

Cinenurducation in Improving Communication Skills among Nursing Students

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ABSTRACT

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Innovative and fun learning strategies can support the success of nursing education. Cinenurducation is one of the learning methods using interesting films and is expected to help students understand and improve communication skills. This study aims to assess the effectiveness of cinenurducation in improving the communication skills of nursing students. The research design was quasi-experimental with a one-group pretest-posttest with 30 respondents. The 4-week intervention included a review of skills, and viewing 2 films once a week, accompanied by active discussion of communication skills related to the films. Communication Skills in Healthcare Professionals questionnaire to assess communication skills before and after the intervention. Data analysis was carried out using a dependent t-test. Results show the average age of the respondents was 20 years, GPA > was 3.5, 96.7% respondents were female, 26.7% were 5th semester students, and 70% had 0-3 months of practice experience, while the remaining had no clinical practice experience. The average difference before and after cinenurducation was 0.52 (SD=0.34). For each aspect of communication skills, the highest average before and after the application of cinenurducation was the attitude of mutual respect, which was 5 (SD=0.56) and 5.7 (SD=0.38), respectively. In addition, there was a significant difference before and after the intervention (p-value < 0.05) in the total communication ability score. Cinenurducation effectively improves the communication skills of nursing students. For this reason, cinenurducation can be used as a teaching strategy in nursing.

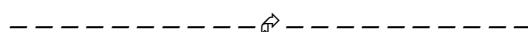
Abstrak

Strategi pembelajaran yang inovatif dan menyenangkan dapat mendukung keberhasilan pendidikan keperawatan. Cinenurducation merupakan salah satu metode pembelajaran dengan menggunakan film yang menarik dan diharapkan dapat membantu mahasiswa memahami dan mendapatkan keterampilan yang diperlukan. Tujuan penelitian ini adalah untuk mengetahui efektivitas penerapan cinenurducation terhadap keterampilan komunikasi mahasiswa keperawatan. Desain penelitian adalah quasy-experimental dengan one-group pretest-posttest dengan sampel sebesar 30 responden. Intervensi selama 4 minggu meliputi review materi tentang komunikasi keperawatan, menonton 2 film sebanyak 1x/seminggu disertai dengan diskusi bersama membahas film yang sudah ditonton. Kuesioner Communication Skills In Healthcare Professionals untuk menguji keterampilan komunikasi sebelum dan sesudah intervensi. Analisis data dilakukan menggunakan uji dependent t-test. Hasil menunjukkan rerata usia responden 20

tahun, GPA > 3,5, 96,7% responden berjenis kelamin perempuan, 26,7% adalah mahasiswa semester 5, dan 70% memiliki pengalaman praktik 0-3 bulan sedangkan sisanya belum pernah memiliki pengalaman praktik klinik. Selisih rerata sebelum dan sesudah cinenurducation sebesar 0,52 (SD=0,34). Untuk masing-masing aspek keterampilan komunikasi, aspek dengan rerata tertinggi baik sebelum dan sesudah penerapan cinenurducation adalah sikap saling menghargai dan menghormati secara berurutan sebesar 5 (SD=0,56) dan 5,7 (SD=0,38). Selain itu, terdapat perbedaan signifikan sebelum dan sesudah intervensi ($p\text{-value}<0,05$) untuk total skor kemampuan komunikasi. Cinenurducation efektif meningkatkan keterampilan komunikasi mahasiswa keperawatan. Untuk itu, cinenurducation dapat dijadikan salah satu strategi pembelajaran dalam keperawatan.



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A. INTRODUCTION

Communication is a two-way interaction process that involves at least 2 people to exchange information both verbally and non-verbally (Ifrim et al., 2022). Communication skills are crucial for nurses because they will interact with patients for a longer period of time than other health workers, but according to a survey from Jang, Wagner and Sinclair (2025), communication is still a major barrier in some countries and according to Abdulla, Naqi and Jassim (2022) there are more than 50% of respondents who have a negative attitude towards patients and have a low desire to communicate with patients.

Communication is crucial to support the quality of nursing care and meet the patient's needs optimally. In addition, nursing communication is also significantly related to patient satisfaction levels, which nurses who have good communication skills increase patient satisfaction (Molina-Mula & Gallo-Estrada, 2020; Sharkiya, 2023). Communication skills need to be formed and habituated from the academic phase for nursing students. Therefore, nursing education institutions and nursing lecturers have an important role in supporting good communication skills for nursing students.

Determining the appropriate learning method is a challenge for nursing lecturers (Pivač et al., 2021). Some of the learning methods that can be applied include role play, simulation, demonstration, lecture, and video screening methods (Ghezzi et al., 2021). Several studies have evidenced that watching movies effectively helps students achieve learning experiences to support knowledge, attitudes, and skills. The film used must be appropriate to the context and objectives of the learning and can be used to stimulate the students' discussion process during learning. In addition, the use of film is a learning strategy that can help students understand the context of nursing more clearly (Susanto, Yunanto, and Muhammad Nur, 2021; Piqué-Buisan, Sorribes, and Cambra-Badii, 2024a).

Cinenurducation is a combination of cinema, nursing, and education and is a learning strategy using film or video in the learning activity (Soner & Mumcu, 2021). Cinenurducation provides a more realistic experience to students through films related to learning materials in nursing. The implementation of these methods can provide benefits to improve a better

understanding of nursing courses. In addition, lecturers can explain material that is difficult to teach through films, and students get a more enjoyable learning experience by watching movies. More realistic visuals also play a role in helping students understand a nursing context more easily (Díaz Membrives et al., 2016; Oh et al., 2012; Piqué-Buisan et al., 2024b).

Furthermore, applying the appropriate learning strategy should be considered for nursing lecturers to achieve learning objectives interesting and innovatively. Lecturers need to pay attention to student communication skills as one of the important skills for nurses and useful for supporting quality nursing care. This research was conducted to answer the research question, "Is cinenurducation effective in improving the communication skills of nursing students?". This study aims to determine the effectiveness of cinenurducation on communication skills in nursing students.

B. METHODS

This study used a quasy-experimental design with a one-group pretest-posttest. The dependent variables in this study are communication skills in nursing students which include empathy, communication, respectful attitudes, and social skills. The research was carried out at Poltekkes Kemenkes Surakarta in May-August 2025.

The population of this study is all active students of the Nursing Study Program, with 564 respondents. The calculation of the number of samples was carried out using the G*Power 3.1.9.7 application. The sample size was calculated for a dependent t-test with an effect size of 0.5 ($d=0.50$), margin error of 5% ($\alpha=0.05$), and power of 80% ($1-\beta = 0.80$), and a minimum sample number of 27 respondents was obtained. To anticipate drop out, a reserve of 10% was added so that the total number of respondents was 30. Inclusion criteria: (1) active nursing students who understand English at least passively. Meanwhile, the exclusion criterion is that they are not willing to be research respondents.

This study used two types of instruments, namely sociodemographic instruments containing age, gender, GPA, and clinical experience during the study. The second instrument is the Communication Skills in Healthcare Professionals (CSS-HP) instrument developed by Leal-Costa *et al* (2016), which consists of 18 items to assess communication skills in health workers. The questionnaire consists of 4 dimensions, including empathy to explore how healthcare teams obtain and provide information in clinical relationships (item number 2,4,6,11,12), informative communication to evaluate capacity to understand patients' feelings and responses that describe empathy and active listeners (item number 5,8,9,14,17,18), respect describe the attitude of respect from healthcare teams in the clinical setting (item number 1,3,15), and the social ability to assess assertive behavior in relationships with patients (item number 7,10,13,16). The questionnaire was measured using a 6-point Likert scale, namely 1 for seldom and 6 for many times. The questionnaire was then adapted by Julia-Sanchis *et al* (2020) and applied to nursing students, obtaining internal consistency results of 0.88 and validity with a score range of 0.18-0.38. Since the CSS-HP questionnaire has never been applied in Indonesia, the researcher conducted a questionnaire translation with linguists and conducted a validity and reliability test on 40 Nursing students. The reliability value using Cronbach's Alpha was 0.77, and the validity test range with Pearson's r value was 0.29-0.89 (r table = 0.26). It can be concluded that the CSS-HP questionnaire is valid and reliable for measuring communication skills in Nursing students.

Before providing interventions, the researcher conducted a study of various recommendations for films related to nursing. There are 10 film titles that are studied and 2 film titles are obtained that will be used and in accordance with the research objectives. The film was selected with the following criteria: accessible and available with Indonesian/English

subtitles; not a documentary; no scenes that lead to sexual activity; and related to nursing topics. The two film titles chosen were *Wit* and *Chronic*. The intervention was given for 4 weeks with the following activities:

Table 1. Plan of Activity

Week	Activities	Duration
1	- Pre-test - Review of nursing communication concept	60 minutes
2	Watching the movie <i>Wit</i> and a discussion session: 1. Describe the character in the movie 2. What problems occur to the characters in the movie? 3. What do the characters in the movie think and feel? 4. How do they solve the problems? 5. How do nurses communicate with patients and other teams? 6. How is the relationship between nurses and patients? 7. What is the professional value of the movie? 8. Lesson learned from the movie 9. Nursing implications (on practice)	180 minutes
3	Watching the <i>Chronic</i> movie and discussion sessions with the same topic as week 2	180 minutes
4	- Wrapping up - Post test	60 minutes

Analysis of respondent characteristics data uses descriptive analysis by displaying average and standard deviations for numerical data, frequency and percentage for categorical data. The normality test used the Saphiro-Wilk test and obtained a p-value of 0.2 (>0.05), so that the data could be concluded to be normally distributed. To determine the effectiveness of cinenurducation on communication skills before and after the intervention, a paired t-test was carried out using SPSS software. This research was carried out after obtaining ethical approval from the ethics committee of Universitas Aisyiyah Surakarta with reference number 460/V/AUEC/2025.

C. RESULT AND DISCUSSION

1. Result

a. Respondent Characteristics

This research was conducted on Nursing students, and characteristic data were obtained in Table 2.

Table 2. Characteristics of Respondents (n=30)

Characteristics	Mean $\pm$ SD	f(%)
Age	20 $\pm$ 1,2	
GPA	3,75 $\pm$ 0,1	
Score of Nursing Communication Subject		
A		13 (43,3)
A-		2 (6,7)
B+		2 (6,7)
B		7 (23,3)

Characteristics	Mean±SD	f(%)
Duration of clinical practice		
0-3 months		21(70)
3-6 months		1 (3,3)
6-12 months		2 (6,7)
No experience		6 (20)
Semester		
Semester 3		9 (30)
Semester 4		4 (13,3)
Semester 5		8 (26,7)
Semester 6		2 (6,7)
Semester 7		4 (13,3)
Ners		3 (10)
Gender		
Male		1 (3,3)
Female		29 (96,7)

From the table above, it can be concluded that the average age of the respondents is 20 years old and has a Grade Point Average (GPA) above 3.5. In addition, 96.7% of respondents were female, 26.7% were 5th semester students, 70% of students had 0-3 months of practice experience, and the other 20% had never had clinical practice experience, but had gained communication experience in a laboratory practice setting. Moreover, all students have attended classes with the Communication in Nursing course, with A score of 43.3% of students.

b. Overview and Effectiveness of Cinenurducation

Respondents received cinenurducation intervention for 4 weeks, and data were obtained regarding the description and effectiveness of the application of cinenurducation to respondents, as shown in Table 3.

Table 3. Overview of communication skills and effectiveness of cinenurducation

Measurements	Emphaty	Informative communication	Respect and appreciation	Social skills	Mean of students' communication skills
Pre-test (Mean±SD)	4,7 ± 0,53	4,5 ± 0,46	5,0 ± 0,56	3,7 ± 0,57	4,5 ± 0,46
Post-test (Mean±SD)	5,5 ± 0,37	5,1 ± 0,38	5,7 ± 0,38	4,7 ± 0,55	5,1 ± 0,34
Difference mean ± SD	0,71 ± 0,39	0,51 ± 0,41	0,68 ± 0,53	0,93 ± 0,65	0,52 ± 0,34
p-value	0,000	0,000	0,000	0,000	0,000

From the table above, it can be seen that there is a significant difference in the students' communication ability score between before and after receiving cinenurducation ($p\text{-value} < 0.05$). In addition, the average difference before and after cinenurducation was 0.52 ($SD = 0.34$). When viewed from each aspect of communication skills, the aspect with the highest average both before and after the implementation of cinenurducation was the attitude of mutual respect and appreciation, which was 5 ($SD = 0.56$) and 5.7 ($SD = 0.38$), respectively. Moreover, there were significant differences before and after the intervention ($p\text{-value} < 0.05$), with the largest average difference in the aspect of social ability, with a difference close to 1

score, while the informative communication aspect had the lowest average difference of 0.51 (SD=0.41).

2. Discussion

a. The effect of cinenurducation and communication skill

Learning strategies in nursing education require innovation and creativity to improve the competence of prospective nurses. Previous research found that as many as 92% of students were satisfied with video-based learning, whereas 87% were satisfied with traditional teaching (Natarajan et al., 2022). In this study, the learning strategy was carried out by applying *cinenurducation* and proved effective in improving communication skills in nursing students. The research conducted over 4 weeks had a positive impact on all four aspects of communication, including empathy, informative communication, mutual respect, and social skills.

In this study, communication skills improved because students received concrete examples from nursing practice. In addition, the discussion process helps students analyze the quality of nurses' communication, as well as how nurses should treat patients, particularly those with chronic and terminal diseases. In line with research by Coyne et al. (2025), which demonstrates that watching films related to nursing helps students understand the communication process between nurses and patients. This is because students get visual examples and can emulate good communication strategies in films.

The application of cinenurducation, accompanied by active discussions, can help students better understand communication with patients. For example, students become aware of the feelings of patients with terminal illnesses, students understand more about the attitudes that nurses should and should not have, how to communicate effectively and informatively with both patients and health workers, and how nurses treat patients humanely and with respect. According to Fijačko *et al* (2025), film-based learning can improve critical thinking skills because films can facilitate students to discuss with a wider scope, discussing a problem in clinical practice.

b. Creative Learning Strategy for Generation Z

Nursing students are currently Generation Z, characterized by requiring innovative and creative learning strategies. Watching films is one of the strategies that provides a positive relationship between students and lecturers, so that learning goals can be achieved (Conti et al., 2019). The learning process using film is also effective in improving nurses' core competencies related to ethics and professionalism. Film is an interesting and innovative medium that makes it easier for students to understand nursing competencies well. In addition, films can provide a meaningful experience for students that supports the achievement of their competencies (Moosvi and Garbutt, 2020; Gangwani, Singh, and Khaliq, 2022)(Gangwani et al., 2022). Bartlett, Jøranson, and Breievne (2022) have also conducted several documentary film reviews that may be used as a learning medium in nursing education.

Although this study obtained significant results to improve the communication skills of nursing students, this study still has some limitations. First, the small sample size allows for limited generalizations for all nursing students. Second, research is only conducted in one research site, allowing for inconsistencies if applied in other institutions with different learning characteristics, for instance, the study materials of communication courses and

student clinical practice policies that will affect the significance of economic skills. Finally, the research was conducted in a short time so that it could not integrate cinenurducation into the communication learning process directly. This may be different if applied in institutions with a block system.

D. CONCLUSION AND SUGGESTIONS

To conclude, several commercial films can be used for the learning process for nursing students, especially films with the theme of Health. Cinenurducation can be used as one of the learning strategies for Nursing students and is effective in improving communication skills before and after being given an intervention. The implementation of cinenurducation is accompanied by an active discussion process between lecturers and students to improve their understanding of communication in nursing. Cinenurducation can be used as one of the learning strategies and can be included in the nursing education curriculum. This strategy can be one of the ways students learn to understand nursing communication by seeing real things visually. Students are expected to be more critical and active in utilizing learning media from the internet to support the competencies needed by nurses.

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