

The Use Of E-Module Learning Media And Nursing Students' Self Efficacy

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Abstract

There is a need for learning media innovation for students with pandemic conditions. The e-module learning media is part of the VnursLab 3D Simulator, consisting of 22 E-Modules and 3 E-Modules tested for effectiveness on student knowledge, satisfaction, and learning motivation. In this learning, media has a relationship with students' academic self-efficacy to achieve goals and overcome obstacles during learning. Purpose: Identifying an overview of the use of e-module learning media for Nursing students' self-efficacy. Method: This study uses a quantitative descriptive method with a cross-sectional approach using The College Academic Self Efficacy Scale (CASES) instrument, which has been carried out validation tests produced $\alpha > 0.3$ and a reliability of 0.931. This study used an e-module insertion catheter (Benign Prostatic Hyperplasia). The population of this study is active undergraduate nursing students level III at Padjadjaran University with purposive sampling totalling 110 students. Results: The results showed that the use of e-module learning media was dominated by self-efficacy results with a high category rather than a moderate category in nursing students. Conclusion: This concludes that respondent characteristics positively affect nursing students' self-efficacy, resulting in satisfactory academic achievement.

Keywords: E-Module, Learning Media, Nursing education, Nursing Students, Self-Efficacy

Introduction

The pandemic continues to increase the number of deaths that occur. The pandemic has caused changes in various sectors of life, one of which is education. So, innovation is needed in the implementation of education and learning methods. The success of the learning process is determined by three main aspects, namely students, educators, and learning resources, so learning will be effective if the components support each other (Aswaruddin, 2021). Learning media is an essential part of the learning process and is used to deliver communication. Learning technology is a material tool and theoretical foundation to support learning and teaching that can increase the interest and motivation of learners in the teaching and learning process (Salsabila et al., 2020). As stated by Sutisno & Nurdiyanti (2020), related to the pandemic conditions, online learning for education is an alternative solution to realising learning as it should be. So, technology plays a vital role as a support for learning media during this pandemic. There is a new policy in education to change face-to-face learning to online. Learning practices during the Covid-19 pandemic are not implemented but are still carried out online or distance learning using applications such as zoom, google meetings (Mar'ah et al., 2020). Distance learning provides convenience and opportunities in various conditions including independent learning, adding to the learning experience, and making it easier to deliver information and communication (Zainuddin Atsani, 2020). The current learning method applied during the Covid-19 pandemic is blended learning. Blended learning is a learning model consisting of a combination of face-to-face learning with distance learning activities utilising the role of digital technology and various media (Hosela & Listiadi, 2021). The development of technology and information is experiencing a transition period from print media to digital media, such as electronic books, electronic modules (e-modules). An Electronic module is a digital module consisting of text, images equipped with videos or a combination of them containing material accompanied by simulations that can and are feasible to use

in supporting learning (Hadi, 2020). The attractive display of e-modules gives students interest in learning the material. It is known that the use of media can be collaborate with learning models to obtain maximum results (Istuningsih et al., 2018).

Innovative learning resources such as modules can affect self efficacy (Yolantia et al., 2021). Self efficacy is an individual's belief or trust in the ability to carry out and completing the task at hand to overcome an obstacle and achieve desired goals (Simanjuntak et al., 2019). A sense of self-efficacy helps students decide what to make, how psychologically strong it is to achieve these goals and how long it takes to complete their tasks (Wu et al., 2020). According to Rustika (2012), self-efficacy is one of the crucial roles in life where individuals can use their potential optimally (Rizqi Syafrina & Nurul Khotimah, 2022). The concept of self-efficacy in academic situations is called academic self-efficacy (Puteri & Syafrina, 2022). According to Fujianti (2016) in research (Puteri & Syafrina, 2022) academic self-efficacy plays an essential role in a person's performance because good self-confidence can help individuals show their best abilities, especially in the academic field. Self-efficacy is one of the factors that help students in managing learning strategies better during distance learning (Yudhistira et al., 2020). In this case, using e-module learning media as an alternative source of teaching materials for students in the learning process with unlimited use. E-modules have differences from e-books in terms of material content and appearance. The content of the e-module is more concise because it consists of a specific topic serving as a complement to the material, disseminated on a limited basis and not published by a professional publisher. An e-book is a publication of printed books in digital form produced, published, and readable via computer or other digital tools (Anwar Us & Mahdayeni, 2019). Electronic textbooks must meet the rules of textbooks and be officially published and disseminated. The scope of textbook materials is limited to curriculum and syllabus and consists of tens to hundreds of pages (Labetubun, 2019).

Based on preliminary studies conducted by researchers on several nursing students,

there are positive and negative points of view of using e-modules. The positive revelation about e-module learning is compelling because the relative cost is expected, it is easy to access, there is a search feature that makes it easy to find complicated terms, it has a complete guide, more diverse references, efficient use, more interesting in terms of appearance, teaching materials are more detailed and complete, there is a link link video. Meanwhile, there are statements that it is not effective with e-modules due to inadequate use regarding gadgets, the direction of use is difficult to understand, the use of the screen for a long time has an impact on eye fatigue and feeling dizzy, and the content of the material is too much writing such as printed books. The learning media using this e-module is part of the VNursLab (Virtual Nursing Skill Simulation Lab) learning innovation of the Faculty of Nursing, Padjadjaran University. VNursLab is a transformation of learning methods based on digital learning media for nursing education using 3D simulation technology and virtual reality (Widiasih et al., 2022). Learning 3D simulators and virtual reality in clinical skills practice containing e-module media reading materials can be accessed using computers, laptops, and mobile phones. VNursLab has produced 22 nursing skills e-modules that have been reviewed in advance regarding the validity of their contents. As reported by <https://vnurslab.com> website accessed on January 20, 2023, there are 12 3D simulations. In virtual reality, there are three e-modules compiled comprehensively covering nursing theories and skills that nursing experts have studied. The 3D simulator e-module includes, among others, basic trauma life skills procedures, placental release actions, O₂ insertion procedures, Bacille Calmette-Guerin (BCG) immunization procedures in infants, Leopold examination actions, Glasgow Coma Scale measurement actions (GCS), colostomy treatment measures, postural drainage measures, Range of Motion (ROM) measures, wash out procedures, therapeutic communication procedures, and infusion procedures. In contrast, the e-module for virtual reality includes chronic wound care, urinary catheter insertion, and respiratory system suction measures.

Research has been conducted on the VNursLab e-module on acute coronary syndrome, dengue hemorrhagic fever (DHF), and natural delivery. The focus of the research was on the VnursLab e-module, namely increasing knowledge, level of satisfaction, and learning motivation in nursing students. Based on the study results, it is known that the use of e-module learning media significantly increases students' knowledge of acute coronary syndrome (Fathurrizki et al., 2022). Another research shows that the DHF e-module as a learning medium is an excellent intervention to increase knowledge and motivation among undergraduate nursing students (Darmawulan et al., 2022). It is using e-modules as a learning medium has a positive side that can be read repeatedly. This follows the source of self efficacy, which is obtained from the experience of mastery based on the success achieved. The repetition of using e-modules and VNursLab simulators can improve students' preparation before performing clinical nursing actions. Few studies have discussed the effect of using e-modules on the nursing students self-efficacy. This study aims to determine the description of the use of e-module learning media on the self-efficacy of nursing students.

Research Methods

This research used a quantitative descriptive method with a cross sectional approach. The population in this study is 180 undergraduate students of the Faculty of Nursing level III academic year 2022 /2023. Samples were taken using the purposive sampling method with inclusion and exclusion criteria in 110 respondents. The questionnaire was filled out online using a google form, and the research was conducted in the first week of January 2023.

The research instrument used in this study was adapted from The College Academic Self Efficacy Scale (CASES) developed by Owen, S. V., & Froman, R. D. in 1988 with the Indonesian version validated by the study (Ifdil et al., 2019). The measurement scale uses a five-point Likert scale. This questionnaire consists of 33 statement items used to measure student self-efficacy with an ordinal scale. The instrument has

been tested for validity with the multi-stage random sampling method on 342 students as participants in Indonesia. Validity tests analyzed using Cronbach's Alpha grains showed a coefficient of $\alpha > 0.3$, and the data showed that 33 rounds of the Indonesian version of CASES were valid. Analysis of reliability using Cronbach's Alpha showed that the Indonesian version of the CASES coefficient of reliability was 0.931 reliable in measuring student self-efficacy. Categorisation of CASES scores is low (1-55), medium (56-110), and high (111-165). In this study, an e-module for insertion of a urinary catheter (Benign Prostatic Hyperplasia) was used by a team of VNursLab expert lecturers at the Faculty of Nursing, Padjadjaran University. The module discusses the definition, epidemiology, etiology, clinical

manifestations, factors risk, complications, diagnostic examination, and care nursing in BPH patients. Another instrument used by researchers is the demographic characteristics of respondents.

The stage of data analysis included editing, coding, processing, scoring, cleaning, and tabulating. Data analysis using descriptive statistics in frequency and percentage distribution and categorisation is made based on instrument statement items to analyze each item in the questionnaire. This research obtained an ethical permit from the Research Ethics Commission of Padjadjaran University with the number: 1005 / UN6. KEP/EC/2022. The ethical principles applied include the principle of benefits, the principle of respecting human rights, and the principle of justice.

Results

Table 1. Characteristics of Respondents

Characteristic	Frequency (f)	Percentage (%)
Gender		
Man	6	5.5
Woman	104	94.5
Age		
19 years old	4	3.6
20 years	71	64.5
21 years	32	29.1
22 years	3	2.7
Campus Area		
Jatinangor Campus	89	80.9
Pangandaran Campus	21	19.1
Tribe		
Sundanese	79	71.8
Javanese	22	20.0
Betawi	1	0.9
Minang	4	3.6
Batak	2	1.8
And others (Malay)	2	1.8
GPA		
2.75-2.99	5	4.5
3.00-3.49	26	23.6
3.50-4.00	79	71.8
Marital Status		
Married	1	0.9

Unmarried	109	99.1
Residence		
Parents' home	86	78.2
Boarding house	24	21.8
Other Family Members		
Yes	24	21.8
Not	86	78.2
How many brothers		
1brothers	17	15.5
2 brothers	38	34.5
3 brothers	38	34.5
4 Brothers	10	9.1
≥ 5 brothers	7	6.4

Table 1. Based on table 1 above, it can be seen that respondents were dominated by women as many as 104 people (94.5%) and men as many as 6 people (5.5%). In terms of age, most of them were 71 people at the age of 20 years (64.5%) and a small percentage at the age of 22 years as many as 3 people (2.7%). Meanwhile, based on the campus area, it is dominated by the Jatinangor campus area as many as 89 people (80.9%) and the Pangandaran campus area as many as 21 people (19.1%). Judging from the regional tribes, most of them come from the Sundanese tribe as many as 79 people (71.8%), a small part comes from the betawi tribe of 1 person (0.9%), and there are Javanese ethnics as many as 22 people (20.0%), Minang ethnics 4 people (3.6%), Batak ethnics as many as 2 people (1.8%) and Malay ethnics 2 people (1.8%). Based on the GPA of students mostly in the range of 3.50-4.00 as many as 79 people (71.8%), a small percentage of student GPA in the range of 2.75-2.99 as many as 5 people (4.5%), and the remaining GPA ranges from 3.00-3.49 to 26 people (23.6%).

Reviewed on the married status, there were 109 people (99.1%) who were unmarried and 1 person (0.9%) who were married. Based on the faktor of the family environment, there were several things that were reviewed including student housing, mostly with parents homes of 86 people (78.2%) and living in boarding houses as many as 24 people (21.8%). Then there are other family members such as grandparents, uncles, aunts, and others living together in one house, namely those who voted "yes" as many as 24 people (21.8%) and chose "No" as many as 86 people (78.2%). While the same results were obtained, namely 38 people (34.5%) in students who had 2 siblings and 3 brothers, a small number of students had ≥ 5 siblings as many as 7 people (6.4%), the rest 17 siblings (15.5%) and 4 siblings as many as 10 people (9.1%).

Table 2. Self Efficacy of Nursing Students

Category	Frequency (f)	Percentage (%)
Low	-	-
Medium	21	19.1
High	89	80.9
Total	110	100.0

Table 2. The above displays the results of research based on low, medium, and high categorization. Based on table 2. The results showed that the picture of self-efficacy rates in nursing students was mostly in the high category of 89 respondents (80.9%) then in the moderate category of 21 respondents (19.1%). Meanwhile, there are no self-efficacy results that show for the low category in nursing students.

Table 3. Overview of Self Efficacy in Nursing Students Based on Respondent Characteristics

Characteristics	Category					
	Medium		High		Total	
	f	%	f	%	f	%
Gender						
Man	2	1.8%	4	3.6%	6	5.5%
Woman	19	17.3%	85	77.3%	104	94.5%
Age						
19 years old	0	0.0%	4	3.6%	4	3.6%
20 years	16	14.5%	55	50%	71	64.5%
21 years	4	3.6%	28	25.5%	32	29.1%
22 years	1	0.9%	2	1.8%	3	2.7%
Campus Area						
Jatinangor Campus	17	15.5%	62	56.4%	79	71.8%
Pangandaran Campus	3	2.7%	19	17.3%	22	20%
Tribe						
Sundanese	17	15.5%	62	56.4%	79	71.8%
Javanese	3	2.7%	19	17.3%	22	20%
Betawi	1	0.9%	0	0	1	0.9%
Minang	0	0	4	3.6%	4	3.6%
Batak	0	0	2	1.8%	2	1.8%
And others (malay)	0	0	2	1.8%	2	1.8%
Student GPA						
2.75—2.99	1	0.9%	4	3.6%	5	4.5%
3.00-3.49	7	6.4%	19	17.3%	26	23.6%
3.50-4.00	13	11.8%	66	60%5	79	71.8%
Marital Status						
Married	0	0	1	0.9%	1	0.9%
Unmarried	21	19.1%	88	80%	109	99.1%
Residence						
Parents' home	16	14.5%	70	63.6%	86	78.2%
Boarding house	5	4.5%	19	17.3%	24	21.8%
Other Family Members						
Yes	4	3.6%	20	18.2%	24	21.8%
Not	17	15.5%	69	62.7%	86	78.2%
How many brothers						
1 brothers	1	0.9%	16	14.5%	17	15.5%
2 brothers	9	8.2%	29	26.4%	38	34.5%
3 brothers	7	6.4%	31	28.2%	38	34.5%
4 Brothers	3	2.7%	7	6.4%	10	9.1%

≥ 5 brothers **1** **0.9%** **6** **5.5%** **7** **6.4%**

Based on table 3. The above contains the results of categorisation and then cross-tabulation with the characteristic of the research respondents. It can be reviewed that the most dominating result overall is self-efficacy with a high category.

Table 4. Item Instrument Frequency Distribution The College Academic Self Efficacy Scale (CASES)

Items	Mean	SD	Min	Max
P1	3.19	0.991	1	5
P2	3.37	0.907	1	5
P3	3.23	0.820	1	5
P4	3.95	0.675	2	5
P5	3.67	0.803	1	5
P6	3.24	0.801	2	5
P7	3.53	0.885	1	5
P8	3.85	0.740	2	5
P9	3.39	0.718	2	5
P10	3.45	0.749	1	5
P11	3.32	0.928	1	5
P12	3.46	0.713	2	5
P13	3.65	0.771	2	5
P14	3.43	0.990	1	5
P15	3.70	1.162	1	5
P16	3.31	0.787	1	5
P17	4.75	0.562	1	5
P18	4.73	0.573	1	5
P19	4.02	0.813	2	5
P20	3.76	0.741	2	5
P21	3.77	0.699	2	5
P22	4.38	0.717	2	5
P23	4.39	0.679	2	5
P24	3.76	0.753	2	5
P25	3.39	0.978	1	5
P26	3.64	0.751	2	5
P27	2.56	0.883	1	5
P28	3.34	0.694	2	5
P29	3.69	0.739	2	5
P30	3.25	0.921	1	5
P31	3.52	0.843	1	5
P32	3.27	0.777	2	5
P33	3.49	0.787	2	5

Based on table 4. It is known that the frequency distribution of 33 items of revelation was obtained by the average value of all items, namely 2.81 and with an overall standard deviation value of 0.395 which means that each item of the CASES questionnaire has accuracy in measuring self-efficacy to nursing students of Padjadjaran University level III with the use of e-module learning media. The results also showed that the minimum value obtained in the range of 1-2 which means very little confidence and little confidence while the maximum value obtained which is 5 means very a lot of confidence in each item of the instrument.

Discussion

The Covid-19 pandemic has had a huge effect on all sector education. There has been a drastic change in the learning system, which is usually face-to-face to virtual. With the rapid development of information technology, innovation is needed in the implementation of learning. There are several alternatives in utilizing technology, namely the use of media and learning resources. One of the media and teaching materials used in learning is electronic modules (e-modules) (Litasari et al., 2022). E-module is a display of print media converted into digital form with the use of technology to function as a learning medium (Istuningsih et al., 2018). Development of website-based learning as an effort to utilize information technology so that nursing students increase interest, motivation to learn, and provide easy access learning module in nursing clinical practice (Nurfantri et al., 2022). To maximize learning during this pandemic, it is necessary to have high self-efficacy in students (Fitriani & Pujiastuti, 2021).

Based on data obtained from the characteristics of respondents regarding the gender of nursing students at Padjadjaran University, most of them were women as many as 104 students (94.5%) compared to men as many as 6 students (5.5%), this is because the majority of nursing students at the Faculty of Nursing, Padjadjaran University are female. The respondents' characteristics regarding age were dominated by 20 years (64.5%) because the study

was conducted on level III students of the Faculty of Nursing. There are other factor that affect self-efficacy, one of which is gender (O'brien, Martinez-Pons & Kopala, 1999 in (Ikhsan et al., 2019)). According to research conducted by Ikhsan et al (2019) it was produced that student self-efficacy has no difference between male and female students. Based on the results of research on the campus area, it was found that a large part came from the Jatinangor campus (80.9%) from the Pangandaran campus (19.1%) this is based on the student population more on the Jatinangor campus. According to the results of research on tribes in students, most of them come from the Sundanese tribe (71.8%) and the Javanese tribe as many as (20.0%), the majority are more than the tribe Others include Betawi, Minang, Batak, and Malay. This can be due to the campus located in the West Java area so that the majority of students come from the Sundanese and Javanese tribes. Based on the GPA score, the results showed that the majority of students were at 3.50-4.00 (71.8%) and 3.00-3.49 (23.6%). This is because nursing students have high confidence in the demands of academic learning so as to produce a willingness to work and motivation to do so. Self-efficacy is considered very important as an internal factor that encourages students to continue to improve their academic performance (Ikhsan et al., 2019).

The results of the study based on marital status in nursing students were mostly unmarried (99.1%). This is because the study load of lectures is quite difficult and dense, making students feel exhausted. The learning load of nursing students is quite heavy in addition to academic activities, they are required to follow clinical practice so that with many academic demands increases academic stress on students (Ishmah Rosyidah et al., 2020). According to the results of research on family environment factors including students dominate living in parents' homes (78.2%) compared to boarding houses (21.8%), "no" there are other family members such as grandparents, uncles, aunts, etc. (78.2%) higher than there are "yes" other family members living together in parents' house, respondents had similar results regarding how many siblings in one

house such as siblings and sisters, namely 2 siblings and 3 siblings (34.5%), while only children rank second (15.5%). Based on the results of research on the factor family environment in nursing students, it can be seen that living together with parents in one house has a positive impact on students' self-efficacy in their academic learning. External factors come from the family. The best social support is the support provided by the family. Individuals who have social support from parents will have a positive outlook on the difficult situation at hand (Dewi, 2017). The level of education determines a person's attitude and behavior. This is in accordance with the majority of undergraduate education in respondent parents so that parents always provide support and motivate their children to have high self-efficacy even with online learning conditions (Halawa, 2021).

From the results of the research above, it can be seen that the category of self-efficacy in nursing students of Padjadjaran University obtained high and medium self-efficacy results, there were no nursing students in the low category self-efficacy. Judging from the characteristics of respondents had a positive influence on the self-efficacy results of nursing students with a high self-efficacy category. Innovation in the use of e-modules for students has a positive impact on learning motivation so as to provide satisfactory learning achievement results. This is proven by the results of research on each item of the student's academic self-efficacy instrument is very effective for the use of the VNursLab e-module for the installation of urine kateter. Students with high self-efficacy have a high enthusiasm to immediately learn new things that they want to achieve in learning even difficult (Ifdil et al., 2016). According to Bandura (1997) self-efficacy can be strengthened through the experience of mastery, observing and learning from one's successes, and social persuasion such as the support system possessed (Shorey et al., 2018) (Yokoyama, 2019).

This is in accordance with the results of research and blended learning pedagogy can be used effectively in facilitating the communication of nursing students with online modules and increasing student satisfaction and self-efficacy. first-year

undergraduate nursing (Shorey et al., 2018). In relation to the comparison of blended learning with face-to-face learning in undergraduate nursing students, it was concluded that there was no difference in self efficacy between the two groups and student self-efficacy increased similarly in both groups over time but blended learning has the potential to be effective in a larger scale of learning (Berga et al., 2021). According to the results of the study, it was found that self-efficacy did not have a significant effect on the learning achievement of students of SMAN Padang 3 but learning motivation, self-efficacy, and blended learning both significant effect on the learning achievement of high school students in Padang (Rafiola et al., 2020). Therefore, the belief of self-efficacy is not entirely rational and sometimes does not reflect the real abilities of the individual but is often the result of subjective relationships the demands of tasks and difficulties, the resources that others have, and their ability to fulfill their duties. In order to function properly the individual must have a balance between self-confidence and the knowledge and skills possessed (Djokic et al., 2021).

The limitations of researchers in this study were unable to control respondents over the use of e-module learning media during the data collection process. This is because data collection is carried out online so it is difficult for researchers to know if there are obstacles / not in respondents even though they have been given the opportunity to ask questions if there are which is not understood during the data collection process. Research on self-efficacy is better if the entire population is included in the study so that the picture of self-efficacy in nursing students regarding the use of this e-module is known comprehensively in level III nursing students at the Faculty of Nursing, Padjadjaran University.

Conclusion

It can be concluded from the research above that the characteristic picture of respondents has a positive effect on the results of the self-efficacy category, which is high. The description of self-efficacy results in terms of each CASES instrument obtained high and medium self-efficacy, not produced low

category self-efficacy. The results of the high self-efficacy category dominated the respondents in both respondent characteristics and case instrument statement items. Further research can discuss the effectiveness of the use of electronic modules on the self-efficacy of nursing students with all students of levels I, II, III so that they can be used as evaluation material Learning for educators in designing innovative learning media so that it is expected to increase motivation, self-efficacy, and self-regulated learning towards student academic achievement nursing.

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