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THE RELATIONSHIP BETWEEN NURSES' THERAPEUTIC COMMUNICATION AND THE IMPLEMENTATION OF PATIENT EDUCATION FOR DIABETES MELLITUS AT BEKASI DISTRICT HOSPITAL IN 2025

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ABSTRACT

Background: Diabetes mellitus is a chronic condition that necessitates long-term care and continual education to enable individuals to take the best possible care of themselves. In order to effectively provide instruction through therapeutic communication, nurses are essential. Patients' comprehension, compliance, and capacity to control their illness can all be enhanced by effective therapeutic communication.
Methods: A cross-sectional design was employed in this investigation. Patients with diabetes mellitus at RSUD Kabupaten Bekasi made up the study's population. Purposive sampling was used to pick 117 respondents for the sample. Questionnaires on nurses' therapeutic communication and patient education implementation were utilized as research tools. The Chi-Square test was used for both univariate and bivariate analysis of the data at a significance level of 0.05.
Results: According to the findings, the majority of nurses' therapeutic communication fell into two categories: adequate (44 respondents, 37.6%) and good (73 respondents, 62.4%). Patient education for diabetes mellitus was mostly implemented in three categories: sufficient (61 respondents, 52.1%), good (54 respondents, 46.2%), and poor (2 respondents, 1.7%). The results of the Chi-Square test showed a significant correlation between the implementation of education for patients with diabetes mellitus at RSU Kabupaten Bekasi in 2025 and the therapeutic communication of nurses, with a p-value of 0.003 (<0.05).
Conclusions: The implementation of education for patients with diabetes mellitus at RSUD Kabupaten Bekasi is significantly correlated with the therapeutic communication skills of nurses. The more effectively nurses communicate therapeutically, the more effectively patient education is implemented. It is anticipated that improved patient comprehension, therapy adherence, and nursing service quality will result from effective therapeutic communication.

Keywords: Diabetes_Melitus, Nurses_Therapeutic_Communication, Patient_Education

INTRODUCTION

Diabetes melitus is a chronic illness caused by a disruption in the metabolism of glucose due to the body's inability to produce or use insulin effectively, which results in hyperglycemia and has the potential to cause several serious complications, both acute and chronic. The increasing prevalence of diabetes mellitus both nationally and internationally makes it one of the primary health issues that requires comprehensive care, including patient education as a crucial component of managing the condition.

Patients with diabetes mellitus need education to increase their knowledge, skills, and capacity for self-care so they can control their blood sugar levels and avoid complications. However, educational success does not follow from therapeutic perawat communication as a type of professional communication that is terarah, terencana, and aimed at assisting patients in achieving ideal health conditions through trust (Stuart, 2021).

A few studies have shown that there is a significant correlation between therapeutic communication and patient satisfaction and understanding regarding health education. These studies include those by Rahmawati (2022), Sari, and Putri (A.; Sari, 2021) that show a correlation between therapeutic communication and patient satisfaction and understanding.

Additional research by (Kiki Deniati, S.Kep., Ns. et al., 2022) and (Akmalkhan Athalah Suhara, 2024), therapeutic communication also has a role in improving the health of patients with diabetes mellitus. Despite this, a lot of research still focuses on patient care and self-care, therefore studies that specifically examine the relationship between therapeutic communication and patient.

Education for diabetes mellitus are still lacking. This indicates the existence of an ilmiah kebabuan in this study, which is evaluating patient education as an outcome that is affected by therapeutic communication.

Based on research conducted at RSUD Kabupaten Bekasi, it was found that while therapeutic perawat communication has been carried out quite well, the education of patients with diabetes mellitus has not yet reached its full potential, as evidenced by the patient's limited understanding and the ineffective interactions between the perawat and the patient. Because of this, the main question in this study is if there is a connection between patient education and therapeutic perawat communication.

The purpose of this study is to understand the relationship between therapeutic communication and the education of patients with diabetes mellitus at RSUD Kabupaten Bekasi.

METHODS

This study is a quantitative study with a deskriptif, cross-sectional design that aims to analyze the relationship between therapeutic communication and patient education for diabetes mellitus. The cross-sectional design is used because it allows independent and dependent variables to be measured in the same time frame, making it efficient to understand the relationship between variables in a single time frame (Notoatmodjo, 2019). The study was conducted at RSUD Kabupaten Bekasi in 2025 with the population of all individuals with diabetes mellitus who are undergoing treatment. A sample of around 117 respondents was selected using the purposive selection technique based on inclusion and exclusion criteria, i.e., respondents who are available, able to communicate effectively, and in stable conditions (Sugiyono, 2023).

The primary data used in this study is derived from respondents using structured questionnaires consisting of therapeutic communication tools and patient education activities

for diabetes mellitus that are verified by validity and reliability tests so that the data can be used as research instruments. The data collection technique involves asking respondents who meet the criteria after providing information about the purpose and methodology of the study and obtaining their informed permission.

Data analysis is done in a univariate manner to show the distribution of each variable, and bivariate analysis uses the Chi-Square test with a 95% confidence level ($\alpha = 0.05$) to determine the relationship between patient education and therapeutic communication. Chi-Square is used in order to assess the relationship between two categorical variables (Dahlan, 2021). This study also examines the ethical aspects of the research by examining respondent identity kerahasiaan, ensuring data anonymity, and ensuring that respondent participation is sukarela and free of bias.

RESULTS AND DISCUSSIONS

Table 1. Characteristics of Respondents by Gender, Age, and Occupation

Characteristics	Category	Number	Precentage
Gender	Male	49	41,9
	Female	68	58,1
Age	38-50	56	47,9
	>50	61	52,1
	Housewife	30	25,6
Work	Business	60	51,3
	Self-Employed	27	23,1

Source: Statistical Data Analysis by Syfa Alivia Salmabila, February 2026

Based on the results of the study conducted on 117 patients with diabetes mellitus at RSUD Kabupaten Bekasi, the characteristics of the respondents were distributed according to their kind of education, occupation, and employment. The largest percentage of respondents were women, with around 68 respondents (58.1%) and men, with roughly 49 respondents (41.9%). Based on usia, the majority of respondents are in the group of usia >50 years old, which is around 61 respondents (52.1%), while usia 38–50 years old is approximately 56 respondents (47.9%). According to pekerjaan, the largest percentage of respondents were wiraswasta, or about 60 respondents (51.3%), ibu rumah tangga, or roughly 30 respondents (25.6%), and wirausaha, or roughly 27 respondents (23.1%).

Table 2. Frequency Distribution of Nurses' Therapeutic Communication

Category	Frequency	Presentation (%)
Good	73	49
Bad	44	56
Total	117	60

Source: Results of Statistical Data Analysis by Syfa Alivia Salmabila, February 2026

According to the study's findings, out of 117 respondents, 73 respondents (62.4%) fell into the category of good communication, whereas 44 respondents (37.6%) fell into the category of poor communication.

This result indicates that perawat therapeutic communication at RSUD Kabupaten bekasi is already quite good, as seen by effective interactions, empathy, and the ability of employees to convey information to patients. However, there are still some responses that indicate poor communication, which can be affected by factors including work habits, time differences, and patient characteristics. Theoretically, effective therapeutic communication plays a crucial role in increasing the patient's understanding of health education and the necessity of pengobatan, thus it is necessary to continuously improve their quality in the practice of keperawatan.

According to Stuart (2021), therapeutic communication is an interpersonal process that occurs between caregivers and patients with the aim of improving the patient's physical and psychological well-being. Terapeutic communication is conducted in a sadar, terarah manner with the goal of assisting patients in the healing process and increasing their capacity to address their health issues. Through effective therapeutic communication, the therapist may establish a trusting relationship with the patient, fully understand the patient's needs, and provide the emotional support required during the therapeutic process.

In addition, (Potter, Patricia A, Perry, Anne Griffin, 2022) states that therapeutic communication is a crucial skill that employees must possess in order to provide asuhan keperawatan because effective communication can increase patient satisfaction and the success of nursing actions.

Table 3. Frequency Distribution of Educational Activities

Category	Frequency	Presentation (%)
Good	54	46,2
Bad	61	52,1
Not bad	2	1,7
Total	117	100,0

Source: Results of Statistical Data Analysis by Syfa Alivia Salmabila, February 2026

According to the study's findings, out of 117 respondents, 61 respondents (52.1%) fell into the "bad" category of diabetes mellitus education, whereas 54 respondents (46.2%) fell into the "good" category.

This result indicates that while perawat's execution of education is already rather well, there are still a lot of responses that indicate that education is not yet at its best. This can be affected by communication factors, delivery time, and employees' ability to provide information in an understandable and clear manner. Theoretically, effective education is crucial for improving the knowledge and skills of patients with diabetes mellitus in managing their condition, thus it must be improved via more effective.

According to (Smeltzer, S. C., & Bare, 2020), health education is crucial for patients with diabetes mellitus to increase their knowledge and ability to do self-care. Effective education can help patients understand their condition, reduce complications, and improve their quality of life.

According to Nursalam (2020), the effectiveness of health education is influenced by a number of factors, including the patient's level of comprehension, physical and psychological conditions, and the environment in which health care is provided. Terencana education may be carried out through routine instruction, the use of educational media in accordance with patient characteristics, the assessment of patient comprehension, and the involvement of family members in the educational process so that the information provided can be reviewed and used in the classroom.

Table 4. Frequency Distribution of the Relationship Between Nurses' Therapeutic Communication and the Implementation of Health Education

Therapeutic Communication	Education Implementation			Total	P-Value
	Good	Enough	Bad		
	n (%)	n (%)	n (%)	n (%)	
Good	25 (21.4)	47 (40.2)	1 (0.9)	73 (62.4)	0.003
Enough	29 (24.8)	14 (12.0)	1 (0.9)	44 (37.6)	
Total	54 (46.2)	61 (52.1)	2 (1.7)	117(100)	

Source: Results of Statistical Data Analysis by Syfa Alivia Salmabila, February 2026

Based on the table above, we found that out of 117 respondents, the therapeutic communication of nurses falls into the good category, with good education implementation by 25 respondents (21.4%), sufficient education by 47 respondents (40.2%), and bad education better.

Additionally, (Wulandari, 2020) also states that good therapeutic communication can enhance the effectiveness of education as well as the self-care abilities of diabetes mellitus patients, including diet management, activity, medication adherence, and blood sugar control.

The study's findings indicate that 44 respondents (37.6%) reported therapeutic communication in the category of cukup, whereas 73 respondents (62.4%) reported therapeutic communication in the category of good. This indicates that staff members at RSUD Kabupaten Bekasi have successfully implemented therapeutic communication through active engagement, clear information sharing with patients, and sikap empati. Terapeutic communication is an essential component of keperawatan care because it may foster trust between the caregiver and the patient, making it easier for the patient to receive information about their health.

According to a large number of respondents, the education of patients with diabetes mellitus falls into three categories: cukup (52.1%), baik (46.2%), and kurang (1.7%). The results indicate that health education has been carried out rather well, however there are still a few obstacles that make its execution less than ideal. Factors including perawat time differences, the number of patients, and differences in the level of education and patient comprehension might affect the success of the educational process. Therefore, effective education is highly necessary to increase patients' understanding of diabetes mellitus and prevent complications.

The Chi-Square results show a p-value of around 0.003 ($p<0.05$), indicating a significant relationship between the therapeutic communication and the diabetes mellitus patient education at RSUD Kabupaten Bekasi. This result indicates that as therapeutic communication improves, so does the quality of patient education. This study's findings are consistent with those of Putri and Sari (2021) and Wulandari (2020), who said that effective therapeutic communication can increase patients' understanding of health information and improve educational outcomes. Because of this, it is necessary to continuously improve the therapeutic communication skills of patients in order to improve the quality of care and the outcomes of treating diabetes mellitus.

CONCLUSIONS

The results of this study indicate that the majority of therapeutic perawat communication at RSUD Kabupaten Bekasi falls into the category of good, while the majority of patient education falls into the category of cukup to good. The results of the bivariate analysis indicate that there is a significant correlation between patient education and therapeutic communication, with a p-value of less than 0.05. This indicates that as therapeutic communication improves, so does the patient's ability to carry out educational activities. Because of this, improving the quality of therapeutic perawat communication is crucial for improving educational outcomes and treating diabetes mellitus in patients.

Based on the study's findings, it is anticipated that pihak rumah sakit would be able to increase staff competency in implementing therapeutic communication via assessment and evaluation in order to make patient education for diabetes mellitus more effective. In every educational process, it is also expected that Perawat would use consistent therapeutic communication to increase the patient's understanding and awareness of their condition. In addition, subsequent research is encouraged to examine other factors that may affect how patients with diabetes mellitus are educated, such as their level of education, their family environment, their motivation, and their work habits, using a larger sample size so that more comprehensive results can be obtained.

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CONFLICT OF INTEREST AND FUNDING DISCLOSURE

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AUTHOR CONTRIBUTIONS

Syfa Alivia Salmabila : Conceptualization, methodology, investigation, data curation, formal analysis, writing – original draft preparation.
Arabta M. Peraten Pelawi : Supervision, validation, methodology, writing – review and editing.
Anas Aulia : Data curation, Visualization, Resources, Validation, Writing – Review and Editing.
Sofi Nurul Aulia : Data curation, Resources, project administration, visualization.
Siti Aminah : Data curation, visualization, Resources, Validation, Writing – Review and Editing.

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