



Nursing Students' Experience in Online Learning During COVID-19: Study Phenomenology

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Abstract

The incidence of COVID-19 has resulted in many policy changes in each country. Some things done are physical distancing, social distancing, and social containment. The Indonesian government implemented Large-Scale Social Restrictions, changes in the school system, and lectures to an online system, worship at home, and work at home. Implementing online learning has obstacles, especially for nursing students, such as ineffective practice, not understanding the material, poor network, limited quota, and even the emergence of stress due to the system. Aim: This study aimed to explore nursing students' experiences in undergoing online learning during COVID-19. This research design uses qualitative research with a phenomenological approach. The number of participants in this study was 14 from two nursing faculties in Jakarta, and the data were saturated using purposive sampling. Data were collected by in-depth interviews using the Zoom platform for 45-60 minutes, then verbatim and analyzed using Collaizi. The results of this study consist of three themes, namely challenges to undergoing online learning, the advantages of online learning, and online learning impacts. The results of this study can be recommended to modify teaching methods, such as inserting interactive material to motivate students to be more interactive and not trigger students to increase independent learning methods.

Keywords: COVID-19, Education, Distance, Nursing Students, Online Learning, Physical Distancing.

INTRODUCTION

COVID-19 is an infectious disease caused by Coronavirus 2 (SARS-CoV-2) that can be transmitted by direct contact with infected droplets (through coughing and sneezing), and touching surfaces contaminated with the virus, which can survive for several hours, but can be eradicated by disinfectants (UNICEF, n.d.). As of August 2, 2020, the number of COVID-19 cases globally is 17,660,523 confirmed cases, and 680,894 deaths, while in Indonesia, there are 111,455 confirmed cases and 5,236 deaths (WHO, n.d.).

COVID-19 can be prevented from spreading by taking classic measures such as isolation, quarantine, and social distancing. Some countries have implemented social distancing to reduce interactions in large communities because it is not yet known whether they are infected (Smith & Freedman, 2020). However, other perspectives suggest that social distancing is not enough to fight COVID-19, so large-scale social containment, a government intervention applied to entire communities, cities, and regions, is specifically designed to reduce personal interactions (Long, 2020; Smith & Freedman, 2020).



Social distancing also includes the closure of schools, offices, and the suspension of public markets, as well as the cancellation of meetings (Smith & Freedman, 2020). The Indonesian government has implemented several efforts to reduce or break the chain of transmission of the COVID-19 virus, namely the implementation of Large-Scale Social Restrictions, changing the school and lecture system to an online system, worshipping at home, working at home, and requiring people to wear masks (Sari, 2020).

Online lectures (in the network/online) are a modern learning system based on information technology that provides a wide range of qualities that are very suitable for a millennial society. They can be accessed at various places and times, and provide opportunities for students to take a particular course (Maulana & Hamidi, 2020; Mustofa et al., 2019). However, this is controversial because, for teaching staff, online learning is effective for assignments, while for students, understanding online material is difficult, and inadequate internet connection, quota, and unsupportive devices hinder the learning process (Maulana & Hamidi, 2020).

The results of research conducted on Abulyatama University nursing students regarding online learning showed that 56.6% were not happy to take online lectures, 37.1% had little understanding of the material, and 39.9% had problems with the network/signal (Iskandar et al., 2020). The results of research on Stikes Karya Husada Kediri Nursing students, 38.57% experienced moderate stress because one of them was difficulty understanding the material during online lectures (Sari, 2020).

Then, the Diponegoro University student stated that online lectures were complicated because he was preparing a thesis. After all, it was better face-to-face so that students could ask about problems directly (Krismayani, 2020). Two students also stated the same thing that there are joys and sorrows in online learning where the joys are that it is comfortable, and relaxing, and one can lie down at home, while the sorrows are that it is not effective because of signal difficulties, full and unstable servers, minimal material but piling up assignments (Noviyanthi, 2020). Likewise, for nursing students at Western University, there are obstacles in undergoing online learning, such as network issues, quota, and not understanding the material.

Before the COVID-19 pandemic, there were few institutions, especially nursing institutions, using online learning methods. Hence, researchers are interested in exploring how nursing students experience online learning during COVID-19. This research is also expected to provide a real picture of the student experience during the online learning process, both practice and theory, to improve the learning system by creating a special program or curriculum for online learning programs. This study aimed to explore the experiences of nursing students in undergoing online learning during COVID-19.

METHODS

Design

This study used a qualitative descriptive phenomenological approach. Qualitative research is a systematic technique that describes experiences and situations in natural settings to learn about a topic from the viewpoints of participants (Grove & Gray, 2019). Phenomenology is a qualitative research approach based on a philosophical tradition created by Husserl and Heidegger that is concerned with human life experiences. Phenomenology is a way of thinking about people's life experiences that captures the essence of the phenomena that make up their lives (Polit & Beck, 2018).

Population and Sample

The population of this study was nursing diploma students who had just done online learning for the first time in Jakarta. The sampling technique in this study was purposive sampling, with the number of participants reaching data saturation. Saturation occurs when no new data is found from all participants involved (Grove & Gray, 2019; Polit & Beck, 2018), namely 14 students with the inclusion criteria 5th-semester nursing diploma students (final year), being students who did online learning for the first time, and the exclusion criteria being students who did not have complete communication media with a voice call application.

Collecting Data

Researchers play an important role in data collection and analysis (Grove & Gray, 2019). In-depth interviews with semi-structured questions were used as the research tool. The researcher conducted a pilot study on two nursing students (excluding the participants). Before collecting data, the researcher got approval from both of Jakarta's nursing faculties. The researcher then gave the individuals informed consent before conducting the interview. Interviews were performed online using Zoom and recorded throughout the process. The researcher developed a schedule with the participants, and the interview lasted 45-60 minutes. The questions asked throughout the interview were structured, followed by several probing approaches. Following the interview, the researcher organized a conversation with two participants to validate the findings and avoid bias (Polit & Beck, 2018). Only the researcher can access Interview recordings in a password-protected file. The researcher also evaluated secondary nonverbal data from the participants (field notes), such as intonation, laughing, stillness, and sighs.

Data analysis

The data were analyzed using the seven steps of Collaizi's method, namely 1) collecting participants' descriptions of their life experiences, 2) reading all participants' descriptions of their life experiences, 3) selecting significant statements, 4) articulating the meaning of each significant statement, 5) grouping the meanings into a theme, 6) writing an in-depth description by returning to the participants, 7) Combining the data gathered during validation into a final in-depth description (Creswell, 2014; Polit & Beck, 2018). To verify the quality of the data, the researcher confirmed the results of the analysis, or what is called member checking, as indicated by the statement on the web form. However, this member checking was not done for all participants, only five representatives. This is due to constraints on participants' time. The final step is to create a research report based on the analytical results in the form of validated themes.

Study Rigor

In this research, to obtain reliable research results and maintain data rigor, the data is validated with 4 criteria called trustworthiness of data, namely: credibility, transferability, dependability, and confirmability (Polit & Beck, 2018). The credibility of a study can be achieved since the research process is carried out through several techniques such as prolonged engagement, field notes, audio-taping and verbatim transcription, triangulation, data saturation, and member checking. Transferability was ensured through a clear description of the research context, sampling, data collection, and data analysis process. Dependability was ensured when the researchers provided the data to an experienced independent researcher, who independently checked the data for confirmation. To enhance confirmability, two experienced researchers reviewed the decision trails and analysis results.

Ethic

This research has received approval from the MRIN Ethic Committee of Pelita Harapan University with number 023/MRIN-EC/ECL/IX/2020.

RESULTS

The findings in this study were carried out in several steps. The transcribed interviews were coded. After coding, determine the category. Then the last step is determining the appropriate theme. The results of this study include three themes, and each theme has a category (Table 1). The themes are challenges to undergoing online learning, advantages of online learning, and online learning impacts.

Table 1. Theme and Category

Categories	Theme
1. Limited signal and quota	The challenges to undergoing online learning
2. Limited lecturers in monitoring students	
3. Limited interaction with lecturers and students	

Table 1. Theme and Category

Categories	Theme
4. Difficulties in understanding the material 5. Limitations in doing nursing practice	Advantages of Online learning
1. Flexible time 2. Self-learning	
3. Increasing creativity	
1. Psychology Impacts 2. Social Impacts 3. Physical Impacts	Online learning impacts

Theme 1: Challenge of undergoing online learning

During online learning, challenges are experienced, such as limited signal and quota, limited lecturers in monitoring students, limited interaction with lecturers and students, difficulties in understanding the material, and limitations in doing nursing practice. All participants felt the signal and quota limitations category more often. The following are statements from a participant:

"Like I've been given the lessons, I've been given the theory, and the most difficult thing is when I'm reading if the signal is not good. So, like what was explained by the lecturer sometimes seemed disconnected." (P2)

During online learning, students experience that lecturers have limitations in monitoring students effectively and limitations in interaction with lecturers and fellow students. The following is a statement from participants:

"From yesterday's online, from the discussion, I think it is also lacking, ma'am. Because, in this lab, the lecturer can't see all the students right, meaning that he can't monitor all the students right." (P2)

"So, it's less mingling with friends." (P12)

Students have difficulty understanding the material during online learning. This can be because students only learn through PowerPoint or videos of material sent by lecturers. The following is a statement from a participant:

"We only receive material from PPT, then you read it, and then look for this journal. The lecturer also doesn't know if we read or not." (P14)

"Maybe what I experienced was more difficult to understand. Usually, if the lecturer explains and we only listen and see, it is difficult to understand." (P3)

In addition to students experiencing a lack of understanding of the material, they also experience limitations in carrying out nursing practices, such as carrying out infusions to patients. Students only see examples of nursing actions through videos or YouTube sent by lecturers. The following is a statement from the participant:

"We have no practice at all, we only see videos, not explained by the lecturer. Ouch, there is no provision at all." (P4)

Theme 2: Advantages of Online learning

Students felt online learning had advantages, even though it was their first time. Students feel that online learning is more flexible than offline learning, as it can be accessed anywhere and anytime:

"Learning which is called meeting via Zoom is not face-to-face but through communication media that can be done remotely so that even distant people can get lessons with various media." (P1)

Students are experiencing online learning for the first time, but through this online learning, participants try to learn by themselves and show creativity in making their assignments. During online learning, students mostly learn independently to understand the material and practice through searching both Google and YouTube:

"In my opinion, this online inevitably makes us learn by ourselves. It makes us find out for ourselves. We can't always ask the lecturer, so we must read more." (P4)

In addition to independent learning, online learning makes students come up with ideas by increasing their creativity, such as doing practice videos using makeshift tools or finding substitutes for practical tools to be used:

"For the practical exam, we are told to make a video about infusion, oxygen installation, then we upload it, and the lecturer will grade it." (P5)

"During the online system, we were told to make a video about the practical material. But we buy the tools. For example, we sewed, then we bought sewing materials, we bought bananas, and then we sewed them, and then we made the video." (p7)

Theme 3: Online Learning Impacts

Online learning impacts nursing students, including psychological, social, and physical impacts. The psychological impacts felt by students include anxiety, restlessness, and unpreparedness to enter clinical practice; boredom and decreased motivation; and difficulty managing time.

"Readiness is not fully ready because I am still afraid, and also still don't feel like I can't inject, can't put an IV, we can't do it" (P8).

"Sometimes I also feel like how to work in the field. Scared and confused too." (P12)

"I feel more troubled online" (P2)

The social impact felt by students during online learning includes communication difficulties with students and lecturers, which can lead to misperceptions:

"...the network and then the miscommunication, then our understanding is slightly less. The same obstacle is that if I study, I must have a friend, but here because we don't meet online, that makes me even lazy." (P4)

Some students experience physical impacts during online learning such as fatigue, and boredom.

"Bored, sitting for hours in front of the laptop, even though I have a lot of free time, but not really because after closing Zoom, I continue to do assignments." (P6)

"Many times, we have to sit and listen to what the lecturer says from morning to evening, which sometimes affects our health." (P3).

DISCUSSION

This study was conducted to identify the experiences of 14 nursing students in undergoing online learning, which was carried out suddenly due to the COVID-19 pandemic. The results of this study are expected to provide useful information about online learning methods, so they can be arranged properly, especially in nursing education. During online learning, there are several challenges faced by nursing students, such as limited signal and quota, limited lecturers in monitoring students, limited interaction with lecturers and students, and difficulty understanding the material and practicing nursing. Previous research found that weak supervision of students and a lack of network access were obstacles in the learning process (Situmorang & Tambunan, 2021). Then, previous research also stated that the majority of students felt a lack of clinical practice during distance learning, especially in 3rd and 4th-year students. This raises concerns about reduced skills and confidence, because previously, during face-to-face learning, clinical practice was better (Özkan et al., 2021).

Some studies also show that weak supervision of students and a lack of network access are obstacles in the learning process. shows that not a few students have difficulty understanding the material provided online. Teaching materials are delivered as readings that are difficult for students to understand. Students assume that only learning online and the assignments given are not enough, and they need more explanation and face-to-face interaction (Iskandar et al., 2020; Sadikin & Hamidah, 2020). The challenge of limited monitoring for students is felt by both students and instructors. According to lecturers, there are restrictions in engagement, difficulty in giving education in practical laboratory sessions, restricted student monitoring, establishing appropriate evaluation forms, and challenges in maintaining authentic student identification. Furthermore, lecturers report a lack of digital skills, health issues associated with prolonged screen exposure and exhaustion, and fatigue and boredom from hours spent planning and giving online sessions. The challenges instructors face might have an impact on children (Bai et al., 2020; Faza et al., 2024).

Therefore, lecturers should be able to understand the challenges and even opportunities that exist by utilizing the features that exist in e-learning platforms such as Moodle or the tools used. Educational institutions can also develop lecturers' skills by conducting training to support more optimal teaching by working with technology services (Faza et al., 2024). Participants suggested modifications to online learning, especially for nursing practice. Such as coming to campus alternately, or about 50% entering the laboratory, and doing physical distancing. The previous study suggested modifications such as extending the deadline for each assignment, smaller group sizes for practicum, and increased supervision from the faculty to avoid infection (Aldridge & Mcquagge, 2021).

Online learning has the advantage of being accessible from anywhere and at any time (flexible). This is consistent with prior studies indicating that classes no longer require a physical form and can be constructed entirely in Internet apps. It can be accessed from any location and is global. Traditional classrooms use asynchronous communication techniques, thus, there are no time or location limits. Students can access asynchronous communication modes such as email and online discussion 24 hours a day (Bdair, 2021; Sugiarto, 2020).

In addition to providing negative experiences and obstacles, online learning also provides positive things to students, where students can adapt and have strategies by self-study, increase creativity, and develop teamwork. Some previous studies also stated that at the beginning of online learning, students experienced confusion experienced by students, but clearer instructions and more effective utilization of e-learning media can improve the learning process. Furthermore, it was found that students' learning independence increased by searching for learning materials independently and managing time effectively to complete assignments (Gultom & Tambunan, 2021; Situmorang & Tambunan, 2021). Learning independence consists of three dimensions, namely self-management, desire to learn, and self-control. The self-management dimension is building learners' ability to achieve their own learning goals and to manage the learning resources available to them. The desire to learn dimension is the internal and external motivation of learners to learn, while the self-control dimension is the determinant for learners to evaluate themselves to make it a benchmark for success in learning (Jansen et al., 2019).

These findings are supported by evidence indicating that online learning allows students to learn at any time and promotes self-directed learning. Students considered it more advantageous since an internet-based environment provides a diverse range of teaching resources delivered in a variety of interactive formats that meet their needs. Furthermore, visual learning is more effective than aural learning in helping students understand course materials. Studying at home minimizes commuting time, giving students more time to study. Students' academic performance improved, as shown by their exam scores (Bdair, 2021).

COVID-19 provided various changes, including in learning from face-to-face to online. Online learning provides experience to nursing students, especially nursing faculty who are undergoing online learning for the first time. This study found that COVID-19 hurts students both psychologically, physically, and socially. This can be seen from their experiences where they feel worried, anxious, and restless in preparing for the clinic or laboratory because they feel their skills and motivation have decreased. The same thing with several studies where the impact of COVID-19 caused negative effects on the psychology and society of students, where they feel fear, anxiety, sadness, insomnia, and stress due to the uncertainty of the learning process, decreased desire to learn,



fear of infection, and social isolation, resulting in difficulty in following courses (Abbasi et al., 2024; Cao et al., 2020; Cengiz et al., 2022; Mukhtar, 2020; Santoso et al., 2020; Savitsky et al., 2020).

Before the COVID-19 pandemic, nursing students were more stressed than other undergraduate majors. The change to a remote learning platform, combined with changing expectations, changing family responsibilities, and uncertainty, added tremendous stress to an already stressed student population. While little stress can be motivating, excessive stress can lead to feelings of inadequacy and lower performance. While faculty cannot address all sources of student stress, they can help improve some of it by restricting the amount of assignments to what is required to accomplish course objectives. It is crucial to remember that just because a student is learning remotely does not mean they have more time to finish homework. Faculty can also reduce stress by assisting students in developing appropriate coping methods, such as introspection or meditation, and by creating a collaborative environment between students and faculty (Wallace et al., 2021).

Then, some students want during online learning, lecturers to provide videos of actions that they can directly practice and materials that are relevant to the learning material. The existence of an additional schedule to understand clinical actions/practices is needed by students. Furthermore, nursing schools must provide formal training on best practices in online education so that students can effectively continue their studies. This is because clinical practice training can integrate students' skills, theories, and critical thinking processes into professional practice (Özkan et al., 2021; Pimmer et al., 2018).

Previous systematic reviews have shown that nursing students use a variety of different coping strategies such as problem-solving, avoidance, diversion, and optimism in their learning (Abbasi et al., 2024). Student adaptation is needed to deal with changes due to the COVID-19 pandemic. Therefore, universities are essential to help students adapt to new changes by paying attention and considering learning methods and mechanisms that are practical and efficient for nursing students.

CONCLUSION

This study had four themes, namely challenges to undergoing online learning, advantages of online learning, and online learning impacts. In general, the COVID-19 pandemic has caused changes, especially in online learning mechanisms, which can have negative and positive impacts. This finding can be considered by faculty, especially lecturers, to modify the learning system by maintaining interaction with students, to increase student motivation and independence in studying.

The limitations of this study include the fact that the interviews were conducted using Zoom, where there are often network problems, the lack of interaction and nonverbal communication, and the physical distance between the interviewer and interviewee, which resulted in limiting the richness of the data collected.

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