

An Overview of Student Perceptions of Online Skill Lab Learning at the Faculty of Medicine and Health Sciences, Jambi University during the Covid-19

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Abstract

The Covid-19 pandemic which causes learning activities to be carried out online, including laboratory practice activities. To find out the description of students' perceptions of online Skill Lab learning during the Covid-19 pandemic at the Faculty of Medicine and Health Sciences, Jambi University. This study used descriptive quantitative methods and the data were obtained by survey. The subjects of this study were students from the 2019-2021 class at the Faculty of Medicine and Health Sciences, Jambi University. The sample of this study were 94 students. The instrument used is a questionnaire with a Likert scale. Based on the research results, student perceptions of online learning at the Faculty of Medicine and Health Sciences, Jambi University are classified as good. This includes the Supervisor's Performance aspect in the Very Good category, while the Physical Environment, Clinical Skills Practice Duration, Session Arrangement, Supervisor's Attitude, Use of Clinical Skills, Achievement/Mastery of Clinical Skills are in the Good category. Students' perceptions of online Skill Lab learning in the Medical and Nursing Study Program, Faculty of Medicine and Health Sciences, Jambi University are in the Good category.

Keywords: Perception, Skill Lab, Online Learning.

INTRODUCTION

The Covid-19 pandemic has hit most of the world, including Indonesia. Based on the latest data obtained from the Indonesian Ministry of Health on September 18, 2021, there were 204 countries infected with Covid-19, 226,844,344 positive confirmed cases, and 4,666,344 deaths, the situation in Indonesia was confirmed positive as many as 4,185,144, 3,976,064 recovered cases, death cases in Indonesia reached 140,138, the number of specimens examined was 35,924,694 and suspected cases in Indonesia were 234,397. Covid-19 is a major problem for the Indonesian government that is still ongoing, therefore the government implements strict policies to prevent Covid-19 transmission.

Based on the circular letter of the Minister of Health of the Republic of Indonesia Number HK.02.01 / MENKES / 1999/2020 dated March 9, 2020, circular letter of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 and circular letter of the secretary general of the Ministry of Education and Culture number 35492 / AA5 / HK / 2020 concerning the prevention of coronavirus diseases-19. The regulation forces educational institutions to implement an alternative learning process, namely Online (Online), therefore it was followed up with the issuance of the circular of the Jambi University Chancellor's Instruction Number 18 of 2020 concerning regulations on learning and working from home (*Work from Home*) since mid-March 2020. This was done in order to inhibit the spread of Covid-19.

With the issuance of these regulations, it is expected that all educational institutions under the auspices of Jambi University will not carry out learning activities as usual but will carry out learning online (online)². The form of The implementation of the circular letter is the implementation of Online learning (In Network) known as distance learning (PJJ). The distance learning system (PJJ) is a learning method that is not carried out face- to-face in the classroom, but is carried out through the utilization of internet information technology services both in the implementation of learning activities and online practices or *skill labs*.

Skill lab is a place for students to learn the necessary clinical skills in a *setting* such as between patient nurses but carried out in a training atmosphere. Learning in the *skill lab* is not intended to replace clinical practice, but to prepare students to be better prepared when carrying out direct practice in the clinical setting³.

The results of research from Nurhalimah et al stated that lecturers must prepare well for learning media such as Medical action videos besides that students must be able to change learning patterns from face-to-face to online (Online). According to Sunaryo Joko Waluyo, et al, it shows that the Online learning model in this pandemic era requires ideas, strategies and learning model models that must be continuously developed. As in the learning of laboratory practice / *Skill Lab* conducted on students, the skills taught have a different level of effectiveness from the learning models applied⁴

The results of research conducted by Muhammad Anas et al in 2021 state that adaptation must still be carried out as a form of responsibility and implementation of an accountable institution. Process evaluation must continue to be carried out regarding student *engagement*, both cognitively, affectively, and behaviorally, The effectiveness of the learning process and *synchronous* or *asynchronous* learning environment as well as program evaluation of the outcomes produced need to be carried out by educational institutions routinely, systematically, and dynamically⁵

There are many factors involved in the process of learning and practicing clinical skills. There are important components that determine the success of a clinical skills training including the Physical Environment, Duration of Clinical Skills Practice, Session Setting, Supervisor Performance, Supervisor Attitude. Other things that also need to be known and evaluated include the usefulness of clinical skills, clinical skills achievement/mastery⁶.

Meanwhile, from the results of the author's interviews with 4 students from different batches, information was obtained regarding the description of the perceptions of Jambi University Faculty of Medicine and Health Sciences students towards online *Skill Lab* learning during the *Covid-19* pandemic and data was obtained that Jambi University Faculty of Medicine and Health Sciences students are currently implementing an online *Skill Lab* Learning system (In Network), the following are excerpts of researcher interviews on the perceptions of some of these students.

Speaker 1 : "*I think online skill lab learning is easy for me to understand and the material is good.*"

Speaker 2: "*In my opinion, the preparation of online skill labs is not competent because sometimes it is due to signal interference.*"

Speaker 3: "*In my opinion, it's less effective because online learning only involves watching videos without hands-on practice. Preparation from the lecturer's materials relies solely on watching videos or explanations.*"

Speaker 4: "*In my opinion, learning in the online skill lab is good and facilitates the learning process of practicing clinical action during a pandemic like today*"

From interviews with several students, student perceptions of the online skill lab learning process that these students have carried out during the covid 19 pandemic were obtained. Meanwhile, perception itself is a process of recognizing objects that occurs through the help of the human sensory organs through the nose, tongue, eyes, ears and skin. The information obtained through the sensory organs is then processed through the nerves until it arrives at the brain. The formation of perception begins with observations obtained through the relationship process of seeing, hearing, touching, feeling and receiving something that someone then selects the information he receives into a meaningful picture⁷.

Therefore, based on the explanation above, the researcher is interested in knowing more about the description of student perceptions of online *skill lab* learning at the Faculty of Medicine and Health Sciences, Jambi University during the *Covid-19* pandemic. *It is* hoped that the results found can provide an overview that can be used as input for universities to develop an appropriate online education system to encourage the effectiveness of student online *Skill Labs* at the Faculty of Medicine and Health Sciences, Jambi University.

METHODS

The type of research used in this study is quantitative research and uses a quantitative descriptive research design using a survey method that will be conducted online (*Google Form*). This research was conducted at the Faculty of Medicine and Health Sciences, Jambi University. The research will be conducted in April 2022 at the Faculty of Medicine and Health Sciences Jambi University class of 2019-2021 who have done online lectures in odd semesters with a sample of 94 people. The sampling determination technique is determined in each batch through Proportionate Stratified Accidental Sampling. In analyzing the data, researchers used quantitative descriptive analysis. Data that has been obtained from respondents is then processed using SPSS.

RESULTS

Table 1. Respondent Characteristics

No.	Characteristics	F	%	N
1	Gender			
	Man	14	28	94
Woman	80	72		
2	Force			
	2019	33	35	94
	2020	30	32	
	2021	31	33	
3	Program Studies			
	Medical	60	64	94
	Nursing	34	36	

Based on table 1 shows that most of the students of the Faculty of Medicine and Health Sciences with the Medicine and Nursing study programs who were respondents were male with a percentage of 80 respondents (72%) and female with a percentage of 14 respondents (28%). Based on the class of respondents who were in the Class of 2019 with a percentage of 33 respondents (35%), were in the Class of 2020 with a percentage of 30 respondents (32%), who were in the Class of 2022 with a percentage of 31 respondents (33%). Based on the Study Program group, most of the respondents were from the Medical Study Program with a percentage of 60 respondents (64%) and the Nursing Study Program with a percentage of 34 respondents (36%).

Table 2 Results of Analysis of Physical Environment Aspects

No	Indicator	Items	Score		Percentage %	Ket
			Ideal	Achieved		
1	Environmental Readiness Student	P1	470	335	71.27%	Good
2	Readiness Tools and Material	P2	470	247	52.55%	Enough Good
3	Convenience in the Process Learning	P3	470	269	57.23%	Enough Good
4	Readiness Network Internet	P4	470	304	64.68%	Good
	Total		1880	1155	61.43%	Good

Based on table 2 the ideal value (470) is the max score (5) x Number of samples (94) and for the value achieved is the score obtained from the research results after distributing questionnaires to respondents. It is known that the Physical Environment Aspect in the online *Skill Lab* learning process according to the Perception of Students / FKIK UNJA is in the Good category with a percentage of 61.43%. Seen from the composition of indicators, the Physical Environment Aspect is supported by the highest indicator, namely Readiness.

Student Environment with 1 statement item which resulted in a percentage of 71.27%. In addition, the Physical Environment Aspect is also supported by indicators of Internet Network Readiness which are in the Good category with a percentage of 64.68%, indicators of Comfort in the Learning Process with a percentage of 57.23% and the smallest indicator of Readiness of Tools and Materials included in the good enough category with a percentage of 52.55%.

Table 3 Aspect Analysis of Clinical Skills Practice Duration

No	Indicator	Items	Score		Percentage %	Ket
			Ideal	Achieved		
1	Allocation	P5	470	326	69.36%	Good
	SuitabilityTime	P6	470	342	72.76%	Good
2	Amount Suitability Session	P7	470	333	70.85%	Good
3	Time Conformity OSCE	P8	470	343	72.98%	Good
Total			1880	1344	71.49%	Good

Based on table 3, the ideal value (470) is the max score (5) x Number of samples (94) and for the value achieved is the score obtained from the research results after distributing questionnaires to respondents. It is known that the aspect of the duration of online clinical skills practice according to the perceptions of FKIK UNJA students is in the good category with a percentage of 71.49%. Seen from the composition of indicators, the Clinical Skills Practice Duration aspect is supported by the highest indicator, namely OSCE Time Suitability with 1 statement item which produces a percentage of 72.98%. In addition, the Clinical Skills Practice Duration aspect is also supported by the Time Allocation Suitability indicator included in the good category with 2 question items and a percentage of 71% and the smallest indicator of the Suitability of the Number of Sessions which is in the Good category with a percentage of 70.06%.

Table 4 Analysis Results of Session Setup Aspect

No	Indicator	Items	Score		Percentage %	Ket
			Ideal	Achieved		
1	There is planning Which In accordance with RPS	P9	470	373	79.36%	Good
2	Availability Guide <i>Skills Lab</i>	P10	470	376	80%	Good
3	There is Readiness Evaluation Practice	P11	470	335	71.28%	Good
4	Formation of Group Tutorial during <i>Skills Lab</i>	P12	470	361	76.81%	Good
Total			1880	1445	76.86%	Good

Based on table 4, the ideal value (470) is the max score (5) x Number of samples (94) and for the value achieved is the score obtained from the research results after distributing questionnaires to

respondents. It is known that the Online Session Setting Aspect According to the Perception of FKIK UNJA Students is in the Good category with a percentage of 76.86%. Seen from the composition of indicators, the Session Setting Aspect is supported by the highest indicator, namely the Availability of Skill Lab Guides with 1 statement item which results in a percentage of 80%.

Table 5 Results of Analysis of Supervisor Performance Aspects

No	Indicator	Items	Score		Percentage %	Ket
			Ideal	Achieved		
1	Experience Mentor	P13	470	415	88.30%	Very good
2	Guiding Strategy give information/teaching	P14	470	380	80.85%	Very good
3	Guiding Strategy in Implementing Skill Lab order Student Easy Understand	P15	470	369	78.51%	Good
Total			1410	1164	82.55%	Very good

Based on table 5, the ideal value (470) is the max score (5) x Number of samples (94) and for the value achieved is the score obtained from the research results after distributing questionnaires to respondents. It is known that the online Supervisor Performance Aspect According to the Perception of Students / FKIK UNJA is in the Very Good category with a percentage of 82.55%. It can be seen from the composition of the indicators that the Supervisor Performance Aspect is supported by the highest indicator, namely the Supervisor Experience with 1 statement item which produces a percentage of 88.30%. In addition, the Supervisor Performance Aspect is also supported by the Supervisor Strategy indicator providing information / teaching with 1 statement item which produces a percentage of 88.85%, In addition, the Supervisor Performance Aspect is also supported by the Supervisor Strategy indicator in Carrying out Skill Lab so that Students Easily Understand which is in the Good category with 1 question item and a percentage of 78.51%.

Table 6 Analysis Results of the Mentor Attitude Aspect

Indicator	Item	Score		Percentage %	Ket
		Ideal	Achieved		
Supervisor Attitude in Implementing Online Skill Lab to Run with Good	P16	470	390	82,98%	Very good
	P17	470	375	78,79%	Good
	P18	470	314	66,81%	Good
	P19	470	381	81,06%	Very good
	P20	470	342	72,76%	Good
Total		2350	1802	76,48%	Good

Based on table 6, the ideal value (470) is the max score (5) x Number of samples (94) and for the value achieved is the score obtained from the research results after distributing questionnaires to respondents. It is known that the online Supervisor Attitude Aspect According to the Perception of Students / FKIK UNJA is in the Good category with a percentage of 76.48%. Seen from the composition of the indicator, the Supervisor's Attitude Aspect is supported by the indicator of the Supervisor's

Attitude in Implementing the Online Skill Lab to Run Well with 5 statement items that produce a percentage of 76.48%.

Table 7 Analysis Results of Usability Aspects of Clinical Skills

Indicator	Items	Score		Percentage %	Ket
		Ideal	Achieved		
Obtainable Aspects Students from Implementation <i>Skills Lab</i> Online	P21	470	382	81.27%	Very good
	P22	470	384	81.70%	Very good
	P23	470	375	79.79%	Good
	P24	470	348	74.04%	Good
	P25	470	377	80.21%	Good
Total		2350	1866	79.40%	Good

Based on table 7, the ideal value (470) is the max score (5) x Number of samples (94) and it is known that the Usability Aspect of Online Clinical Skills According to the Perceptions of Students / FKIK UNJA is in the Good category with a percentage of 79.40%. Seen from the composition of indicators, the Usability Aspect of Clinical Skills is supported by indicators of Aspects that Students Get from Implementing Online Skill Lab with 5 statement items which produce a percentage of 79.40%.

Table 8 Results of Analysis of Clinical Skills Achievement / Mastery Aspects

No	Indicator	Items	Score		Percentage %	Ket
			Ideal	Achieved		
1	Ability in Deep silvery Increasing Competency Student After Carry out <i>Skills Lab</i> Online	P26	470	354	75.32%	Good
2	Student Achievement in Online <i>Skills Lab</i>	P27	470	326	69.36%	Good
		P28	470	317	67.45%	Good
Total			1410	997	70.71%	Good

Based on table 8, the ideal value (470) is the max score (5) x Number of samples (94) and for the value achieved is the score obtained from the research results after distributing questionnaires to respondents. It is known that the Aspects of Achievement / Mastery of Clinical Skills online According to the Perceptions of FKIK UNJA Students are in the Good category with a percentage of 70.71%. Penguasaan Keterampilan Klinik di dukung oleh indikator tertinggi yaitu Kemampuan yang di Perakekan dalam Peningkatann Kopetensi Mahasiswa Setelah Melaksanakan Skill Lab Daring dengan 1 item pernyataan yang menghasilkan persentase sebesar 75,32% dan juga didukung oleh indikator Ketercapaian Mahasiswa dalam Skill Lab Daring yang berada pada kategori Baik dengan Persentasi 67,45% dengan 2 item pertanyaan.

DISCUSSION

Based on the results that the author can get regarding the description of student perceptions of online skill lab learning in terms of 7 aspects, namely aspects of the physical environment, aspects of clinical skills practice duration, aspects of session arrangements, aspects of supervisor performance,

aspects of supervisor attitudes, aspects of the usefulness of clinical skills, and aspects of clinical skills achievement / mastery. it is known that overall these aspects fall into the good to very good category, this can be seen from the results of the descriptive analysis of each aspect below.

The aspect that has the highest percentage is the Supervisor Performance Aspect where this aspect is included in the very good category. Aspects of Supervisor Performance in the Online Skill Lab Learning Process Perceptions of supervisors or teachers have good experience so that they can provide knowledge and share skills with students then the supervisor conveys information in an organized and structured way so that it is easy for students to understand besides that also during the implementation of the Skill Lab the supervisor not only explains but also provides videos that demonstrate skills well and in accordance with the planned material so that students can understand properly.

Based on this, student perceptions of online Skill Lab learning in medical and health science faculty students, especially medical and nursing study programs at Jambi University in terms of Supervisor Performance aspects are supported by the theory put forward by Srinalesti, et al in 2014 which states that supervisors can assist students in developing their professional practice abilities, for which supervisors must equip themselves with knowledge and skills in providing effective and quality guidance. the role of the supervisor in Skill Lab learning activities is very meaningful so that the implementation of learning becomes effective⁸.

Supervisors who have intense experience can support student growth and their ability to contribute to client care in complex situations⁹. In addition, the performance of supervisors or teaching staff in the medical and nursing study programs of the Faculty of Medicine and Health Sciences, Jambi University is said to be good if the role of the teacher in learning is as a learning facilitator or makes it easy for learning to learn not just as a provider of information¹⁰.

The aspect that has the second highest percentage is the Usability of Clinical Skills aspect where this aspect is included in the good category. the Usability of Clinical Skills aspect is an assessment of the effectiveness or benefits of the implementation of online *Skill Lab* learning that has been carried out and in the medical and nursing study programs at Jambi University has benefits and really helps students to gain knowledge as well as self- confidence besides that this clinical skills learning can improve the communication skills of students / not only that, it can also improve the physical abilities of students / so that students' perceptions of online *Skill Lab* are good and can be useful and add to student *skills*.

Based on this, the Usability aspect of Clinical Skills according to the perceptions of medical and nursing students at Jambi University is in the good category where according to Suhartanti (2017) clinical skills laboratory learning can provide opportunities for students to apply theory to psychomotor skills directly so as to improve competence or a combination of knowledge, skills, values and attitudes that are reflected in habits of thought and action¹¹. Online *Skill Lab* learning that has been carried out is useful for maximizing students in each clinical environment in preparing competent, confident, and skilled health workers for practice⁶.

The aspect that has the third highest percentage is the Supervisor Attitude Aspect where this aspect is included in the Good category, the indicator in the Supervisor Attitude Aspect is the Supervisor's Attitude in Implementing Online Skill Lab to Run Well where student perceptions describe that the supervisor is friendly and helps students well and gives reprimands to students who do not pay attention not only that the supervisor also helps / gives different treatment to students who have difficulty in mastering certain skills, Another attitude that is displayed is that the supervisor encourages students to actively participate, provides motivation, advice and bright ideas to students besides that Most of the supervisors in the medical and nursing study programs at Jambi University also have good teaching staff in terms of attitudes where supervisors provide opportunities to improve for students who get low scores on practical exam results.

Based on this, student perceptions of online *Skill Lab* learning in students of the faculty of medicine and health sciences, especially medical and nursing study programs at Jambi University are reviewed from the aspect of the Supervisor's attitude which is in the good category and the attitude of this supervisor can affect the improvement of competencies achieved by students, according to

Oktorullah in 2020 who stated that the success of clinical learning can be influenced by both internal and external factors¹².

According to Saputra and Lisiswanti (2015), internal factors consist of knowledge, attitudes, student skills, motivation, personality characteristics, experience, and training and learning styles. While external factors consist of learning methods used, facilities, material content, clinical learning environment, and clinical supervisors¹³. This is reinforced by Marlina's (2017) statement that in achieving clinical learning competencies, the role and attitude of clinical supervisors as external factors are the most influential factors in improving the competencies achieved¹⁴.

The aspect that has the fourth highest percentage is the aspect of the Session Setting Aspect where this aspect is included in the Good category. In the aspect of session arrangements in the medical and nursing study program at the university of Jambi according to student perceptions there is appropriate learning plan (including objectives, learning tasks, and references) besides that there are also Guidelines (modules) available in each skill and are well arranged and explained, Supervisors prepare the needs for laboratory practice assessment and also supervisors organize tutorial groups to facilitate students in learning during laboratory practice.

Based on this, the learning process of online *skill lab* for medical and nursing students of UNJA seen from the aspect of session arrangement according to aktas 2016 states that session arrangement has an important role for students in motivating them to learn education. This is because although students theoretically learn all the necessary skills during their education, they graduate without sufficient experience and inadequate practice. This may contribute to the lack or decrease of academic motivation and clinical decision-making in students during their education¹⁵.

The aspect that has the fifth highest percentage is the aspect of the Duration of Clinical Skills Practice which is included in the Good category. in the aspect of the Duration of Clinical Skills Practice in the medical and nursing study program at Jambi University according to the perceptions of students for the implementation of online skill labs in terms of the time allocated for each clinical skills session according to the learning syllabus besides that in the Frequency (number) of clinical skills sessions carried out according to the available learning syllabus and the time given for independent practice according to the learning syllabus and the time for conducting evaluations / OSCE according to the learning syllabus.

The aspect that has the sixth highest percentage is the aspect of Clinical Skills Achievement / Mastery which is included in the good category, in the aspect of Clinical Skills Achievement / Mastery according to student perceptions to master skills it is necessary to watch the video of each clinical skill to increase knowledge so that students can understand the clinical skills material taught in each course in theory and in practice.

Based on this, the learning process of online *skill labs* for medical and nursing students at UNJA is seen from the aspect of Clinical Skills Achievement / Mastery which is supported by the theory according to Putri, Sumartini, & Rahmi in 2021 which states that clinical nursing learning outcomes are directed at the ability of students to be able to provide nursing care to patients, mastering techniques and procedures for nursing actions on patients¹⁶. while the product of educational efforts is either the behavior, characteristics, qualities, or attributes displayed by students at the end of the educational program⁶.

Aspects that have the last percentage are aspects of the physical environment which are included in the good category. in the aspect of the physical environment in the implementation of online *skill lab* learning that has been carried out, it is necessary that the surrounding environment is conducive to learning clinical skills, besides that it also has appropriate tools and materials for conducting clinical skills laboratory learning and a stable internet network when learning so that when implementing learning students feel comfortable carrying out clinical skills and student perceptions of the physical environment are good but still need a lot of improvement in terms of the availability of tools and the comfort of the student environment in terms of student perceptions.

Based on this, the learning process of online skill labs for medical and nursing students at UNJA is seen from the aspect of the physical environment which is supported by the theory of Saputra and

Lisiswanti in 2015 that the physical environment is comfortable and meets the physiological needs of students, the skill training process will run well and can increase student motivation in practicing clinical skills¹³.

Reinforced by Erwan et al. in 2020 stated that there is a relationship between learning environment variables and learning quality, where the key is *resilience* and *clinical learning experience* or learning experience from students¹⁶. *Resilience* is the process, capacity, or result of adaptation to challenging or threatening circumstances which, in an academic context, is defined as the ability of students to overcome possible environmental difficulties caused by nature, conditions, and early experiences¹⁷.

In this case, students' perceptions of the online *Skill Lab* learning process in the UNJA medical and nursing study program can be said to be good in the aspects of Supervisor Performance, Usefulness of Clinical Skills, Supervisor Attitude, Session Setting, Duration of Clinical Skills Practice, Achievement / Mastery of Clinical Skills and Physical environment, the online *skill lab* learning process can be said to be Good. This means that even during the Covid-19 pandemic, UNJA nursing has implemented a good online *skill lab* learning process. So that with a good online *skill lab learning process* can be an effort to achieve optimal learning outcomes for students who experience online *skill lab* learning in UNJA's medical and nursing study programs.

CONCLUSIONS

Based on the objectives of this study, it can be concluded that, Description of Student Perceptions of the 2015 Process The physical environment is comfortable and meets the physiological needs of students, the skills training process will run well and can increase student motivation in practicing clinical skills.

Reinforced by Erwan et al. in 2020 stated that there is a relationship between learning environment variables and learning quality, where the key lies in resilience and clinical learning experience or learning experience from students. Resilience is the process, capacity, or result of adaptation to challenging or threatening circumstances which in an academic context, is defined as the ability of students to overcome possible environmental difficulties caused by nature, conditions, and initial experiences.

In this case, student perceptions of the online Skill Lab learning process in the UNJA medical and nursing study program can be said to be good in the aspects of Supervisor Performance, Usefulness of Clinical Skills, Supervisor Attitude, Session Setting, Duration of Clinical Skills Practice, Achievement / Mastery of Clinical Skills and Physical environment, the online skill lab learning process can be said to be Good. This means that even during the Covid-19 pandemic, UNJA nursing has implemented a good online skill lab learning process. So that with a good online skill lab learning process can be an effort to achieve optimal learning outcomes for students who experience online skill lab learning in UNJA's medical and nursing study programs.

Online Skill Lab Learning at the Jambi University Faculty of Medicine and Health Sciences during the covid-19 pandemic which is reviewed from 7 aspects including aspects Physical environment, Clinical Skills Practice Duration, Session Setting aspect, Supervisor Performance aspect, Supervisor Attitude aspect, Clinical Skills Usability aspect and Clinical Skills Achievement / Mastery aspect. online learning process from all these aspects, it can be seen that students' perceptions of online learning during *covid- 19* have gone well with an average index of 74.14%. The details of the description of each aspect can be seen as follows :

- a. The description of the physical environment aspect is in the Good category with a value of 61.43%.
- b. The description of the duration aspect of clinical skills practice is in the good category with a value of 71.49%.
- c. The overview of the Session Setting aspect is in the Good category with a score of 76.86%.
- d. The overview of the Guidance Performance aspect is in the Very Good category with a score of 82.55%.
- e. The overview of the Mentor Attitude aspect is in the Good category with a value of 76.48%.
- f. The overview of the Usability aspect of Clinical Skills is in the Good category with a score of

79.40%.

- g. The overview of the Clinical Skills Achievement / Mastery aspect is in the Good category with a value of 70.71%.

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