



**LEARNING PROBLEMS FACING NURSING STUDENTS DURING THE COVID-19 PANDEMIC**

**Muhammad Khabib Burhanudin Iqmah\*, Livana PH, Sri Mulyani**

Sekolah Tinggi Ilmu Kesehatan Kendal, Jln Laut 31A Kendal, Jawa Tengah 51311, Indonesia

\*[m.khabib@stikeskendal.ac.id](mailto:m.khabib@stikeskendal.ac.id)

**ABSTRACT**

Currently learning is done online, this is due to the covid-19 pandemic that is happening in the world. Online learning causes stress for students, especially nursing students. The study aimed to identify learning problems faced by nursing students during the covid-19 pandemic. It was conducted on 144 nursing students in the city of Kendal. Qualitative research with phenomenological design and quantitative research with analytical descriptive design was carried out using a questionnaire in the form of questions. The research data were analyzed using the Colaizzi method and then the results of the themes obtained were analysed univariate using a frequency distribution. The results of the study found 8 problems, namely a lot of coursework; difficulty understanding the explanation of the material from the lecturer; no field practice and can only apply online practice with limited tools; creation of video assignments; unstable signal network; internet quota; bored; online learning. The majority of problems that occur during online learning during the Covid-19 pandemic are a lot of college assignments.

**Keywords:** covid-19 pandemic; online learning problems; student of nursing

**First Received**

14 August 2021

**Revised**

20 September 2021

**Accepted**

18 November 2021

**Final Proof Received**

19 November 2021

**Published**

20 November 2021

**How to cite (in APA style)**

PH, L., Iqmah, M., & Mulyani, S. (2021). Learning Problems Facing Nursing Students During the Covid-19 Pandemic. *Indonesian Journal of Global Health Research*, 3(4), 437-444. <https://doi.org/10.37287/ijghr.v3i4.691>.

**INTRODUCTION**

Currently the world is being rocked by the corona virus outbreak which is currently often referred to as Covid-19 (Huang, Lei, Xu, Liu, & Yu, 2020). Covid-19 is an infectious disease caused by infection with a new type of corona virus, this disease first appeared in Wuhan, China in December 2019 (KemenkesRI, 2020). Indonesia ranks 13th with the most active Covid-19 cases in the world, with active cases being people with a confirmed positive diagnosis of Covid-19 who are being treated in hospitals and people who are self-isolating at home (Norma, Widiati, & Hartiningsih). , 2021). Data on November 17, 2021, the Indonesian government has reported 4,251,945 confirmed cases of Covid-19, 4,099,857 people have recovered and 143,698 have died (WHO, 2021)

This Covid-19 spreads very quickly and is deadly, especially with direct contact at close distances and if you come into contact with a patient who is confirmed to be positive for Covid-19, it can cause a person to get this disease. hoem, physical distancing and social distancing (Kusnaty, Sumarni, Mansyur, & Zaqiah, 2020). The Indonesian government has also made efforts to establish a policy of Large-Scale Social Restrictions (PSBB), which includes several aspects, namely from the economic aspect of implementing Work From Home (WFH) and in the education aspect, the government issues a policy that the entire

teaching and learning process is carried out from home or Distance Learning. (PJJ) with an online system for all education in Indonesia (Deliviana, Erni, Hilery, & Naomi, 2020).

In accordance with the Circular Letter of the Ministry of Education and Culture Number 36962/MPK.A/HK/2020 which states that all teaching and learning activities both at elementary schools and universities all use online methods as an effort to prevent the spread of Covid-19 (Andiana & Kusumawati, 2020). This very sudden change in the learning system can cause problems for both lecturers and students, because students are used to face-to-face learning so far and distance learning was previously only done at certain times (Argaheni, 2020). Online learning which was initially responded positively by students over time and the student learning process found various obstacles and disturbances including interference when studying at home, unsupported internet connections, the material presented was difficult to understand so that students did not focus on learning compared to face-to-face learning. directly (Utami, Rufaidah, & Nisa, 2020).

Saturation during learning can occur from demands for students to always fulfill the rules of the tasks assigned to students and learning saturation has an impact on the continuity of their education (Pawicara & Conillie, 2020). Syah's theory (2011) says that the learning saturation factor comes from both inside and outside, among the external factors of saturation, namely the material that is quite a lot in a short time that is accepted by the brain's memory, causing boredom and while the internal factors are boredom and fatigue which can cause boredom. boredom that causes loss of motivation to learn and feel lazy to take part in learning. Another study by Livana, Mubin, Basthomi (2020) said that learning tasks were the most stress-causing factor during the Covid-19 pandemic. Based on this introduction, it is necessary to conduct research that aims to determine the learning problems faced by nursing students during the Covid-19 pandemic through qualitative and quantitative research.

## **METHODS**

The research uses a combined method, namely qualitative research with phenomenological design and quantitative research with analytical descriptive design. The data collection tool used a questionnaire in the form of open questions. The research sample was nursing students in Kendal city totaling 144 students. The research data were analyzed using the Colaizzi method and then the results of the themes obtained were analyzed univariately using a frequency distribution. This research has passed the ethics committee of STIKES Kendal with the number 008/EC/KEPK-STIKES\_Kendal/VI/2021.

## **RESULTS**

The results of the analysis obtained 8 problems as follows:

1. Lots of college assignments
2. Difficulty understanding the explanation of the material from the lecturer
3. There is no field practice and can only apply online practice with limited tools
4. Video assignment creation
5. Unstable signal network
6. Internet quota
7. Bored
8. Online learning

Table 1.  
Results of student problem analysis in online learning (n=144)

Problem	f	%
Lots of college assignments	68	47,2
Difficulty understanding the explanation of the material from the lecturer	15	10,4
There is no field practice and only apply online practice with limited tools	16	11,1
Video assignment creation	4	2,8
Unstable network	9	6,3
Internet quota	3	2,1
Bored	3	2,1
Online learning	26	18,1

## DISCUSSION

The results showed that there were 8 themes related to learning problems faced by nursing students during the Covid-19 pandemic, including the problem that most became a learning problem during online lectures during the Covid-19 pandemic which many students expressed was a lot of college assignments. This result is in line with Ernawati's research (2020) which says that the problem that arises during the online learning process is the accumulation of Indonesian language course assignments and will have an impact or effect on the accumulation of assignments in other courses. Another study belonging to Mulyono (2020) says that students find it difficult to do assignments online but get feedback from lecturers if there are assignments that are not understood. The research of Salsabila, Ghazali, Zulnadi, Khoirunnisa and Hanifah (2020) found that online learning activities were not effective to carry out because there were several factors such as signal interference and besides that there were many tasks that piled up with relatively very short collection deadlines.

Other results obtained data that the learning problem faced by students during the Covid-19 pandemic was the difficulty of understanding the explanation of the material from the lecturer. This result is in line with Annur and Hermansyah's (2020) research which said that there was one student who said that the lecturer was not sufficient in delivering explanations related to the material so that the material was sometimes difficult to understand. Another study belonging to Engko and Usmany (2020) said that the obstacles during the online learning process during the Covid-19 pandemic included too many applications, unstable internet networks and the knowledge provided had not been conveyed properly, which means that the lecturers' voice network constraints during the process. teaching and learning does not sound clear, sometimes scientific explanations are simply overlooked. Haqien and Rahman's research (2020) found that 30% of students who received practicum courses found it difficult because the quality of the video in the application used was not so clear that it made students have difficulty understanding the material given by the lecturer. The emergence of problems in online learning methods according to Syah (2020) said that the weakness of student activity where not all students and lecturers mastered technology was due to their low mastery of technology.

There is no field practice and can only apply online practice with limited tools is one of the problems that arise when the learning process is carried out online during the Covid-19 pandemic. This result is in line with Mubarok's research (2020) which states that field practice is abolished and in the implementation of field experience practice (PPL) in 2020 students use a teaching practice model in front of the camera by recording the process. It was emphasized by the issuance of regulations from the Ministry of Education and Culture and the Director

General of Higher Education related to the impact of Covid-19 on the teaching and learning process in universities which said that field practices and laboratory practices could be rescheduled according to the status and conditions of the local area (Indrawati, 2020)

Making videos in the online teaching and learning process is inseparable from the problems experienced by students during online learning. This result is in line with Annur and Hermansyah's research (2020) from the results of an interview conducted by one of the students who said that during the Covid-19 pandemic, the problems experienced during online lectures were that many quotas were spent looking for assignments and to make video assignments. Another study by Mardhiya, Setiowati and Harahap (2020) obtained the results of interviews with students saying that the video project given by the lecturer took longer because I had to plan the content to be created. Even so, in reality, through video making projects, lecturers can assess creativity, independence and problem solving skills, skills in technology application and teamwork (Reeves, Caglayan, & Torr, 2017). Another advantage of giving video project assignments is that it can provide challenges for students and motivation (Hewley & Allen, 2019). Currently, the development of the campus and digital world requires students to have smartphone devices so that video editing is a skill that must be possessed by every student (Benedict & Pence, 2012).

Internet quotas and unstable signal networks can become a problem that is quite influential in the online learning process. Students' difficulties during the online learning process are also said to be increasingly felt because they do not have an inadequate internet network (Hastini, Fahmi, & Lukito, 2020). The results of Morgan's (2020) research show that students feel anxiety if they have difficulty participating in online learning when they are unable to buy internet quota, besides that unstable network conditions make students in case of technical problems and unable to participate in learning optimally. Mulyono's research (2020) said that the problems faced by students during the online learning process during the Covid-19 pandemic with a high category were students' statements getting signal problems during the online learning process, problems that arise during the online learning process during the Covid-19 pandemic can be discussion material for all parties in the field of education so that there is an even distribution of signals and the existence of cheap internet for education so that students find it easy to do online learning.

The results of Syah's research (2020) said that boredom of lectures conducted online was experienced by both teachers and students, lectures that had been going on for a long time continuously then boredom appeared in the online learning process and if boredom was not handled immediately, it was feared that it could lead to unsatisfactory learning outcomes. Mila's research (2021) says the impact of using information technology in online learning during the Covid-19 pandemic includes the emergence of boredom in students when studying online because the sun will remain stored so that students are no longer enthusiastic about receiving material and ultimately cause boredom and boredom in learning. online learning, feeling dissatisfied with learning assessments during the Covid-19 pandemic. Research by Maramis and Tawaang (2021) said that the obstacles and shortcomings in the implementation of online lectures for students were boredom during online learning because they felt very monotonous and could not interact directly with teachers and friends, so this feeling of loneliness and boredom affected the students. boredom of learning online.

Online learning is a problem because changes in learning methods and readiness in the online learning process are not given much attention. Online learning needs to be well planned to achieve a learning goal with the selection of teaching media can also affect the effectiveness

of the learning where a combination of various media is needed so that the online learning process can run well (Sahasrabudhe, 2014). Yulia and Putra's research (2020) says that there are difficulties that often occur when learning online, causing problems including students who are not accustomed to carrying out their needs when studying online from home, only studying subjects according to what is given by the teacher, not what they need and there are students who give up when doing e-learning assignments when there are difficulties because students rarely evaluate their learning outcomes.

## **CONCLUSIONS**

The results of the study found 8 problems faced by students during online learning in the Covid-19 pandemic era and the majority of problems that occurred during online learning were a lot of college assignments.

## **ACKNOWLEDGEMENTS**

The research team would like to thank the Directorate General of Higher Education, Research, and Technology for funding this research through the novice lecturer research program scheme. The research team would also like to thank LPPM STIKES Kendal for facilitating this research. The research team would also like to thank all respondents and all parties who have been involved in this research.

## **REFERENCES**

- Andiama, F., & Kusumawati, E. (2020). Pengaruh Pembelajaran Daring Terhadap Stres Akademik Mahasiswa Selama Pandemi Covid-19. *Jurnal Psikologi*, Vol.16; No.2, 139-150.
- Annur, M. F., & Hermansyah. (2020). Analisis Keulitan Mahasiswa Pendidikan Matematika Dalam Pembelajaran Daring Pada Masa Pandemi Covid-19. *Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, Vol. 11, No. 2, 195-201. DOI: <https://doi.org/10.31764/paedagoria.v11i2.2544>.
- Anugrahana, A. (2020). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar . *Jurnal Pendidikan dan Kebudayaan* , Vol.10, No.3, 282-289. DOI: <https://doi.org/10.24246/j.js.2020.v10.i3.p282-289>.
- Argaheni, N. B. (2020). Sistematis Review: Dampak Perkuliahan Daring Saat Pandemi COVID-19 Terhadap Mahasiswa Indonesia . *Placentum Jurnal Ilmiah Kesehatan dan Aplikasinya*, Vol.8, No.2, 99. DOI: <https://doi.org/10.20961/placentum.v8i2.43008>.
- Benedict, L., & Pence, H. (2012). Teaching Chemistry using Student-created Videos and Photo Blogs Accessed With Smartphone and Two-dimensional Bercodes. *Journal Of Chemical Education*, Vol. 89, No. 4, 492-496. DOI: <https://doi.org/10.1021/ed2005399>.
- Deliviana, E., Erni, M., Hilery, P., & Naomi, N. (2020). Pengelolaan Kesehatan Mental Mahasiswa Bagi Optimalisasi Pembelajaran Online Di Masa Pandemi COVID-19 . *Jurnal Selaras*, Vol.3, No.2, 129-138.
- Engko, C., & Usmany, P. (2020). Dampak Pandemi Covid-19 Terhadap Proses Pembelajaran Online. *Jurnal Akuntansi*, Vol. 6, No. 1, 23-38. <https://ojs3.unpatti.ac.id/index.php/jak/article/view/2709/2283>.
- Ernawati, Y. (2020). Problematik Pembelajaran Daring Mata Kuliah Bahasa Indonesia. *Jurnal Ilmiah Bina Edukasi*, Vol. 3, No. 1. DOI: <https://doi.org/10.33557/jedukasi.v13i1.1029>.

- Haqien, D., & Rahman, A. A. (2020). Pemanfaatan Zoom Meeting Untuk Proses Pembelajaran Pada Masa Pandemi Covid-19. *Susunan Artikel Pendidikan*, Vol. 5, No. 1. DOI: <https://dx.doi.org/10.30998/sap.v5i1.6511>.
- Hastini, L., Fahmi, R., & Lukito, H. (2020). Apakah Pembelajaran Menggunakan Teknologi Dapat Meningkatkan Literasi Manusia Pada Generasi Z Di Indonesia. *Jurnal Manajemen Informatika*, Vol. 10, No. 1, 12-28.
- Hewley, R., & Allen, C. (2019). Student Generated Video Creation For Assessment: Can It Transform Assessment Within Higher Education? . *International Journal For Transformative Research* , Vol. 5, No. 1, 1-11. DOI: <https://doi.org/10.2478/ijtr-2018-0001>.
- Huang, L., Lei, W., Xu, F., Liu, H., & Yu, L. (2020). Emotional Responses and Coping Strategies in Nurses and Nursing Students During Covid-19 Outbreak: A Comparative Study. *Plos One*, Vol.15, No.08, 1-12. DOI:<https://doi.org/10.14710/journal.pone.0237303>.
- Indrawati, B. (2020). Tantangan Dan Peluang Pendidikan Tinggi Dalam Masa Dan Pasca Pandemi Covid-19. *Jurnal Kajian Ilmiah*, Vol. 1. No. 1, 39-48. DOI: <https://doi.org/10.31599/jki.v1i1.261>.
- KemendesRI. (2020). Pedoman dan Pencegahan Coronavirus (COVID-19) (Ke-5). *Kementrian Kesehatan RI*, <https://doi.org/10.33654/math.vi0.299>.
- Kusnayat, A., Sumarni, N., Mansyur, A., & Zaqiah, Q. (2020). Pengaruh Teknologi Pembelajaran Kuliah Online Di Era Covid-19 dan Dampaknya Terhadap Mental Mahasiswa. *Jurnal Edukasi dan Teknologi Pembelajaran*, Vol.1, No.2, 153-165.
- Livana, P., Mubin, M. F., & Basthomi, Y. (2020). "Tugas Belajar" Penyebab Stres Mahasiswa Selama Pandemi Covid-19. *Jurnal Ilmu Keperawatan Jiwa*, Vol. 3, No. 3, 203-208. DOI: <https://doi.org/10.32584/jikj.v3i2.590>.
- Maramis, J. R., & Tawaang, E. Y. (2021). Hubungan Pembelajaran Daring Dengan Burnout Pada Mahasiswa Profesi Ners Universitas Klabat Di Era Pandemi Covid-19. *Klabat Journal Of Nursing*, Vol. 3, No. 1. DOI: <https://doi.org/10.37771/kjn.v3i1.546>.
- Mardhiya, J., Setiowati, H., & Harahap, L. K. (2020). Proyek Video Sebagai Asesmen Alternatif Dalam Pembelajaran Daring Mata Kuliah Kimia Dasar . *Journal Of The Indonesia Society Of Integrated Chemistry*, Vol. 12, No. 2. DOI: <https://doi.org/10.22437/jisic.v12i2.11005>.
- Mila, R. (2021). Dampak Pemanfaatan Teknologi Informasi Pada Pembelajaran Daring Kelas XI IPS 4 dan XI IPS 5 Saat Pandemi Covid-19 . Naskah publikasi. STKIP PGRI Sumatera Barat.
- Morgan, H. (2020). Best Practices For Implementing Remote Learning During A Pandemic: The Clearing House. *Journal Of Educational Strategies Issues and Ideas*, Vol. 93, No. 3, 134-140.
- Mubarok, R. (2020). Model Pengelolaan Praktik Pengalaman Lapangan Pada Masa Pandemi. *Journal of Islamic Education Management*, Vol. 5, No.2, 147-160. DOI: <https://doi.org/10.24256/kelola.v5i2.1600>.
- Mulyono, W. D. (2020). Respon Mahasiswa Terhadap Pembelajaran Daring Pada Masa Pandemi Covid-19. *Journal Of Science, Technology, Education And Mechanical Engineering*, Vol. 2, No. 1.
- Norma, Widiyanti, E., & Hartiningsih, S. S. (2021). Faktor Penyebab Tingkat Stress Dan Dampak Stress Akademik Pada Mahasiswa Dalam Sistem Pembelajaran Online Di Masa Pandemi Covid-19. *Jurnal Ilmiah STIKES Kendal*, Vol.11, No.4, 625-634. DOI: <https://doi.org/10.32583/pskm.v11i4.1656>.

- Pawicara, R., & Conillie, M. (2020). Analisis Pembelajaran Daring Terhadap Kejenuhan Belajar Mahasiswa Tadris Biologi IAIN Jember Di Tengah Pandemi Covid-19. *Jurnal Pendidikan Biologi*, Vol. 1, No. 1, 29-38. DOI: <https://doi.org/10.35719/alveoli.v1i1.7>.
- Reeves, T., Caglayan, E., & Torr, R. (2017). Don't Shoot! Understanding Student Experiences Of Video-based Learning and Assessment in The Arts. *Journal Of Education and Pedagogy*, 1-13. DOI: <https://doi.org/10.1186/s40990-016-0011-2>.
- Sahasrabudhe, S. (2014). Computers & Education Appropriate Media Choice For E-Learning Effectiveness: Role Of Learning Domain and Learning Style. *Comput Education*, 237-249.
- Salsabila, U. H., Ghazali, I., Zulfandi, Khoirunnisa, N., & Hanifah, H. (2020). Strategi Alternatif Pembelajaran Daring Mahasiswa Pendidikan Agama Islam Pada Masa Pandemi Covid-19. *Jurnal Eduscience*, Vol. 7, No. 2. DOI: <https://doi.org/10.36987/jes.v7i2.1920>.
- Syah, M. (2011). *Psikologi Pendidikan Dengan Pendekatan Baru*. Bandung: PT Remaja Rosdakarya.
- Syah, R. (2020). Dampak Covid-19 Pada Pendidikan di Indonesia: Sekolah, Keterampilan dan Proses Pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, Vol. 7, No.1. DOI: <https://doi.org/10.15408/sjsbs.v7i5.15314>.
- Utami, S., Rufaidah, A., & Nisa, A. (2020). Kontribusi Self-efficacy Terhadap Stres Akademik Mahasiswa Selama Pandemi Covid-19 Periode April-Mei 2020. *Jurnal Bimbingan Dan Konseling*, Vol.4, No.1, 20-27. DOI: <https://doi.org/10.26539/terapeutik.41294>.
- WHO. (2020). *Pertanyaan Jawaban Terkait Covid-19 Untuk Public*. Retrieved Agustus 28, 2021, from World Health Organization South-East Asia Indonesia : <https://www.who.int/indonesia/news/novel-coronavirus/qa-for-public>
- WHO. (2021, November 17). *covid19.go.id*. Retrieved November 18, 2021, from <https://covid.go.id/>
- Yulia, I. B., & Putra, A. (2020). Kesulitan Siswa Dalam Pembelajaran Matematika Secara Daring. *Jurnal Refleksi Pembelajaran Inovatif*, Vol. 2, No. 2. <http://jurnal.uui.ac.id/RPI>.

