

Citizenship Education in Preparing Nursing Students for the World of Work

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Abstract

Civic Education plays a crucial role in shaping the professional character of nursing students, preparing them to face the challenges of a complex and evolving healthcare landscape. Core values such as integrity, empathy, responsibility, and social awareness are essential to nursing practice and require a deep understanding of ethical and humanitarian principles. However, Civic Education in universities is often seen as disconnected from the specific needs of health professionals, highlighting the necessity for a more contextual and integrative approach in its delivery. This study employs a descriptive qualitative method, utilizing a literature research to gather and analyze relevant scholarly works on citizenship education, professional character development, and nursing practice within the context of higher education. Thematic analysis was applied to identify effective strategies for integrating Citizenship Education into nursing curricula. The findings of this study reveal that Civic Education plays a significant role in embedding professional values in nursing students by integrating citizenship values into nursing practices. Case study-based learning, cross-disciplinary collaboration, and reflective teaching approaches have proven effective in internalizing students' ethical and social values. A well-designed, contextually relevant Civic Education curriculum bridges academic and nursing dimensions, fostering a stronger sense of professionalism. The conclusion stresses the need to reformulate Civic Education curricula to ensure their relevance to nursing practice. This study aims to serve as a foundation for developing a more responsive Civic Education learning model, better aligned with the multidisciplinary dynamics of higher education.

Keywords:

Civics, Nursing, Students, Professionals, World of Work.

1. Introduction

Today's world of work demands that college graduates possess not only academic competence and technical skills but also strong character, a strong work ethic, adaptability, and social and professional abilities (Kuregyan & Khusainova, 2022). In the

context of higher nursing education, these demands become increasingly complex because the nursing profession is not only related to clinical aspects, but also demands high moral responsibility, empathy, and integrity. Therefore, the formation of character and citizenship values becomes an important part of the education process for prospective nurses. Citizenship Education is present as one of the courses that plays a strategic role in shaping the attitudes and personalities of students who are professional and socially responsible (Rima Volyna Munthe et al., 2024).

Citizenship Education is an instrument of character education that aims to instill national values, democracy, responsibility, and legal and human rights awareness. In the context of globalization and moral challenges facing the younger generation, Citizenship Education is no longer just about discussing state ideology, but also becomes a means to strengthen the competitiveness of graduates through the development of sustainable soft skills (Rima Volyna Munthe et al., 2024). In line with Permendikbud No. 3 of 2020 concerning National Standards for Higher Education, character education is an integral part of graduate learning from which achievements must be internalized into all courses, including Civic Education. Thus, Civic Education is not a complementary course, but rather a foundation of values for students to become complete professionals.

Nursing students as prospective nurses require a deep understanding of ethics, social responsibility, and the ability to communicate and work together across cultures (Philip Burnard, 2008). These values are part of the substance of Citizenship Education, which indirectly supports the formation of professional character. Previous research shows that nursing graduates who have high integrity and social responsibility are more appreciated in the workplace compared to those who only excel in academic aspects. This shows a significant relationship between the relevance of citizenship education and the work readiness of nursing students, especially in building competitiveness based on values and morals.

For example, in a case study, health students experienced significant work stress, mainly influenced by low home economics, academic competence, and campus life satisfaction (Seon-Haeng Shin, 2010). Allied health graduates experience the stress and challenges of transitioning into professional roles, facing the demands of a full-time job. Structured interdisciplinary postgraduate programs support this transition, encouraging collaboration, critical reflection, and providing essential resources for navigating the complexities of the healthcare environment (Smith & Pilling, 2008). Healthcare graduates face significant stress during their transition to the workplace, including dealing with change, conflict, workload, and the need for social support, which can impact their ability to cope and integrate effectively into their new roles (Smith & Pilling, 2008).

Civic education plays a crucial role in shaping critical attitudes, fostering leadership, and enabling active participation in society (Gehrke, 2008). These three aspects represent highly relevant added value in the nursing profession. In nursing, practical competencies such as ethical decision-making, awareness of patient rights, and the ability to interact empathetically are essential. There is significant potential to instill these awareness skills from an early age through structured Civics education. The integration of civic values into the nursing education process needs to be systematically and contextually designed to have a tangible impact on student character development.

Civics education in higher education is often considered a theoretical subject with little direct relevance to students' academic fields. This perception results in low student participation and interest in Civics learning. Furthermore, the lack of contextualized material development within the profession also hinders the optimal function of Civics Education in shaping work readiness. To address these challenges, a more innovative and applicable pedagogical approach is needed so that civic values can be effectively absorbed by nursing students.

Based on the above explanation, two important issues require further study. First, to what extent does Civics Education play a role in shaping the professional character values needed in nursing students in the workplace, such as integrity, empathy, responsibility, and social awareness? Second, how can Civics Education be implemented effectively and relevantly for nursing students so they can internalize civic values in the context of nursing practice? These two research questions serve as a foundation for delving deeper into the relationship between the substance of Civics Education and the challenges of the nursing workplace.

2. Literature Review

2. 1. Civic Education and Professional Character Building

Civics education serves not only to instill national values but also to shape students' character, discipline, responsibility, and social awareness. Study by Prakoso & Wijaya (Prakoso & Wijaya, 2021) This demonstrates that Civics teachers need adequate competency to foster character traits such as discipline and courtesy through Pancasila values. This values-based pedagogical approach is particularly relevant for nursing students, who need professional character when entering the workforce.

2. 2. Ethical and Professional Competence in Nursing

Professional competence in nursing is closely related to ethics. A qualitative study in Tehran emphasized the role of lecturers as role models in shaping nursing students' professional ethics, including ethical decision-making and empowering critical thinking (Prakoso & Wijaya, 2021). This teaching model can be adopted in the Citizenship Education curriculum to strengthen professional values in the nursing field.

2. 3. Cultural Tolerance and Adaptability Soft Skills

Developing cultural competence is very important for nurses, especially when dealing with patients from diverse backgrounds (Ličen & Prosen, 2023) A pilot study stated that the educational program increased students' cultural competence and oriented them to cross-cultural work environments (Ličen & Prosen, 2023). This shows the importance of integrating Citizenship Education and cultural modules in nursing education.

2. 4. Civic Engagement dan Service Learning

Service learning has been shown to improve civic engagement, critical thinking skills, and intercultural competence in nursing students. A study by Nokes et al. (2005) found

increased social engagement and thinking skills after a 15-hour service-learning program (Nokes et al., 2005). This is the basis for developing a Citizenship Education method based on direct experience that is relevant to the world of nursing.

2. 5. Model Cultural Competence: Purnell

Purnell's (2002) model describes a framework of 12 cultural domains, such as language, beliefs, family, and communication, as a basis for helping healthcare professionals understand patients more holistically (Thompson et al., 2013). Integration of this model in Citizenship Education and nursing education increases sensitivity and inclusive services.

3. Research Method

This study employs a descriptive qualitative approach with a literature review method. This approach was selected due to its suitability for an in-depth exploration of various theories, previous research findings, and academic documents related to the implementation of Citizenship Education and its relevance to the professional development and work-readiness character of nursing students. By utilizing a literature review, the researchers are able to develop robust theoretical arguments and syntheses without the need for primary data collection, such as surveys or interviews. The data sources for this study include a wide range of relevant scholarly materials, including accredited national journals, reputable international journals, textbooks, conference proceedings, government regulations, and higher education policy documents. The literature reviewed primarily focuses on the role of Citizenship Education in character development particularly in relation to values such as responsibility, integrity, and legal awareness along with the enhancement of socio-cultural competencies and the soft skills required in the workplace, specifically within the context of nursing.

Data collection involved a systematic search of online academic databases, ensuring that the sources selected were current and relevant. Thematic content analysis was employed to analyze the data, which involved identifying, categorizing, and interpreting key concepts regarding the role of Citizenship Education in shaping the work-readiness of nursing students. The analysis also focused on identifying connections between concepts, allowing the research to develop a synthesis addressing the study's research questions. Through this approach, the study aims to offer both conceptual and practical contributions to the development of contextual and applicable Citizenship Education programs in nursing. The findings are expected to serve as a reference for educational institutions when designing values-based learning strategies that align with the evolving needs of the professional workplace.

4. Result

Civic Education fundamentally plays a role as a vehicle for character formation, not only in the context of the state, but also in instilling ethical and moral values that form the foundation of certain professions, including nursing (Yudha et al., 2024). Characteristics

such as integrity, empathy, responsibility, and social awareness are part of the civic values explicitly embedded in the core competencies of Civic Education. In the context of nursing students, these values directly correlate with the demands of professionalism in the workplace, where the relationship between nurses and patients is not only technical, but also ethical and humane (Kim, 2021). Because of this Citizenship, Education has a strategic space to strengthen the basic values of humanity that are the soul of nursing services.

Integrity, as a core value in the nursing profession, is formed through internalizing the values of honesty, responsibility, and public ethics, which are part of the curriculum of Citizenship Education content (Rushton, 2024). Students are trained to understand the boundaries between personal and public interests, including in decision-making related to patient safety. Civics education materials covering human rights, law, and public ethics are highly relevant to fostering professional awareness in carrying out nursing duties in a transparent and accountable manner (Hopia & Lottes, 2017). This strengthens the thesis that character education through Citizenship Education contributes to the sustainable formation of nursing students' professional identity.

The values of empathy and social awareness can also be developed systematically through citizenship education based on a contextual approach (Silke et al., 2021). Citizenship Education, which addresses social issues, multiculturalism, and social justice, encourages students to view problems from a broader humanitarian perspective. In nursing practice, empathy is an essential skill when dealing with patients from diverse cultural, social, and religious backgrounds (Manoranjitham S et al., 2023). Thus, when students are encouraged to think critically about issues of social inequality in Citizenship Education classes, they are also being trained to become health workers who are sensitive, responsive, and inclusive of the needs of patients in the field.

Responsibility as a professional character can be strengthened through problem-solving, Citizenship learning methods, and project-based learning education (Cindi Khairani Br Purba, 2024). When students are given the space to design and reflect on social action through citizenship case studies, they indirectly learn about the consequences, accountability, and moral courage of action. This provides a learning experience that is not only theoretical but also applicable to the real world of nursing, where responsibility for patient safety and teamwork are crucial. In this regard, Citizenship Education is not merely a normative course, but rather a medium for professional training in a real-world context ("Citizenship Education in Higher Education as a Support for Democracy and Educational Quality," 2022) .

Social awareness, which is often considered an additional soft skill, is an integral part of the civic virtue taught in Citizenship Education (Ananto & Dwilanusantya, 2023). Students exposed to the concepts of civic engagement, the rights and obligations of citizens, and distributive justice tend to have a deeper understanding of the social role of their profession. In the context of nursing, this means being prepared not only to become competent healthcare workers but also to become agents of social change in society. Civics education, in this case, serves as an ideological and moral foundation for students, guiding them to become professionals who think not only technically but also ethically and socially (Yudha et al., 2024).

Civics Education has significant relevance to the needs of nursing professionalism in the real-world context. Civics Education has often been positioned solely as a general value education instrument. However, in this study, Civics Education is constructed as an ethical pillar directly related to professional demands in the health sector. This discussion confirms that reformulating the Civics Education curriculum within the context of nursing science is not only possible but also an urgent need to prepare graduates who are not only cognitively superior but also morally and socially mature (Paulo Sérgio da Silva, 2014). Thus, Citizenship Education needs to be designed adaptively and contextually to be able to answer multidisciplinary challenges in the increasingly complex world of work (Sebastien Urbanski, 2024).

Effective citizenship education for nursing students must be designed with a contextual and applicable approach. Conventional learning models that focus solely on lectures and memorization of concepts need to be replaced with strategies that connect citizenship material to students' social and professional realities (Suhartono, 2018). In the context of nursing, Civics education should not only instill knowledge of the rights and obligations of citizens but also facilitate students' understanding of how these values are applied in healthcare practice. In other words, Civics education should be positioned as an integral part of developing professional ethics and responsibility.

The implementation of relevant Citizenship Education learning can be realized through a problem-based learning (PBL) approach and case studies taken from nursing practice (Juliann G. Sebastian, 1998). For example, students might be asked to analyze cases of professional ethics violations, healthcare discrimination, or conflicts between patient rights and hospital policies. From this analysis, students are encouraged to reflect on civic values such as justice, empathy, equality, and compliance with the law. This process of developing critical thinking skills encourages the development of ethical awareness that can be applied in real-life clinical situations.

In addition, cross-disciplinary collaborative learning is also an effective approach. Collaboration between Civic Education and nursing lecturers can create an integrative curriculum that emphasizes strengthening soft skills based on civic values (Wang, 2024). For example, in a nursing practice course, students could be asked to reflect on the citizenship values they encounter or apply during interactions with patients and the community. This approach not only strengthens understanding of values but also builds a moral habitus consistent with nursing professionalism.

The use of technology and digital media can also strengthen the effectiveness of Civics learning. The use of documentary videos, digital simulations, or online discussion platforms that address civics issues in the health sector can attract active student participation and critically expand their horizons (Share & McBride, 2022). Through this medium, students are encouraged to examine the relationship between public policy, citizen rights, and the social responsibilities of the nursing profession. This innovation encourages the internalization of values through a more dialogical, reflective, and contextual approach.

It's also important to assess Civic Education learning outcomes not only cognitively, but also affectively and psychomotorically. Evaluation can be conducted through portfolios, ethical reflections, community service projects, and case presentations that

demonstrate the integration of civic values and nursing practice (Kenny, 2002). Thus, Citizenship Education does not stop at theoretical understanding, but is transformed into a learning experience that shapes the character and professional attitudes of students as a whole.

Overall, the effective implementation of Citizenship Education for nursing students requires a holistic, integrative, and adaptive approach (Cindi Khairani Br Purba, 2024). When citizenship values are taught in a contextual and relevant way to the world of nursing, students will understand not only their roles as citizens but also as morally and socially responsible healthcare professionals. This is a crucial foundation for preparing nursing graduates who are not only clinically competent but also resilient in facing ethical and humanitarian challenges in the workplace.

5. Conclusion

Various studies have shown that effective civics education enhances students' social awareness and prepares them to contribute positively to society. Saputra (2019) views civics as a crucial element in the development of each student's self-esteem and character. Civics education serves as a guide for each student, enabling them to develop positive values such as respect, a strong sense of tolerance, compassion, and humanity. Civics education can serve as a strong foundation for healthcare students, fostering professional character.

Without a strong foundation in civics education, healthcare students could potentially lose the core values of ethics, empathy, social responsibility, and integrity, which are essential for professionalism in the medical world. Therefore, civics education in healthcare education is not merely an add-on, but a strategic step in producing qualified medical personnel with good character and the ability to provide humane and sustainable services.

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