

DISTANCE LEARNING USING SOCIAL MEDIA IN NURSING EDUCATION PROCESS

Ema Yuniarsih* , Maria Frani Ayu Andari Dias*
Diploma of Nursing Program, STIKES Suaka Insan Banjarmasin, Indonesia
Email: mariafrani10@gmail.com

ABSTRACT

Introduction: The free trade era open new challenges and opportunities in teaching and learning process. Information and communication technology has been predicted to become facilitator of successful achievement in the process to face trading system which related with high competency and standard. Students has tendency to use social media to learn subject related with their inquisitive. One of it is LINE[®]. The purpose of this study is to test students respond of online learning media using LINE[®] in teaching-learning process to prepare student facing the new economical era. **Method:** 19 participants from Diploma of nursing program, STIKES SuakaInsan Banjarmasin had been collected to participate in the program using social media as a media of learning. ASSURE model titled “Communication between health professional in the context of patient safety” had been developed as the concrete guidance to guide student and also coordinator in the learning activities for 10 days of learning using LINE[®]. **Result:** Students of nursing participate in the online course using LINE[®] with different responses. They confidently ask the question related to the topics which coordinators had been posted. But, students admitted that they still prefer to choose face to face learning. The long waiting time is one of the disadvantage on using this media. **Conclusion:** LINE[®] can be used as one of the media of learning in the distance learning concept and process. But, it stills need high commitment from both students and teachers to continue the process until the end and get the result from the study.

Key words: *Distance learning, communication, education*

INTRODUCTION

Free trade era brings many chances in the country who follow the system. Not only in the economic or political area but also in Nursing as part of the economic basis who support the workers in health system. Openness and high competencies become two from many kinds of essential characteristics in free trade system. Nursing system as part of this huge system prepared themselves to face the big challenges in this new era of trading. With help from advance communication in the digital area and technologies, the challenges will turn to be some advantages which will help country and people in the country especially developed country like Indonesia.

STIKES SuakaInsan as part of the nursing education system take the responsibility to being part of this opportunity to develop and provide good nurses who will compete well in the field of workers. The observation in the class among the student of nursing found that students prefer to make a group of learning thru social media. One of the most usable social media is LINE[®] and it is being part of the communication and also learning process in the

class. The function of the media in here more as a tool to transfer the information from one student into another. Example, the information related with the courses such as schedule of one courses or the information about the assignment.

Besides that, one of the example in nursing course related to learning experience is the topic about Patient safety. There are many topics in patient safety course which student must mastered but students have few times to learn with lecturer or teacher in the class room. Bad things happen when teacher still uses traditional lecture method to assist student to learn about certain topics but it did not cover all the important material or information that needed in practice. As result, students cannot get the whole cover topic they really want to learn and mastered. Sometimes, when they do not understand with the topics, they will ask teacher thru face to face meeting. From the teacher side, this activity will give disadvantage to the teacher because waste of productive time in the school or office.

From this background, coordinator of patient safety course or researcher try to find the

effectives way to share the information using the simple technologies and usable to everyone in the class room. TIGER (*Technology Informatics Guiding Education Reform*) initiatives which began in 2004 when a few nurse/informatics activists attending the first national health information technology summit(McBride, 2011) and topics at the 2010 AMEE e-Learning Symposium which explain e-learning as the collaboration of many kind of activities or an aggregate of digitally-mediated education activities (Ellaway, 2011) become the strong foundation to continue this study. The idea to use social media especially LINE[®] to communicate with student and also a media of learning appeared and has been developed since then. The coordinator brings hopes that the student can learn better anytime, everywhere and in every situation they have. So, the process of learning can flow in every student life and become a good habit in the life time.

RESEARCH METHOD

The method to do this study was based on ASSURE model and it will act as a guidance in performance. This model is attributed to Heinich, Molenda, Russell, and Samldino from Instructional Media and Technologies for Learning(Aziz, 1999). The complete information about this can be found in ASSURE model Matrix Table. 1 (Appendix).

1. Analysis learner

Sample or participants on this research were students of nursing in STIKES SuakaInsan Banjarmasin, Diploma (DIII) of nursing, semester II. Total of participants were 19 students from 31 students in semester II, diploma of nursing who enrolled in patient safety course. The participants were they who have and used LINE[®] in his/her phone or gadget.

2. State objectives

The objectives for this study was focused in the subtopic of patient safety. It was the topics about “Communication between health professional in the context of patient safety”. The objectives divided into two parts based on Abarquez (2010). First is general objectives and second is specific objectives.

3. Select Methods, Media, and Material

The method for this study was distance learning or online learning. It acts as the complement learning or additional learning besides of main learning process in the class or school. Media of learning for this study was based on online

media. It divided into two parts. First is software, in here was LINE[®]. Second is hardware, in here were phone/gadget and laptop as a hardware. Material for this study came from various resources, such as module in patient safety and additional information from journals, pictures and videos.

4. Utilize Media, Materials, and Methods

It had been done by 5Ps. They are preview material, prepare the materials, prepare the environment, prepare the learners, and provide the learning experiences. The LINE[®] group as part of the learning process was developed by the student and also coordinator of learning. Every day in the 10 days learning, the coordinator would post something that related with the topics of learning and ask student to give the opinion. Students also had been asked by the coordinator to tell the story or something that related with the topics and share it into group. Two teachers were assigned as coordinator. One is in Indonesia and the other in the Philippines.

5. Require Learner Participation

The students participated in the discussion using LINE[®]. There is no time bound to these activities. But, coordinator had assigned contract with student before to always give the respond related to topics which coordinator posted.

6. Evaluate & Revise

The evaluation of the program conducted by the coordinator of learning using interview one by one and using LINE[®] as communication media. The evaluation was divided in to three parts. They were student Performance, media effectiveness and instructor performance. Hence, each student will have their code name and it helped in the analysis data section.

RESULT

Nineteen students participate in this study but only 18 students stay in the program until finish. One student decided to end the contract in the last day of the program. The analysis learner started at February 2016. Continue with choosing topics for study and developed the specific ASSURE model at March 2016. After the program finish, the finding for this study are describe as below.

1. Student performance

Students still acted as students who wait the information just from the teachers. They gave the best respond in the first day of the activity

but decreased the appearance and involvement in the next day of activity. Total amount of active students in the group were 5 students and just 2 students who continuously gave responds from 19 students who participate in the group. Besides that, all the students read and opened the message continuously from coordinator.

From the interview section, the Students admitted that they have difficulties to follow the online learning activity. The reason was come from their self.

“...sebenarnya saya mau nanya tapi bingung nanya apa bu” (Translation: “...the truth is I am confusing, I do not know what I want to ask”)

(D_3)

“...yang perlu ditingkat mungkin dari kami sendiri bu biar lebih aktif lagi...” (Translation: “...we must increase our activity in online learning..”) (F_8)

2. Media effectiveness

One by one interview had completed by the coordinator to find the respond from the students. Most of them agreed about online learning using LINE but there were few students who gave different response.

“...ini merupakan pembelajaran yang sangat membantu...” (Translation: “..This is a learning activity which truly help..”) (K_12)

“Bermanfaat bu, dapat banyak info baik dari ibu atau pun teman-teman” (It has benefit Ma’am, I can get many information from Ma’am and other friends..”) (F_8)

Few students did not like and agree with the online learning because of the various reason. One of the reason was because they prefer to learn face to face than online learning. Another was because the online learning did not give them fast information when they desperadly need it.

“...tapi sayangnya ada beberapa orang yang gak senang dgn cara belajar online ini...” (Translation: “...But there are some students who do not like this online learning activity..”) (K_12)

“..saya lebih suka belajar tatap muka bu, karena lebih berasa dan mudah paham” (Translation: “..I prefer learning face to face Ma’am, because I can feel it and it easy to understand”) (A_1)

“Bagus sih..tapi membalasnya perlu waktu..” (Translation: “It was good, but it stills need more time to replay..”) (H_9)

3. Instructor performance

In this study, teacher or coordinator was try not act as a source of information but more as a

facilitator of discussion among students. But, the fact was coordinators spend more time to become main resources of the information. For all the conversation, teachers dominate the conversation among students.

“...pembelajaran ini sangat membantu, apalagi kalo yg ngajar dari luar, semoga ibu memaklumi...” (Translation: “...This learning activity is helping, otherwise the teacher is from outside, I hope you will understand...”). (K_12).

DISCUSSION

We are no longer living in a traditional society. We are living in a digital society and technology provides us with tools that we use in our daily lives. The Internet has changed the way we think and, not surprisingly, the way we learn especially in nursing education. Inserting social media as a media and tools to learn nursing topics is not a new thing in nursing education process. In the United States, the TIGER competencies and educational initiative; American Nurses Association (ANA) social media toolkit; and nursing informatics toolkit developed by the National League for Nursing (NLN) assist educators in developing nursing informatics courses that include social media content such as blogging or engagement through a medium such as Facebook® (Schmitt, 2012). The same situation can be found in Canada, the Registered Nurses Association of Ontario (RNAO) released a faculty eHealth toolkit to help educators to embed informatics content within undergraduate education. But, long before that Marilyn Anna Ray in her theory about bureaucratic caring has been discussing the same concept (Coffman, 2014).

The reason why nurses work so hard to embed ICT into education is because nurses serve as significant knowledge brokers within healthcare systems, among healthcare disciplines, and with patients, families, and communities. Otherwise, the rapid growth of technology has kept nursing and other healthcare disciplines scrambling to keep pace for example the economic changes such as free trade era. Schmitt, (2012) wrote that technology becomes a medium through which educators can instruct and students can learn faster and develop the competencies needed.

The students in STIKES SuakaInsan who are the participants have their own generation of learning. They now have changed and be part of the generation ‘why?’. This group learns at a

rapid pace and comfortable with innovation, expects learning to have a creative side, and advocates for their own learning needs. They learn and lives at one with technology and generally embraces group work (Herrman, 2016). One study shows that Medical students in Nepal, like the participants were using mobile phone as a tool to achieve informal education in a very short time. They used Google and so on (Pimmer, Linxen, Grohbiel, Jha, & Burg, 2013). But, the study shows different result. Most of the students did not show active participation in the project, they tend to be shy and just acted like observers or watcher. The possible reason for that is because they are not used to learn by online learning. As mention before, this is the first time they learnt something with lecturer in online platform. It stills need more trial and learning to make them use Apps not only as social communication only but also a media to learn.

In this study, LINE[®] had chosen as an app to did the research. LINE[®] is coming from LINE Corporation which based in Japan. It launched in June 2011, and actively pushed for the further expansion of the service on a global scale, as well as accelerating the development of LINE as a platform (Line, 2016). There are many menus in LINE which can be used as media of learning, such as Group LINE and privacy order. Students agreed that LINE can be used as media of learning but it still have limitation especially in time management. To solve this, maybe in the future learning process, teacher can develop a precise time to conduct the learning activities. So, every student can get the responds in exact time and decrease the complaint about it. Students also find that they prefer to choose face to face learning in the class. It is normal because they can get the feedback of learning immediately. To consider, Interaction like this can be develop by using Skype[®] or Google Hangout as a media of learning.

In the other side, Teacher as coordinator and facilitator did overload participation. They cover up all the topics and interaction. This was happened because many factors, such as lack of student participation and misunderstanding function of the teacher in the group. Reduce the teacher participation needs more time and many trial. Teacher should be engaging with student and develop the trust relationship with them. So,

hopefully with this way, student can participate actively in the group discussion.

CONCLUSION

LINE[®] as part of the social communication media can be used as one of the media of learning in the distance learning process. Even tough students still had low response and being shy, this media has the advantage to increase students understanding somehow. Students also prefer to use traditional lecture, face to face and complain about long waiting time. Overall, the media still needs high commitment from both students and teachers to continue the process of learning until they get the result done.

REFERENCES

- Abarquez, L. F. (2010). The Lesson Plan . In E. A. Sana, *Teaching and Learning in the Health Sciences* (pp. 67-91). Quezon City : The university of the Philippines Press.
- Aziz, H. (1999). *Assure Learning Through the Use of Assure Model*. Office of information technology at valencia community college.
- Coffman, S. (2014). Theory of Bureaucratic Caring. In M. A. Alligood, *Nursing theorists and their work* (pp. 98-114). United States of America: Elsevier.
- Ellaway, R. (2011). E-learning: Is the revolution over? *Medical Teacher* , 297–302.
- Herrman, J. (2016). *Creative Teaching Strategies for the nurse educator* . Philadelphia : Davis company .
- Line. (2016 , March 15). *About Line Cooperation* . Retrieved from Line : <http://linecorp.com/en/company/info>
- McBride, A. B. (2011). Foreword I. In M. Ball, J. Douglas, P. H. Walker, D. DuLong, B. Gugerty, K. J. Hannah, . . . M. Troseth, *Nursing Informatics, Where Technology and Caring Meet* (pp. V-VI). London: Springer-Verlag.
- Pimmer, C., Linxen, S., Grohbiel, U., Jha, A., & Burg, G. (2013). Mobile learning in resource-constrained environments: A case study of medical education. *Medical Education* , e1157–e1165.
- Schmitt, T. S.-G. (2012). Social Media Use in Nursing Education. *OJIN: The Online Journal of Issues in Nursing*, Vol. 17, No. 3, Manuscript 2.