

## Original Article

### Experience of Online Learning at Nursing Students

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#### Abstract

**Background:** Online learning uses the capabilities of learning access, connection, flexibility, and interaction. Nursing students experience many changes in learning models, one of which is a laboratory and clinical practice activities.

**Purpose:** This study focuses on student experiences, especially knowing the perceptions, expectations, and things that can support and hinder the online learning process.

**Methods:** Qualitative research through a descriptive phenomenology approach to nine participants using the purposive sampling technique. The data were collected by interview and analyzed using the Colaizzi method.

**Result:** This qualitative research resulted in 7 themes covering perceptions of the use and change of supporting facilities, financial perceptions of online learning, psychological perceptions of online learning, innovation and creativity in thinking, accessibility to learning, family support and learning motivation. Thematic analysis is obtained from theme 1 has 2 categories and 3 codings, theme 2 has 2 categories and 3 codings, theme 3 has 3 categories and 7 codings, theme 4 has 1 categories and 2 codings, theme 5 has 2 categories and 2 codings, theme 6 has 2 categories and 4 coding, theme 7 has 1 categories and 2 coding. The online learning experience during the Covid-19 pandemic for students provides an overview of alternatives that can be used as references for lecturers in assessing and evaluating learning outcomes, perceptions, expectations, and things that can support and hinder students in online learning.

**Conclusion:** The results of the research as an evaluation material for lecturers so that learning can be carried out effectively. The data obtained from the research results can be used as input in scientific development about online learning experiences and can be used as competency parameters that must be possessed by nurses.

#### Keywords

Experience, Online Learning, Nursing

## INTRODUCTION

The spread of Covid-19, which is increasingly widespread with a fairly high mortality rate, requires policy holders to break the chain of transmission, one of which is by limiting social contact by avoiding large enough crowds or groups. Kemendikbud Dikti Circular Letter No. 1 of 2020, to reduce the number of cases and break the chain of spreading the virus, the government calls on the teaching and learning process not to be carried out face-to-face (conventional) and orders to conduct e-learning or commonly called online (in network) (1). Education is one that has an effect on social restrictions or activities, because it is a place where individuals gather. The policy that was taken to keep education going was to establish an online learning strategy.

Learning online or online is applied in all universities. Learning concepts that use technology or applications provide experiences for students. The learning that has been used so far is conventional or face-to-face learning and then forced to transform into learning without face to face. The online / online learning context forces each individual student to adapt to the learning process. Each student has experience with all the limitations and advantages of online learning that is being followed (2). Research states that students have the necessary facilities and infrastructure when undergoing online/network learning, and the flexibility of its implementation can provide independence and motivation to learn (1).

Students were asked to rate elements in their online learning experience that they considered facilitative to their learning. More than 80% of the respondents agreed that through online learning, they learnt to take responsibility for their own study. They were able to work through the subject material at their own pace and it was easy for them to navigate the subject learning material. There were several elements in online learning mode that respondents identified as hindrance to their learning. The main issue was the human contact element, in particular, the inadequate opportunity to establish peer support and to sustain discussion dialogue with peers and teachers (3).

In certain conditions, respondents feel that they have lost social contact because all learning is done in front of assistive devices such as computers. The condition that lacks or even the absence of non-verbal cues in online-based learning is perceived by most students as an obstacle that causes them to feel that they only communicate with machines rather than humans (4-8) in a study stated that education for nurses in China found that online-based education conditions reduced skills in language culture because most internet access used foreign languages which contextually needed to be transferred in learning.

A qualitative study states that the online learning experiences of some students get positive and negative ratings. Positive experiences include additional online activities such as online discussions, reading more references, doing quizzes and other activities. They said that with online activities and discussions, students could convey their opinions better and feel more able to express their ideas in writing than face-to-face discussions in class. The experiences of other students conveyed that they also experienced problems with internet connections when class began, especially those who lived in rural areas because it was difficult to get a good signal, and spent more money on internet quota. Students assume that online / network learning places more

emphasis on assignments and explanations of the material provided is quite limited due to several obstacles (9).

Online learning that students feel is that they have a tendency to feel conditions that provide flexibility in asking questions and opinions. Learning carried out at home is not burdensome for them when they meet peers who usually provide pressure during learning. Lecturers who are only seen virtually give them the opportunity not to be ashamed or reluctant to deliver all material that has not been understood. The freedom to access communication can be done easily. Students are able to express what they think, material that is difficult and must be asked (10). The condition of online learning causes students to complain about the lecture process. Saturation of online / online learning, accumulated assignments, unstable internet signal access resulted in lecture material not being understood due to internet network signals suddenly breaking up, lecture schedules that sometimes change suddenly, sometimes holidays are also needed for lectures and there is a desire to immediately meet friends and experience lectures directly so that they can help understand the material effectively (11).

Online learning is a learning system used for the teaching and learning process, which is carried out without meeting directly between educators and students (12). The use of e-learning and making education systems online can stimulate interaction and learning efficiency because it gives students the potential to communicate with lecturers and peers and reach more diverse and learning materials (13,14). Online learning has important aspects that are used in order to achieve its effectiveness. Aspects of e-learning are ease of use, cost-effectiveness and satisfaction of students, the relationship between student attendance in class and the level of satisfaction in participating in learning. Success in receiving learning is influenced by factors of age, maturity, health, interest, motivation, family, a conducive environment, and warm and cooperative teachers with their students (11).

Information technology-based learning models with e-learning have an impact on changing the learning culture. The component of online learning is that students are expected to learn with abilities that understand individual needs that are independent of using appropriate concepts and are able to motivate themselves. Lecturer is able to develop knowledge and skills, facilitate learning, explain learning needs, adequate advice and infrastructure, the existence of reliable creators in educational technology (14,15). Online learning supports the learning process, but there are possible negative impacts of smartpone abuse and use. Students admit that in addition to learning, smartphones are also used to view social media. Students use social media for self-expression and friendship activities. The negative effects of using social media can occur if they get wrong information (12). An effort to deal with online learning problems is time management by establishing a study schedule. Students are more observant and do it continuously while studying, avoiding things that have the potential to interfere with the learning process. Discipline yourself to study and make assignments early in time. Prepare the necessary technology such as laptops, smartphones, tablets, and also a good internet network. Optimizing the online learning process, involves students and lectures working well together to carry out their respective duties and responsibilities. Lecturers prepare Semester Learning Plans (RPS) in the form of soft files, upload or send learning materials in soft copy to students, understand the guidelines or how to

operate / use online learning applications to be used, prepare internet connections, and guide students about using learning applications online used. Students should understand the guidelines or how to operate / use online learning applications to be used, install online learning applications that are used, and prepare internet connections, stationery, and books / teaching materials to be used.

In this pandemic condition, the researcher decided to conduct a study with the aim of exploring in depth the online learning experience of nursing students. The specific objectives of this research are are namely knowing student perceptions about online learning, expectations during online learning and the things that support and hinder online learning during the Covid-19 pandemic. This desire and initiative is used so that lecturers can continue to improve the learning process as facilitators who are able to see students in various aspects when they face learning that requires a lot of adaptation.

## METHODS

This study used a qualitative research method with a descriptive phenomenology approach to explore in-depth the online learning experience of nursing students. While students are determined by the purposive sampling technique. This qualitative descriptive phenomenology research was conducted and divided into several stages, namely: bracketing, intuiting, analyzing and describing (16). Data were obtained through in-depth interviews by researchers as the main instrument in the study, using a digital recording device, accompanied by field notes and based on interview guides. The analysis carried out in this study using the Colaizzi method.

The participants in this study were students who had experience in online learning. Participants were taken using a purposive sampling technique, which is a method involving participants who meet predetermined criteria and are based on the phenomenon under study. The sample size in this study was 9 participants. The inclusion criteria of participants were nursing students, actively participating in online learning with the intention of being able to fully explore the condition of participants, able to communicate well so that all aspects could be explored and conveyed by participants, cooperative, physically fit and willing to become participants.

In this study, researchers conducted in-depth interviews using interview guidelines. The interview guide is a list of questions used as a reference in interviews with participants. Researchers developed questions in the interview guide when conducting interviews. Interview guidelines were tested before using interviews with participants. This aims to determine the understanding of participation in the questions given. The interview process conducted by researchers on participants was recorded using a recording device. The recording device was tested before being used for interviews. This is done to determine the effectiveness and quality of the recordings produced by the recording device, so that the results of interviews with participants will have good quality. Field notes were used by researchers in conducting interviews with participants to record things that happened during the interview such as non-verbal expressions of participants, gestures, and environmental conditions.

Data collection procedures include: 1) Preparation stage, this preparatory stage aims to obtain the legality of the research implementation in accordance with the procedures established by the institution and the place where the research is conducted. Researchers conducted an ethical review to obtain a permit to pass the ethics test from STIKES Karya Husada Kediri before collecting research data. 2) Orientation stage, before conducting research on participants, researchers conduct orientation first. Researchers establish trust with students as participants. Next, the researcher determines the participants in his research and identifies the participants according to the inclusion and exclusion criteria that have been set. The researcher explains the purpose, objectives, process, duration of the research and the rights of participants during the research process clearly to the participants. After the participants understood the things explained by the researcher, the researcher asked the participants to sign the consent form. 3) In the data collection stage, the researcher prepares a place that can maintain the privacy of the participants. Researchers prepare a conducive place and environment. The data collection technique carried out by the researcher was in-depth interviews and using field notes. This in-depth interview technique was direct interviews with participants to find subjective meanings and interpretations of participants about their experiences. Field notes are notes used by researchers based on the results of observations made during interviews with participants whether they were heard, seen, thought or experienced. The interview guide was used by researchers as a guide when conducting interviews. Researchers can develop questions from the interview guide as long as they stay focused on the purpose of the interview. The researcher wrote down field notes during the interview. 4) In the verbatim making stage, the researcher makes a verbatim transcript from the results of the interviews that have been conducted. This verbatim transcript contains the results of conversations between researchers and participants. The researcher must really distinguish the conversation between the researcher (interviewer) and the participant by coding I (interviewer) and P (participant). The researcher completes this verbatim transcript with field notes to get more accurate information. 5) Termination stage, at this stage the researcher provides data in the form of themes from the results of interviews to participants after grouping to obtain validation from participants and obtain agreement that the information obtained by the researcher is in accordance with what has been disclosed by the participants.

The stages of data analysis according to Colaizzi in this study were applied by: 1) Reading the entire description of the participants about the phenomenon being studied which was read through the verbatim transcripts that had been produced. 2) Reviewing and separating significant statements from each respondent's explanation, paragraph, and sentence according to the phenomenon under study. 3) Formulate the meaning of each significant statement in the participant's explanation. 4) Grouping the meanings that have been made into theme clusters. This process is done by collecting statements that have the same context in terms of meaning. With the help of data analysis tables, statements that have the same context of meaning are collected into one category of meaning. One category of meaning can consist of several statements, or it can also consist of only one statement that does have a special and unique meaning. 5) Integrate each theme into an exhaustive description according to the phenomenon under study. 6) Change the exhaustive description of the phenomenon under study into a statement

with a complete description. 7) Ask participants to validate the researcher's findings. The results that have been obtained from the thematic data analysis process are then submitted to the participants to be re-read and checked for conformity with what is experienced and felt by the participants. Participants are given the freedom to make changes to the results of the research if it is felt that there are things that are not in accordance with their experience.

Credibility in this research is an activity to increase the confidence that the data found in the research can be assessed for truth. The purpose of this technique is to find out that the data explained by the participants about the explanation of their life experiences are experiences or events that are actually experienced by the participants. In this principle, the researcher as a research instrument conducts an interview test before conducting interviews with participants. Researchers also try to establish trust with participants before conducting interviews so that the information provided is data that is not fabricated. After conducting the interview, the researcher also checked the data by returning the results in the form of the theme of the interview to the participants for re-verification. If the results of the analysis, interpretation and conclusions of the researcher do not match the views and experiences of the participants, then they have the right to reject or clarify.

## RESULTS

The research participants were nine nursing students of STIKES Karya Husada Kediri who underwent online learning, aged 20-21 years, and met the inclusion criteria. All participants were given a code based on the order in which the interview was conducted. Participants who were interviewed were given code P1 for the first time and so on. Demographic data showed that six participants were female and three participants were male. All participants consisted of Javanese ethnicity, with smooth internet access (7 people), not fluent (2 people). The preferred types of online learning are Zoom and Google Classroom. Based on data analysis, the researchers found 7 themes covering perceptions of the use and change of supporting facilities, financial perceptions of online learning, psychological perceptions of online learning, innovation and creativity in thinking, accessibility to learning, family support and learning motivation.

The research participants were 9 nursing students, aged 20-21 years, able to communicate well, actively participate in online learning, physically fit and cooperative and willing to become participants. Students who participated in this study consisted of 6 female participants and 3 male participants. All participants were coded according to the order in which the interviews were conducted. Participants who were interviewed for the first time were coded P1 and so on.



Table 1 Base Data of Participant

Description	P1	P2	P3	P4	P5	P6	P7	P8	P9
Gender	Female	Female	Male	Female	Female	Female	Male	Male	Female
Etnic	Javanese	Javanese	Javanese	Javanese	Javanese	Javanese	Javanese	Javanese	Javanese
Religion	Moeslem	Moeslem	Moeslem	Moeslem	Moeslem	Moeslem	Moeslem	Moeslem	Moeslem
Semester	5	5	5	3	3	5	3	5	3
Age	21	21	20	20	20	21	20	21	20
Communication	Good	Good	Good	Good	Good	Good	Good	Good	Good
Online learning activities	Active	Active	Active	Active	Active	Active	Active	Active	Active
General condition	Healthy	Healthy	Healthy	Healthy	Healthy	Healthy	Healthy	Healthy	Healthy
Internet access	Fluent	Not smooth	Fluent	Fluent	Fluent	Fluent	Fluent	Not smooth	Fluent
Preferred type of learning	Zoom/ GC	Zoom/ GC	Zoom/ GC	Zoom/ GC	Zoom/ GC	Zoom/ GC	Zoom/ GC	Zoom/ GC	Zoom/ GC

Demographic data showed that from 9 participants, 6 participants were female and 3 participants were male. The average age of the participants was 20 years, with a range of 20 to 21 years. All participants were Javanese and Muslim. Students are in semester 3 (4 participants) and in semester 5 (5 participants). Internet access at the participant's place was smooth (7 participants), not smooth (2 participants). Preferred types of online learning are Zoom and Google Classroom (9 participants).

Table 2 Thematic Analysis

No	Unit Analisis	Koding	Kategori	Tema
1.	<p><i>Quote</i> Pembelajaran daring menurut saya yang pakai aplikasi-aplikasi online.... (P1) <i>In my opinion, online learning uses online applications.....(P1)</i></p> <p><i>Quote</i> Ya ndak sama Bu...kalau daring itu harus pakai fasilitas teknologi...(P9) <i>it's not the same... if you go online, you have to use technology facilities...(P9)</i></p>	<p>Aplikasi online <i>Online application</i></p> <p>Tehnologi <i>Technology</i></p>	<p>Media <i>Media</i></p> <p>Alat Penunjang <i>Support Tools</i></p>	<p>Persepsi pemanfaatan dan perubahan fasilitas penunjang <i>Perceptions of the use and change of supporting facilities</i></p>
	<p><i>Quote</i> Pembelajaran Daring itu ya harus ada Hp atau laptop Bu...biar lancar...(P5) <i>Online learning, you have to have a cellphone or laptop, ...so it runs smoothly...(P5)</i></p>	<p>Hp dan laptop <i>Cellphones and laptops</i></p>	<p>Alat Penunjang <i>Support Tools</i></p>	
2.	<p><i>Quote</i> Ya otomatis Bu, kalau kita terus dengan daring ya ada biaya lagi, pengeluaran untuk kuota internet (P4) <i>Yes, automatically, if we continue online, there will be another fee, spending on internet quota (P4)</i></p>	<p>Pengeluaran untuk kuota internet <i>Expenses for internet quota</i></p>	<p>Persepsi pembiayaan tambahan <i>Perception of additional financing</i></p>	<p>Persepsi finansial pembelajaran daring <i>Financial perceptions of online learning</i></p>
	<p><i>Quote</i> Banyak berhemat Bu, karena agak boros pengeluaran untuk kuota, kasihan orang tua juga, karena kondisi pandemi juga serba susah (P2) <i>Save a lot, because it's a bit wasteful spending</i></p>	<p>Boros <i>Wasteful</i></p>	<p>Persepsi biaya menyesuaikan kondisi <i>Cost perception adjusts to</i></p>	

	<p><i>on quotas, sorry for parents too, because the pandemic conditions are also very difficult (P2)</i></p> <p><i>Quote</i> Sekarang kalau bisa minta uang macam-macam Bu, soalnya di rumah terus, uangnya hanya boleh buat quota kalau minta, sesuai kebutuhan saja..buat jajan di kurangi (P3) <i>Now if you can ask for all kinds of money, ma'am, because you stay at home, the money can only be used for quotas if you ask for it, just as needed... for snacks, reduce (P3)</i></p>			<p><i>conditions</i></p> <p>Sesuai kebutuhan <i>According to the needs</i></p>
3.	<p><i>Quote</i> ..ya kadang bikin bosan mahasiswa. Kalo jam nya aja lama, dan materi yang disampaikan nggak begitu jelas, nggak paham dari awal, bikin jenuh juga (P6) <i>.. yes sometimes bored students. If the hours are long, and the material presented is not very clear, you don't understand from the start, it makes you bored too (P6)</i></p> <p><i>Quote</i> Sering saya harus ngungsi dulu Bu..biar dapet sinyal, dan rasanya kayak tertekan gitu soalnya banyak tugas juga, sedangkan sama materi kadang kurang paham (P2) <i>Often I have to evacuate, ma'am.. to get a signal, and I feel like I'm depressed because I have a lot of work to do, while sometimes I don't understand the material (P2)</i></p> <p><i>Quote</i> Saya itu seperti terpaksa gitu Bu, ikut daring itu...kayak mood ini susah...(P9) <i>It's like I'm forced to do that, going online... like this mood is difficult...(P9)</i></p> <p><i>Quote</i> Beda banget itu di pemahamannya Bu.. Lebih susah memahami soalnya kan gak langsung .. nggak begitu paham</p>	<p>Membuat rasa bosan dan jenuh <i>Makes you feel bored and bored</i></p> <p>Tertekan <i>Stressed</i></p> <p>Terpaksa <i>Forced</i></p> <p>Susah <i>Difficult</i></p>	<p>Ketidaknyamanan <i>Inconvenience</i></p>	<p>Persepsi psikologis pembelajaran daring <i>Psychological perceptions of online learning</i></p>



	<p>maksudnya, hal-hal yang seperti itu yang bikin semakin susah paham (P5)</p> <p><i>It's really different in understanding.. It's more difficult to understand because it's not directly.. I don't really understand what it means, things like that make it even more difficult to understand (P5)</i></p>			
	<p>Quote</p> <p>..kalau ada tugas gitu ya Bu..kan perlu sharing, dikerjakan bareng sama temen, kan senang kalo ngerjainnya bersama-sama, gak faham bisa tanya langsung (P3)</p> <p><i>..if there is a task like that,.. you need to share it, do it with friends, it's nice to do it together, don't understand, you can ask directly (P3)</i></p>	<p>Keinginan bertemu teman</p> <p><i>Desire to meet friends</i></p>	<p>Respon sosial</p> <p><i>Social response</i></p>	
	<p>Quote</p> <p>Yang saya rasakan awalnya Bu...ya gagap, bingung...perlu waktu...(P7)</p> <p><i>What I felt at first...yes stuttered, confused....it takes time...(P7)</i></p>	<p>Perlu waktu</p> <p><i>Need time</i></p>	<p>Persepsi adaptasi pembelajaran</p> <p><i>Perception of learning adaptation</i></p>	
	<p>Quote</p> <p>Banyak tugas kalau daring Bu..jadi ya perlu menyesuaikan, ngatur waktu, belum selesai ini, ada lagi lagi...(P1)</p> <p><i>There are many tasks online.. so you need to adjust, manage the time, it's not finished yet, there's more...(P1)</i></p>	<p>Mengatur waktu</p> <p><i>Managing time</i></p>		
4.	<p>Quote</p> <p>materi materi menarik pakai video-video... ada demonstrasi langsung, kita bisa paham Bu, alat-alat yang harus dipake yang mana aja, ya meskipun tidak seperti kita ada di lab langsung, kita bisa menirukan (P3)</p> <p><i>interesting material using videos... there is a live demonstration, we can understand, which tools</i></p>	<p>Menirukan</p> <p><i>Imitate</i></p>	<p>Pembelajaran mandiri</p> <p><i>Self-study</i></p>	<p>Inovasi dan kreatifitas berfikir</p> <p><i>Innovation and creativity in thinking</i></p>
		<p>Kreatif</p>		

	<p><i>must be used, yes, even though it's not like we are in the laboratory directly, we can imitate (P3)</i></p> <p><i>Quote</i> Kalau gak ada alat yang sama, kadang kita pakai alat yang ada di rumah dengan mengibaratkan kegunaan alat itu, ya banyak kreatif Bu.. kayak memasang EKG kemarin itu Bu, kan kita harus tahu letak letaknya, ya pakai penjepit baju..(sambil tersenyum)(P5)</p> <p><i>If we don't have the same tools, sometimes we use the tools we have at home and compare the use of the tools, yes a lot of creative...like EKG, we have to know where it is, so we use clothes pins..(smiling)(P5)</i></p>	<i>Creative</i>		
5.	<p><i>Quote</i> Semisal kita waktu Zoom ya Bu,ya untungnya saya di rumah pakai Wifi jadi nggak pakai paket data... (P6)</p> <p><i>For example, when we Zoom, luckily I'm at home using Wifi so I don't use a data package... (P6)</i></p>	<p>Tersedianya jaringan Wifi <i>Wifi network available</i></p>	<p>Kondisi lingkungan yang mendukung akses layanan internet <i>Environmental conditions that support internet service access</i></p>	<p>Aksesibilitas terhadap pembelajaran <i>Accessibility to learning</i></p>
	<p><i>Quote</i> Ya kita berharap Bu...bantuan-bantuan kuota dari kampus, institusi atau pemerintah tetap di lanjutkan atau kalau bisa di tambah... (P5)</p> <p><i>Yes, we hope... quota assistance from campuses, institutions or the government will continue or if possible it can be increased... (P5)</i></p>	<p>Adanya bantuan kuota belajar <i>There is a study quota assistance</i></p>	<p>Upaya mempermudah akses pembelajaran <i>Efforts to facilitate access to learning</i></p>	
6.	<p><i>Quote</i> Sama orang tua, di suruh tetap fokus kuliah Bu..meskipun daring..ya bantu orang tua kalau daringnya sudah selesai..(P3)</p> <p><i>With parents, I was told to stay focused on studying,.. even though online.. yes, help parents when the</i></p>	<p>Mendukung untuk fokus ke pembelajaran <i>Support to focus on learning</i></p>	<p>Peran keluarga dalam pembelajaran daring <i>The role of family in online learning</i></p>	<p>Dukungan keluarga <i>Family support</i></p>

	<i>online is finished..(P3)</i>			
	<p><i>Quote</i> Setiap hari ketemu...kalau tahu koq gak di depan hp, di lihat, lagi daring, ngerjakan tugas, terus di kasih semangat juga..(P2) <i>I see my parents every day... if they know why i'm not in front of my cellphone, they are seen, i am online, doing my homework, and they are always encouraged..(P2)</i></p>	Memberi semangat <i>Giving encouragement</i>		
	<p><i>Quote</i> Saya kapan hari juga sempat di tanya sama orang tua, khawatir Hp saya tidak support, laptop juga..ya mau gimana lagi Bu..memang fasilitas itu yang dibutuhkan pas daring..(P9) <i>I was also asked the same day by my parents, I was worried that my cellphone didn't support it, my laptop too.. yes what i am going to do .. Indeed, that facility is needed when online.(P9)</i></p>	Memfasilitasi sarana <i>Facilitating facilities</i>		
	<p><i>Quote</i> Alhamdulillah, ya ada manfaatnya juga di rumah, bisa kumpul, bisa bantu bantu orang tua...(P5) <i>Alhamdulillah, yes there are benefits at home too, we can get together, we can help your parents...(P5)</i></p>	Aktifitas di rumah tetap dapat di laksanakan <i>Activities at home can still be carried out</i>	Pemanfaatan waktu bersama keluarga <i>Spending time with family</i>	
7.	<p><i>Quote</i> Kalau kita ada kendala sinyal, harus keluar masuk, ya setelah itu berusaha membaca lagi sendiri, memahami maksud materi yang sdh di sampaikan...(P4) <i>If we have a signal problem, we have to go in and out, then try to read it again ourselves, understand the meaning of the material that has been conveyed...(P4)</i></p> <p><i>Quote</i> Sering Bu..saya membuat catatan sebelum materi di sampaikan, kan sudah dapat RPS</p>	Membaca <i>Read</i>	Upaya belajar <i>Learning effort</i>	Motivasi belajar <i>Learning motivation</i>
		Membuat catatan <i>Making notes</i>		

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nya..kalau gak gitu saya yg bingung pas diterangkan suaranya delay..(P8)  
*Often.. I make notes before the material is delivered, right, I already got the RPS.. if not, I'm the one who gets confused when the voice is told it's delayed..(P8)*

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## DISCUSSION

Perceptions of the use and change of supporting facilities found in the theme of qualitative research are related to learning infrastructure suggestions. One component of online-based learning is the use of infrastructure. The use of infrastructure used in online learning consists of tools and media used during online learning, such as laptops, smartphones or cellphones, headsets, quotas, and internet networks. To make online learning successful requires effectiveness. Factors related to the success of online learning include technology that can support the implementation of online learning. Technology is a determining factor in the implementation of online learning, especially in the settings for devices, connections, and networks. The technology used must be possible as a medium of exchange during learning because the main component of online learning is the presence of media that can connect one person to another (17).

Some students complained about the online learning experience that they spent more money on buying internet quotas. Students revealed that when learning online, financial conditions were increasing because they had to buy internet quotas. Lessons given by the lecturer are displayed in the form of moving images with audio which can consume the quota quickly, so it requires a lot of money. Difficulty following online / online learning if there is insufficient internet quota. The limited internet quota is influenced by the readiness of the resources owned by the family (9, 18).

Psychological perceptions of online learning, students feel bored, decreased motivation and intimidated when learning at the computer. Nursing students who should be able to learn directly on mannequin objects or laboratories for skill competencies cannot be done through online learning. Clinical practice in hospitals also cannot be done because the hospital does not allow students to practice directly because it will add to the burden of service personnel in anticipating transmission. It is feared that conditions that tend to be individual will have an impact on the character building of students who have an anti-social attitude. Online learning that is carried out over a long period of time will cause burnout. Likewise with conventional learning, if it is carried out continuously without any variation it will cause boredom. It is hoped that online learning can then be carried out through a blended learning approach with the possibility of decreasing boredom and boredom in undergoing online learning, and can overcome weaknesses in each learning model, so that learning can be adjusted. Online learning has an impact on the relationship and communication of lecturers and students is limited and the explanation of the material is not optimal. giving assignments continuously with a grace period for submitting assignments that tend to be few, plus an erratic learning schedule, causes students to experience stress. This is because there are

some lecturers who think online lectures can be done at any time, often exceeding the time it should be.

To create engaging online learning, strategies are needed that can turn perceptions into a positive one. The method pursued by providing an assessment and evaluation of learning. The assessment is carried out to provide an overview for the lecturer in assessing the target achievement of student standards during online learning, providing feedback regarding the understanding of the material achieved during online learning, and helping lecturers develop subsequent learning strategies (19,20). Assessment is also carried out through measuring the process and learning outcomes of students in a measurable and clear manner, through the planning stage, assignment activities or questions in the form of quizzes, or post tests, observation of the learning process, feedback on the results of observations, and final evaluation (21). Educators and students can carry out evaluation at the of the learning process as a reflection of online learning activities that have been carried out. The evaluation process can be carried out individually and in groups, by expressing their feelings and experiences openly during online learning.

Online-based learning components, namely teachers (lecturers) as mentors, students as material recipients, and administrative management staff as administrators of the teaching and learning process. Each party must have basic competencies to carry out online learning, including the ability to make instructional designs in accordance with the rules presented in the learning plan, mastery of technology in learning, namely the use of the internet as a learning resource in order to obtain teaching materials up to date and high quality, as well as mastery of learning material (subject meter) in accordance with the area of expertise they have (10, 22). This can be done by adjusting what is needed in the realm of education, namely the development of science and technology. Nursing students are required to increase learning innovation through online learning, because this must be done in order to anticipate the competencies that should be obtained through direct learning cannot be done. Students saw more video skills related to laboratory and practical learning (12, 14, 15).

The perception of family support in online learning is an effort that can be done to improve the relationship and communication between children and parents. Families have the resources to encourage the achievement of learning goals, one of which is by being responsible as a motivator. Motivation can be done by parents acting like teachers in school. The family environment and the behavior of parents have contributed to the learning task. Online learning has succeeded in increasing the efficiency of time with family because you do not have to do hands-on learning.

The motivation perspective to learn from online learning involves success in accepting learning. This condition is influenced by internal factors and student external factors. Online methods have the advantage of enhancing learning activities. Online learning gives students the ability to group and fosters a learning climate that can provide plenty of time for maximum learning activities. Learning conditions have a more constructive impact, collaboration, and there is active communication between teachers and students as well as with other students. Online learning can provide more specific or specific learning opportunities about technology with the experience of

activities in cyberspace or virtual worlds and applications that can make time more efficient, thereby stimulating a high sense of curiosity and deciding to study it further (19, 21, 23). This can be seen from several measuring items of learning motivation, namely the power of focus and memory, curiosity, strength, independence, active, not giving up, and confidence. Online learning can pay attention to the conditions of the learning environment so that it encourages each model and the nature of individual curiosity and management to be involved in the learning process.

During the research process, there were things that had been planned in the proposal that could not be implemented properly and underwent several changes. This makes the limitations of this research. The limitation of this research is that the interview room that has been prepared cannot be used optimally, due to the ongoing pandemic conditions. Researchers conducted time contracts while still implementing health protocols, and some were interviewed via video call.

## CONCLUSION

This research resulted in seven themes, namely perceptions of the use and change of supporting facilities, financial perceptions of online learning, psychological perceptions of online learning, innovation and creativity in thinking, accessibility to learning, family support and learning motivation. Online learning in nursing students has implications for the limited competencies that students must have, including laboratory skills and hospital clinical practice. Online learning conditions require education and students to look for innovative learning alternatives to practice student skills. Efforts to see training videos related to laboratory skills, try skill skills with relatives or closest family members and use all alternative materials to represent actual learning.

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