

OVERVIEW OF PERSISTENCE DURING ONLINE LEARNING ON NURSING STUDENTS

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ABSTRACT

Background: Persistence is a key factor in determining the academic success of nursing students. The impact of persistence on students is improved academic performance, development of study skills, professional readiness, mental well-being, and engagement in academic and extracurricular activities. Nursing students' perceptions and practices of persistence are important to understand in the context of higher education. **Objectives:** This study aims to describe the level of persistence in Padjadjaran University Nursing students. **Methods:** The research method used is quantitative using the Self-Regulated Online Learning Questionnaire (SOL-Q) which consists of 5 items. The sampling technique in this study used purposive sampling. The number of samples was 100 padjadjaran university nursing students. **Results:** The results showed that more than half of nursing students at Padjadjaran University had low persistence, which could affect their academic performance. This can be seen from 59 respondents or as many as 59% of students showed low persistence. This findings highlights the importance of developing learning strategies that can improve the persistence of nursing students. **Conclusion:** In the context of nursing education, there is a need for greater efforts to improve student persistence, especially in developing their persistence, in order to improve the quality of education and their readiness for future nursing practice.

Keywords: nursing, persistence, students

Introduction

Online learning in higher education has become an increasingly dominant topic in the realm of higher education. The learning paradigm has experienced a significant shift with the adoption of information and communication technology as one of the main instruments in the educational process (Drissi et al., 2021). There are a number of problems that may arise along with the implementation of online learning. One of them is the challenge of creating a learning experience that actively interacts between lecturers and students (Ding & Zhao, 2020). This can have the impact of losing the social and collaborative interaction aspects that are important in traditional learning. Apart from that, there are also technical obstacles that often hinder the smooth learning process, such as unstable internet network problems or lack of adequate accessibility of technological devices for all students (Qin et al., 2020). Meanwhile, there are also challenges in ensuring equal access to learning materials for students from diverse economic backgrounds.

Online learning at the tertiary level has a significant psychological impact on students. One of the main impacts is an increase in stress and anxiety levels (Hikmat et al., 2022). Students may experience additional stress due to sudden changes in the learning environment, the need to manage technology, and the lack of social interaction that results from virtual learning (Khalil et al., 2020).

This can lead to decreased mental well-being, increase the risk of burnout, and even interfere with academic abilities (Yue et al., 2021). In addition, the social isolation experienced by some students can contribute to feelings of loneliness and loss of motivation. These psychological impacts can also affect sleep quality, diet and overall health (Drissi et al., 2021).

Drastic and sudden changes mean that everyone needs to adapt a lot. Likewise for students. Initially students could interact freely, since the pandemic this has become limited. Uncertain economic situation (Cahyadi et al., 2022), risk of contracting or transmitting Covid (Muniroh et al., 2022), having a history of experience with Covid-19 (Alt, 2022), lack of activity physical and recreational activities (Chiu, 2022), limited access to online learning (Bullock et al., 2022), as well as changes in mood caused by online assignments and lectures which are considered less effective, causing students to be vulnerable to having psychological problems (Yue et al., 2021). A systematic literature review study on the prevalence of depression, anxiety, and sleep quality of students during the pandemic showed that symptoms of depression were experienced by 34%, anxiety was experienced by around 32%, and sleep disorders were experienced by 33% (Lim et al., 2021).

There is a close connection between persistence factors and mental health problems. Factors that contribute to persistence, such as motivation, mental resilience, and time management, also play a role in determining a student's mental health (Han et al., 2021). Nursing students who are able to maintain high motivation in the face of online learning challenges may have a lower risk of mental health problems (Koh et al., 2023). However, the inability to manage academic pressure, technological confusion, and lack of social support can hinder their persistence and contribute to ongoing stress. In this case, persistence is not only the key to academic success, but also a factor that influences mental health (Buie et al., 2020). Additionally, a lack of social interaction necessary for collaborative learning and emotional support can lead to feelings of loneliness and isolation, which in turn can harm mental health (Johnson et al., 2020).

Perseverance has a central role in the success of nursing students during online learning. In this context, persistence not only includes perseverance in completing academic tasks, but also involves the ability to stay motivated and adapt to face challenges that arise during online learning (Han et al., 2021). Nursing students are required to have high mental resilience in facing high workloads, academic pressure, and sudden changes in the learning environment. Perseverance allows them to stay focused on their academic goals despite technical obstacles, busy schedules, or lack of face-to-face interaction with professors and classmates (Cornine, 2020). In addition, persistence also plays an important role in overcoming feelings of isolation and loneliness that may arise in online learning while maintaining motivation and connection with the academic community. Based on this, researchers are interested in knowing the description of persistence in nursing students during online learning.

Method

This study used descriptive quantitative. Descriptive research is a type of research that aims to describe certain characteristics or phenomena without manipulating independent variables. The aim is to provide a comprehensive picture of the condition or phenomenon being studied. In the context of this research, descriptive research was used to identify and describe a picture of nursing students' persistence during online learning.

The sample for this study consisted of nursing students from Padjadjaran University. Inclusion criteria include active students who are currently undergoing online learning during a certain semester. Exclusion criteria included students who did not participate in online learning and did not provide consent to participate in the research. The research location was carried out in the online learning environment of Padjadjaran University. The total samples taken were 100 Unpad nursing students. Data was collected through online distribution of questionnaires to respondents. The questionnaire used is the Self Regulated in Online Learning Questionnaire (SOL-Q) which consists of 5 items. This questionnaire has gone through a validation and reliability process to ensure the reliability and validity

of the data obtained. Ethical considerations in this research include basic principles such as autonomy, justice, beneficence and maleficence, and confidentiality. This includes ensuring that student participation is voluntary, that fair treatment is provided to all participants, and that personal data is kept confidential.

Data analysis was carried out using descriptive statistics. It includes univariate analysis involving the frequency distribution, mean value, min-max value, and standard deviation of the data obtained from the SOL-Q questionnaire. This analysis aims to provide a clear picture of the level of persistence of nursing students during online learning.

Results

The research findings were based on a sample size of 100 participants. A data tabulation consisting of demographic information such as age, gender, academic level, campus location, and internet usage duration among the respondents is presented in the table provided.

Table 1.

Respondent characteristics (n= 100)			
Characteristics		Frequency	Percentage
Age	18 – 20 years	72	72
	21 – 23 years	28	28
Gender	Male	13	13
	Female	87	87
Class	2017	21	21
	2018	27	27
	2019	30	30
	2020	22	22

Based on table 1, it was found that the majority of respondents were 18-20 years old, namely 72 respondents (72%). Then, the most common gender is female, namely 87 respondents (87%). Respondents in this study consisted of various classes, the largest being the 2019 class with 30 respondents (30%).

Table 2.

Results of distribution of persistence (n=100)							
Variables	Mean	Standard deviation	Min - Max	Frequency (f)		Percentage (%)	
				High	Low	High	Low
Persistence	22.65	5.992	5-35	41	59	41	59

In table 2, it was found that persistence among nursing students had a mean of 22.65, a standard deviation of 5.992, and a minimum value of 5 and a maximum value of 35. More than half of the respondents had low persistence when learning online, namely 59 respondents (59%).

Discussion

Data analysis revealed that some nursing students showed a low level of persistence, namely 59%. This indicates that there are significant challenges in maintaining motivation and persistence during the online learning process. This low persistence can be influenced by various factors, including high academic pressure, lack of social interaction in online learning, and difficulties in managing time and technology. In this context, further efforts are needed to support students to overcome these obstacles and increase their level of persistence during online learning (Koh et al., 2023). Steps such as increasing social support, providing better resources and services, and developing interesting and

effective learning strategies can be solutions to increase the level of persistence of nursing students in facing the challenges of online learning (Han et al., 2021).

Several potential factors that may cause some nursing students to have low levels of persistence need to be considered. High academic pressure is often the main factor influencing persistence levels. In the context of online learning, students often face large workloads, busy schedules, and demands to meet high academic standards, which can lead to decreased motivation and mental fatigue (Puccia et al., 2021; Yosep, Suryani, et al., 2023). Additionally, the lack of social interaction and emotional support in online learning may also be a factor influencing persistence. Limitations in collaborating with classmates and lecturers, as well as a lack of feeling connected to the academic environment, can reduce student motivation and mental resilience (Puccia et al., 2021). In addition, technical challenges such as unstable internet network problems or lack of accessibility of technological devices can also interfere with concentration and affect the level of persistence (Kulusakli, 2022; Yosep, Mardhiyah, et al., 2023).

Although some nursing students showed a low level of persistence, it should be noted that 41% of the total respondents showed a high level of persistence. This suggests there is significant variation in levels of persistence among nursing students engaged in online learning. These findings confirm that not all nursing students experience the same challenges in maintaining motivation and persistence during the learning process (Thomas et al., 2023; Travis & Bunde, 2022). This high level of persistence may be reflected in the presence of supporting factors, such as strong internal motivation, good social support, and the ability to manage academic pressure effectively (Flett et al., 2020; Reynolds & Cruise, 2020). These findings provide hope that the majority of nursing students will be able to overcome the challenges of online learning and maintain high levels of persistence.

Persistence has a significant impact on nursing students in the online learning context. Students who have a high level of persistence tend to be more able to survive and adapt in facing challenges that arise during the learning process (Heilporn & Lakhali, 2021; Johnson et al., 2020). They tend to be more motivated to achieve their academic goals, are better able to manage time and pressure effectively, and are more persistent in completing academic assignments (O'Grady et al., 2020; Wu et al., 2020). The positive impacts of this persistence include improved academic performance, increased psychological well-being, and the formation of a strong attitude of professionalism among nursing students (Mohagheghi et al., 2022). In addition, students who have high persistence tend to have a better chance of being successful in their careers as nurses in the future (Gonzales et al., 2020).

Efforts to increase persistence in nursing students require a series of holistic and sustainable efforts from various related parties. A learning approach supported by lecturers who understand student needs and challenges can help create a supportive and motivating learning environment (Borjalilu et al., 2019). Lecturers can provide constructive feedback, offer academic guidance, and provide relevant resources to help students overcome academic obstacles (Ngo et al., 2021). In addition, educational programs can also introduce innovative learning strategies that encourage active and collaborative involvement, thereby strengthening students' motivation and mental resilience. Social support is also an important factor in increasing persistence (Manrique et al., 2020; Zis et al., 2021). The formation of a solid learning community, whether in the form of a study group or online discussion forum, can provide emotional support and mutual assistance between students (Campbell et al., 2022; Gadi et al., 2022). Coaching and mentoring programs can also help students develop time management skills, effective study strategies, and resilience in facing challenges (Kihumuro et al., 2022).

Conclusions

The conclusions of this study confirm the existence of variations in the level of persistence among nursing students during online learning, with some showing low levels of persistence (59%) and others showing high levels of persistence (41%). These findings underscore the importance of developing supportive strategies aimed at increasing nursing student persistence, especially in the

context of online learning. There is a need for intervention measures that focus on increasing motivation, overcoming technical barriers, and strengthening social support to ensure the well-being and academic success of nursing students.

The implication of this research is the importance of developing supporting strategies aimed at increasing nursing student persistence, especially in the online learning context. Recommendations for future research include further exploration of factors influencing nursing student persistence, as well as evaluation of the effectiveness of various interventions designed to increase nursing student persistence and well-being in online learning environments.

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