

Nursing Students' Perceptions of English Online Learning

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Abstract: This study aimed to explore the perceptions of fourth-semester students of the nurse study program regarding the online learning process for the English nursing course, along with the obstacles encountered and potential solutions to solve the obstacles. The questions of this study are; what are the perceptions of fourth-semester students in the nursing study program regarding the online learning process for the English nursing subject, what are the obstacles encountered in the online learning of the nursing English subject and what are the potential solutions to overcome these challenges? The research utilized a mixed-methods research method by administering questionnaires to all participants and interviewing 5 of them to collect data. The participants were selected by applying purposive sampling in choosing one out of two classes. There are 42 nursing students who actively participated in the English nursing course were chosen to become the participants of this study. The result shows that the students generally held positive perceptions of online learning in the Nursing English subject during the Covid-19 pandemic. They considered the utilization of online methods for teaching the subject to be acceptable and acknowledged the value of online learning as a viable alternative, particularly in the context of the pandemic. They also recognized that online learning had significant merits in the field of education, particularly when faced with obstacles such as the Covid-19 pandemic. Several obstacles were identified, including limitations in the interaction between teachers and students, inadequate network connectivity, the internet quota is limited due to financial aspects, substandard quality of mobile devices, minimal engagement during the lectures, causing adverse effects on students' eye health, inadequate internal device memory, challenging in understanding the subject matter and limited monitoring of students. To address these, recommendations include: providing clear and structured materials, improving technical support, integrating interactive elements, balancing assignments with explanations, encouraging time management, creating engaging content, facilitating peer interactions, ensuring content accessibility, and establishing clear communication channels. These strategies mitigate challenges, ensuring a seamless learning experience that fosters holistic growth. In essence, this study underscores the significance of overcoming obstacles and implementing effective strategies to create a robust and supportive online learning environment for fourth-semester nursing students in the English nursing course.

Keywords: Online Learning, Nursing English Subject, Students' Perception

INTRODUCTION

In light of the Covid-19 outbreak that began in early 2020, the Covid-19 virus is characterized by its rapid transmission and challenging control measures. Many countries have encountered the impact of Covid-19 and implemented lockdowns as a precautionary measure to curb its spread. Consequently, various sectors, particularly the economy, have been severely disrupted. Additionally, the education sector has also been profoundly affected, leading to the implementation of School from Home (SWH) measures in most countries.

In Indonesia, this has been regulated through the Joint Decree of the 4 Ministers, mandating that higher education institutions conduct online learning for theoretical courses, with practical courses being conducted online whenever feasible. However, activities such as graduation and

assessments that cannot be carried out online may be held, prioritizing the health and safety of students, lecturers, and staff (Radjasa & Priyoningsih, 2020).

Several challenges arise in the implementation of distance learning, including issues related to internet connectivity, infrastructure, and the preparation of online learning materials (Amin & Paiman, 2022; Pouriran, 2023). Online learning refers to instructional environments supported by the Internet, encompassing a wide range of programs that utilize the Internet to provide access to instructional materials and facilitate interaction among teachers and students, both within and beyond the physical confines of a traditional classroom. Online learning can take the form of fully online courses or blended learning models that combine online and face-to-face interactions. Fully online learning, as a form of distance education, involves the delivery of all instruction and assessment through online, Internet-based platforms (Bakia et al., 2012).

Perception is the cognitive process by which stimuli received through the five senses, including the nose, tongue, eyes, ears, and skin, are interpreted and understood. Information gathered through the senses undergoes neural processing until it reaches the brain. The formation of perception begins with observations made through seeing, hearing, touching, feeling, and receiving stimuli, which are then selectively organized into meaningful representations. These perceptions influence individual students' ability to manage themselves in online learning activities. Students require skills in learning strategies, critical thinking processes, and self-motivation to achieve their learning objectives in each subject (Zhafira et al., 2020).

The setting of this study was the Faculty of Health, specifically, the nursing program at Citra Bangsa University in Kupang, where the learning process has transitioned to online platforms. This program was chosen because one of the researchers teaches the students the Nursing English course so that he can easily access it. Additionally, university students are likely to provide detailed and well-articulated qualitative responses in interviews and open-ended surveys. Furthermore, the participants are from varied backgrounds in economy, society, and culture. Online learning has emerged as a viable solution for teaching and learning activities amidst the Covid-19 pandemic which offers advantages for both lecturers and students to keep learning without boundaries. The active engagement and utilization of various media and technologies for the success of online lectures are significantly influenced by individual student perceptions.

Previous researchers have explored the topic of online learning during the Covid-19 period, yielding several findings; Online lectures are suboptimal in terms of material comprehension due to the overwhelming number of assignments given to students (Widiyono, 2020). On the other hand, Iskandar et al. (2020) suggested that online learning can be highly effective if essential components such as easy and flexible access to facilities are provided, accommodating students' learning styles and experiences and fostering positive feelings. Another study by Anhusadar (2020) reveals that students prefer face-to-face lectures over online lectures as the former allows for in-person interactions without the need for additional applications. In summary, based on these research findings, online learning during the Covid-19 period was perceived as less effective. Therefore, it is crucial to investigate the level of student perception regarding participation in online learning from a specific subject and a particular group of students to build upon the previous findings.

The purpose of this study is to demonstrate the potential utility of online methods as a means of supporting traditional learning systems, which are often constrained by limitations of time and physical location. Furthermore, the outcomes of this research are anticipated to offer valuable insights for optimizing our capacities and resources. It is expected that the findings of this study will provide novel information and input to lecturers regarding student perceptions of online learning to make online learning more engaging and enjoyable. Consequently, this research endeavors to contribute towards making online learning an engaging and enjoyable educational activity. Additionally, the results of this study aim to equip students with additional knowledge about online learning, thereby facilitating the optimal execution of their learning endeavors. This research was undertaken with the objective of addressing the following research questions:

1. What are the perceptions of fourth-semester students in the nursing study program regarding the online learning process for the English nursing subject?
2. What are the obstacles encountered in the online learning of the nursing English subject and what are the potential solutions to overcome these challenges?

METHOD

The study employs a mixed-method approach to put quantitative and qualitative data together. The paradigm of the research involves the collection and analysis of quantitative and qualitative data to provide a better understanding of answering the research questions investigated in the study (Creswell & Guetterman, 2019; Creswell & Plano Clark, 2017; Mertens, 2010). The study adopted the concurrent triangulation design which allowed the researcher to collect both quantitative and qualitative data concurrently and to compare the data to figure out if there is convergence, differences, or some combination (Creswell & Guetterman, 2019). This is a specific type of mixed-methods research design where researchers collect and analyze both quantitative and qualitative data simultaneously and then compare and contrast the results to gain a more comprehensive and holistic understanding of a research problem.

Quantitative methods provide a broad overview of patterns and relationships, while qualitative methods offer insights into individual experiences, perceptions, and contexts. The mixed-methods approach allows researchers to delve deeply into specific aspects while maintaining a broader perspective. By combining quantitative data (numbers, statistics) with qualitative data (descriptions, narratives), researchers can gain a more complete understanding of complex issues.

Data Collection

The study was conducted from September to May 2022 and involved 42 nursing students from the health faculty of Citra Bangsa University. A questionnaire was used to collect the data in the research. The questionnaire consists of 32 closed-ended questions using a five-Likert scale which is a commonly used rating scale in survey research where respondents are asked to indicate their level of agreement or disagreement with a statement. Each point on the scale represents a different degree of agreement or disagreement (Batterton & Hale, 2017). Here is a breakdown of the 1-5 Likert scale along with a brief explanation of what each point on the scale represents:

1. Strongly Disagree (SD): This point on the scale indicates that the respondent strongly disagrees with the statement or item being presented. It suggests that the respondent holds a negative view or has a strong opposing opinion.
2. Disagree (D): At this point, the respondent indicates disagreement with the statement, but the degree of disagreement is not as strong as in the previous category. It implies that the respondent has reservations or holds a somewhat negative view.
3. Neutral (N): The neutral point signifies that the respondent is neither in agreement nor disagreement with the statement. It suggests a lack of a strong opinion or a balanced perspective on the topic.
4. Agree (A): This point indicates agreement with the statement, although not necessarily strongly. The respondent acknowledges the validity or truth of the statement to some extent.
5. Strongly Agree (SA): This point represents strong agreement with the statement. The respondent strongly supports or endorses the idea, indicating a high level of conviction or belief in the statement's accuracy.

The 1-5 Likert scale allows respondents to express a range of opinions, from strong disagreement to strong agreement, with varying degrees of intensity in between. It provides a structured way to quantify and analyze subjective opinions or perceptions on a given topic. Researchers often analyze Likert scale data by calculating means, percentages, or other statistical measures to gain insights into respondents' attitudes or perceptions. The questionnaire was administered online to figure out students' perceptions of the online teaching-learning process. Meanwhile, the interview was conducted with 5 participants who were chosen based on the data

of the questionnaire indicating that they have faced obstacles when participating in the online teaching and learning process of the English Nursing course and based on their different backgrounds in the social economy. The interview which consists of fourteen open-ended questions aimed to gain an in-depth explanation and description of the use of online learning.

Data Analysis

The quantitative data from students' closed-ended questionnaire was statistically computed applying SPSS (Statistical Package for the Social Sciences) to calculate the mean and standard deviation for each Likert scale item to understand the central tendency and variability of responses and to generate frequency distributions and percentages for each response category (e.g., "Strongly Disagree" to "Strongly Agree") to see the distribution of responses. This was conducted to find out the percentage of each statement and then was interpreted descriptively.

The qualitative data from the interview were all transcribed and analyzed for repeating key features which were related to the use of online learning platforms in the classroom. The reappearing of a particular opinion can be assumed as the participants' concern about the issue.. Analyzing qualitative interview data involved a systematic approach to identifying themes, patterns, and recurring opinions by thoroughly reading and listening to the interview transcripts to become familiar with the content and context and taking notes on initial impressions, thoughts, and ideas that emerge. Secondly, generating codes, which were labels or tags that capture specific ideas, concepts, or statements in the data and coded line-by-line or segment-by-segment, identifying meaningful units of text. These codes can be descriptive (capturing content) or interpretive (capturing meaning). Thirdly, searching for themes by reviewing the codes and grouping them into potential themes or patterns that reflect recurring ideas, opinions, or concepts. Themes were broader, higher-order categories that capture significant aspects of the data.

Fourthly, refined and define each potential theme by reviewing the codes associated with it. Looked for patterns, connections, and variations within and across codes. Fifthly, group similar themes together and consider sub-themes or variations within each main theme to ensure that themes are coherent, internally consistent, and capture the essence of the data. Sixthly, gave each theme a clear and descriptive name that encapsulates its content or meaning and wrote a brief description or definition for each theme to clarify its scope, and created a thematic map or matrix to visualize how themes relate to each other. Seventh, analyzed and interpreted the relationships between themes, discussing how they interact and contribute to the overall narrative. Eighth, selected key quotes or excerpts from the interview data that exemplify each theme. These quotes provided concrete evidence and enrich the presentation of findings.

Finally, developed a coherent and organized narrative that presents the identified themes and their interpretations and explained the significance of each theme in relation to the research question, and provided illustrative examples. In order to maintain validity, the researchers sought feedback from colleagues, advisors, or experts to validate the identified themes and interpretations. Peer review helps ensure the credibility and rigor of the analysis. This was utilized to reflect on biases, assumptions, and perspectives that may have influenced the analysis. The thematic analysis provides a flexible yet systematic approach to analyzing qualitative data. It allows researchers to uncover rich insights, understand participants' perspectives, and generate meaningful interpretations based on the data collected during qualitative interviews (Nowell et al., 2017). The data from the questionnaire and interview were used to provide a description to explore the perceptions of fourth-semester students of the nurse study program regarding the online learning process for the English nursing course, along with the obstacles encountered and potential solutions.

RESULTS AND DISCUSSION

Students' Perceptions Regarding the Online Teaching-Learning Process

There are several findings to answer the question of students' perceptions of the process of nursing English subjects were analyzed using a questionnaire sheet containing statements related to online learning in nursing English subjects by the fourth-semester Students' perceptions consisting

of 32 statements distributed in 5 tables. Each table represents a survey or assessment of students' perceptions of online learning in the context of nursing education during the Covid-19 pandemic that includes various statements related to online learning, and students have indicated their level of agreement using a Likert scale, which ranges from "Strongly Agree (SA)" to "Strongly Disagree (SD)." All tables include calculated scores, percentages, and an interpretation of the results.

Table 1. Students' Perceptions of Online Learning in Nursing English in general

No.	Student's Perceptions	SA	A	N	D	SD	Score	(%)	Interpretation
1.	I think online learning can help in replacing conventional learning During the Covid-19 pandemic	9	5	14	11	3	132	62,86	High
2.	I receive clear direction and learning goals before online learning starts	14	6	11	8	3	146	69,52	Very High
3.	I feel happy and understand learning language material in nursing English online	11	8	12	8	3	142	67,62	High
4.	I understand nursing English material online well	9	5	19	8	1	139	66,19	High
5.	I really understand the explanation from a friend when the online presentation	8	10	15	8	1	142	67,62	High
AVERAGE								66,76	High

The presented [Table 1](#) offers valuable insights into students' perceptions of online learning within the nursing education landscape during the Covid-19 pandemic. Through a range of responses, the table explores students' viewpoints on the efficacy of online learning as a replacement for conventional methods. Additionally, it delves into their satisfaction levels regarding communication, language comprehension, and collaborative learning experiences in the digital realm. The findings within the table provide a comprehensive understanding of students' perceptions of online learning:

1. Replacement of Conventional Learning: A significant 62.86% of students express optimism about online learning's potential to replace conventional methods during the Covid-19 pandemic. This underscores a positive acceptance of digital alternatives.
2. Clear Learning Direction: A substantial 69.52% of students find value in receiving clear direction and learning goals prior to online sessions, emphasizing the importance of structured preparation.
3. Language Material Comprehension: An encouraging 67.62% of students report both happiness and understanding when engaging with nursing English material online, indicating effective language learning experiences.
4. Nursing English Proficiency: 66.19% of students demonstrate a commendable grasp of nursing English material when taught online, showcasing the platform's effectiveness in conveying complex subject matter.
5. Peer Explanation Effectiveness: Collaborative learning is apparent, with 67.62% of students indicating a clear understanding of explanations from peers during online presentations, highlighting the value of peer interactions.

The table concludes with an average perception score of 66.76, indicating an overall "High" level of positive sentiment towards online learning. These findings collectively illustrate students' adaptability and engagement with online learning methods, emphasizing the platform's effectiveness in facilitating communication, comprehension, and collaboration. The table provides valuable insights for educators and institutions to further enhance the online learning experience for nursing students.

Table 2. The Achievement of Learning Objectives

No.	Student Perceptions	SA	A	N	D	SD	Score	(%)	Interpretation
6.	Lecturers provide lecture materials in accordance with the lesson plan of the nursing English course	9	11	16	6	0	149	70,95	Very High
7.	Lecturers give assignments that exceed the reasonable limit	11	5	12	6	8	131	62,38	High
8.	Students are able to have a conversation in English during the implementation of nursing care	6	10	14	11	1	135	64,29	High
9.	Students are able to make nursing care reports in English	6	6	17	11	2	129	61,43	High
10.	Students are given the opportunity to learn conversational techniques, presentation, and practice through simulation	12	9	15	5	1	152	72,38	Very High
AVERAGE								66,29	High

Table 2 provides an insightful overview of students' perceptions regarding various aspects of the nursing English course. The data presented offers valuable insights into how students perceive the course's content, assignments, language proficiency, and learning opportunities. The table showcases key findings related to students' perceptions of the nursing English course:

1. Alignment of Lecture Materials: A substantial 70.95% of students express high satisfaction as lecturers consistently provide lecture materials that align with the course's lesson plan. This suggests effective organization and delivery of content.
2. Challenging Assignments: While assignments are meaningful, 62.38% of students believe some exceed a reasonable limit. This balanced perspective indicates a desire for appropriately challenging coursework.
3. English Conversational Ability: A significant 64.29% of students feel confident in engaging in English conversations during nursing care implementation. This showcases a commendable level of language proficiency within practical contexts.
4. Nursing Care Reports in English: 61.43% of students report being capable of crafting nursing care reports in English, emphasizing the development of essential communication skills in a professional healthcare setting.
5. Comprehensive Learning Opportunities: An impressive 72.38% of students highly appreciate the multifaceted learning experiences offered, including conversational techniques, presentations, and simulated practice. This indicates a well-rounded educational approach.

The overall average perception score of 66.29 indicates a predominantly positive outlook on the nursing English course. These findings collectively highlight the program's strengths in terms of content alignment, language proficiency development, and varied learning opportunities. The table serves as a valuable resource for educators to gauge student sentiment and make informed improvements to enhance the nursing English learning experience.

The presented Table 3 encapsulates an extensive exploration of students' perceptions concerning online learning experiences in the realm of nursing English education. By gauging responses on a range of parameters, this table delves into how students engage with online lectures, assignments, effectiveness, satisfaction, and overall readiness. The data provides a comprehensive overview of students' sentiments and attitudes toward the online learning environment.

Table 3. Effectiveness of Online Learning

No.	Student Perceptions	SA	A	N	D	SD	Score	(%)	Interpretation
11.	I can access the implementation of online lectures easily wherever I am	14	6	13	6	3	148	70,48	Very High
12.	Online lectures make it easier for me to send assignments on time	18	7	14	3	0	166	79,05	Very High
13.	Online lectures often cause boredom	12	6	13	7	4	141	67,14	High
14.	I think online lectures are succeed	11	10	15	5	1	151	71,90	Very High
15.	I think that online lectures are more fun than offline or face-to-face lectures.	12	9	7	8	6	139	66,19	High
16.	Online learning is said to be effective	11	9	8	12	2	141	67,14	High
17.	Online learning has been fun	9	10	13	9	1	143	68,10	Very High
18.	I can follow online learning smoothly	12	9	18	3	0	156	74,29	Very High
19.	I can finish my assignments well	10	12	9	6	5	142	67,62	High
20.	It is easy to submit assignments online	12	17	7	6	0	161	76,67	Very High
21.	I am satisfied with online learning	14	4	15	7	2	147	70,00	Very High
22.	I feel ready when I take nursing English lessons online	17	8	12	4	1	162	77,14	Very High
23.	Online learning is a great tool for exams and quizzes. I am able to complete tasks within the given timeframe	13	7	16	6	0	153	72,86	Very High
AVERAGE							71,43	Very High	

The table illuminates several key insights into students' perceptions of online learning:

1. **Accessibility of Online Lectures:** An impressive 70.48% of students indicate ease in accessing online lectures from various locations, underscoring the flexibility of the digital learning format.
2. **Timely Assignment Submission:** A substantial 79.05% of students credit online lectures with enhancing their ability to submit assignments punctually, showcasing the convenience of this mode.
3. **Engagement and Boredom:** While online lectures offer advantages, 67.14% of students experience some degree of boredom, highlighting the need for varied pedagogical approaches.
4. **Success of Online Lectures:** A robust 71.90% of students perceive online lectures as successful, signaling a positive endorsement of the digital learning method.
5. **Comparative Enjoyment:** 66.19% of students find online lectures more enjoyable than offline or face-to-face alternatives, revealing an engaging virtual learning experience.
6. **Effectiveness of Online Learning:** 67.14% of students affirm the efficacy of online learning, reinforcing its utility as an educational medium.
7. **Engagement and Enjoyment:** An impressive 68.10% of students express satisfaction and enjoyment in online learning, highlighting its engaging nature.
8. **Smooth Learning Experience:** 74.29% of students assert a smooth learning experience, attesting to the adaptability and user-friendliness of the online platform.
9. **Assignment Completion:** 67.62% of students report successfully completing assignments, underlining the platform's effectiveness in facilitating task accomplishment.
10. **Assignment Submission Ease:** The ease of submitting assignments online is affirmed by 76.67% of students, emphasizing the user-friendly interface.

11. Overall Satisfaction: A substantial 70% of students express satisfaction with the online learning experience, further reinforcing its positive impact.
12. Readiness for Online Lessons: An impressive 77.14% of students feel well-prepared when participating in nursing English lessons online, showcasing their comfort and readiness.
13. Exam and Quiz Utilization: Online learning is regarded as an effective tool for exams and quizzes by 72.86% of students, highlighting its suitability for assessments.

The table culminates with an impressive average perception score of 71.43, categorizing the overall sentiment towards online learning as "Very High." These findings collectively portray a positive and adaptable stance toward online learning within the nursing English context, highlighting its value in enhancing engagement, convenience, and satisfaction among students.

Table 4. The Benefits of Online Teaching and Learning

No.	Student Perceptions	SA	A	N	D	SD	Score (%)	Interpretation
24.	Online learning can build very efficient communication and discussion between educators and students	16	7	13	5	1	158 75,24	Very High
25.	You and your friends can interact and discuss without going through an educator.	14	7	15	5	1	154 73,33	Very High
26.	Online learning can facilitate interaction between students, teachers and parents	10	9	14	7	2	144 68,57	Very High
27.	Online learning makes it easy to send materials or assignments in the form of pictures and videos and students can download teaching materials provided by educators	7	10	15	6	4	136 64,76	High
AVERAGE							70,43	Very High

This table serves as a comprehensive portrayal of students' perceptions regarding the efficacy of online learning in fostering communication and interactions among educators, students, and parents. Through a range of responses, the table delves into the role of online platforms in promoting efficient communication, interaction, and the exchange of materials within the realm of nursing English education.

The findings within the table offer valuable insights into how students perceive the impact of online learning on communication and interaction:

Efficient Educator-Student Communication: A notable 75.24% of students believe online learning greatly enhances communication and discussion efficiency between educators and students, underscoring the platform's effectiveness.

1. Peer Interaction: Online learning facilitates peer-to-peer interaction and discussions without necessarily involving educators, a sentiment shared by 73.33% of students, reflecting a dynamic learning environment.
2. Holistic Interaction: 68.57% of students feel that online learning serves as a conduit for interaction between students, teachers, and parents, highlighting its potential in fostering a holistic educational ecosystem.
3. Diverse Material Sharing: While 64.76% of students indicate that online learning simplifies sharing materials, including images and videos, educators' teaching materials can be readily accessed and downloaded, amplifying the versatility of the platform.

The [Table 4](#) concludes with a commendable average perception score of 70.43, categorizing the overall sentiment towards online learning's impact on communication and interaction as "Very High." These findings collectively underscore the role of online platforms in promoting effective communication, diverse interactions, and seamless sharing of educational

materials within the nursing English context. The table serves as a valuable resource for educators and institutions to recognize and further enhance the communication and interaction potential of online learning tools.

Table 5. Online Teaching and Learning Constraints

No.	Student Perceptions	SA	A	N	D	SD	Score	(%)	Interpretation
28	There is a signal disturbance during the learning process	14	12	9	4	3	156	74,29	Very High
29.	When online learning takes place, the internet quota becomes wasteful or runs out quickly	12	12	12	6	0	156	74,29	Very High
30.	You find it difficult to understand the material delivered by online educators	5	7	18	12	0	131	62,38	High
31.	Your social activities with friends are hampered	11	9	1	11	0	146	69,52	Very High
32.	You feel that online learning is less effective because educators are more dominant in giving assignments instead of explaining material	15	12	7	6	2	158	75,24	Very High
AVERAGE								71,14	Very High

The [Table 5](#) offers a comprehensive exploration of students' perceptions regarding potential challenges and drawbacks associated with online learning in the context of nursing education. By gauging responses across various parameters, the table delves into students' viewpoints on signal disturbances, internet usage concerns, material comprehension, social interactions, and instructional balance. These insights provide valuable context for understanding students' experiences and concerns in the online learning environment.

The findings within the table reveal important considerations related to challenges and drawbacks of online learning:

1. **Signal Disturbance:** Despite the effectiveness of online learning, a noteworthy 74.29% of students report occasional signal disturbances during the learning process, potentially impacting the continuity of their educational experience.
2. **Internet Quota Concerns:** A similar percentage of students (74.29%) express concerns about internet quotas depleting rapidly during online learning, highlighting the need for efficient internet usage.
3. **Material Comprehension:** A notable 62.38% of students find it challenging to fully understand materials delivered by online educators, suggesting a potential need for improved instructional strategies or resources.
4. **Social Activities Impact:** Online learning seems to influence social interactions, as 69.52% of students report a hindrance in their social activities with friends, underlining the broader implications of the digital learning environment.
5. **Instructional Balance:** An impressive 75.24% of students perceive a potential imbalance in online learning, with educators prioritizing assignments over comprehensive material explanation, indicating room for pedagogical improvement.

The [Table 5](#) concludes with a commendable average perception score of 71.14, categorizing the overall sentiment towards the challenges and drawbacks of online learning as "Very High." These findings collectively highlight the multifaceted nature of online learning experiences in nursing education, shedding light on areas that may require attention and improvement. The table serves as a valuable resource for educators and institutions to address these challenges and enhance the overall online learning experience for students.

When connecting the findings from the tables analyzed, a comprehensive view of students' perceptions and experiences in the realm of online nursing education emerges. This synthesis underscores the interplay between positive perceptions, influential factors, benefits, and challenges within the online learning landscape.

Positive Perceptions and Influencing Factors

Across the tables, students' positive perceptions of online learning are prevalent. A consistent thread of optimism runs through multiple aspects, such as the belief in online learning's potential to replace conventional methods (Table 1). The prominence of this perception (62.86%) demonstrates a fundamental acceptance of the digital shift during the pandemic. This positivity is further supported by the satisfaction derived from clear directions and learning goals before online sessions (Table 2). A significant portion of students (69.52%) values structured preparation, highlighting the role of effective communication in influencing their perceptions.

Benefits and Positive Experiences

The benefits of online learning reverberate through several dimensions. Notably, the satisfaction and comprehension achieved in learning language material, like nursing English, are commendable (Table 3). An impressive 67.62% of students feel happy and understand the content, attesting to the platform's efficacy in facilitating language acquisition. Collaborative learning is another notable benefit, as evidenced by students' ability to comprehend explanations from peers during online presentations (Table 5). This finding (67.62%) underscores the positive impact of peer interactions, fostering a sense of camaraderie and knowledge exchange.

Challenges and Obstacles

Amidst the positive sentiments, challenges also emerge. Some students encounter difficulties in fully grasping material delivered by online educators (Table 3), potentially indicating a need for enhanced instructional strategies. Furthermore, signal disturbances during the learning process (Table 5) affect a notable percentage of students (74.29%), highlighting a technological hurdle that impacts the continuity of the learning experience. Internet usage concerns are apparent as well (Table 5). The concern about wasteful or rapid depletion of internet quotas during online learning (74.29%) suggests that infrastructure limitations may hinder seamless engagement.

Balancing Factors and Overall Sentiment

The perception that online learning is less effective due to a dominance of assignments over explanations (Table 3) hints at the importance of achieving a balance between instructional methods. However, the overall average perception score consistently remains "Very High" or "High," reflecting a prevailing positive sentiment.

In essence, students' perceptions and experiences in online nursing education are nuanced and multifaceted. While positive perceptions and benefits are evident, influential factors, challenges, and the need for instructional balance underscore the dynamic nature of the digital learning landscape. The synthesis of these findings emphasizes the ongoing endeavor to optimize online learning, harness its advantages, and address its challenges to provide a robust educational experience for nursing students.

Obstacles of the Online Learning Process in Nursing English Subject

The interview was conducted with 5 student representatives, and the interviews were carried out through face-to-face interactions, with considerations given to the availability of the respondents for online interviews. The name of the respondents is abbreviated. Based on the outcomes of these interviews, the following obstacles were identified:

Lack of direct interaction with lecturers and classmates

Problems that arise simultaneously with the learning system during the pandemic when the student did not have direct interaction with the lecturer.

"Here, I lack direct interaction, both with other classmates and with lecturers because there are still many lecturers who only give us assignments without explaining the material first, even we as students, especially I am not asked to study independently" (Student 1, O.J.K.)

This is clear that the student is facing challenges related to interaction and communication in the online learning environment, as well as the need for more comprehensive explanations of the course materials.

Inadequate Internet Connectivity

Problems that often occur during online learning, namely internet network connection becomes an obstacle faced by some students whose place of residence is difficult to have an internet network. Many students complained about internet connection when learning online can be seen from their answers below:

"The location of my residence sometimes has a power outage, where this has an impact on the condition of the network that does not support and I experience out of quota, and when the lecturer is explaining via e-learning, google meeting, or youtube streaming etc. suddenly the signal is lost, or unstable, the conversation will be cut off or even if it goes but has fallen so that it raises a lot of disturbances both from the audio and visual side" (Student 2, L.T.)

The same opinion was also expressed by student 4 of nursing students related to the poor network as an obstacle in online learning.

"Bad network so that I follow learning online becomes a little hampered when I want to load to participate in learning activities and there are even friends who cannot load at all at the specified time. Especially if the internet quota runs out becomes an obstacle for me" (Student 4, A.J.M.)

This is obvious that the student faces significant challenges related to infrastructure limitations in their learning environment. Additionally, it is evident that network-related challenges significantly impact the student's online learning experience. This is in line with the result of the study of [Waryanto \(2006\)](#) who found that the network (internet, LAN, WAN) is a method of delivery, interaction, and facilitation. So, if the network conditions are unstable, online learning becomes ineffective.

The Internet Quota Is Limited Due to Financial Aspect

The Covid-19 pandemic period also had a major impact on the joints of life including the economy. Just imagine the family affected by layoffs, of course, will feel economic difficulties. Plus, the children who school must take online learning with the cost of purchasing quota is quite expensive.

"Online learning requires a large enough internet quota and this is very burdensome for me. Let alone to buy a quota, you can buy rice and your daily needs are very grateful" (Student 3, D.R.S.)

Based on this data, the financial aspect of online learning can be a significant barrier for certain students, impacting their access to educational resources.

Substandard Quality of Mobile Devices

Distance learning or online (in networks) requires learning media that must be possessed by students which is a smartphone. However, not all students have the same sophisticated mobile phone which affects the learning process of students online.

"When I studied online, I saw that there were some friends who did not have Android mobile phones facilities to do online activities so that sometimes they find it difficult to get internet network access when Android is low and sometimes extinguished suddenly" (Student 2, L.T.)

The lack of Android mobile phone facilities and internet connectivity issues can be significant barriers to effective online learning for certain students. This is in line with the finding of the research conducted by Nabila (2020), the online learning system is a face-to-face learning system and is carried out online and requires mobile media as a support for online learning activities. Some students who do not have adequate smartphones are also one of the obstacles in participating in online learning. This affects the burden of their parents who have low income or from the lower middle class, which makes their parents have to buy new facilities so that the child's learning process can run smoothly.

Students Exhibited Minimal Engagement During the Lectures

The change from face-to-face learning to online learning seems to cause students to feel lazy to learn alone without talking with classmates.

"I'm very used to making school a place to study while home is a place to rest, so when learning is done at home there will be a big difference in the atmosphere and feel uncomfortable. There are no classmates to discuss it makes me feel lazy to study online. Besides that, not all houses have a special place that is quiet and comfortable to study, especially since I live in a boarding house, it must be busy" (Student 2, L.T.).

It is evident that the change in learning environment and the absence of peer interaction can negatively impact the student's engagement and productivity during online learning.

Causing Adverse Effect on Students' Eye Health

The Covid-19 pandemic has made learning and work activities carried out online. This condition makes people spend more time in front of a computer screen. Meanwhile, staring at the screen for too long causes the eyes to get tired, and dry, and even causes eye abnormalities.

"I experience eye fatigue due to the long-distance learning duration. When you look closely, your eyes don't feel good because you have to focus on staring at your cellphone or laptop screen until the learning ends" (Student 5, S.D.P.L.)

This can be understood that extended screen time during distance learning can have adverse effects on students' eye health.

Inadequate Internal Device Memory

The capacity of the mobile phone to save data also becomes an issue for the students since it can slow the students to finish the assignment. Currently learning in schools is done face-to-face and also online. Educators send a lot of assignments or materials that must be downloaded by students and also many tasks that drain cellphone memory.

"The lecturer sends material in the form of PDF, Powerpoint or Word so I have to download it, it makes the memory full quickly and the cellphone doesn't work"

properly because too many materials or assignments are stored" (Student 5, S.D.P.L.)

This is evidence that the student is facing challenges related to material format, memory constraints, and device performance in the context of online learning

Challenging to Understand the Material

Sometimes students found difficult to comprehend the material because of the sound constraints that affect the teaching-learning process.

"The video and sound constraints that are often paused are one of the reasons why it is difficult for me to understand the learning material and also the lecturers do not monitor students when they learn using online methods. Sometimes I rarely ask questions even though there is material that I don't understand" (Student 5, S.D.P.L.)

It is clearly seen from the data above that the student is facing various obstacles in online learning, primarily related to technical issues and the absence of real-time support from lecturers. This insight could be valuable for educators and institutions, as it highlights the need for addressing technological concerns and enhancing communication and support mechanisms in online learning environments

Limited Monitoring of Students

The lecturer cannot monitor students' attention to the material provided, whether students are serious about learning or they are doing something else.

"Lecturers do not monitor when learning using online methods, so I rarely ask questions even though there is material that I have not understood, and during learning activities from home, I am less interested in learning and not enthusiastic because the learning environment is crowded and less conducive" (Student 5, S.D.P.L.)

This is apparent that the absence of active monitoring and a less conducive learning environment can impact the student's learning experience and motivation. This is in line with [Adijaya & Santosa \(2018\)](#) that in essence, communication is an interaction that can provide understanding and effort to understand and be understood in learning events, online learning communication allows the development of high learning flexibility because students can communicate through written and spoken language with friends regarding problem-solving in learning all the time.

CONCLUSION

The students generally held positive perceptions of online learning in the Nursing English subject during the Covid-19 pandemic. Furthermore, they considered the utilization of online methods for teaching the subject to be acceptable and acknowledged the value of online learning as a viable alternative, particularly in the context of the pandemic. Moreover, they recognized that online learning had significant merits in the field of education, particularly when faced with obstacles such as the Covid-19 pandemic.

However, the study also revealed certain obstacles encountered during the online learning process in the Nursing English subject where they highlighted the substantial influence of teachers on the ability to comprehend and master nursing English material. They identified several issues related to the online learning environment, including limitations in the interaction between teachers and students, inadequate network connectivity, the internet quota is limited due to financial aspects, substandard quality of mobile devices, minimal engagement during the lectures,

causing adverse effects on students' eye health, inadequate internal device memory, challenging in understanding the subject matter and limited monitoring of students.

The findings discussed in the previous sections have several implications for the effectiveness of online learning in the context of nursing English education. These perceptions and obstacles play a significant role in shaping students' experiences, engagement, and outcomes. There are several recommendations and strategies:

1. **Enhanced Clarity:** Educators should focus on providing comprehensive and well-structured learning materials, incorporating visual aids, and offering real-world examples to enhance students' understanding.
2. **Technical Support:** Institutions should invest in improving internet infrastructure, offer technical assistance, and provide guidance on data-efficient learning practices.
3. **Interactive Learning:** Integrate interactive elements like quizzes, discussions, and virtual simulations to foster active participation and comprehension.
4. **Balanced Pedagogy:** Strike a balance between assignments and comprehensive explanations, ensuring that assignments serve as reinforcement rather than a sole instructional method.
5. **Structured Time Management:** Encourage students to manage their time effectively, balancing study and social activities to maintain a healthy and fulfilling routine.
6. **Engaging Content:** Create engaging content using gamified elements, multimedia, and interactive activities to mitigate boredom and enhance student interest.
7. **Peer Interaction:** Facilitate structured peer interactions through group projects and moderated online forums, promoting collaborative learning even in a digital setting.
8. **Redundant Accessibility:** Provide recorded lectures and accessible materials to mitigate the impact of signal disruptions and enable students to revisit content at their own pace.
9. **Clear Communication:** Establish organized communication channels and virtual office hours to address queries promptly and maintain efficient educator-student interactions.

Effective strategies to overcome obstacles ensure that students can navigate technical challenges, fostering a seamless learning experience that promotes holistic growth. In conclusion, the implications of these findings emphasize the significance of creating a supportive and engaging online learning ecosystem for nursing English students. By addressing challenges and capitalizing on positive perceptions, educational institutions can provide a robust online learning experience that fosters language proficiency, critical thinking, and effective communication skills in the nursing education context.

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