ONLINE LEARNING EXPERIENCES IN ACHIEVING THE MATERNITY NURSING COMPETENCY IN THE COVID-19 PANDEMIC: PHENOMENOLOGICAL ANALYSIS

by Emy Sutiyarsih Yafet Pradikatama Prihanto

Original Article

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ABSTRACT

Background: Lectures that are carried out online sometimes cause obstacles in the learning process. Lectures at Panti Waluya College of Health Sciences during the pandemic are carried out by online. Sometimes this process is constrained by signals where students live. The purpose of this study was to determine student experiences in online learning to achieve maternity nursing competency in the COVID-19 pandemic. **Objective:** The study provided an overview of how participants interact with their environment in participating at online learning. **Methods:** Qualitative method with an interpretive phenomenological approach are used as the research design. The research also used in-depth interview technique with semi-structured interview guidelines as a data collection strategy. The researcher conducted data analysis using Intepretative Phenomenological Analysis (IPA). **Results:** The results of this study stated that there was 1 main theme, which was The Need of Preparation in Online Learning. **Conclusion:** The suggestion from this research is that it is recommended to conduct a further study with quantitative methods regarding to factors that influence student readiness in participating online learning.

KEYWORDS: Learning, Online, Competence.

INTRODUCTION

In early 2020, the world was shocked by a pandemic outbreak, which was the spread of the COVID-19 disease in many parts of the world. This disease is caused by a new type of coronavirus, named SARS-CoV-2 (Susilo, 2020). The COVID-19 outbreak was firstly detected in Wuhan City, Hubei Province, China in December 2019. The outbreak was declared as a pandemic by the World Health Organization (WHO) on March 11, 2020. As of April 23, 2020, more than 2,000,000 cases of COVID-19 have been reported in more than 210 countries and territories, resulting in more than 195,755 people died and more than 781,109 people recovered (WHO, 2020). The number of positive cases of Covid-19 in Indonesia was 6,575 patients as of April 19, 2020.

The Indonesian government has made efforts to break the chain of the Covid-19 with various policies, including large-scale social restrictions, social distancing, physical distancing, work from home (WFH) and school from home (SFH). School from home is carried out by online learning method using the internet network (Aswasulasikin, 2020). The Indonesia Ministry of Education and Culture appreciates universities that provide learning process from home to their students as

the prevention of the spread of Covid-19. School from home concept for universities that have online-based academic system will not cause a significant problem, but for universities that do not have an online-based academic system, it will be an obstacle in the learning process (Kusnayat, 2020). Lectures at Panti Waluya College of Health Sciences have also been carried out online, but sometimes there are signal problems in where students live.

Regarding the online learning process during the COVID-19 pandemic, there were several related studies. The study conducted by Kusnayat Agus et al with the title "The Effect of Online Learning Technology in the Covid-19 Era and Its Impact on Student Mental" showed the results that around 60.5% students were ready to adapt the use of online lecture learning technology, around 59.5% objected to the assignment given by the lecturer and resulted in a student stress level of around 60%. As many as 92% of students chose and preferred face-to-face lectures in class compared to those online. Another study by Sadikin and Hamidah entitled "Online Learning in the Middle of the Covid-19 Outbreak" showed that online learning has flexibility in its implementation and is able to encourage independent learning and increases active motivation in learning,

While the weaknesses of the online learning process are weak supervision of students, lack of signal in rural area, and high quota fees.

The advantages of online learning are more effective in time and place. Students can immediately follow the learning process from home, especially in theoretical courses thereby for minimizing direct contact with other people as an effort to prevent COVID-19 transmission. The disadvantage is the minimal practice because it does not allow direct interaction with students. This difficulty is especially experienced by health education institutions, where in their learning, laboratory and clinical practices are required.

Nursing Diploma is one of the study programs in health aspect, where in the curriculum, 60% are for practice and 40% are for theory. This curriculum demand causes students to carry out laboratory and clinical practice to meet competency targets. One of the Nursing Diploma subjects is maternity nursing. The credit load in the Maternity Nursing subject is 3 credits and it is divided into 2 credits of theory and 1 credit of practice. This subject discusses the basic concepts of maternity nursing, the concept of nursing care for pregnant women, intra-natal, post-natal and reproductive health. This practice competency cannot be replaced by just watching tutorial videos. The phenomenon makes lecturers to develop effective online learning methods. The success of this online learning is also inseparable from the motivation and infrastructure of students in participating online learning.

Based on the explanation above, this study is interested in knowing the students' experiences in online learning to achieve maternity nursing competence in the COVID-19 pandemic.

METHODS

Study design
This research used qualitative research design with interpretative phenomenology approach. This interpretative phenomenology approach is based on philosophy from Heidegger which emphasizes that the phenomena experienced by individuals is not only described but also interpreted and the researchers are able to understand the phenomenon (Polit & Beck, 2012).
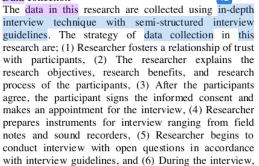
Research subject
Characteristics were determined in the selection of participants according to the research objective (Polit & Beck, 2012). The participants selected in this research were active nursing Diploma III study program students who are currently studying maternity nursing and are willing to participate in this research.

Instrument
The main instrument in this research is the researcher her self. The supporting instruments are paper media and electronic which is used to helpin taking notes and record the experiences conveyed by participants. The researcher used field notes to take notes on non-verbal communication and environmental situation which support the interview result. The supporting instrument used in this research is a sound recorder.

Data collection
The data in this research are collected using in-depth interview technique with semi-structured interview guidelines. The strategy of data collection in this research are; (1) Researcher fosters a relationship of trust with participants, (2) The researcher explains the research objectives, research benefits, and research process of the participants, (3) After the participants agree, the participant signs the informed consent and makes an appointment for the interview, (4) Researcher prepares instruments for interview ranging from field notes and sound recorders, (5) Researcher begins to conduct interview with open questions in accordance with interview guidelines, and (6) During the interview, the researcher noted the participants' non-verbal and emotional responses.

Ethical considerations
The researcher highly values the dignity of the participants by maintaining the confidentiality of the participant's identity, confidentiality of data, respecting privacy and dignity, and respecting the autonomy of the patient. The researcher also pays attention to the welfare of participants by taking into the benefits (beneficence) and minimize the risk (non-maleficence) of the research process by paying attention to freedom from danger (free from harm), exploitation (free for exploitation), and discomfort (free from discomfort). In this research, the researcher keeps the principle of justice for all participants. The researcher received informed consent from all participants after the researcher gave an explanation of the purpose of the research, the research procedure, the time of the participant's involvement, the participant's rights, and the participation form in the research process.

Data analysis
The researcher transcribed word for word from interviews that were recorded and coded manually by the researcher. After data encoding, the researcher conducted data analysis using Intepretative Phenomenological Analysis (IPA) (Jeong & Othman, 2016). In the first step the researcher reread the transcript result until the researcher find information that has not been recorded in the initial reading. The researcher used different fonts or underlinings to identify information related to their research on each text. In the second step, the researcher indentified which theme appears by referring to the three types of comments that have been made in the first step. In the third step, the researcher looked for connection from the various themes that have been found and create a chart, so that the relationship to thetheme is obvious. In the fourth step, the researcher did a repetition from step

one to step four for the next participant. In the last step, the researcher searches the patterns and relationships between cases and themes found.

Trustworthiness
Researcher conducted peer checking to preserve high credibility, which is can be done with panel discussions with experts to re-analize obtained data from this study.

RESULTS

Researchers have identified one big theme, namely the need for preparation in online learning, which resulted from two small themes in this study. The first theme is the need for assistance in adapting and the second theme is the need for coordination between lecturers and students. The themes obtained will be discussed as follows, they are:

Theme 1: The need for assistance in adapting
This theme answers the research objectives of exploring the readiness of students in taking online learning to meet the maternity nursing competency targets, exploring student experiences in online learning systems and exploring student experiences adapting to various kinds of online learning methods. The following will discuss the sub themes that arise based on these themes:

"Okay sir, so at first when we heard news like that, we were worried, sir, we had to go through online lectures, then to replace face-to-face we were online using the zoom with the lecturer ... e ... we used it drained a lot of credit, so Initially not too happy because there is a possibility that online e ... will use a lot of internet quota "(P1, Column 6)

"Good afternoon sir, for this online lecture, the first thing to do is to know whether our data package is sufficient or not to attend this online lecture, then the network is confirmed, whether it is smooth or not, if it is not smooth we also look for a place, for example a place with a strong signal. , second, we also have to prepare ourselves we must also be prepared with the material that we will get later given by the lecturer, then we also need to rest sufficiently, so that in the learning process we receive the material presented by the lecturer properly, so the material delivered we can accept "(P2 Column 2)

"So my experience during online lectures is that the positive thing is that I am a boarding house student, I can say that I can save money on transportation, so there is no need for us to take a grab, it is also easier to study independently, we can search on google, or on youtube, so from the lecturer. recommends looking for one of the materials, so we have our own initiative to look for that material, so we are given the freedom to study independently, then also e ... from online lectures, of course what is it ... ee can not be separated from too many assignments, We actually have a little trouble

because the tasks are too pile up, so one task has not been completed yet there is another"(P3 Column 2)

The above statement shows that the participants are not very happy, experience distress, which triggers fear, and to anticipate these problems they prepare everything.

Theme 2: Coordination between lecturers and students
This theme answers the research objectives of exploring student experiences in anticipating problems that occur during online learning, exploring student experiences in meeting competency targets in maternity courses with an online system in the Covid 19 pandemic era and exploring student experiences when facing difficulties in meeting practicum competency targets in system learning. online in the era of the Covid 19 pandemic. The following sub-themes will be discussed based on that theme:

"So for this maternity nursing course, I was given material first by Mrs. M and her team, namely videos that we can download on e-learning. Well, but in preparing the material with the practicum I still don't understand and understand because this is a practicum, but the material is given first, so. . . online is less. . . do not understand for the practicum "(P1 Column 2)

"There is a joy and a sad tone sir, if you are happy, I am ashamed to ask questions face to face, for fear of being wrong or something, afraid of being laughed at if you ask because you don't understand, so I prefer to ask online because I don't meet in person. direct, then it is more economical, and the expenditure is not too much, because there is no need to buy extra packages,.. for the sad thing, maybe we also usually have something that is not understood in the lecturer's material, because there are some lecturers who explain or explain it too quickly, and the language is difficult understandable, but there are also some lecturers who really explain until we really understand and understand what is explained, but for practical learning, they prefer to be explained and practiced directly through face to face "(P2 Column 6)

"In my experience, of course it is different, initially face to face, now it is done online. In the past, face-to-face learning was possible, when there were questions it could be asked directly, then for those online it actually can, the media also exists, maybe what is it ... maybe the limitations may not be direct so there is a gap like that sir, maybe that's one of the minuses. Then the second is for if we use online, sometimes constrained by the signal, that's for sure, so it's not me, my friends too, the most complained about is the signal problem, because it cannot be denied that each area of signal strength is different, some are good, some are not like that, also sometimes like the weather can hinder too. In addition, the maternity lecturers have provided material or subjects that will be given through e learning, and delivered through groups"(P4 Column 2).

The statement above shows that the participant adaptation process is a fundamental problem in online learning, because the process of understanding and absorbing information for each student is different, so some students do not understand or do not understand the process when learning this method is carried out.

Theme 3 (Main Theme)
This theme is a big theme that results from two small themes. The following will discuss the formation of this big theme:

"For example, there must be a feeling of anxiety, sir, because we also think about the finances, then the package too, because with 100,000 we only get 15 gigabytes of money, usually enough for a few months, but now it runs out in a few weeks, especially those of us who live far away. parents, we also have to manage our finances "(P2 Column 4)

"In my opinion, online learning is better because I am more able to ask questions and am not ashamed, if there is material that is not understood, and for example practicum, I prefer it if we practice it directly because we know whether it is true or not when we practice with patients, but to prefer it... we prefer face-to-face learning, because later we discuss it with friends if we don't understand it's easy, so if we don't know, and are ashamed of the lecturer, we can also ask other friends "(P2 Column 10)

"For the competency target e ... everything has been achieved, then for the anticipation, we need if for example our group assignment will divide the work for each member, we tell each part to be worked on later if in the group the child is difficult to contact, there is no response, so we also helps in doing the child's assignments, but the child is also expected to be able to participate in doing the group assignment, and for individual assignments that coincide with tasks other than maternity nursing, we prioritize tasks whose data are too short and for adaptation that is possible if learning This online is done continuously, for a long time we will also get used to it because now we also need adjustments, we still need to understand, understand from this online learning, so we also have to understand and over time we will definitely understand and understand doing this online learning " (P2 K column 8)

DISCUSSIONS
In this following section, the findings of minor themes and main themes will be explained and compared with the existing theories.
1.   The need for assistance in adapting
KBBI Online Version (2019) explains that adaptation is a process of adjustment to a changing situation. The changes that occurred and were discussed in this study were due to the COVID-19 pandemic. One of the visible changes was in the learning method. In this COVID-19 pandemic situation, learning is carried out online (in a

network) (Aswasulasikin, 2020). This online learning will be a problem if the educational institution does not have an online-based academic system (Kusnhat, 2020). The results of the previous study showed that around 60.5% of students were ready to adapt to the use of online lecture learning technology, around 59.5% objected to assignment which resulted in student stress levels of around 60%, and as many as 92% of students preferred face-to-face lectures in class over online learning. The results of Sadikin and Hamidah's study entitled "Online Learning in the Middle of the Covid-19 Outbreak" showed that online learning has flexibility in its implementation and is able to encourage independent learning as well as increases motivation to be more active in the learning process. While, the weakness is weak supervision of students, lack of signal in rural areas, and high quota fees. The results of the in-depth interviews that were conducted with 4 participants, found that participants had difficulty adapting to online learning methods at first. The cause of the difficulty in adapting is because the online learning system is carried out without preparation and they only learn through video tutorials. In addition, participants cannot directly ask the lecturer or supervisor if they experience difficulties in the online learning process. Even so, participants were able to adapt to online learning at the end. This is evidenced by the participant's explanation that they can take part in learning with this method because they work together in groups and divide tasks to complete the assignments from the lecturer. The conclusion that can be drawn from the results of this study is that the adaptation process can be done more quickly if there is an assistance from lecturers to participants, especially those who experience problems in hardware and software in implementing online learning. Communication also needs to be improved during online learning, so that any participant difficulty can be resolved immediately and can anticipate problems that may arise.

Coordination between lecturers and students
Coordination is a process of synergy and harmonization of all activities between one and another in order to achieve mutually established goals. Vertical coordination is when those who are coordinated structurally have a hierarchical relationship because they are in located on one line of command. The purpose of coordination is to reduce the risk of misunderstanding, reduce the risk of wasting time because you do not understand what to do, and accelerate the achievement of goals that have been set together from the start (Siagian, 1993). The results of the in-depth interviews that have been carried out by researcher to the four participants found that participants are required to have creative ideas and emotional control in online learning. Creative ideas and emotional control are needed in online learning because participants are required to be calm, patient and courageous if they experience problems in the process. With peace of mind, creative ideas will come up and problems can be solved. Apart from the participants, lecturers are also required to

make policies related to learning in the online system, including the deadline for submitting assignments, speed of response if participants have problems in learning, and anticipating problems that occur during online learning. If participant and lecturer have coordinated and collaborated in the online learning process, it will be very easy to achieve the goals of online learning despite experiencing many obstacles and problems in the process.

3. The need for preparation in online learning

KBBI Online Version (2019) defines ready as a condition that has been provided or available. In the context of this study, the meaning of preparation is being ready to do online learning. Preparations that must be made so that online learning can be carried out properly are physical preparation, hardware, and software. Physical preparation that someone must have is a healthy body. In a healthy body there are creative ideas that arise when facing problems in the online learning process. A healthy body and a conducive environment will make participants have an adaptive individual coping mechanism, thereby accelerating the adaptation process in various situations. The adaptive individual coping mechanism can also reduce the occurrence of maladaptive anxiety in the participants so that even though the adaptation process in a person is different, they will still easily adapt to the changes that occur. The ultimate goal of online learning can also be achieved if there is a good coordination between participant and lecturer. This coordination can help solving the occurring problems in the learning process.

CONCLUSIONS

In conclusion, this study resulted in 1 main theme, which is the need for preparation in online learning. The suggestion from this research is that it is recommended to conduct a further study with quantitative methods regarding to factors that influence student readiness in participating online learning.

ACKNOWLEDGEMENTS

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