



Capability Nurse Educator: A Concept Analysis

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ABSTRACT

Introduction: The role and capabilities of nurse educators in hospitals remain unclear. Misinterpretation of these capabilities may affect the quality of teaching provided. The concept of capability has not been consistently defined for use in nursing, particularly among nurse educators. Therefore, concept clarification is needed to establish consistent theoretical and operational definitions and to guide strategies for strengthening qualified nurse educators. **Objective:** The purpose of this article is to conceptualize the meaning and importance of a skilled nurse educator. **Methods:** The design used is concept analysis. Data sources were searched from databases (Pubmed, Google Scholar, Scopus). The Walker & Avant method was applied to guide concept analysis to identify and define attributes, antecedents, and consequences. **Results:** Through analysis of the literature using the Walker and Avant method, three defining attributes of capability were identified: a broad multidimensional concept, specialized expertise, and continuous learning. Antecedents include readiness, support, experience, authority. The consequences of nurse educators' abilities consist of satisfaction, knowledge, self-efficacy, responsibility, optimal clinical learning. **Conclusion:** Capabilities are an individual's capacity and competency to apply knowledge, attitudes, and skills to support positive learning outcomes. Ability to portray nurses as superior professional educators.

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INTRODUCTION

Professional nursing services must be supported by the capabilities of nurses who are competent in science and evidence-based practice because nurses have a responsibility to ensure patient safety. One of the roles of nurses is that they are required to act as nurse educators to help nurses and students maintain and improve competency (Skaria & Montayre, 2023). The challenge of nurse educators in educating nurses and students is something that must be faced and is not an easy thing to do. Nurses as educators must have high competence, authority, ethics and morals (Asegid et al., 2023). The quality of hospital services in Indonesia is influenced by nursing services, including nurse educator (Juanamasta et al., 2023). The importance of continuous clinical learning in maintaining the quality of service in hospital (Sari & Sari, 2023). The clinical learning process is focused on interaction with patients (patient centered) based on evidence-based service standards, quality assurance and prioritizing patient safety. Clinical learning methods involve not only competent teaching but also capabilities supported by the vision, curiosity, and commitment to research and continuous improvement of a nurse educator (Liaw et al., 2022).

There is a global shortage that limits the role of nurse educators around the world. Several studies mention heavy workloads, low wages, lack of strong nursing education channels, and dissatisfaction with teaching careers (Lemetti et al., 2023; McAllister & Flynn, 2016; Pueyo-Garrigues et al., 2019). Other research also states that nurse educators are less involved with clinical activities, and there is a lack of support from hospitals to maintain competence (Ndawo, 2022). The condition of nurse educator competency in several countries varies from not yet optimal to not yet explored. The competency of clinical nurse educators in Ethiopia is quite low 56 (27.05%) (Asegid et al., 2023). The competency of clinical nurse educators in Finland

Wulandari, C.I., & Rizany, I. (2026). Capability Nurse Educator: A Concept Analysis varies between medium (2.50–3.49) and high (≥ 3.50) levels (Oikarainen et al., 2022). Nurse educators need to have capability to convey knowledge, but the capabilities of nurse educators are not clearly defined and are still confusing. The career path standards for nurse educators in Indonesia have been stated in KMK no. 40 of 2017 but are only limited to a scheme. Without nurses as quality educators it is impossible to have a quality clinical learning system (Wulandari et al., 2023).

The definition of capability is still unclear, many terms are used such as competence, role and function of nurse educators. Failure to interpret the ability of nurse educators affects the quality of teaching provided. Identifying nurse educator capabilities is critical to pinpointing areas where they need improvement, ensure that they provide appropriate and satisfactory teaching and understand the strengths and weaknesses of clinical learning programs. Identify capabilities that can lead to the development of nurse educators.

The condition of nurse educators globally is unclear in terms of health services. The inhibiting factors for nurse educators need to be analyzed. Increasing the dignity of teaching staff needs to be done, because without qualified teaching staff it is impossible to create a quality clinical learning system. Nurse educator competencies include abilities as educators in several fields, such as the fields of nursing, ethics, pedagogy, cultural and linguistic diversity, as well as continuous professional development (Mikkonen et al., 2022). Apart from competency, there are those who mention the importance of capability for nurse educators. Capability is the ability, ability, skill. Capability is a combination of knowledge, skills, personal qualities, and understanding that is used effectively Nursing (Torabizadeh et al., 2019). Capability is the ability, ability, skill and strength. The capability of nurse educators is a competency that describes superior professional practice (McAllister & Flynn, 2016). The lack of a clear definition of the capability of nurse educators, this can cause the quality and excellence of nurse educators to be underappreciated (Martínez-Sánchez et al., 2026).

Therefore, it is important to be able to clearly define the concept of capability for nurse educators. The concept of capability has not been consistently defined for its use by nurses, especially nurse educators. In Indonesia there has been no research related to the capability of nurse educators. The author wants to identify more deeply the concept of capability that has not been fully defined clearly.

METHODS

The model from Walker & Avant (2018) was selected to guide the analysis of the capability concept (L.P.Walker, 2018). Consideration of using the Walker method because it is the most widely used concept analysis and systematic inductive approach that helps clarify and define concepts, so that it can help researchers develop more easily from the research process. A literature search was conducted using PubMed and Scopus databases. The keyword used in the search was “capability”.

The initial search was conducted without year restrictions to allow a broad exploration of the concept. However, the final articles included in the analysis were limited to publications from the last 15 years, from 2010 to 2025. Eligible articles were full-text articles written in English. Dissertations, theses, and conference proceedings were excluded. The exact number of records identified during the initial database search was not available because the initial search results were not systematically documented. Therefore, this article reports the final articles included in the concept analysis and describes the selection process based on the predefined inclusion and exclusion criteria.

According to the concept analysis method Walker & Avant (2019), there are 8 stages including: (1) concept selection; (2) determine research objectives; (3) identify the use of available concepts; (4) determine the attributes that define the concept; (5) compiling model case examples; (6) make examples of borderline and contrast cases; (7) present the antecedents and consequences; and (8) define empirical references.

RESULTS AND DISCUSSION

Concept and attributes

The concept chosen in this paper is capability. The concept of capability has not been consistently defined for use, especially for nurse educator. The author aims to identify more deeply the concept of capability which has not been fully defined clearly. The results of the study obtained several terms conveyed by other authors. This can be seen in table 1.

Table 1. *Capability concept definitions*

Field – Source	Definition
Nursing (Torabizadeh et al., 2019)	Capability is a broad concept and is not limited to one domain, but includes a wide range of individual abilities and characteristics.

Field – Source	Definition
	Capability is the combination of knowledge, skills, personal qualities and understanding employed in an effective manner in not only predictable specialist contexts, but in unexpected and unstable circumstances. capability is indispensable to specialist expertise
Nursing (Powazki et al., 2014)	Professional capability positively influenced by greater clinical experience and extensive continuing education.
Nursing (Zhao et al., 2014)	Capability approach could help clinical adviser enhance teaching core capabilities and improve the quality of master's nursing training.
Medical (Powazki et al., 2014)	self-perceived professional capability and comfort levels in caring for the dying were positively influenced by older age, greater clinical experience, and extensive continuing education.
Medical (Afiful et al., n.d.)	the capability of doctors as mediators of medical disputes lies in the gravity levels of doctors who are commensurate with the context of the dispute.
Economics and Management (Tian et al., 2022)	The results show that big data capability have an obvious direct effect on green process innovation. The synergy of big data acquisition capability, big data analysis capability and big data insight capability is crucial for high green process innovation
Economics and Management (Wang et al., 2023)	The information technology (IT) literature suggests that IT capability enhances firm performance
Financial (Tzora et al., 2023)	Financial capability it is the combination of knowledge, attitudes, and behaviours that is conducive to sound financial decisions and ultimately to personal/household financial well- being
Business (Yusof et al., 2023)	construction companies with a low innovation capability have a strong effect on incremental innovation and business performance relationships

Source: Wulandari (2025)

Table 1 shows several concepts from various sources and scientific fields. The scientific fields that have defined the concept of capability range from nursing, economics and management, finance, and business. From this study, the definition of the attribute was determined. The way to determine attributes is to identify words that often appear from all the definitions in the table. The three attributes were selected because they were the most consistently recurring characteristics across the reviewed definitions of capability. Broad multidimensionality reflects the integration of multiple domains, specialized expertise represents advanced professional knowledge and skills, and continuous learning reflects ongoing development and adaptability in practice. Thus, the operational concept of ability refers to an individual's competency to apply expertise or specialist knowledge by integrating multiple domains, including knowledge, attitudes, and skills, with the aim of improving the quality of learning and producing positive outcomes.

Identify capability of nurse educator case

The fifth stage of the Walker method is developing cases. There are 3 cases developed by researchers including model cases, borderline cases, and contrary cases.

Model case

"Nurse C works in a hospital, so he has an obligation to support the improvement of health services. Ns.x feels that being a nurse educator is a profession that has special expertise (specialist) educators, so it is required to continue to improve skills by learning. Nurse C must provide clinical education so that nurses and the students they teach can provide quality services. Nurse educator must be able to stimulate nurses to think creatively and innovatively. In addition, nurse educator must be able to guide staff to improve their competence (Wildani et al., 2020). Nurse educator must have the ability to think, solve problems and clinical reasoning (Coffey & White, 2019). Nurse educators with good teaching efficacy are more open to new ideas, create conducive classes, and are more persistent in teaching (Chen et al., 2021; Wulandari et al., 2025). Becoming a nurse educator is a role with expertise as an educator, whose abilities are not limited to one domain, namely educators, but also have broad competencies, so that continuous learning in health services runs optimally."

Borderline case

Nurse C works as a nurse educator and has expertise in clinical teaching. She is able to guide nurses and students, support clinical reasoning, and contribute to achieving learning objectives (Ibda et al., 2023). Her role requires the integration of knowledge, skills, and professional judgment across multiple domains of practice. However, Nurse C rarely participates in continuing professional development, educational training,

Wulandari, C.I., & Rizany, I. (2026). Capability Nurse Educator: A Concept Analysis or research activities to update her knowledge and teaching practices (Steven et al., 2023). Although she demonstrates expertise and applies knowledge across different domains, her commitment to continuous learning is limited. Therefore, this case represents a borderline case because it demonstrates specialized expertise and multidimensional practice but lacks the attribute of continuous learning.

Contrary case

Nurse C was assigned to provide clinical teaching for nursing students despite having no formal preparation or expertise in clinical education (Nuryani et al., 2022). She relies solely on routine instructions and is unable to integrate knowledge, skills, and professional judgment across different learning situations (Juanamasta et al., 2023). Nurse C does not participate in professional development, educational training, or learning activities to improve her teaching competence (Wakefield, 2021). As a result, she lacks specialized expertise, does not demonstrate broad multidimensional practice, and shows no commitment to continuous learning (Baker & Alghamdi, 2020). Therefore, this case does not represent the concept of capability and is considered a contrary case. Therefore, this case does not represent the concept of capability and is considered a contrary case

Antecedents and consequences of capability of nurse educator

The sixth stage is to identify the antecedents (factors that influence) and the consequences (impact of the concept) from the results of the author's study. It is explained in table 2. Table 2 shows that there are 4 antecedents and 5 consequences of the capability concept.

Table 2. Antecedences, attributes, and consequences of capability

Antecedence	Attributes	Consequence
Readiness	<i>Capability</i>	Satisfaction
Support	<i>Broad concepts (not just one domain)</i>	Knowledge
Experience	<i>Specialization skills</i>	Self Efficacy
Authority	<i>Continuous learning.</i>	Responsibility
		Effective clinical learning

Source: Wulandari (2025)

The importance of readiness, support, experience and authority for nurse educators. Readiness is carrying out the role that is experienced, and leads to goals(Ryan et al., 2017). Support from the organization and the surrounding environment in carrying out the role(Villacorte et al., 2021). experience and authority are important in carrying out the role of nurse educator(Fitzgerald et al., 2020). four antecedents can affect the capabilities of nurse educators. The expected consequence is satisfaction(Rindu & Hafizurrachman, 2023), knowledge (Calaguas, 2023), self efficacy, responsibility (Wu et al., 2022), and effective clinical learning (Ansari et al., 2018).

Empirical references

The selection of empirical referents is the last step in concept analysis. Empirical reference is a quantified approach to detailing the components and occurrences of a concept, acting as a tool that measures the processes associated with the concept and its outcomes. Empirical references are also expressed in the form of facts in the real world of a concept. For the concept of capability, empirical references can be in the form of the ability of nurse educators, specialists as educators: teaching knowledge and practice, not limited to one domain: Drawing knowledge, continuous learning: learning, orientation to research.

CONCLUSION

This conceptual analysis provides a complex view of capabilities. Based on the analysis of the concept, Capability is the ability of a person who has expertise or a specialist, connecting more than one domain, both knowledge, attitudes and skills, which aims to improve the quality of learning so that it has a positive influence. The capability of nurse educators is a competency that describes superior professional practice. This in-depth analysis of the attributes, antecedents, and consequences of capability is particularly relevant, as it adds to and builds further understanding of the concept, potentially guides common references to the term and facilitates further understanding of how the nurse educator can carry out her role.

Thus, increasing understanding of the concept of capability has the potential for better research and directs a uniform definition that will be used in health services, especially nurse educators. The definition of capability that has been standardized and clarified allows researchers to ascertain how the role of nurse educators performs higher quality nursing services.

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