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NURSING EDUCATION RESILIENCE: THE EFFECTIVE STRATEGIES TO ADDRESS THE CHALLENGES OF STAKEHOLDERS DURING THE COVID-19 PANDEMIC

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Abstract: The complexity of the challenges for nursing education makes the nursing study program think hard to produce various innovations in curriculum implementation during the COVID-19 pandemic. This study aims to explore the strategy of the nursing undergraduate study program in implementing a nursing curriculum that is oriented to stakeholder demands during the COVID-19 pandemic. This study uses a qualitative approach, using interpretive phenomenological methods. Purposive and snowball sampling was used in this study to help the researchers identify the key informant, with the criteria: ten nursing lecturers who are active in giving lectures in the COVID-19 pandemic, twenty stakeholders (among them: students, nursing clinical instructors, clinical professional nurses, users of nursing graduates) and willing to be an informant. Using semi-structured interview techniques, the data obtained is then analyzed using the interactive analysis model of Miles, Huberman & Saldana. The results found five themes, including (1) Increase collaboration with instructors from the clinic; (2) Strengthening the skills of teachers with the blended learning method; (3) Streamline the learning management system; (4) Develop community-based nursing learning during pandemic; (5) Open-effective communication with stakeholders. The effectiveness of the curriculum implementation strategy during the COVID-19 pandemic requires pro-activity from the entire academic community of the nursing study program, to produce quality nursing graduates and meet the high demands of stakeholders during the multi-crisis of the COVID-19 pandemic. The success of the nursing education curriculum system during the COVID-19 pandemic is strongly influenced by the active and positive contributions and collaborations of nursing stakeholders.

Keywords: COVID-19 pandemic; curriculum strategies; nursing education; resilience; stakeholders challenges.

the COVID-19 pandemic has resulted in the paralysis of aspects of life in society, including in the education sector, where education has obstacles in the application of learning that should require direct interaction, forced to use e-learning-based learning both synchronous and asynchronous education (Beltz et al., 2020; Mansyur, 2020), this also has an impact on nursing education. Nursing education during the COVID-19 pandemic requires creativity, strong collaboration from the nursing academic component, and maximizing technology in nursing education. The academic community, such as lecturers, students, parents are forced to adapt to the new flow that implements virtual learning activities or online learning. On the other hand, high demands from nursing graduate users are expected to have good insight into nursing in the application of critical thinking, professional and ethical, and adaptive nursing work skills (Triwijayanti and Rahmania, 2019; Maniago, Albougami, and Orte, 2020; Saleh, 2020; Fanani and Jainurakhma, 2021).

Nursing education during the COVID-19 pandemic has many challenges as well as demands on the quality of curriculum implementation that have an impact on the quality of nursing graduates, with limitations on the quality of learning that requires learning to directly interact with patients being hindered, this reduces the caring sensitivity of nursing graduates directly, where the sensitivity of caring itself is created by the experience of each student (nurse) when interacting with the uniqueness of each patient (Pickles, King and de Lacey, 2017; Izzah et al., 2018; Jainurakhma, Damayanti, et al., 2021).

The complexities of these demands include: having integrity (ethical and moral); expertise based on nursing competence; had a broad insight between disciplines in the health sphere; have leadership skills; mastery of English; skills in mastering information technology; able to do teamwork in nursing work culture; and have the ability to self-development (Pollock et al., 2018; Triwijayanti and Rahmania, 2019; Maniago, Albougami, and Orte, 2020; Wulandari, 2020). Various demands for nursing graduates' competencies cannot be separated from the involvement of stakeholders in the nursing sector, as we know that stakeholders have an important involvement in the resilience of nursing education related to the quality of nursing graduates by the demands or needs of qualified and competitive nursing professionals in the community (Parson, Childs, and Elzie, 2018; Budiman et al., 2019; Triwijayanti and Rahmania, 2019; Virgolesi et al., 2019).

Stakeholder demands on graduates of nursing study programs during COVID-19 include the ability to adapt to the nursing work environment; able to work together in the nursing team; sensitivity to the ethos of the surrounding work culture; promoting ethics and morals in nursing work culture (Numminen, Repo, and Leino-Kilpi, 2017; Akbas, 2019; Budiman et al., 2019); have a good mastery of knowledge in the discipline of nursing and skilled in providing nursing care with attention to safety and patient satisfaction (Li et al., 2017; Widiasari, Handiyani, and Novieastari, 2019; Wianti et al., 2021).

The demands of stakeholders were also felt by STIKes Panji and STIKes Taras as a result of a preliminary research study conducted at the beginning of the COVID-19 pandemic in 2020, as one of the institutions that produced professional nurse graduates, who currently have several obstacles in the process of implementing the learning curriculum, including: the quality of virtual learning that is not stable either in terms of students or the instructors themselves, limitations in terms of human resources in mastering technology, both students and teachers; limited understanding of lectures felt by students using online media, declining quality of "caring" learning, lack of direct interaction between students and patients due to restrictions on student access to practice in clinics; the limitations of teachers in transferring nursing care skills to students which have an impact on the decline in the quality of student skills; a decrease in the quality of student "caring" practices that prioritize the affective integrity, knowledge, and skills of nursing graduates holistically.

In curriculum management, the role of stakeholders is very large in improving the quality of education, with various kinds of information provided by stakeholders will help education management managers focus on the goals of managed educational organizations (Bhebe and de la Harpe, 2014; Steward, 2016; Harrison et al., 2019; Popadynets et al., 2020), especially in terms of nursing education resilience that remains empowered, competitive with the demands of the nursing industry at the local, national and international levels. The above background indicates the need to develop nursing education, especially in terms of nursing education resilience during the COVID-19 pandemic. The purpose of this study is to explore the strategy of the nursing undergraduate study program in implementing a nursing curriculum that is oriented to stakeholder demands during the COVID-19 pandemic.

METHOD

This study uses a qualitative approach, a case study by comparing the findings at each site and using interpretive phenomenological. This research was conducted from March 2020 to August 2021. Purposive and snowball sampling was used in this study to help the researchers identify the key informant, with the inclusion criteria for the academic community involved in implementing the curriculum: ten nursing lecturers who are active in giving lectures during the COVID-19 pandemic, twenty stakeholders (among them: students, nursing clinical instructors, clinical professional nurses, users of nursing graduates, nursing professional organizations) and willing to be an informant.

The data collection process was obtained using semi-structured interview techniques; Data were also obtained from a virtual survey as well as documents related to the implementation of the learning curriculum in the undergraduate nursing study program STIKes Panji and STIKes Taras related to nursing education resilience during the pandemic, as well as observations made by researchers related to nursing student learning in amid the COVID-19 pandemic. The data obtained is then analyzed using the interactive analysis model of Miles, Huberman & Saldana, which includes: data collection, data display, data condensation, conclusion drawing/verifying.

RESULTS AND DISCUSSION

Results

Characteristics of the informants involved in this study were aged 19-45 years with diverse educational and occupational backgrounds.

Table 1. Characteristic of the informant

Informant	Job type	Gender	Experience (year)	Education qualification
L1	Lecturer of nursing, head of nursing study program	Female	>5	BSN, RN, MN
L2	Lecturer of nursing, head of student affairs	Female	>5	M.Ed
L3	Lecturer of nursing	Female	>5	BSN, RN, MN
L4	Lecturer of nursing	Female	>5	M.Psi
L5	Lecturer of nursing, vice chairman of the curriculum	Female	<5	BSN, RN, MN
L6	Lecturer of nursing	Female	>5	MPH
L7	Lecturer of nursing	Female	>5	BSN, RN, MN
L8	Lecturer of nursing, head of nursing study program	Male	<5	BSN, RN, MN
L9	Lecturer of nursing, secretary of nursing study program	Male	>5	BSN, RN, MN
L10	Lecturer of nursing	Female	>5	BSN, RN, MN

(Source: primary data, 2021)

All of the informants in table 1 who were involved in this study had a master's educational background, with an average work experience as a lecturer in nursing education of more than 5 years. Meanwhile, the 20 stakeholders that contributed to this research provided data related to the competencies required by a competitive graduate of nursing degree, that had various backgrounds, including students, nursing clinical instructors, clinical professional nurses, users of nursing graduates.

### The challenges of stakeholders

The results of interviews with several stakeholders indicate that the demand for the attitude of nursing graduates is the most important thing that must be increased and considered.

The data shows that stakeholder demands for nursing graduates are still very diverse, but all of them are narrowed down to three major aspects, namely: cognitive, affective, and psychomotor aspects accompanied by mastery of information technology, especially those related to nursing practice, and skilled in English.

Table 2. Stakeholder demands to nursing graduates

Aspect	Stakeholder demands	Source
The knowledge aspect (cognitive)	Critical thinking skills in solving nursing problems	Professional organizations (Persatuan Perawat Nasional Indonesia), communities, educational associations, students, alumni, hospitals, public health centers
The affective aspect (attitude)	Honest, disciplined, able to work together, polite, responsible for tasks, easy to adapt, ability to make decisions, good communication to superiors and patients	
The psychomotor aspect (skills)	Skilled and agile in providing nursing care to patients, mastery of information technology, especially those related to nursing practice	

(Source: primary data, 2021)

Nursing Study Program Strategies
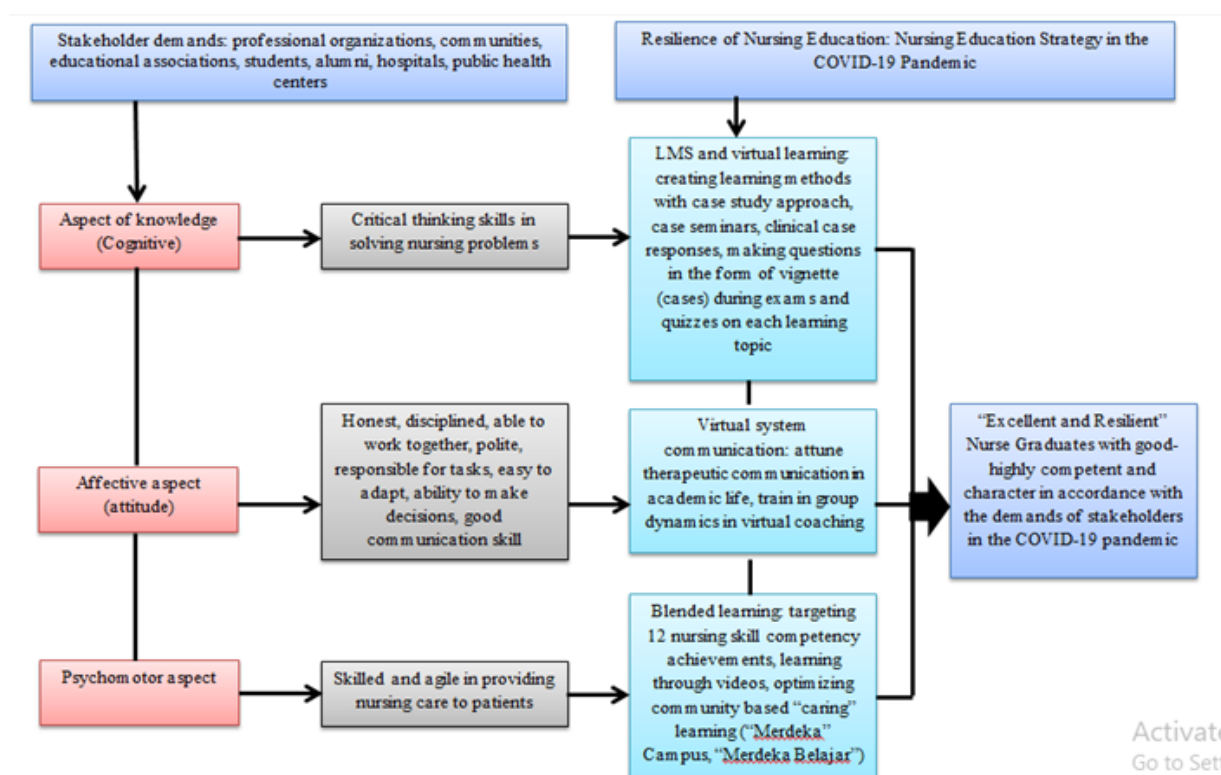
Figure 1. Research findings of Resilience of Nursing Education: Nursing Education Strategy in the COVID-19 Pandemic

The implementation of the strategy of resilience in curriculum management and learning during the COVID-19 pandemic requires synergy from all components of the academic community including; (1) increasing collaboration with instructors from clinics, both directly and offline; (2) strengthening the skills of lecturers and the entire academic community in the application of blended learning methods; (3) streamlined the learning management system (LMS), to facilitate access for all LMS to support distance learning that still prioritizes quality; (4) developing community-based nursing learning in during of a pandemic COVID-19, utilizing independent learning programs; (5) open and effective communication with stakeholders to maintain the quality of the nursing study program curriculum.

Discussion

A Nursing educational condition during pandemic COVID-19 forces study program of nursing at School of Health Panji and Taras sensitive to stakeholder needs of professional and competent nurses. Innovation and creativity are carried out to optimize the act of curriculum implementation in the middle of this crisis. Those study program's optimization efforts are by (1) increasing collaboration with instructors from clinics, both directly and offline; (2) strengthening the skills of lecturers and the entire academic community in the application of blended learning methods; (3) streamlined the learning management system (LMS), in order to facilitate access for all LMS users in order to support distance learning that still prioritizes quality; (4) developing community-based nursing learning in during of a pandemic COVID-19, utilizing independent learning programs; (5) open and effective communication with stakeholders to maintain the quality of the nursing study program curriculum.

Increase collaboration with instructors from the clinic; as we know that a clinical instructor has an important role in the development of the learning process, especially for vocational college that has curriculum distribution such as 40% for theory and 60% for clinical practice. Following Ika (2020), she argues that clinical the instructor's role is essential in clinical learning process to prepare students to become competent health workers in a clinical practice environment. Therefore, clinical advisors need to have special characteristics which support their service process. These characteristics are considered to decide who the next clinical advisor is and to arrange educational program services for clinical advisors to promote the students' learning.

According to Sabog (2015) that an effective clinical advisor is an advisor who has professional competencies, interpersonal relationships, character, and teaching skills in the process of providing guidance. A study reveals that a clinical advisor has a massive influence to push students to learn and adapting in a new condition (Al-Hamdan et al.,2014). Moreover, the activity and quality of advisors play an essential role in clinical teaching and learning. The successful development of nursing students as professional nurses is believed more on the quality of clinical learning setting (Hofler, 2008). The implementation of the e-learning curriculum in the COVID-19 pandemic requires support from various levels of education management, especially the role of an institutional leader who must think hard and carefully strategy to keep monitoring the course of the curriculum with quality learning that is achieved by all competencies of nursing graduate students, by improving the quality of human resources performance based on information and technology, including improving lectures professionalism is carried out through; (1) formulating institution planning and development (2) improving teacher work discipline, both in terms of e-learning, e-administration, and behavior; (3) conducting regular academic e-supervision (Bafadal, Roesminingsih and Sumbawati, 2022; Santosa, 2022); and (4) collaborate with stakeholders.

Strengthening the skills of teachers with the blended learning method; by doing collaboration between teachers and advisors from various clinics using blended learning method can increase teachers' clinical teaching skills. Since blended learning has been becoming a trend in teaching and learning methods, teachers must strengthen their teaching skills with this method to make students' achievement increase happen. As an implementer of the learning curriculum, it is important in e-learning to pay attention to competency readiness, course descriptions, number of credits, subject lecturers, material topics, learning experiences, learning media, reference sources, and evaluation criteria used (Jamal, 2020; Prawatiningsih and Asia, 2022), good and careful readiness by curriculum implementers e-learning based nursing education will have a major impact on the quality of graduates (Naseem et al., 2020; Jainurakhma, Imron, et al., 2021). During the pandemic, for almost two years, students are learning using ICT and becoming internet literate hence teachers should have had their strategy to attract students more because they get bored easily in front of ICT. Teachers can strengthen their skill of teaching using blended the learning method started from choosing the appropriate learning objectives, appropriate teaching theory/activities and appropriate teaching materials (Bielousova, 2017). To make teachers easier in deciding the learning objective, they can refer to Indonesian national work competency standards. It gives teachers clues about what they have to give to the students. Related to teaching and

learning activities, the teacher should find the most interactive activities in blended learning to engage students actively during learning the process, for instance, by giving students a chance to have discussions using chat or discussion features. This discussion should be designed as informal as possible (Aini, 2021) without banishing the honorific. In other words, teachers should give them a space to show their opinion casually. Furthermore, appropriate teaching material can improve their students' engagement. Teachers are suggested to use authentic materials appropriate to the topic (Kadioglu, Tacgin, and Sahin, 2020; Fanani and Jainurakhma, 2021) such as journals, videos, podcasts, etc. These authentic materials facilitate students to bridge the gap among students, teachers, and the real action (Escolar-llamazares, 2020; Yamin and Syahrir, 2020). The last, teachers should not forget to assess during the process to give students trust and keep the progress (Mikkonen, Vuopala and, Ka, 2019); so that the learning progress is under observation and monitoring.

Teachers cannot work by themselves to increase students' achievement and competencies, in a medical or nursing education setting, nurses as the advisors are involved. Nurses in the hospital can share the current issues with the teachers to increase teachers' clinical skills through blended learning methods so that the school can fulfill and make qualified nurses be. So, improving teachers' skills through sharing knowledge with nurses strengthen and enrich teachers' teaching method such as collaborative learning, cooperative learning, contextual learning, project-based learning and, problem-based learning. In which, those teaching methods can be implemented in blended learning.

Streamline the learning management system; the complexity of information and communication technology-based learning management system with lack of human resources' competent (teacher) need to provide streamline the learning management system and be creative in using ICT in nursing education. During a pandemic, the teaching-learning process is performed online. This condition demands all teachers especially lecturers to be able to operate applications or multimedia as learning tools. There are other factors to achieve this online learning such as infrastructure, system and application, content, and the operator (Fanani and Jainurakhma, 2021). The limitation in using or applying learning tools would hinder that process indeed. This is in accordance by Mansyur (2020) that the ability to operate or using the technology in online learning is absolute.

The successful of learning, online learning, in this case, is not merely from the teacher but also from the school's policy, information and technology (IT) division (facilities and infrastructure), and the students. There are four steps to achieving this such as (1) designing, it includes identifications of learning objectives, formula, materials preparation, assignment, and teaching-learning method; (2) implementing, it includes code of conduct implementation, materials development, interaction during online learning and SOP; (3) assessment, it assesses the level of achievement of learning objective starting from implementation, technic, and procedures; and (4) Monitoring and evaluating, it is important to retain the quality of teaching and learning process.

Develop community-based nursing learning during pandemic COVID-19; develop community-based nursing learning during pandemic through the utilization of "Merdeka Belajar". Pandemic COVID-19 has affected paralysis in some sectors, one of them is the educational sector such as nursing higher education. Thus, one of the solutions proposed by the government to keep the teaching-learning process going on smoothly is by 'work from home' (WFH) as a means of physical distancing where this program has become the best solution so that educational activities continue to be carried out. However, for nursing education, this is not enough just to have online learning at home because they need clinical practice to improve their skills in developing their clinical skills, affective, knowledge, and communication skills. For this educational goal to be achieved, higher education institutions need to create a breakthrough that synergizes with government programs so this objective can be completed. One of them is to utilize the "Merdeka Belajar" Program proposed by Education and Culture Ministry (Sugiarto, 2020).

"Merdeka Belajar" is a natural learning process in which nursing students can learn at liberty with no pressures, no stress on private problems, free to create and innovate. "Merdeka Belajar" program is very suitable to be implemented in the community as a part of reaching the learning objectives of

Community-based nursing. In community-based nursing, nursing service is given professionally to the people that focus on high-risk groups to achieve optimal health status through health improvement, diseases prevention, maintenance of rehabilitation by ensuring the affordability of needed health services, and involving clients (patients) as partners in planning, implementation, and evaluating nursing services that have been provided (Kristina et al., 2018).

In implementing community-based nursing care, nursing students learn how to be able to give attention to every activity in the nursing process that runs continuously dynamically in a cycle through the stages of assessment, data analysis, nursing diagnoses, planning, implementation and evaluation. All steps of the nursing care plan can be developed better through "Merdeka Belajar" Program.

Through "Merdeka Belajar" Program, students can use technology as widely as possible to create an interesting program of planning activities in a community to involve people in following the suggestions or care programs carried out by them. The assessment process to the community has become easier and faster. Thus, students' creativity can be developed optimally. They are free to have an imagination then present new innovative works. In "Merdeka Belajar" Program, students are encouraged to be more active and more participate, create synergism and strong collaboration between students and community, further, make a competition that can encourage the competitiveness of students so that they can continue to work and participate.

Later, students in a community are demanded to be a leader and community mobilizers in achieving better health status (Juan, 2021). Through implementing "Merdeka Belajar" Program, students can create breakthroughs in every community group, not only for pregnant women, the elderly, teenagers but also other special groups. Besides, nursing students can carry out interprofessional collaboration with their peers or professional organization and community organization that is needed in a structured and sustainable manner.

The online learning process does not only complicate parents but also burdens the low economic group because of the cost of the internet, provision of laptops or even mobile phones to support the online learning process. Here, "Merdeka Belajar" program is very appropriate to be implemented in community-based nursing. Students can help a group of the community, especially children by being a teacher and then helping students to reach the learning objectives determined by the school. On the other hand, students have helped teachers decrease their burden by giving interesting materials, using innovative and attractive teaching methods either student can get knowledge or decrease the stress level caused by the high learning objectives, lots of assignments, or the lack of direct guidance from the teacher on the material or topics given during online learning

With the increasing number of opportunities for nursing students to apply their knowledge and skills directly to the community, one of which is through this "Merdeka Belajar" program, students have broad opportunities to learn and develop their ideas and their ideas help to improve the level of public health, both physically and mentally.

Open-effective communication with stakeholders. Open and effective communication with stakeholders, the importance of communication with stakeholders helps nursing study programs in preparing graduates who are competitive and competent under stakeholder demands. Active and open communication with stakeholders is beneficial for nursing study programs, where stakeholders can have an effect or be affected by the achievement of the results of a nursing study program in producing graduates. Stakeholders in the nursing profession, what is meant by the organization are nursing study programs that produce nursing graduates, where these graduates can influence the group (graduate users) and or nursing graduates who must follow stakeholders. In the context of a nursing curriculum based on the Indonesia Qualification Framework, at the beginning of the preparation or planning of the curriculum, we need to analyze the needs of stakeholders, with the hope that the curriculum that is designed or developed can provide supplies for graduates as superior curriculum products that remain relevant to the needs of the times (Bvumbwe and Mtshali, 2018; Parson et al., 2018; Virgolesi et al., 2015).

Nursing graduates that put forward attitude, good character, and alert to culture are demands for nursing graduates. A good nursing curriculum its design needs to include educational content that is able to improve the ethics and morals of nursing graduates, this can have an impact on students and nursing graduates who can show a complete caring quality both in terms of service, knowledge, skills, and ethics (Desimone, 2016, 2019; Numminen, Repo and Leino-Kilpi, 2017).

Nursing graduates that are skilled when performing nursing care, can adapt and cooperate, this is a demand that is often given by stakeholders, nurses who are skilled in nursing caring services can support service quality. At the beginning of the nursing semester, students need to be taught about communication skills and ethics, interacting with their environment, and respecting differences (Desimone, 2019), nursing professional ethics must be able to internalize the behavior of the nursing profession (Slack, Cliffs and Slevin, 2006; Hamdani, 2020). The technical skills of a nurse are a form of caring, caring is the center of all nursing professional actions (Nurhayati, 2018; Jainurakhma et al., 2020). Moreover, the interpersonal relationship skills of graduates who are easy to adapt to new work environments and can work together with nurses or other non-medical personnel, make nursing management successful in hospitals.

Nursing graduates who can make responsive decisions are art and/or skill apart from each graduate, because the caring behavior of nursing graduates is strongly influenced by the environment and personal self. In attitudes and values, IQF states that the learning outcomes of higher education graduates work together and care for the environment and society (Haryanti et al., 2016; Budiman et al., 2019). Competent nursing graduates must have caring, high sensitivity to the environment, be able to analyze the community's needs for the profession they carry, and be able to make decisions appropriately according to their authority, supervision, and evaluation.

The implication for nursing study programs that use an IQF-based curriculum is that it is necessary to look at the nursing industry opportunities offered by stakeholders as users of nursing graduates. The study program in curriculum planning must be careful and creative in reading opportunities for nursing graduates who are efficient, competitive at home and abroad, and able to keep up with the demands of the times, by what is mandated in the Indonesian National Qualifications Framework (Jainurakhma, Imron, et al., 2021). The need for nursing education providers to improve the quality of soft skills of nursing graduates "having good morals", having a fast response in working according to their authority, having good collaboration skills, being sensitive to the culture that exists in their work environment, while remaining rooted in the Indonesian national culture as a main character of the nation.

By meeting the needs of stakeholders, it will have a positive impact on stakeholders and the institutions themselves, because both can fulfill each other and are satisfied with the curriculum products obtained. The institution itself, especially the Nursing study program, with the input of efficient stakeholders, will be prepared to provide various kinds of competencies and skills through training or workshops that support the quality of graduates of the nursing study program.

CONCLUSION

The success of the nursing education resilience of the curriculum system during the COVID-19 pandemic is strongly influenced by the active and positive contributions and collaborations of nursing stakeholders. The curriculum implementers are necessary to innovate in developing a creative nursing education system and continue to produce nursing graduates according to the demands of stakeholders even in the COVID-19 crisis.

The magnitude and high demands of stakeholders on the quality of curriculum management implementation to produce graduates who are following the demands during the COVID-19 pandemic, require creativity, collaboration, and innovation from all academics in implementing IT-based learning, increasing collaboration with clinical instructors; improve innovative and comfortable community-based nursing education learning during the learning process; establish effective communication with users of nursing study program graduates; improve IT-based facilities and infrastructure to improve

the quality of learning virtually both synchronously and unsynchronically, which is accompanied by increased understanding and skills of the academic community of nursing study programs in the use and development of learning management systems that aim to improve the quality of learning virtually during of the COVID-19 pandemic crisis.

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