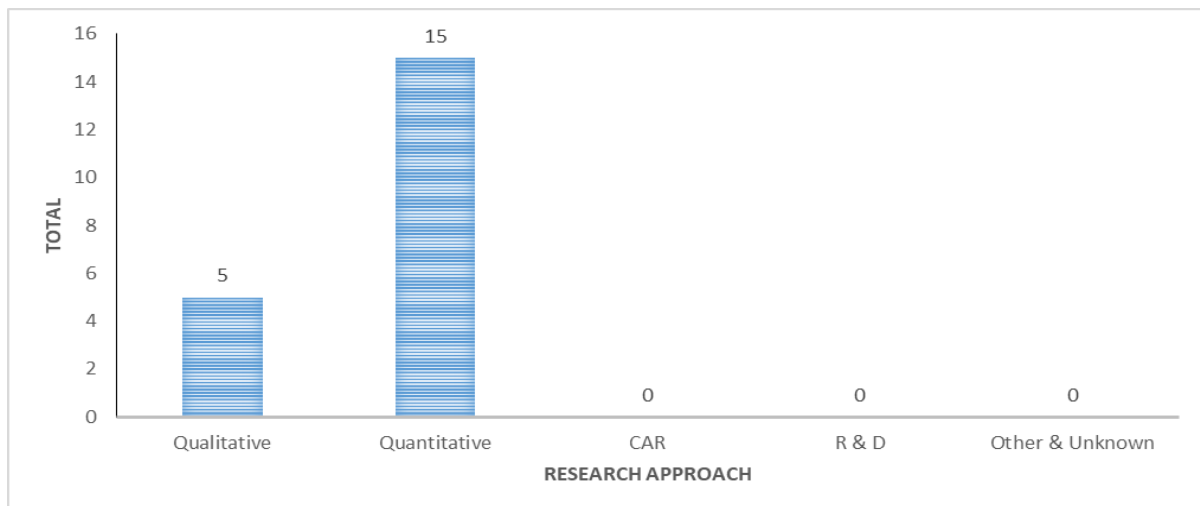


Figure 2 Distribution of research with therapeutic communication skills as main concern by type of research

3. Research Design

The choice of research design would guide how and where the Research would be carried out. In Figure 3, the 20 studies in Indonesia show that the most frequently used designs were Descriptive Research Designs—correlational Research, followed by Descriptive Research Designs—survey Research.

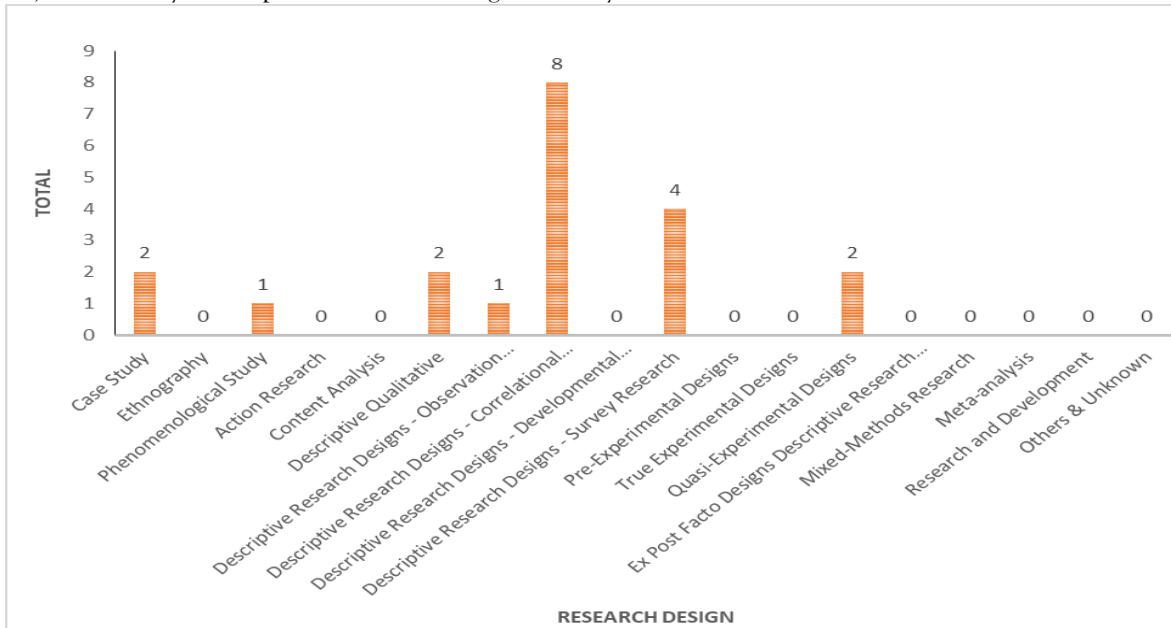


Figure 3 Distribution of research designs in several educational researches with therapeutic communication skills as a main concern in indonesia

4. Research Subject

Empowerment of therapeutic communication skills was aimed at nursing students hoping to become professional nurses. Based on Figure 4, the research subjects that were selected the most were patients, followed by students, nurses, and families.

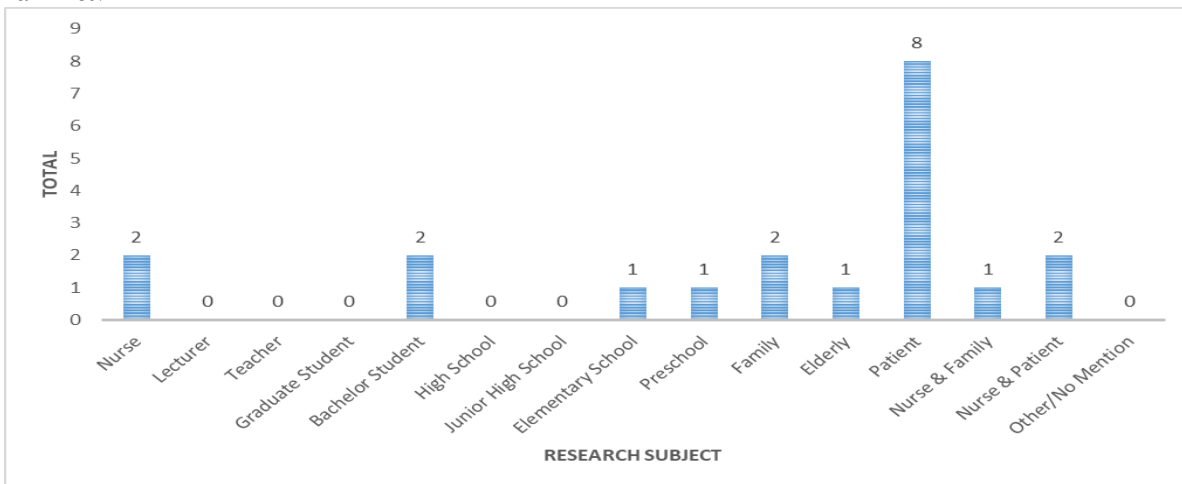


Figure 4 Distribution of research subjects in several educational researches with therapeutic communication skills as a main concern in indonesia

5. Nursing Topic Chosen While Doing the Study

Nursing is one of the scientific subjects that covers various topics. Some topics were manageable and still challenging for students (Chang et al., 2018). Based on this analysis, several publications only support one topic, while others highlight several issues. Based on Table 2, several issues were selected by the researchers to serve as pilots for their research in Higher Education and Health Services. In particular, family anxiety was the most frequently chosen topic for

research. Seven publications reviewed the level of therapeutic communication skills with the theme of family anxiety, while nursing care was also a challenging nursing topic for students.

Table 2. Nursing topic chosen while doing the study

Topic	Number of Articles
Family Anxiety	7
Nursing Care	6
Patient Satisfaction	4
Knowledge & Attitude	1
Emotional Intelligence	1
Speech Disorder	1

6. Data Collection Instrument

In conducting research, the researcher needed instruments to help collect data. Students' therapeutic communication skills could be measured through various instruments developed by previous researchers. Based on the graph shown in Figure 5.

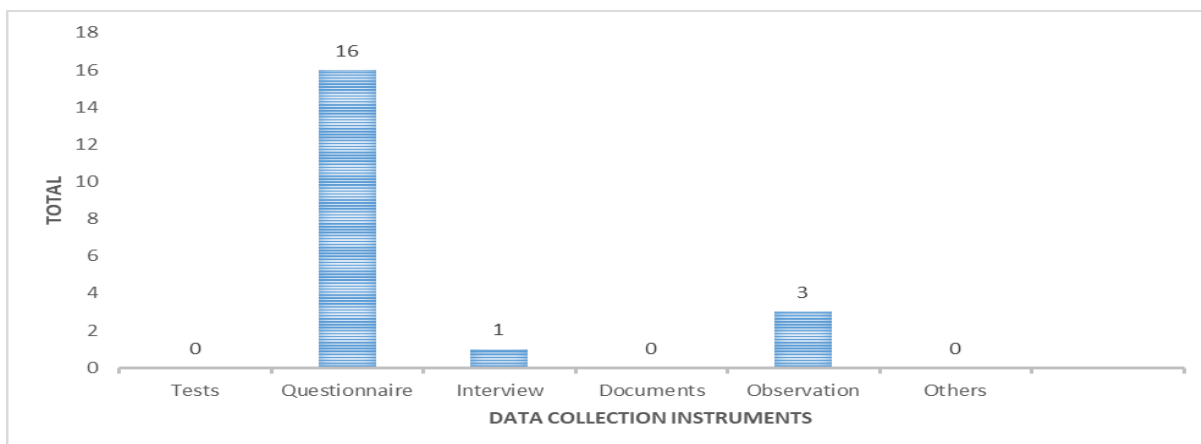


Figure 5. Distribution of selection of data collection instruments in several educational researches with therapeutic communication skills as a main concern in Indonesia

7. Data Analysis Method

The accuracy of the selection of data analysis methods would determine a study's validity level. Referring to the graph shown in Figure 6, eight studies used Descriptive Research Designs - Correlational Research (Figure 3), but only seven used the Correlation data analysis method (Figure 6).

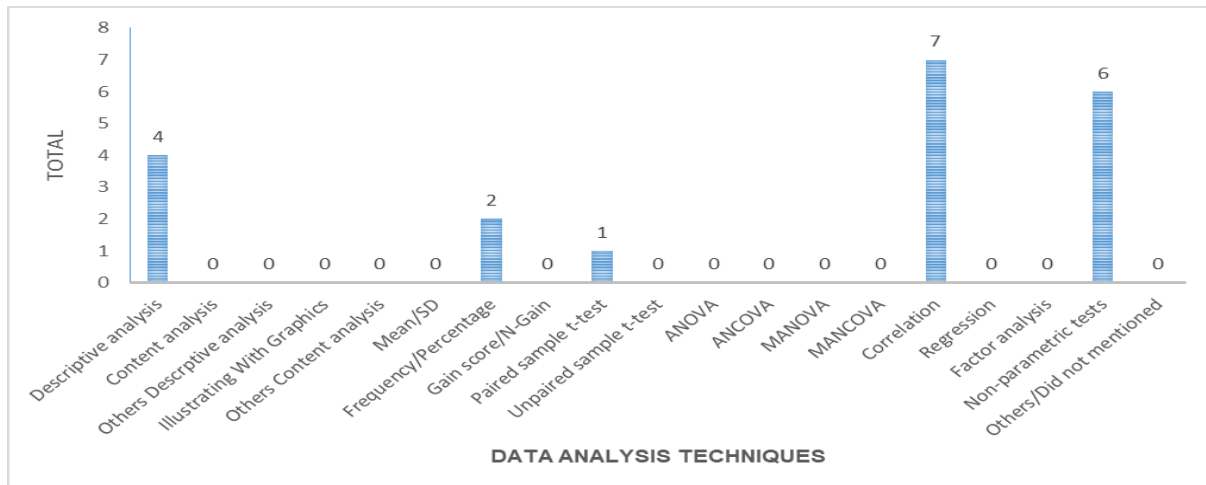


Figure 6. Distribution of data analysis method selection in several educational researches with therapeutic communication skills as a main concern in Indonesia

Discussion

The genesis of most research stems from scientists' awareness of common issues in their surroundings. A prevalent concern today is the subpar communication abilities of students in Indonesia. Research emerges as the most efficient approach to address this issue. Through scientific inquiry, investigators can pinpoint the most effective instructional designs or tools to enhance students' therapeutic communication skills. An increase in studies focusing on therapeutic communication proficiency will significantly benefit the advancement of education in Indonesia. This assertion is rooted in the notion that research aims to enhance open educational practices (Campbell et al., 2022). Moreover, studies can influence educational methodologies in several ways: (1) findings can serve as a crucial foundation for educational policy-making at national, local, or specialized institutional levels; (2) they provide credible information that educators can implement; and (3) the results can shape instructors' thought processes and communication styles.

The prevalence of quantitative studies over other research methodologies aligns with previous findings, indicating that educational researchers favor quantitative approaches over qualitative ones (Goktas et al., 2012). However, qualitative methods are gaining traction in health education research due to their comprehensive nature (Salvador, 2016), (Shakouri & Nazari, 2014), (Mohajan, 2018). This shift is attributed to the qualitative approach's ability to provide detailed and thorough descriptions of phenomena. Consequently, the current scarcity of qualitative research presents an opportunity for future investigators to employ qualitative designs, particularly in studying therapeutic communication skills. There is also a notable lack of CAR, R, and D research on therapeutic communication skills despite these methodologies being among the latest trends in

Indonesian nursing education research. Researchers typically develop educational products in such studies based on their prior research findings and processes. These products may include books, modules (Polit, 2015), (Suciati & Adian, 2018), or teaching materials (Tappen, 2022) related to their investigations. Researchers in Indonesia still need to enhance therapeutic communication skills to establish a robust foundation for advancing their research endeavors.

This research revealed multiple studies sharing similar research designs but employing diverse data collection and analysis methods. Despite these being among the latest approaches in nursing education research, there was a notable scarcity of pre-experimental, accurate experimental, and quasi-experimental research designs focusing on therapeutic communication skills. This observation is supported by (Pålsson et al., 2017), who found that such designs can boost the confidence of students preparing for clinical practice, and the findings from these studies can inform nursing and clinical education learning models.

The majority of research subjects in these studies were patients. This contrasts with previous research (Chang et al., 2018), which primarily used higher education students as samples in nursing education articles worldwide to assess their fundamental knowledge and skills. Conversely, certain studies highlight the significance of simulation-based learning activities in enhancing therapeutic communication skills when students study family anxiety and nursing care (D'Antonio, 2017). Thus, it is crucial to provide specific justifications for selecting the topic of anxiety and nursing care. This preliminary study of therapeutic communication skills is essential as it will equip students for their future roles as professional nurses, given that these skills are already well-developed (Dos Santos Almeida et al., 2018).

Regrettably, some researchers failed to provide details about the instruments used to gather data on

therapeutic communication skills in their studies. While some utilized questionnaires as their primary data collection method, they should have mentioned whether the instrument had undergone validity and reliability testing. As noted by Tamilselvi and Ramamurthy (Tamilselvi & Ramamurthy, 2013), assessing the validity and reliability of an instrument is a crucial step that must be completed before using it for data collection (Polit, 2015).

This observation demonstrates that researchers commonly employ the Pearson Correlation test to evaluate the intensity and orientation of a linear association between two variables, such as assessing the connection between knowledge and skills in different groups or classes. However, some researchers were unaware of whether using the Pearson Correlation Test satisfied the normality requirement of Nursalam's data (Nursalam, 2013). Fowler et al. (2021) point out that the Pearson Correlation Test can be challenging to implement due to its prerequisites for measuring relationship strength; both variables must fulfill the normality assumption before conducting the test.

Conclusion

This research examined articles on therapeutic communication skills published in Indonesian nursing education journals from 2006 to 2021. A growing trend in publications focusing on therapeutic communication skills has been observed over the past four years. Quantitative studies were the most prevalent among the numerous publications. Patients were frequently chosen as research subjects, with family anxiety being a popular topic. Descriptive research methods were commonly employed for data collection and examination, including correlational studies, surveys, and correlation analyses.

Several suggestions for future research have been proposed based on the study's outcomes. Firstly, there is a need to increase qualitative research efforts to explore the evolution of therapeutic communication skills. Secondly, Classroom Action Research (CAR) and Research and Development (R & D) approaches should be utilized to create learning tools that enhance students' therapeutic communication abilities. Thirdly, researchers must provide information about their research instruments, including validity and reliability. Lastly, based on the findings, it is recommended that researchers carefully choose data analysis techniques that are methodologically aligned with their research hypotheses and designs. For instance, if the research aims to explore relationships between variables, suitable statistical methods such as correlation or regression analysis should be used. Conversely, if the study seeks to understand the depth of students' experiences or communication patterns, qualitative techniques such as thematic analysis or content analysis would be more appropriate.

Misalignment between research objectives and data analysis methods may lead to inaccurate interpretations and reduce the validity of the findings. Therefore, methodological rigour in selecting analysis techniques is vital to ensure that research on therapeutic communication skills produces meaningful and applicable results in the context of nursing education and practice.

Declaration of Conflicting Interest

No conflict of interest to declare.

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Author's Contribution

YVL, HP, and AAM contributed to the study's conception and design, data acquisition, and data analysis, wrote the first draft of the manuscript, revised the final draft, and gave final approval of the version to be published.

Ethical Consideration

Not applicable

Data Availability Statement

Nothing to declare

Declaration of Use of AI in Academic Writing

Nothing to declare

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