

Website innovation for nursing student learning during the COVID-19 pandemic

By Fandro Armando Tasijawa

Covid-19 became a severe threat to education (Daniel, 2020), such as in Indonesia. The Indonesian government has issued a policy for learning and works from home. Anticipating the Covid-19 spread widely, it burdens universities to produce learning innovations. Innovation with the online application learning methods is carried out from new student admissions, learning activities, examinations, and graduations. The use of online platforms such as Google Meet, Zoom, and CloudX becomes massively used to support these policies.

That policy replaces the conventional learning method from face-to-face to online methods. It has a positive and negative impact on students and lecturers. I found that students and lecturers who carry out various learning activities in front of laptops or smartphones for more than 6 hours feel the harmful impacts. The impacts that arise such as physical, psychological, and socio-economic. Some we feel the physical impact such as a weight gain because of the low physical activity. Then, the neck pain is because head and neck posture focusing on the laptop screen and the harmful light screen from the laptop or smartphone can affect sleeping time. Psychological and economic impacts such as anxiety, stress to buy internet quota, or unstable internet network. The students are required to spend money to buy internet credit. If it is calculated for two weeks, they need about IDR100,000,00 - IDR. 200,000,00.

Although some harmful impacts were felt, we could not do anything. We understood that this move is taken to suppress the spread of Covid 19, which was very fast in Indonesia. Therefore, I initiate to make student learning media through one integrated system.

They faced obstacles such as lecturers had to use several media to support learning activities such as WhatsApp, google classroom (GCR), zoom meetings, google meet, or some other supporting media. The lecturer has much responsibility for teaching and community service, research, and as a structural official. The best way to overcome that problem is to build a teaching management system for lectures that can be accessed through one gate system but connected to various media.

The web-based media that is very suitable for them are WhatsApp, zoom, google form, Cloud X, Kahoot.it/quizziz, or other applications connected to the website. This innovation received a positive response from students as a learning media during Pandemic Covid-19. Even though each college owns

the website, I recommend a very suitable website for the lecturer. Why is it so important? Because with a personal website, the lecturer can control and regulate the entire content. It includes student consultations, lecture schedules connected to the zoom platform or Cloud X, a student exam in real-time can use the Kahoot. it/quizziz platform, lecture material, learning videos, tasks, and books that students can download. As a developing country, the main question of the lecturers is about the price? Many platforms offer freeware with the site name's requirement (domain) following the original domain of the web. However, by paid then many advantages of websites that can use their domains and many other features. Which I share on this experience is a free website.

The website made by lecturers can be linked to the faculty's main website. It eases the student to access the website throughout the intended lecturer. Therefore, the entire lecturer website becomes one gate for optimal faculty lecture management. All nursing lecturers in developing countries must be able to make a breakthrough in lecture management. With the many media used, more attention is needed to monitor all activities.



Figure 1. Website "Media Edukasi Keperawatan Jiwa" in supporting mental health nursing lectures.

The website "Media Edukasi Keperawatan Jiwa" consists of several menus such as lectures, student grades, examination, teaching materials, learning videos, and member areas that can be accessed through laptops or smartphones. The learning video menu becomes a learning innovation during the Covid-19 pandemic because the students can learn independently by playing videos repeatedly to understand these materials (Stuckey & Wright, 2020). Other menus are set to ease students in the lecture process. Also, the lecturer can set up when the information is published, activate/disable the link, and set a password for a particular class.



Figure 2. One of the learning videos at the 3rd meeting of the mental health nursing course

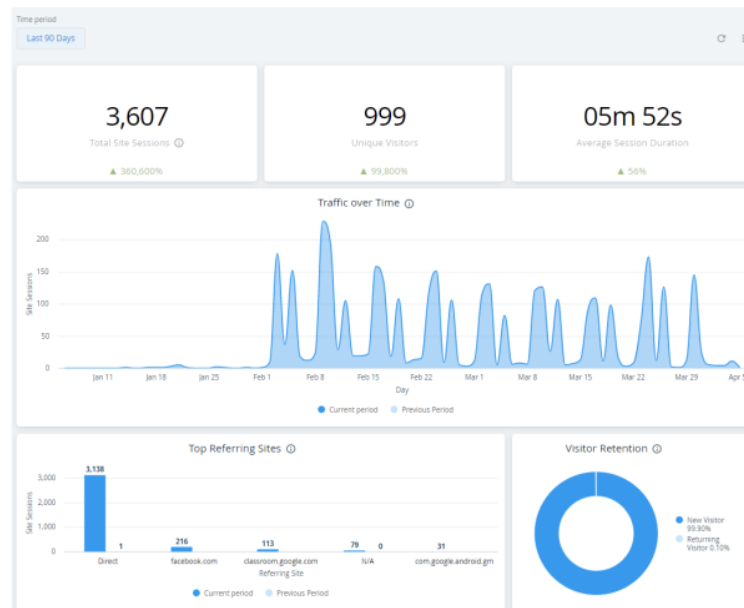


Figure 3. Website Traffic on "Media Edukasi Keperawatan Jiwa" for the past 90 days

The website "Mental Nursing Media Education" as a learning media has been accessed by 3,607 times with 999 users for the past three months. This media also gets various satisfied and dissatisfied responses from students. Evaluation related to student satisfaction was used in the mental nursing course with 277 people, but it is only 263 people who filled out the website satisfaction evaluation. Website evaluation with the criteria for answers is very satisfied (SP), satisfied (P), dissatisfied (TP), and very dissatisfied (STP). This evaluation includes **Content, Accuracy, Format, Ease of Use (User friendly), and Timeliness** (Fitriansyah & Harris, 2018), and input from students for developing this product further, according to student expectations users. In evaluations, this evaluation form does not affect the score, and the lecturer does not know the specific name that filling the form.

There are four questions on evaluating the content. According to learning needs, the four questions related to the website content (very satisfied 54.4%, satisfied 45.2%, not satisfied 0.4%). The contents of the website are easy to understand (very satisfied 46.8%, satisfied 51.3%, no satisfied 1.9%), the contents of the website are complete for learning (very satisfied 44.1%, satisfied 55.1%, dissatisfied

0.8%), and the content of the website is clear for the learning process (very satisfied 47.1%, satisfied 51.7%, not satisfied 1.1%). The evaluation of content shows that most students are very satisfied with the learning method and are satisfied because their content is easy to understand, complete, and clear.

Satisfaction evaluation toward accuracy represents two questions. Both questions related to the website have displayed correct and accurate information related to lectures (very satisfied 51.7%, satisfied 47.1%, not satisfied 1.1%), and the link on the website displays the appropriate web page (very satisfied 55.1 %, satisfied 43%, not satisfied 1.9%). The evaluation of accuracy shows that most students are very satisfied with the right and accurate information related to the learning process and the appropriate web link when clicked.

Satisfaction evaluation toward format represents three questions. The three questions related to the website design have attractive color settings (very satisfied 44.1%, satisfied 52.9%, not satisfied 2.3%, very dissatisfied 0.8%). The design has a layout that is user friendly (very satisfied 49, 4%, satisfied 46.4%, not satisfied 4.2%), and the design has a menu structure and link that is easy to understand (very satisfied 56.3%, satisfied 41.8%, not satisfied 1.9%). The accuracy evaluation shows that most students are very satisfied with layouts that make it easier for students, menu structures, and links that are easy to understand. Most are satisfied with color settings.

Satisfaction Evaluation toward user Friendly represents with two questions. Website-related questions are user-friendly (very satisfied 50.2%, satisfied 48.7%, not satisfied 1.1%), and the website is easily accessible from everywhere and anytime (very satisfied 54.8%, satisfied 43.7%, Not satisfied 1.5%). The evaluation of accuracy shows that most students are very satisfied with user-friendly websites and easy to access.

Satisfaction evaluation toward timeliness represents two questions. Both questions related to the lecture information were obtained quickly through the website (satisfied 44.5%, satisfied 52.5%, not satisfied 3%). The latest information has always displayed a website (very satisfied 42.6%, satisfied 54.8 %, not satisfied 2.7%). The evaluation of accuracy shows that most students feel satisfied regarding the lecture information that is fast and updated.

Overall, those evaluation shows students satisfaction with the web-based media. In addition to quantitative evaluations, qualitative responses also show student satisfaction about websites such as *'In my opinion, what we use during the learning process, especially the mental nursing course is very good, and I become happy to learn about the mental treatment.'* Another response also said, 'Thank you for the education nursing education media's media website, because it has easier for me in the learning process. Student satisfaction with the website is an illustration that the website becomes effective media in the learning process.

Moreover, there are several critical responses in website development. The response to giving technical instructions before using the web-based media, following his response *'I have many obstacles when just starting, my advice must be trained well, or there is a guide to accessing the website.'* Most responses need to add an exciting image not to feel bored, or design templates must be re-considered. Some students' dissatisfaction shows that lecturers need to develop a website as an effective medium, efficient and exciting.

In addition to evaluating students' satisfaction, lecturers also found several obstacles during the teaching process. Some obstacles such as:

1. Students must be led to run a website, so it requires enough time for a first meeting. It is because the website has not ready yet.
2. Most students come from villages that have not familiar with the internet. However, when they taught, they began to get used to being easy to operate, and students got the addition of new insights related to the use of the internet.
3. Pandemic makes students return home because of parents' worries or expensive living costs in the city. Even though they have to go to several villages in the village, they have installed an internet network to access learning material. The website that displays learning videos can help them in the process of self-learning.
4. The test using a website is very easy for students in urban areas, but students in rural areas have an internet connection problem. The website-based test makes it easy for lecturers to

evaluate student cognitive abilities. So for students who have a connection problem, they use an essay collected through the website.

Recommendations for nursing lecturers in developing countries:

1. Active in joining seminars and workshops related to learning media in supporting distance learning during a pandemic
2. Do not be shy to practice actively, because like the saying, "we can because of always use it."
3. Collaboration and Consultation with the IT University team in developing an efficient and effective learning media

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