

CHAPTER I

INTRODUCTION

1.1 Background

Indonesia is a country endowed with a very rich culture as well as natural wonders that attract foreign visitors from all over the world (Nawang Sari, Muryani, & Utomowati, 2018). The United Nations World Tourism Organization cited Indonesia as a country with open regulations on foreign tourism (Indonesian Portal of Information, 2019). It ranks seventh in the world, fourth in Asia Pacific, and the first in Southeast Asia in terms of ease for international tourist visits. Indonesia also ranks as the fourth most visited tourist destinations in Southeast Asia (Asean Secretary, 2019). In a 2019 report, data from the Central Statistics Bureau of Indonesia (*Badan Pusat Statistik*) show that there is an increase in international tourist visits to Indonesia from 1.06 million in November 2017 to 1.15 million visits in November 2018. There were 14.39 million foreigners who visited Indonesia between January and November of 2018, indicating an 11.63 percent increase from the 12.89 million foreigners entering Indonesian territory in 2017.

Statistics show that between January 2018 and November of the same year, Asians from non-ASEAN countries comprised majority of the tourists in Indonesia (5,376,000 tourists), followed by Asians from ASEAN member states (4,861,700 tourists) and then Europe (1,846,000 tourists). In the years 2003 through 2018, Bali

was identified as the province with the greatest number of international visitors based on an analysis of hotel occupations. The more than two million foreign tourists in Bali make up 69.75 percent of the total number of foreigners visiting Indonesia in 2018 (Central Statistics Institute of Indonesia, 2020). While the natural wonders of Indonesia are an important factor that draws foreign visitors to Indonesia, it should be noted that the archipelago is surrounded by four tectonic plates making it among the top countries in the world with the highest risk for earthquakes. In addition, a significant number of places in Indonesia that are prone to other natural disasters such as volcanic eruptions, tsunamis, floods, and landslides (Indonesian National Institute of Disaster Management, n.d).

Aside from foreign visitors entering Indonesia for tourism purposes, the country's industries also recruit foreign workforce. Indonesian Ministry of Labor (*Kementerian Ketenagakerjaan Republik Indonesia*) (2018) stated that to realize the goal of improving competence and expertise in fields such as services, industry, agriculture and maritime some Indonesia-based industries recruit foreigners to work in the country. As a country, Indonesia is inseparable from the need of cross-countries coordination (The Indonesian Ministry of Law and Human Rights Directorate General of Legislation, 2011). Based on the number of works permits for foreign workers issued by the Indonesian Ministry of Labor (2019), the number of foreign workers in the country have reached the number of 95,335 at the end of 2018. Jazuli (2018) identified three factors that contribute to the increase in the number of foreign workers in Indonesia: (1) openness of investment, (2) visa-free policy, and (3) the enactment of the ASEAN Economic Community. In addition to

foreign tourists and foreign workers, Indonesia also has a significant number of refugees temporarily residing in the country. There are currently 13,500 registered international refugees in the Indonesia (Indonesia United Nations High Commissioner for Refugees [UNHCR], 2020).

Given the high number of foreigners entering Indonesian territory for various reasons, it is important to note that this phenomenon should also be viewed from the perspective of healthcare delivery. Data from the recent years show that there have been foreigners that avail of healthcare services from different hospitals in Indonesia. During the earthquake and tsunami which occurred in Palu and Donggala cities of Central Sulawesi in 2018, 122 foreigners were affected (Merdeka News Portal, 2018). Aside from natural disasters, there have also been traffic accidents in Bali, Gianyar, Tabanan, Karangasem and Bandung that involved foreigners (Kumparan News Portal, 2018). Maharani, Putra and Paturusi (2018) found that there were at least 1,000 foreigners per year who availed the services of healthcare facilities in Indonesia from 2011 to 2013. Furthermore, the implementation of the ASEAN Mutual Recognition Arrangement on Nursing Services (2006) offer Indonesian nurses the opportunity to practice in ASEAN member states. Increase in the mobility of nursing professionals within ASEAN countries increases the possibility of transcultural care encounters.

The data presented in the previous paragraphs showed that Indonesian healthcare facilities have catered to the health needs of non-Indonesian clientele. In addition, the significant number of foreigners residing in the country suggests that there is an opportunity for Indonesian nurses to care for non-Indonesian patients. Thus, it is

important to explore the experiences of both nurses and patients in an intercultural caring experience. This study, however, focused only on the experiences of Indonesian student nurses in caring for non-Indonesian patients.

1.2 Statement of the Problem

The existence of foreigners in Indonesia due to the demands of globalization as well as the country's foreign friendly policies present opportunities and challenges for Indonesian nurses as they care for foreign patients. Foreign patients are not merely people with non-Indonesian nationalities but also people who bring with them their own cultural backgrounds, beliefs and values, as well as languages. The intercultural caring interactions create a unique experience for both Indonesian nurses and the patients they care for. Understanding the culture of foreign patients who come from various backgrounds may decrease the risk of nurses misinterpreting and misunderstanding patients' needs (Lestari, Widodo & Sumardino, 2018). Leininger (1989) asserts that nurses should have the ability to provide culturally sensitive care for patients from varied cultural backgrounds. Cultural readiness and competence are necessary to create a positive intercultural caring experience. They are developed through a process of creating awareness, acquiring knowledge, and developing cultural sensitivity (Papadopoulos, Shea, Taylor, Pezzella & Foley, 2016). Failure to develop cultural competence increases the risk of nurses to experience frustrations and discomforts in communicating due to the lack of understanding of the values, beliefs, and behaviors of patients coming from cultural backgrounds that are different from the nurses' own culture (Seeleman, 2009 cited in Murphy, 2011). Werdani (2017) suggested that enhancing

the ability of Indonesian nurses in communicating through a foreign language, especially English, forms an essential aspect of the basic preparation to empower Indonesian nurses in caring for non-Indonesian patients. In a study involving students in the *Program Profesi Ners*, Lumbantobing, Susulaningsih, Rasyiddin, Kurniawan and Praptiwi (2018) concluded that majority (76.69%) of the student nurses have low level of knowledge about cultural competence. In another study, Novieastari, Gunawijaya and Indracahyani (2018) noted that the development of cultural competence is not a vital concern among nurses in Indonesia. The lack of emphasis on cultural competence results in interaction problems between nurses and patients that leads to a decline in the quality of care.

Gallagher (2011) asserts that cultural competence in healthcare is a vital goal to prevent health-related disparities across diverse patient groups, mainly the vulnerable populations and ethnic minorities (in Liu, Stone & McMaster, 2018). Culturally competent nurses provide better nursing care in a multi-cultural healthcare environment through culturally tolerable attitudes, cross-cultural communication, and ongoing patient-nurse relationships (Cross, Bazron, Dennis & Isaac, 1989 in Shepherd, Willis-Esqueda, Newton, Sivasubramaniam & Paradies, 2019). However, difficulties in a multi-cultural healthcare environment are inescapable. Nurses expressed limitations when caring for foreign patients are commonly caused by communication barriers, the lack of resources to accommodate patient's needs and wishes as well as the impact of cultural practices (Murcia & Lopez, 2016; Nishikawa, Niiya & Okayasu, 2014).

To enhance the interest and commitment of Indonesian nurses in the creation of a culturally competent healthcare environment, it is vital to understand the nurses' perspectives of their own experiences in caring for foreign patients. The experiences of student nurses of *Universitas Pelita Harapan* (UPH) who have spent their Graduate Nurse Residency (GNR) in the regions of Indonesia with a high number of foreigners may provide meaningful and significant insights to shed light to the experiences of Indonesian student nurses in caring for non-Indonesian patients.

1.3 Statement of the purpose

This study aimed to explore the experiences of Indonesian student nurses in caring for non-Indonesian patients. In addition, this study also aimed to understand the meaning of these experiences for the student nurses and the cultural, personal and contextual factors that influenced how the student nurses made sense of their own experiences.

1.4 Research Question

This study explored the descriptions and meanings of the lived experience of Indonesian student nurses' in caring for non-Indonesian patients. This study focused on two central questions:

- 1) "What is it like for an Indonesian student nurse to care for non-Indonesian patients?"
- 2) "What does it mean for Indonesian student nurses to care for non-Indonesian patients?"

1.5 The Benefits of The Study

1.5.1 Theoretical

The result of this study is expected to increase the knowledge of health professionals, especially nurses, about the opportunities and challenges involved when providing nursing care to foreign patients. Moreover, it can serve as a reference for other researchers who will be conducting studies on inter-cultural care.

1.5.2 Practice

This study can aide educators to develop a nursing education system that emphasizes on cultural competence. It can also guide clinical practitioners in developing culturally sensitive nursing care. Health policy makers can also draw insights from this study to design guidelines in providing culturally sensitive and culturally competent care for all patients.