

The Correlation of Perception about Online Learning with Anxiety Levels in The Professional Nurses Program at Faculty of Nursing Universitas Jember

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ABSTRACT

The COVID-19 pandemic has caused problems in the field of education, especially when online learning. The stressors experienced by nursing profession students during online learning affect their psychological condition. The purpose of this study was to analyze the correlation between perception about online learning with anxiety levels in the professional nurses' program at Faculty of Nursing Jember University. This study method used a cross-sectional approach, it involved 102 nursing profession student who have experience participating in online learning for two weeks and using total sampling technique. The study was conducted through an online survey. Bivariate analysis was performed by Kendal tau b correlation test ($p=0.05$). The research instrument of perception online learning questionnaire (α Cronbach=0.847-0.867) and Zung Self Rating Anxiety Scale (α cronbach=0.887). The results showed a total of 55 profession nursing students (53.9%) had a pretty good perception about online learning and (90.2%) stated that a mild level of anxiety. Moreover, there was no relation between perception about online learning with anxiety levels ($p>0.05$). Perceptions of nursing profession students are influenced by individual internal factors such as experience and knowledge. A good experience as a result of learning from previous situations makes students easy to adapt to new situations and extensive knowledge regarding the benefits of online learning contributes to minimizing anxiety. so that it is hoped that future researchers can identify more deeply the causes of anxiety among nursing profession students when online learning takes place.

Keywords: perception; online learning; anxiety levels

INTRODUCTION

The COVID-19 pandemic is still the latest health problem and a new stressor that has an impact on all aspects of people's lives. The pandemic situation does not only affect one's physical health but also psychological health (Taylor, 2019). Based on the Morbid and Mortality Weekly Report Center for Disease Control and Prevention on June 24-30, 2020 as many as 5470 respondents showed anxiety or depressive disorder condition 30.9%, COVID-19 related TSRD 26.3%, anxiety disorder 25.5%, and depressive disorder 24.3% (Czeisler et al., 2020). The psychological impact of the COVID-19 pandemic is also felt by the people of Indonesia. Through the website of the Indonesian Psychiatric Association, from the results of a five-month self-examination from April-August 2020 with 4010 respondents, 64.8% of self-examination users experienced psychological problems (64.8% anxiety). Most problems were found in the age group 17-29 years and >60 years (Pdskji.org, 2020).

Efforts that have been carried out by the government at this time are to intensify the promotion of health protocols such as physical distancing. The application of physical distancing has an impact on changes in behaviour patterns, one of which is the learning process in universities. Based on the Circular Letter of the Ministry of Education and Culture No. 36962/MPK.A/HK in 2020 are encouraged to carry out the online learning process. Online learning is learning that takes place in a network where the teacher and those being taught do not do it face-to-face but by utilizing the internet network (Pohan, 2020). Various ways of implementing online learning have been carried out by educators to anticipate the spread of COVID-19, but the implementation is not optimal. This has been proven by previous research. Of the 457 students, 63% (289 students) stated that learning was not effective (Suartini, 2020). There was confusion among students when they faced online learning accompanied by piles of assignments which led to widespread anxiety, especially the new stressor of the COVID-19 pandemic (Uswatun et al., 2020). It has been reported that overall female

medical and non-medical students (n=994) showed higher levels of anxiety on GAD-7 both before and after switching online learning (Saddik et al., 2020).

Adaptation of online learning is also applied to nursing professional students, this is by the AIPNI circular letter No. 465/AINEC.Ka.Sr/II that learning is done from home by utilizing the internet network. Nursing professional education learning methods can be carried out in the form of clinical tutorials, case studies, bedside teaching videos, discussions, making health media, scientific journal presentations, and others. The change in clinical learning methods to online is considered less than optimal. Nurses' professional education applies KKN level 7 with learning outcomes emphasizing theory and application of skills knowledge so that it is very important in theoretical application. Various stimuli related to the COVID-19 pandemic situation and the problems experienced by students both in terms of psychological health or technical implementation of online learning will form a perception. Perception is the process of interpreting the stimulus received by the five senses into an understanding (Zhafira et al., 2020).

During the online learning process, nursing profession students will form positive or negative perceptions that can form an attitude and can be observed through actions. Perceptions that are built can affect psychological conditions. Based on a preliminary study through unstructured interviews with nursing profession students batch 25 of the Faculty of Nursing, Jember University, as many as 5 students stated that the implementation of online learning was less effective than offline. This happens because the application of online learning in terms of clinical practice skill output is lacking. In addition, as many as 4 students expressed their concern that the clinical skills obtained were not achieved. So that researchers are interested in analyzing the relationship between perceptions about online learning and the level of anxiety in nursing profession students at the Faculty of Nursing, University of Jember.

METHOD

The design of this research used a cross-sectional approach. The research population was all nursing profession students at the Faculty of Nursing, Jember University Batch 26 with a total of 102 students. The sampling technique used is Nonprobability Sampling, which is total sampling with inclusion criteria including being willing to be respondents, students who are taking nursing profession education batch 26, Faculty of Nursing, University of Jember and have carried out the online learning process for at least two weeks. The exclusion criteria were students who were taking leave. Filling out the research questionnaire via the google form link includes an online learning questionnaire totalling 12 items showing r count $> r$ table 0.360, Cronbach alpha 0.847-0.867 (Yuniarti & Hartati, 2020) and anxiety questionnaire namely Zung Self Rating Anxiety Scale, validity value > 0.444 and Cronbach alpha 0.887 (Muliani et al., 2020). Data collection was carried out from February 26, 2021 to March 1, 2021. Data analysis used the Kendal tau b correlation test ($p=0.05$). This research has been declared to have passed the ethical aptitude through the KEPK of the Faculty of Nursing, University of Jember with No. 26/UN25.1.14/KEPK/2021.

RESULT

Table 1. Characteristics of Nursing Profession Student Respondents at Faculty of Nursing, University of Jember (n=102)

Variable	Median	Minimum – Maximum
Age	23	20-34 (Years)
Average need for data packets	30	4-150 (Gigabytes)
	Frequency (n)	Percentage (%)
Gender		
Male	23	22.5
Female	79	77.5
Parent's income (PO)		
PO \leq Rp. 1.000.000	15	14.7
Rp 1.000.000 < PO \leq Rp 2.500.000	37	36.3
Rp 2.500.000 < PO \leq Rp 5.000.000	35	34.3
Rp 5.000.000 < PO \leq Rp 7.500.000	10	9.8
Rp 7.500.000 < PO \leq Rp 15.000.000	5	4.9
Easy internet network access		
Yes	89	87.3
No	13	12.7
Length of experience online learning professional education nurse		
>2 week	102	100.0

Based on table 1, it shows that nursing profession students of batch 26 tend to have a median age of 23 years with the youngest being 20 years old and the oldest being 34 years old. The total number of students in this study was 102 students, dominated by women as many as 79 students (77.5%) while 23 students (22.5%) were male. The average data package requirement that includes online learning or other entertainment is 30 GB, a minimum value of 4 GB and a maximum of 150 GB. The income of most students' parents is in the range of more than Rp 1,000,000 less than equal to Rp 2,500,000 as many as 37 students (36.3%). The majority of 89 students (87.3%) stated that it was easy to access the internet, the remaining 13 students (12.7%) stated that it was not. Nursing profession students' batch 26 of the Faculty of Nursing, University of Jember, all 102 students (100%) stated that they had more than two weeks of experience participating in online learning for nursing professional education.

Table 2. Description of Online Learning Perception of Nursing Profession Students (n=102)

	Frequency (f)	Percentage (%)
Online Learning Perception Variables		
Good perception	40	39.2
Pretty good perception	55	53.9
Bad perception	7	6.9
	Mean	Standard Deviation
Perception Indicators about Online Learning		
Interactivity	0.43	0.24
Independence	0.63	0.28
Accessibility	0.59	0.21
Enrichment	0.60	0.43

Based on table 2. shows the results of the online learning perception questionnaire assessment as many as 12 question items, the majority of 53.9% of 55 students have a pretty good perception. The highest average value dominates and influences the four indicators, namely the independence indicator is 0.63 (SD=0.28). Indicators of independence relate to flexibility in terms of providing time, place, teaching materials and teachers.

Table 3. Anxiety Levels of Nursing Profession Students, Faculty of Nursing, University of Jember (n=102)

	Frequency (f)	Percentage (%)
Anxiety Level Variables		
Mild anxiety	92	90.2
Moderate anxiety	6	5.9
Severe anxiety	4	3.9
	Mean	Standard Deviation
Anxiety Indicator		
Physiological Symptoms	1.79	0.42
Psychological Symptoms	1.66	0.54

Based on table 3. shows the results of the Zung Self Rating Anxiety Scale questionnaire as many as 20 statement items, the majority of nursing profession students experience mild anxiety as many as 92 students (90.2%). The highest dominant and influential average value is the physiological symptom indicator of 1.79 (SD=0.42). Physiological indicators contribute to anxiety triggers, one of which relates to threats to physical integrity.

Table 4. Analysis of the Perception of Online Learning with the Anxiety Level of Nursing Profession Students, Faculty of Nursing, University of Jember (n=102)

Variables	p-value	Correlation coefficient (r)
Perception about online learning	0,576	0,54
Anxiety Level		

Based on table 4. The results of the Kendal Tau b correlation test show a significant p-value of 0.567, which means that H0 is accepted, that is, there is no significant relationship between the perception of online learning and the level of anxiety in nursing profession students' batch 26, Faculty of Nursing, University of Jember.

DISCUSSION

Characteristics of Respondents

The results showed that the age of nursing profession students tended to be in the median value of 23. The results of the study are in accordance with previous studies, regarding the proportion of the age of nursing professional students who are mostly under or equal to 23 years old, namely the age range of 22–23 years (78.68%) (Layuk et al., 2016). According to Erikson's psychosocial theory that in early adulthood (19-40 years) a person begins to accept and assume heavier responsibilities, intimate relationships begin to develop and apply (intimacy vs isolation) (Putri, 2018). In early adulthood vulnerable to emotional responses to anxiety caused at this age coping mechanisms have not been fully formed so that it is difficult to make decisions (Livana et al., 2018). Researchers assume that early adulthood is related to self-adaptation and changing roles in life so that there is a risk of emotional tension such as anxiety

The results showed that from 102 students, 79 (77.5%) were dominated by women. There is a similarity in the proportion of nursing profession students, the majority are female as many as 76 (67.3%) (Fadhila & Asriyadi, 2020). a nurse is identical to a woman who has instincts and is gentle, nursing has historically been known as mother instinct, so women tend to be more caring in caring for patients (Wahyudi et al., 2017). women have a high level of anxiety than men because women are more sensitive and feel helpless while men tend to be exploratory and more active (Nuhidayati & Muhsinatun, 2018). Researchers assume that women tend to be emotional in the sense that it is difficult to manage emotions and is more easily influenced by environmental pressures so that they are more prone to experiencing anxiety.

The results of the study most of the parents' income is in the range of more than Rp. 1,000,000 less than equal to Rp. 2,500,000, namely 37 students (36.3%). The income level of the parents according to the Central Bureau of Statistics is in the medium category. This is a factor in the smooth learning process of students. The existence of the COVID-19 pandemic has impacted many people who have experienced a decrease in income, the number of cases of layoffs affects the decline in family income sources so that it has an impact on the ability to meet educational needs (Indrawati, 2020). The researcher assumes that the adequacy of parents' income is one of the roles of parents as facilitators and contributes to smoothness during the online learning process.

The results show that the majority of 89 students (87.3%) stated "Yes" which means that it is easy to access the internet network. The results of this study are supported by previous research, the majority of the network conditions in student premises are adequate as many as 12 students (63.1%) (Dewi, 2020). The researcher assumes that this illustrates a mature readiness before participating in the online learning process, such as choosing a location that is easily accessible to the internet, fulfilling internet data packages, selecting the right cellular provider, and supporting student device conditions. The ease of access to the internet network has a positive influence on the perception of online learning. The results of this study indicate that the average monthly data package requirement for nursing professional students is 30 giga bites with a minimum value of 4 giga bites required and a maximum value of 150 giga bites. The need for the data package includes use when online learning or entertainment such as social media and others. The results of previous studies tend to be lower, data packages used in online learning during the COVID-19 pandemic as many as 31% of respondents spent 6 to 10 giga bites per month (Hasanah & Setiawan, 2020). 94.09% of students choose to use a data package compared to Wi-Fi because it is more flexible than installing Wi-Fi at home with an additional monthly fee. The use of data packages makes students always connected to the internet network anytime and anywhere with a wide range depending on the provider used (Widiyono, 2020).

The results showed that all nursing profession students had experience participating in online learning for more than two weeks, namely 102 students (100%). The results of the study are supported by previous research, all respondents (246 students) have had online learning experience for one semester during the COVID-19 pandemic. These students are expected to be able to reflect on what they have experienced as online learners during the COVID-19 pandemic (Saragih et al., 2020). Perception is the experience of events, objects or relationships obtained by inferring information and interpreting messages. Everyone tends to perceive a thing or phenomenon differently. These differences are influenced by several factors, one of which is experience (Arifin et al., 2017). Researchers assume that students who have experience participating in online learning are expected to be able to provide perceptions regarding the online learning process that is followed. Stimulus received by students during online learning will produce an understanding that will affect how individuals behave or respond.

Perceptions about Online Learning for Nursing Profession Students, Faculty of Nursing, University of Jember

The results of the perception research about online learning show that 55 (53.9%) students of the nursing profession have a fairly good perception of the online learning process. This is supported by previous research, that the perception of biology education students towards the application of online learning during the COVID-19 pandemic has a mean value of 2.28 with a fairly good category. A pretty good perception leads to a pretty positive perception of online learning (Muliadi et al., 2021). positive perception is a perception that describes all knowledge and responses that are in

line with the object of perception and continue to use efforts or support attitudes (Priadi, 2017). Perception is quite good in nursing profession students is influenced by several factors such as personal factors consisting of two dimensions, namely experience and motivation. Personal factors have a big influence on interpersonal perception. Experience affects the accuracy of perception. Experience will increase through a series of events that have been encountered. The constructive process of interpersonal perception also involves a lot of motivational elements (Shambodo, 2020). The researcher assumes that the experience of two weeks following the learning affects the perception quite well. Previous good experiences gained during online learning such as the perceived convenience and usefulness, they will be interested and support the policy so that it has a positive effect on them. Stressors that are possible to feel in online learning are considered a positive thing. Knowledge or information obtained from the surrounding environment is an external factor that affects the perception. The higher the insight and knowledge an individual has, the more positive they perceive an event (Shambodo, 2020). The researcher assumes that since the implementation of the online learning policy in March 2020 within the scope of universities, of course, students have been looking for information on how to describe the implementation of the policy, either through social media or others so that it influences mindsets and increases awareness that the application of online learning policies.

Anxiety Levels of Nursing Profession Students Batch 26, Faculty of Nursing, University of Jember

The results of this study are in line with previous studies, the highest level of student anxiety was mild anxiety at 79 students (41.58%). Student stressors during online learning include inadequate internet network (signal) (31.05%), difficulty concentrating and understanding the material (33.69%), less internet quota requirement (30%) and lack of understanding of the use of electronic media (5, 26%) (Hasanah et al., 2020). Maharani et al., (2022) research also found that there were 38 (33.6%) students who experienced mild anxiety while working on their thesis. On the other side of the application of online learning, several obstacles arise, such as difficulties in accessing the internet network, running out of internet data packages, and piling up tasks. Various demands must be resolved and overcome by students. This also contributes to a negative impact on psychological conditions (Syofian, 2021). Anxiety is described as the emergence of a psychological reaction to a situation that has just been experienced. Symptoms of anxiety that arise must be addressed with full vigilance so that a person perceives a stressful situation as normal, there is no need to feel nervous and afraid to fail (Dwi Pratiwi et al., 2021; Kumbara et al., 2019).

Researchers assume that mild anxiety in nursing professional students may occur due to several factors, including early adulthood, which is at risk of emotional tension. Anxiety arises when the individual does not achieve adaptation to the problems at hand. Identical women are more emotional in the sense that it is difficult to manage emotions and more easily influenced by external pressures. Parents' income levels have decreased due to the impact of the pandemic resulting in insufficient financing for the purchase of data packages per month. Along with the cost of fulfilling an expensive data package, students think whether they can support smoothness during learning so that it affects the emergence of psychological pressure on nursing profession students. The amount of data package needs per month adds to the costs that must be incurred by students and affects the emergence of anxiety. In addition, complex stressors during the COVID-19 pandemic cause anxiety.

Analysis of the Relationship between Perceptions about Online Learning and Anxiety Levels of Nursing Profession Students Batch 26, Faculty of Nursing, University of Jember

The results of this study are supported by previous research, which shows that there is no relationship between perceptions of the use of e-learning with learning outcomes. So that perception does not affect student learning outcomes (Kristyaningrum, 2011). The researcher assumes that nursing profession students tend to have a pretty good perception that leads to a positive response so that students assume that the stressors that may be experienced during the transition to the application of online learning are positive and minimize the emergence of anxiety. someone who has a good adjustment to something that is considered threatening will tend to do good preparation and planning so that they can overcome or at least reduce the concerns that arise (Pardono & Purnamasari, 2010). The researcher assumes that this adaptation is shown as 89 students (87.3%) are not ashamed to argue in online learning batches rather than face-to-face, 65 students (63.7%) say they are more disciplined in completing assignments with online learning, 62 students (60.8%)) stated that the time used was more efficient and some of the conveniences felt by students when learning online included 94 students (92.2%) being able to access lecture materials easily at any time, 66 students (64.7%) had no difficulty understanding the teaching materials. The perceived experience influences increasing motivation and supportive attitude as evidenced by 60 students (58.8%) with the application of online learning policies to be motivated to study lecture material more deeply. This person will be more objective and realistic with the conditions they experience. Thus, the perception of online learning does not contribute to causing anxiety in nursing professional students, but there are other factors that are riskier or trigger stressors that cause anxiety.

The researcher assumes that there are external factors that can affect the anxiety of nursing professional students during courageous learning such as a less supportive learning environment. This is reinforced by Aseta &

Siswanto (2021) research, explaining that the factors of the learning environment are not supportive, such as the environment during lectures at home is not conducive, the internet network or an unstable signal during video conferencing. Online learning also requires adequate media (laptop/smartphone) as well as a good signal, so that daring learning runs smoothly while conducting video conferencing also has an effect on increasing anxiety.

CONCLUSION

The conclusion in this study was that the majority of nursing profession students (n=102) had a pretty good perception of 55 students (53.9%) with the highest indicator being independence (mean = 0.63). The majority of anxiety levels were mild anxiety as many as 92 students (90.2%), with the highest indicator of physiological symptoms (mean=1.79). There is no relationship between the perception of online learning with the level of anxiety of nursing profession students, Faculty of Nursing, University of Jember ($p>0.05$). It is hoped that further researchers can identify more deeply the causes of anxiety in nursing professional students during online learning by considering individual external factors and conducting research with nursing intervention approaches such as progressive muscle relaxation techniques to reduce physiological symptoms in students.

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