INTISARI

Latar Belakang: Pasca pandemi, pembelajaran daring masih digunakan sebagai metode pendukung pengayaan proses ajar. Dalam pelaksanaannya ditemukan beberapa hambatan dan tantangan terhadap pembelajaran daring, salah satunya adalah persepsi mahasiswa terhadap proses pembelajaran daring

Tujuan penelitian: Mengidentifikasi persepsi mahasiswa Program Studi Ilmu Keperawatan Universitas Gadjah Mada terhadap pembelajaran daringSelama Masa Transisi Pandemi COVID-19

Metode: Penelitian kuantitatif dengan rancangan *cross sectional* yang dilakukan pada 236 mahasiswa akademik S1 reguler Program Studi Ilmu Keperawatan FK-KMK UGM.

Hasil: Mayoritas responden menilai kelebihan pembelajaran daring ialah dapat dilakukan di rumah (94.49%), akses ke materi online (89.83%), peluang merekam setiap pertemuan (83.47%), dan pembelajaran dengan kecepatan sendiri (57.20%) sementara untuk kekurangan pembelajaran online adalah masalah teknis (86.02%), kurangnya disiplin diri (79.24%), kurangnya interaksi dengan guru (79.24%) dan kurangnya hubungan sosial (71.61%). Kebanyakan responden menilai pembelajaran offline relatif lebih efektif pada peningkatan pengetahuan (Mean 4.11), keterampilan klinis (Mean 4.32), kompetensi sosial (Mean 4.26) dan aktifitas kelas (Mean 3.79). Sebanyak 47.458% mahasiswa menilai pembelajaran daring cukup menyenangkan.

Kesimpulan: Mayoritas responden merasakan kelebihan pembelajaran online dapat dilakukan di rumah, kemudahan akses ke materi online, peluang merekam setiap pertemuan, dan pembelajaran dengan kecepatan sendiri. Pada kekurangan pembelajaran online yaitu masalah teknis, kurangnya disiplin diri, kurangnya interaksi dengan guru, dan kurangnya hubungan sosial. Sebagian besar responden menilai pembelajaran tatap muka relatif lebih efektif daripada pembelajaran daring. Kebanyakan responden dapat menerima pembelajaran daring.

Kata kunci: persepsi, pembelajaran daring, COVID-19, mahasiswa keperawatan

ABSTRACT

Background: Online learning has emerged as a crucial method for enriching teaching process in the post-pandemic era. During its implementation, online learning encounters various obstacles and challenges, including students' perception.

Objective: Identify the perceptions of Nursing Student at Gadjah Mada University towards online learning during transitional period of COVID-19 pandemic.

Method: A cross-sectional quantitative study was conducted among 236 undergraduate regular students enrolled in the Nursing Science Study Program at Gadjah Mada University.

Result: The majority of respondents perceive the advantages of online learning as the ability to learn from home (94.49%), access to online materials (89.83%), the opportunity to record sessions (83.47%), and learning at their own pace (57.20%). Meanwhile, the disadvantages of online learning are technical issues (86.02%), lack of self-discipline (79.24%), limited interaction with teachers (79.24%), and lack of social connections (71.61%). In terms of effectiveness, respondents considered offline learning to be superior in improving knowledge (mean 4.11), clinical skills (mean 4.32), social competence (mean 4.26), and classroom activities (mean 3.79). 47.458% of respondents reported moderate enjoyment of online learning.

Conclusion: The majority of respondents perceive the advantages of online learning as the ability to learn from home, easy access to materials, the opportunity to record session, and learning at their own pace. Meanwhile for the disadvantages include technical issues, lack of self-discipline, limited interaction with teachers, and lack of social connections. Overall, respondents consider face-to-face learning relatively more effective than online learning, yet online learning is considered as an acceptable mode of education.

Keywords: perception, online learning, COVID-19, nursing student