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Students' Perceptions of Online Learning in Nursing Education in the COVID-19 Pandemic

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Abstract--Background: COVID-19 means Crown in Latin, COVID-19 is a type of virus that first spread in the city of Wuhan, China and has spread throughout the world, based on data from the World Health Organization (WHO) at the end of May 2021 this virus was confirmed in humans as many as 167,492,769 cases with a total of 3,482,907 deaths, the number of victims due to this virus has become a fear for people around the world. The WHO as the United Nations Health agency responded quickly, classifying it as a pandemic in early May 2020. This virus can cause mild flu to severe respiratory syndrome. This virus has an impact on all sectors namely the Economy, Health and including Education. Objectives: this study aims to conduct a survey on online learning barriers to nursing students. Methods: This research is a quantitative research with a survey design involving 92 research samples. Results: The results of this study are online learning barriers in the form of internet network restrictions, network availability and online learning environment. Conclusion: Online

learning is the choice of many universities in preventing the spread of the COVID-19 Virus. Support and university policies to make learning guidelines, training on platform use and internet quota assistance must be immediately considered for subsidies to students.

Keywords---Online Learning, COVID-19, Nursing Education.

Introduction

Corona Virus Disease (COVID-19) has spread widely to all countries in the world, this virus was confirmed to have occurred for the first time in Wuhan which is the capital of China's Hubei province, the damage caused by COVID-19 is very large and affects all sectors. COVID-19 has infected the world community as of 27 May 2021 as many as 167,492,769 cases with a total of 3,482,907 deaths (WHO, 2021).

The World Health Organization (WHO) officially categorizes it as a pandemic disaster, this is seen based on its widespread distribution in various countries. The COVID-19 pandemic has greatly impacted various aspects of life, health, politics, economy and even the world of education are also affected (Rajab et al., 2020). The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates that half of the world's students are affected by the closure of educational facilities, schools and campuses so that 890 million students from 114 countries participate (Araujo et al., 2020).

The world of education, both on campus and at school, has no other choice, they must adopt online learning methods or E-Learning. Online learning method is a method that uses Web-based software to track, distribute and manage courses via the internet and involves the implementation and technological advances in directing, delivering learning content between Lecturers and Students (Thanji & Vasantha, 2016). Online learning is one solution that is widely used in school and campus agencies. UNESCO through its survey stated that most students or students carry out online learning activities (UNESCO, 2020).

In Indonesia itself, this policy is regulated through the Decree of the Minister of Education and Culture Number 36962 / MPK.A / HK / 2020 regarding online learning and working from home (Kemendikbud RI, 2020), through this policy all educational institutions under the Ministry of Education and Culture, namely schools and campuses, must run it. Online learning has many benefits but also presents challenges and barriers due to inequality in certain countries (UNESCO, 2020).

Nursing education is mostly carried out in clinics or hospitals so that it requires students to be involved in the process, but the pandemic is a barrier due to the nature of the virus which spreads easily and disrupts the clinical or patient-based education process, such as medical and nursing education (Sklar, 2020), besides that The practice area also cannot be used because most hospitals are used as COVID-19 treatment centers so that this becomes an obstacle for students in completing their clerkships. (Calhoun et al., 2020, Efendi et al.,2022).

Nursing students seem to experience high levels of stress, of course this is influenced by academic stress and clinical stress. Their academics are influenced by heavy assignments from Lecturers, exams and workloads while clinical areas are caused by skills that should be acquired in practice such as the ability to diagnose patients and so on cannot be achieved (Labrague et al., 2017).

This change in learning methods makes it very difficult for students, both in writing assignments, taking exams and meeting other academic needs (Fitzgerald & Konrad, 2021). The necessity to stay at home is also an option that cannot be ignored, apart from being afraid of contracting the virus, it is also following the government's recommendation to maintain social distancing, so clinical-based education is indeed recommended to make special guidelines to continue the learning process. (David, 2020)

This study aims to conduct a survey on Online Learning Barriers especially in Nursing Student Environments so that the output obtained becomes the basis and reference for higher education institutions in formulating policies and adopting systems or guidelines that are much better and easier for users or students and lecturers.

Materials and Methods

The method used is the type of quantitative research with a survey design using a descriptive approach, the sample of this research is students and nurses profession as many as 92 people, this research was carried out in 2020-2021 the sampling method was using probability sampling technique, this technique was carried out by taking samples that The number has been determined by the researcher. Data retrieval method using a questionnaire with a Google form mechanism, the number of question items is 10 questions. Data processed with SPSS Version 23

Result and Discussions

Internet Network Restrictions

The results of this study indicate that students are disturbed in the online learning process in terms of restrictions, from 92 respondents there are 43 people or 46.7% say internet costs are expensive, 38 people or 41.3% say signal availability and network support, other reasons 11 people or 12.0%, the following is the distribution table:

Table I
Distribution Reasons for Network Restrictions

	n	Percentage
Cost	43	46,7%
internet network availability	38	41,3 %
Other	11	12,0%
Total	92	

Primary Data Source 2021

Chinelatto's research in Sao Paulo suggests that students feel aware of the pandemic and consider this situation an extraordinary situation so that the impact of losses must be on the world of education (Chinelatto et al., 2020). Students have other reasons that greatly hinder online learning, namely the cost factor and the quota that must be spent, the high cost of the internet is their strong reason so that sometimes they do not follow the learning process (Naserly, 2011). Internet quota is the most important supporter in the smooth process of online learning, without quota students cannot access the internet.

Availability of Internet Network at Home

The results of the study show that students in general do not have adequate internet access at home or where they live, 53 people or 57.6% say they don't have adequate internet access at home and 27 or 29.3% even 12 people or 13.0 % has no access at all, here's the distribution table:

Table2
Distribution of Internet Network Availability at Home

	n	Percentage
inadequate	53	57,6%
Limited	27	29,3 %
No	12	13,0%
Total	92	

Primary Data Source 2021

The availability of an internet network at home is one of the most important factors in supporting online learning. Astuti's research states that the weakness of online learning if the availability of the internet is weak affects or even the lecturer's instructions are not even understood by students (Astuti & Febrian, 2019). Online learning has its own challenges, technical problems, internet and poor online classroom management are obstacles so that many nursing students choose conventional learning over online learning according to Izzeddin's research. (Bdair, 2021).

Equity of internet access, especially in the South Sulawesi region, has not been maximized, so many students complain about this, there is still a percentage of

students who do not have an internet network at home, confirming that internet distribution to the village has not been maximized.

Online Learning Environment

Learning outside the classroom using the internet does not motivate students at all. The results of the study show that most students, namely 50 people or 54.3% do not agree to study outside the classroom using the internet, 11 people or 12.0% strongly disagree, along with the distribution

Table 3
Distribution of Student Responses about the E-Learning Learning Environment

	n	Percentage
strongly disagree	11	12.0%
disagree	50	54,3%
Neutral	26	28,3%
Agree	3	3,3%
Strongly agree	2	2,2%
Total	92	

Primary Data Source 2021

Students' learning environment affects their motivation in participating in learning, I Made's research involving 244 respondents found that Employability Skills are influenced by the learning environment, self-concept and the learning system itself (Suarta, 2012).

Barriers to E-Learning certainly affect the learning process, Rajab's research at Alfaisal University Riyadh, this study involved 1289 students, from the research results 59% of students said online learning was constrained by communication, 57.5% were constrained by technology, 55% due to no experience, 48 % experience anxiety, 35% are time constrained and 15% are due to technophobia (Rajab et al., 2020), another study was conducted by Alchamdani et al., the results of this study confirm that the biggest obstacle to online learning is the internet network (Alchamdani et al., 2020), in addition, obstacles related to student disturbances in the form of stress being confined at home must be a concern for education administrators on campus (CNN, 2020).

Data from The Hechinger also concludes that feelings of fear, discomfort and mood swings are also the impact of online learning (The Hechinger, 2020). This is different from Mukhtar's research, the results respond positively to online learning, according to this study, online learning does not have the slightest obstacle with a record that universities must reduce cognitive load and increase interactivity (Mukhtar et al., 2020), this research is also supported by research Firman concluded that online learning can increase student independence (Firman & Rahayu, 2020).

Online learning policies are a key strategy to inhibit the spread of the virus, but on the other hand, it creates a burdensome effect on universities and especially

students, even though universities have no other choice and must continue to use this method as an effective effort to reduce the spread of the virus.

Conclusion

This study concludes that many factors affect the online learning process, ranging from quota fees, the learning environment to internet access around the location where the online learning process takes place.

Suggestion

Institutions are expected to be able to provide policies and online learning training to both students and lecturers as the first step in implementing this policy, the Universitas Muslim Indonesia(UMI) has already done this by utilizing the Kalam Platform, besides that lecturers must think about strategies and creativity in transferring knowledge to students. Periodic evaluation is needed so that deficiencies can be improved for the future.

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