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Pandemic COVID-19: Experience of Study from Home for Undergraduated Nursing Students in Rural Areas

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Abstract: The pandemic of coronavirus disease (COVID-19) forced everyone to adapt, including the students. Universities may be closed, but teaching and learning activities must be continued. The study from Home (SFH) has been heralded to be the solution during this pandemic. A qualitative study was conducted by interviewing nursing undergraduate students in Malang District, Indonesia, to find specific themes related to the effect of SFH on the student's understanding. The interview was conducted for two weeks, from November 16 to March 30, 2020. A purposive sample of 20 nursing students. Four themes were identified from the data: (1) Bored during SFH, (2) Happy at the beginning and worried about the next, (3) Direct consultation that has not been maximized, and (4) Mass confusion. A total of 13 sub-themes were identified as environment, new atmosphere, stall confide of the past, happiness in the beginning because at home, COVID uncertainty subsided, confusion of the given material, family economic condition, dependence on lecturers, and embarrassed to ask further details Limited quota and complex network, Focus on assignment, Without knowing the details of student understanding, The culture is ashamed to ask questions for fear of disturbing the lecturer. Factors that influence the depression of students during SFH are considered to be helpful to be analyzed to enhance the understanding of student's condition that will be very important to establish future actions related to SFH

Keywords: Students, Nursing, Coronavirus, COVID-19, Qualitative Research.

大流行 COVID-19：农村地区护理本科学生在家中学习的经验

摘要：冠状病毒病大流行（COVID-19）迫使所有人，包括学生，都必须适应。大学可能关闭，但教学活动必须继续进行。在这种大流行期间，人们认为在家中学习（SFH）是解决之道。方法：通过访谈印度尼西亚玛琅区的护理学本科生进行了定性研究，以发现与 SFH 对学生理解的影响有关的特定主题。访谈于 2020 年 11 月 16 日至 3 月 30 日进行了为期两周的研究。目的样本是 20 名护理专业的学生。结果：从数据中确定了四个主题：（1）在 SFH 期间感到无聊，（2）开始时感到高兴，并担心下一个，（3）尚未得到最大程度的直接咨询，以及（4）混乱。总共确定了 13 个子主题，分别是环境，新的气氛，过去的失速倾诉，开始时的快乐，因为在家中，COVID 不确定性消退了，给定材料的混乱，家庭经济状况，对讲师的依赖性以及为难询问更多细节有限的名额和困难的网络，专注于作业，在不了解学生理解细节的情况下，由于害怕打扰讲师，这种文化感到羞耻地提出问题。结论：影响 SFH 期间学生抑郁的因素被认为有助于分析，以加深对学生状况的了解，这对于建立与 SFH 有关的未来行动非常重要。

关键词：学生，护理，冠状病毒，COVID-19，定性研究

Received: 2 February 2021 / Revised: 5 March 2021 / Accepted: 9 March 2021 / Published: 30 April 2021

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1. Introduction

The United Nations Educational, Scientific and Cultural Organization or UNESCO states that the whole world's learning activities are disrupted by the coronavirus diseases (COVID-19) pandemic [1]. The government has appealed for work, study, and worship from home during the pandemic [2]. To reduce the spread of this virus, some nations have decided to perform lockdown since the beginning of March 2020. Students are forced to adapt to the pandemic condition. Universities need to be temporarily closed, but teaching and learning activities must continue without going to campus [3]. Online learning has been promoted as a suitable solution during the pandemic [4].

The development of technology has an impact on the world of education in terms of learning systems. Online lectures are a web-based virtual education system developed to help teach and learn activities without conventional face-to-face meetings [5], [6]. The use of online methods is already implemented as supplementary teaching methods [7]. This option becomes the most suitable method to be conducted during the COVID-19 pandemic to continue the teaching and learning processes, especially in universities. Even though online lectures have been conducted in the last few years [8], they cannot be used anytime and anywhere [9].

Students become subjects in the world of education, whether it's online or offline [10]. The study from Home (SFH) is the tagline that famously spread among students to conduct learning activities during a pandemic [11]. Students still suffer from some problems as a subject in the online learning system, especially in pandemic lockdown. The issue includes some technical sectors and the physiological sector of the students themselves [12]. Some physiological factors including their feeling during learning processes and anxiety related to the understanding of the material.

The challenge to the sustainability of the global health care system has a shift to a more population-focused model of care. Nurse educators need to develop courses that prepare students for population health practice [13]. However, the educational approaches that can support this shift are poorly understood. In addition, the COVID-19 pandemic conditions forced nursing students to study from home [1]. Most nursing schools and universities in Indonesia do not have this specialty in terms of resources and facilities for online learning [4]. This condition is an extra challenge for their school community [14]. Not all students are familiar with online learning. With these demands and requirements, this research becomes the basis for policymakers and the basis for developing a nursing curriculum in the future.

The online system works well on the natural sciences and social sciences subjects [15]. It also works on some particular parts for the engineering and

technology subjects [16]. At the same time, the utilization of the online system is not considered to be reasonable under medical issues. Medical issues need a real practical and demonstration section to enrich the students with a clear and natural explanation to avoid any unwanted failures. Nursing is a medical subject that requires a real practical and clear demonstration during the learning processes [17][18]. Considering this matter, some students feel psychic pressure related to their overall understanding of the materials while forced to apply the SFH method during the pandemic. This research aims to deeply understand the nursing students' experiences in conducting SFH using a phenomenological approach. This study may shed light on the future directions to handling teaching and learning processes during pandemic, especially in the student perception of the used method.

This study provides a clear image of how the survey from home was carried out from the student's perspective, especially for the undergraduate nursing student in university. The presented result from this study may shed light on future approaches to handle the teaching and learning processes during the pandemic, especially on the side of student perception of the used method. The obtained result is also considered applicable for establishing policies and regulations related to university transfer during unwanted conditions.

2. Methods and Materials

2.1 Research Design

The qualitative study was conducted by interviewing nursing undergraduate students in Malang district, Indonesia. Because the survey rules from home one month before the research begins, the interview methodology explores research objectives and starts the dialogue [19]. Participants explore students' experiences. The interview continued for two weeks. This research was conducted from November 16 to March 30, 2020.

The author has offered specific pedagogical strategies for integrating nursing education concepts and competencies, mainly through students' clinical experience. Others recognize the constraints and advocate for learning from home. Regardless of where students have experience, other researchers can use the framework to apply the same or different population concepts [1].

Our study uniquely adds an understanding - from the perspectives of those shaping nursing education in Malang, Indonesia - of potentially interpretable strategies that could support this population's health requirements in nursing education [20]. Our sources pointed out specific aspects of curriculum design, educational strategies, and student outcomes as central. And indeed, this is also noted in the recommendations

2.2 Sampling Method and Sample Distribution

A purposive sample of 20 nursing students was interviewed: ten students in the first semester, five middle semester students, and five final students. It was considered essential to hear from all nursing students to get balanced. WhatsApp contacts students to schedule interviews via skype and zoom.

2.3 Data Collection

The participants respond to WhatsApp, the date and time are scheduled then the interview and Participants are sent information sheets and consent forms. The agreement included audio recordings and interview transcriptions, which averaged around 40 minutes. Semi-structured questions so that some interviews take slightly different turns, depending on the participant and the clarification needed. Twenty interviews were conducted via Skype because the government forbade left the house.

1. Before you SFH (Study From Home) How did you respond to lectures on Campus?
 2. Now what was your first SFH experience?
 3. How do you feel all subjects use the online method?
 4. What do you want in the future about this SFH?

Fig.1 Semi-structured interview questions

2.4 Data analysis

As nurse students, participants are considered honest; there are no enormous contradictions recorded in the transcript, which confirms the credibility of the data. Given the data retrieval, participants still experience it until then. When the transcription process begins, an experienced research team begins concluding individuals' data [21]. The team divided five main interview questions for in-depth analysis after completing the transcription. Structural code focuses on questions, strategies that use questions from data collection tools as codes and enables the research team to efficiently compile and "combine" data for deeper exploration [9]. Data discovery and shared and verified with other researchers, produce themes and content analysis. Our focus here is the experience of nursing students doing studies from home

2.5 Ethical approval

Ethical approval was received from the academic institutions of the researchers; Data is transcribed and reported anonymously. Individual participants are identified by a code, which allows tracking of quotes among participants (for example, *P1*: the first respondent).

3. Results

Four themes were identified from the data: (1) Bored when SFH (2) happy at the beginning and worried about the following (3) Direct consultation that

has not been maximized (4) Mass confusion. 13 sub-themes were identified from participant data (*P1 - P20*) as the demographic data results are shown on Table 1 and Table 2.

Table 1 Participant Distribution

No	Category	Total Number and Distribution (%)
1	Gender :	
	Men	5 (25%)
	Woman	15 (75%)
2	Grade Point Average	
	2.5-3.0	5 (25%)
	3.0-3.5	9 (45%)
	3.5-4.0	6 (30%)
3	Home Location	
	Village	12 (60%)
	Inland	8 (40%)

Table 2 Identified Theme and Sub-theme

No	Theme	Subtheme
1	Bored when SFH	Environment
		New atmosphere
		Stall confide of the past
2	Happy at the beginning and worry next	comfortable at the beginning because at home
		Covid uncertainty subsided
		Confusion of the given material
		Family economy condition
3	Direct consultation that has not been maximized	Dependence with lecturers
		Embarrassed to ask for details
		Limited quota and difficult
		Mass confusion
		Focus on assignment
		Without knowing the details of student understanding
	The culture is ashamed to ask questions for fear of disturbing the lecturer	

1. Bored during SFH

a. Environment

Home environments that are accustomed to relaxing made students forced students to focus on facing lectures. During lectures, the family's interactions during talks, noisy environment, and families who still find it strange with online courses still become distracting factors. The indicated statements are presented as follow:

"I'm bored at home because the environment in my house is always crowded " (*P8, P9, P13*)

"My neighbors are always noisy" (*P7, P8, P9, P11, P12*)

"My sister is annoying, so I can't concentrate" (*P3, P4, P5, P6*)

"My father fixed the roof, so I was disturbed" (*P1, P2*)

b. New atmosphere

The new atmosphere and new challenges are the characteristics of young people in this era. Participants do lectures at home, increasing students' boredom—the nature of young people who are always looking for a comfortable environment. Teenagers are very pleased in a peer environment. At home with their parents and

siblings made them more uncomfortable while studying. It is the statement as follows:

"I do not focus when at home; I always look for a new atmosphere to learn to focus" (P11, P12, P13, P14)

"I want to learn in a different place, sir" (P8, P9, P10)

"At home makes it feels uncomfortable" (P15, P16)

c. Stall confide of the past

Teenagers have the nature of innovation and fresh ideas. Such innovative thinking makes it a place for online ventures to support one another, a place to tell stories and solve student's problems away. The stories most often discussed are the sad and challenging past stories. To be entertained, the students took wisdom and attract sympathy with their colleagues. The indicated statements are presented as follow:

"Because we are bored, we create groups for stories and sharing experience" (P14, P15, P16, P17)

"I need a friend to pour out my heart, sir" (P18, P19, P20)

2. Happy at the beginning and worry next

a. Pleased in the beginning because at home

Teenagers feel relax at home; they can enjoy while helping their parents and other home activities. Joy increases when you don't spend money on vehicle fuel, snacks, etc. But this only felt initially, after which they experienced anxiety and confusion because of confined at home. They must obey the rules not to leave the house. Though, teens need a new atmosphere to refresh the mind. The statements are presented below:

"In the first week, I felt comfortable, I learned at home, after that, I experienced boredom and wanted to experience college on campus again" (P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, P12, P13, P14, P15, P16)

"I want to go to campus; it just is happy in the beginning" (P17, P18, P19, P20)

b. COVID uncertainty subsided

Covid case increased day by day and spread from region to region. Social media and television are some of the students' entertainment besides; the media makes them nervous because it is still not conducive because of COVID-19. The confusion of the provided online learning materials made students feel anxious about their condition. The statements are presented as follow:

"News always provides information about covid which is constantly increasing my anxiety" (P1, P2, P3, P4, P5, P6, P7, P8, P9, P11, P12, P19, P20)

"The more people get COVID-19, more and more" (P4, P5, P6, P7, P8, P9)

"The government does not know yet when this pandemic end" (P13, P14, P15, P16, P17, P18)

c. Confusion of material given

Students accustomed to college using conventional lecture methods are forced to lecture online because of the pandemic. This situation makes students adapt. This adaptation process makes them confused when receiving material, so the impact is disappointed with the online lecture. The indicated statements are presented as follow:

"I am often confused when going through applications, it is unclear, and the explanation is only a little" (P1, P2, P11, P12, P13, P13, P14, P15, P16)

"The lecturer explained it was unclear" (P3, P4, P5, P6, P7, P8, P9)

"Need practice, so it's unclear" (P17, P18, P19, P20)

d. Family economy condition

COVID-19 pandemic forces all communities to reduce activities that bring people together. It causes people who work with daily payment systems to have a decreased income. Conditions like this have an impact on students who face economical problems. The indicating statements are presented below:

"My parents are traders; their income is decreasing" (P8, P9, P14, P15, P16, P17)

"My parents are not working anymore, sir" (P18, P19, P20)

"My parents sell is not sold, no one buys" (P11, P12, P13)

3. Direct consultation that has not been maximized

a. Dependence on lecturers

The students are currently experiencing difficulties in SFH because of their dependence on lecturers. Most of the time, students used face-to-face learning systems, so doing online learning needs adaptation. Presented indicating statements are below:

"I am confused, all lectures online, I do not understand, if explained directly I understand more" (P1, P2, P3, P4, P5, P6, P7, P14)

"I can't understand if it's not explained in detail by the lecturer" (P8, P9, P11, P12, P13)

"I am happy when every task is explained" (P15, P16, P17, P18, P19, P20)

b. Embarrassed to ask for further details

The nervous habit of asking questions makes students more confused. This culture still exists in Indonesia. It creates confusion without a solution so that students cannot understand what the lecturer conveys. The indicating statement is presented below:

"Shy to ask, later if confused I just ask friends" (P1, P2, P3)

"I am ashamed because they think I am a smart person" (P4, P5, P17)

"I'm not used to asking, so embarrassed" (P18, P19, P20)

c. Limited quota and complicated network

Inadequate facilities during SFH, such as networks and internet quotas, further worsen the situation. Internet coverage usually is very limited in remote areas. Students who have domicile in remote areas are significantly hampered when doing online lectures. An expensive quota for some people forces them to make savings. Some indicative statements are presented below:

"My house is in a remote area, so when I attend the online class, I always get an internet connection interruption" (P1, P2, P3, P4, P5, P6, P14, P15, P16)

"I do not have enough quota" (P7, P8, P9, P11, P12, P13)

"I live in a place with minimal internet network" (P17, P18, P19, P20)

4. Mass Confusion

a. Focus on assignment

The lecturer at home focuses on his family. It is why students prefer to be given assignments rather than giving online lectures. This task is expected to make students read on their own and understand the material by themselves. It turns out that what the lecturer hopes are wrong, students who are given assignments rarely read and understand. Students only copy-paste from friends/ internet. Duties performed without providing feedback make students careless in doing that and without understanding the fundamental knowledge. Some indicative statements are presented as follow:

"Our lecturers always give assignments, rarely explained the materials" (P1, P2, P3, P4, P5, P6, P7, P8)

"I am tired of always being given a task but not corrected" (P9, P11, P12, P13, P14)

"I do not understand if only being given of tasks" (P15, P16, P17, P18, P19, P20)

b. Without knowing the details of student understanding

The online method also has a negative impact. One of which is that it cannot comprehensively evaluate students. Included in nursing, not only knowledge but attitude and practice are essential. Incomprehensive evaluation makes students confused with what is taught. The indicating participant's statements are presented as follow:

"If the SFH assignment is important, why won't it be checked by the lecturer" (P1, P2, P3, P4, P12, P17, P18)

"I often lie when asked about my understanding" (P5, P6, P7, P8, P9, P11)

"I do not understand but claim to understand" (P13, P14, P15, P16)

"The lecturer doesn't know whether I understand or not" (P19, P20)

c. The culture is ashamed to ask questions for fear of disturbing the lecturer

The culture of shame still exists with students who have a closed personality. In addition, the mindset of students that contacting lecturers only during working hours. Whereas lecturers are only agreed the working hours around 1-2 hours during SFH. So students are shy to ask questions for fear of bothering the lecturer. The statements are as follows:

"We were confused when I wanted to ask; I was afraid to disturb the lecturer because lecture hours during a pandemic like this were uncertain" (P1, P2, P3, P4, P5, P6, P7, P8, P9, P11,)

"I ask, but I am afraid of disturbing the time for his family" (P12, P13, P14, P15)

"I once sent a message, but it was not replied, so I was afraid to disturb them" (P16, P17, P18, P19, P20)

4. Discussion

The impact of the COVID-19 is not just about health, but it also affects education. Standard education system conducted in conducive condition without global obstacles [22], whereas this study observes the online education system during the COVID-19 pandemic condition [23], [24], [25]. Other studies identify online learning that is applied in the fields of science other than the health field. However, in this study, the majority of participants were nursing students.

Everyone at risk for COVID-19 must be at home [26]. The government makes rules not to leave the house to suppress COVID-19 transmission [27]. The practice has an impact on the world of education. Universities that require them to study on campus must now stop lecturing in an undetermined time [28] [29]. Termination of lectures on the campus will be replaced by online courses [30].

The previous study description found that online education is enjoyable because students understand the application, and students' education is a technology [31]. However, in this study, the students experienced boredom because the respondents were nursing students who had to practice to do the treatment, so students did not understand if only explained through the application.

This online study conducted by the university requires SFH students to continue to gain knowledge [32]. SFH has positive and negative impacts [33]. One of the impacts is boredom because the environment is not conducive [34]. It is contrary to this research that students are very comfortable because of the mastered lessons about technology.

In addition to being influenced by students' lecturing methods [35], the nature of adolescents is a determining factor [36]. Teenagers have a curious nature and challenges in students' lives [37][38]. It forces them to always look for new environments to use up students' energy [39]. Being curious about new

things makes them better known by the student environment [40] [41]. In this study, SFH forced teenagers to stay at home without doing activities. So that student's energy is not channeled correctly, so students need a new environment

This research result indicates that adolescents are full of creative and innovative ideas [42] [43]. Under challenging conditions, adolescents make innovations to overcome these difficulties [44][45]. The hard time we are facing right now is boredom [46]. Nevertheless, the facts in this study are dull when the SFH is used to form a story group to self-actualize. The group helps to control stress, find solutions, etc.

Online learning is very beneficial for students in financial matters [47]. People who carry out independent isolation are affected by reduced costs for transportation [1]. Self-isolation is at risk of experiencing psychiatric disorders due to anxiety being at home. So that student's pressure will increase [48]. In this study, students conducted SFH and independent isolation together so that respondents experienced higher levels of anxiety.

One of the concerns of people doing self-isolation is due to economic factors [49]. It is because students cannot meet the needs of themselves and student families [21]. In addition, the fact that students undergoing SFH are anxious because of economic factors, confusion in subject matter, and coincidental uncertainty abated.

The student habit during lectures is face to face [46]. So, in this study, students did not understand when doing SFH. Online courses require connection and quota networks. Students who do not understand online lectures because students do not want to ask questions and lack focus. The culture of students who are shy about asking lecturers causes them confusion, and students' achievements decline. Online lecture hours are very flexible [50] depending on the agreement of lecturers and students [51].

Student confusion arises due to various factors [52]. External and internal factors affect students' ability to understand the lesson [53]. Poorly understood explanations would affect students' understanding. SFH system that uses assignments without any reason will increasingly confuse students. An incomplete evaluation system will affect the success of learning. Using SFH makes lecturers unable to assess students' understanding optimally. In addition, a person's culture will affect student understanding.

The Indonesian nursing professional organization can use the results of this study as the basis for a population sample for policymaking. In addition, nursing educators should consider teaching methods and curriculum changes. The independent learning curriculum echoed by the Indonesian education minister is a challenge for teaching nurses in the pandemic era. Because it is not clear the rules for independent learning for the health department, with

the existence of research data, it can be the primary material for implementing independent learning for nursing majors worldwide.

Educational strategies that divert students from the focus of online task-based competencies make psychomotor skills deemed unsuitable [1]. Placement opportunities that encourage students to see and shape through their role as motivators for health behavior change and advocacy for broader community action can support such change will not be well-honed. Thus, a refocus on population health can help the nursing profession overcome its tendency for hospital-based and community-based nursing but online. In contrast, the patients they care for face to face, and when students are in the community, they must have parental consent [4].

The obtained result showed that studying from home was not efficient, especially for nursing students who need direct understanding and practical activities. A hybrid method of online and online learning is suggested to overcome the problem of practical exercise necessity. A future study comparing the effectiveness of offline and online learning activities should be highly endorsed to show the clear image on how study from home affects the student's understanding. The current presented result only showed the student's perception during the national regulation of research from home. In contrast, the lecturer's and stakeholders' perception is not studied, thus becoming the limitation and future topic that await to be explored in future.

5. Conclusion

The COVID-19 pandemic had been a trial for nursing universities to conduct an online learning system. A phenomenology study revealed several themes from the student's side, including (1) Bored during SFH, (2) Happy at the beginning and worried about the next, (3) Direct consultation that has not been maximized, and (4) Mass confusion. From these main themes, 13 sub-themes were also identified, A environment, new atmosphere, stall confide of the past, happiness in the beginning because, at home, COVID uncertainty subsided, confusion of the given material, family economic condition, dependence on lecturers, embarrassed to ask further details, Limited quota and complicated network, Focus on assignment, Without knowing the details of student understanding, The culture is ashamed to ask questions for fear of disturbing the lecturer. Based on these findings, most students feel bored, do not understand the lesson, need direct practice, and need more explanation than assignments. The condition of students is depressed because they are confused with the pandemic conditions and are getting worse with SFH. By understanding these themes, universities and even stakeholders may refer to the presented student's need during the online system application for the nursing

students. This aspect is essential to ensure the transfer of knowledge still performs well even on the limited condition that may occur in the future.

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