

ORIGINAL ARTICLE

Self-Adjustment of Pre-Clinical Medical Students During Offline Hybrid Learning

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ABSTRACT

Introduction: The COVID-19 pandemic situation which is getting under control has changed the learning process from a distance learning system (online) to a limited face-to-face one, as recommended by the government. This system is also applied at the Faculty of Medicine, UIN Syarif Hidayatullah, Jakarta, thus requiring students to be able to adapt. This study aims to describe the adjustment ability of students from fully online learning conditions to hybrid offline learning conditions. **Methods:** This was a descriptive study conducted on all first to third year students of the Faculty of Medicine, UIN Syarif Hidayatullah Jakarta, who underwent the hybrid offline learning module for the first time. It was a total sampling study. Self-adjustment was measured using a yes or no questionnaire prepared by the researcher and this tool has been validated. Data were analyzed using SPSS version 25. **Results:** There were 276 subjects consisting of 25% men and 75% women, the majority lived in boarding houses (50.7%), and the distance from their residence to campus was less than 1 km (53.3%). More than half of the respondents were in a good adjustment condition (63%), and most of them were second year students. **Conclusion:** The self-adjustment of preclinical medical students in facing changes in fully online learning conditions to offline hybrid learning is good. Most of them choose to live close to campus to facilitate the implementation of the mixed learning system and it is hoped that students will not experience problems in the learning process under any circumstances.

Keywords: Hybrid learning, Medical students, Self-adjustment

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INTRODUCTION

The Covid-19 pandemic situation that has been going on since the end of 2019 has changed the lifestyle of the world community. The government applied physical and social distancing rules for all residents and instructed the implementation of work and study from home (1). Based on a government statement letter that commanded the closure of all schools, the Faculty of Medicine UIN Syarif Hidayatullah also applied the distance learning method (online) as part of efforts to limit the risk of spreading COVID-19. This change in the learning system made most of the students returned to their hometowns which were scattered throughout all over Indonesia.

Not all learning activities can be done online. One of the learning activities of medical students requires them to interact with patients or simulated patients, namely basic clinical skills activities so that students still need a

face-to-face learning system. With the increasing number of Indonesian citizens who have been vaccinated and the success of the system of limiting activities outside the home, there were a decrease in the prevalence of Covid-19 in Indonesia in September 2021. Based on the Instruction of the Minister of Home Affairs No. 35 of 2021, a policy of limited face-to-face learning and/or distance learning program (2). This mixed learning method between online and limited face-to-face activities is termed the hybrid method (3). This system was implemented at the Faculty of Medicine UIN Syarif Hidayatullah since the end of September 2021 in stages, by implementing strict health protocols.

These changes in the learning system require students to be able to immediately adapt, both in their lifestyle and in school activities. Face-to-face learning activities in campus were new for first- and second-year students, since they had been doing online learning only before. Most students have to find place to live around campus and experience life away from their families in a pandemic situation, where they must be able to regulate hybrid learning module, as well as a lifestyle that is quite difficult with restrictions on activities, and had to

apply the strict health protocols, such as wearing masks, wash hands with soap, keep a distance, stay away from crowds, limit mobilization, and interaction.

According to Schneiders (4), self-adjustment is a process that involves mental and behavioral responses in which individuals try to overcome various internal needs, pressures, frustrations and conflicts and affect the level of harmony between the demands of the individual and the demands of the task from the outside world or the environment in which the individual is located. The dynamic changes in learning methods experienced by medical faculty students require high adaptability in order to carry out learning well. During this learning method, students are required to obey the health protocols that apply both on campus and off campus. This study aims to get an overview of the level of student adjustment in the face of changes from an online learning system to a hybrid learning system, so the Education Administrators could have description of the students conditions and could make better academic atmosphere in the future.

MATERIALS AND METHODS

This research was a descriptive study which was carried out on the first to third year academic stage students of the Faculty of Medicine, UIN Syarif Hidayatullah Jakarta, who take the offline hybrid module for the first time at the end of September, 2021. Full offline learning module was started on April 2020, and this study was conducted on November 2021, about 2 months of offline hybrid module ongoing. We collected data including age, gender, residency, distance between home and campus, and the self-adjustment criteria.

Instruments

We have prepared a questionnaire using yes and no answers to measure the self-adjustment criteria. It was consisted of 23 questions that were divided into three aspect of measurement, such as personal, social, and academic aspects as shown in table I. Maximum score was 23 and minimum score was zero. Self-adjustment criteria were good if the score was more than 15, fair if the score between 7-15, and poor if the score less than seven. The questionnaire has undergone a validation process with Cronbach’s alpha coefficient 0.813. Data collection was done online via Google Forms to minimize the risk of the spread of Covid-19, and data were analyzed using SPSS version 25.

Ethical consideration

Surveys are anonymous, students provide no identifiable personal data. The study was approved by the Ethics Committee from Faculty of Medicine, UIN Syarif Hidayatullah, Jakarta.

RESULTS

From totally 320 students, 276 of them were willingly

Table I: Self-Adjustment Questionnaire Scoring

Personal Aspect	Answer for score 1:	Social Aspect	Answer for score 1:	Academic Aspect	Answer for score 1:
I feel sad and my mood was not so good	No	I have friends to whom I can talk to about my problems	Yes	I like the hybrid learning method activities in this campus	Yes
I am not able to control my emotions	No	I can interact well with other people and friends during hybrid learning method period	Yes	I am satisfied with the schedule arrangement during this hybrid learning method period	Yes
I find it difficult to cope with the hybrid learning method	No	I think I fit in well in campus during hybrid learning method period	Yes	I am satisfied with the teachers that I have during this hybrid learning method period	Yes
I feel tired most of the time	No	I think I am able to participate in all hybrid learning method activities well	Yes	I like the assignments that was given during this hybrid learning method period	Yes
I don't feel very motivated to study	No	I am satisfied with my life during hybrid learning method period	Yes	I feel secure regarding health protocol during this hybrid learning method period	Yes
I often feel confused	No	I feel very lonely during hybrid learning method period	No		
I've been feeling nervous lately	No				
I don't sleep well lately	No				
I feel good lately	Yes				
I think I am not able to do everything that is required of me	No				
I'm not doing it well enough because of the amount of work I do	No				
I've been thinking about asking for psychological help lately	No				

to fill in the questionnaire (response rate 86.25%). Majority of the respondents were female (75%) and age group between 15 to 19 years old were dominant (169 students, 61.2%). As much as 140 (50.7%) students were living in boarding house. The distance between home and campus were less than 1 kilometer for about 53% students, so it would be so much easier for them to go to campus back and forth. But still, there were 15.6% of them were more than 10 kilometers (Table II).

The median self-adjustment scores for class of first, second and third year students were 16 (5-23), 16 (2-23) and 15 (4-23) respectively. More than half of the students were in a good adjustment condition as many as 149 (54%) respondents, and only seven students (2.5%) were poor. Second year class had the most good category of self-adjustment (55 respondents, 62.5%) (Table III).

Table II: Respondents' characteristics

Academic year	Third year (%)	Second year (%)	First year (%)	Total number (%)
Respondents	92 (33.3%)	88 (31.9)	96 (34.8)	276 (100%)
Gender				
Male	25 (27.2)	18 (20.5)	26 (27.1)	69 (25)
Female	67 (72.8)	70 (79.5)	70 (72.9)	207 (75)
Age				
15-19 y.o	15 (16.3)	65 (73.9)	89 (92.7)	169 (61.2)
20-25 y.o	77 (83.7)	23 (26.1)	7 (7.3)	107 (38.8)
Residency during hybrid learning process				
Boarding house	47 (51.1)	46 (52.3)	47 (49)	140 (50.7)
Dormitory	7 (7.6)	8 (9.1)	20 (20.8)	35 (12.7)
Rent house	16 (17.4)	-	2 (2.1)	18 (6.5)
Parent's house	21 (22.8)	32 (2.4)	24 (25)	77 (27.9)
Relative's house	1 (1.1)	2 (2.3)	3 (3.1)	6 (2.2)
Distance between home and campus				
< 1km	59 (64.1)	42 (47.7)	46 (47.9)	147 (53.3)
1-3 km	17 (18.5)	15 (17)	22 (22.9)	54 (19.6)
4-6 km	5 (5.4)	6 (6.8)	6 (6.3)	17 (6.2)
7-9 km	3 (3.3)	5 (5.7)	7 (7.3)	15 (5.4)
≥10km	8 (8.7)	20 (22.7)	15 (15.6)	43 (15.6)

Table III: Self-Adjustment Category of the Students

Students academic stage	Good (%)	Fair (%)	Poor (%)
First year	44 (45.8%)	49 (51.0%)	3 (3.1%)
Second year	55 (62.5%)	31 (35.2%)	2 (2.3%)
Third year	50 (54.3%)	40 (43.5%)	2 (2.2%)
Total	149 (54%)	120 (43.5%)	7 (2.5%)

DISCUSSION

Changes in the learning system from high school to college often require great adaptability, because many of the students who study at college are far from home. In addition, there are major changes in the learning system and changes in the friendship environment. Adaptation to college life is a process that includes the motivation, habits and emotions needed to cope with all the demands of life as a college student. There are three aspects that need to be measured in assessing the adaptation of these students, such as personal, social and academic aspects (5).

The personal aspect is focused on the psychological condition of students while adapting to the hybrid learning system. The low psychological adaptability is characterized by psychological suffering associated with the adaptation process. Successful adjustment will be reflected in students' learning behavior as well as their academic performance.

Students are required to be able to set independent and efficient learning strategies, evaluate their learning progress, adjust their behavior to the learning situation in order to cope with various demands, both academic and non-academic (6). Academic adaptation in this case takes into account student adjustments to hybrid lecture activities, where face-to-face lecture activities take place with a maximum attendance of 50% of participants so that scheduling becomes increasingly crowded and attendance on campus is limited to only during activity hours. Students must leave campus immediately after the activity is over and prepare to take part in online activities from their respective residences. Students are also required to adapt to the application of strict health protocols, both on campus and off campus.

The social aspect refers to the development of social skills that students get during mixed learning such as making friends, comfort and satisfaction with social conditions during this pandemic (5). Limited face-to-face meetings provide little opportunity to socialize, either with friends or with lecturers.

Park (7) stated that almost all clinical competencies can be learned online, but it is feared that their effectiveness is still inadequate. The research of Al-Balas at all (8) revealed that although the application of distance e-learning in medical education has advantages in flexibility and time saving, it has many obstacles including the limited ability of educators to master technology, limited interaction between teachers and students, limitations between friends and classmate. Hybrid learning systems are the most preferred choice compared to distance learning or conventional face-to-face learning.

This study provides a good overview of the adaptation to the change from a distance learning system to a limited face-to-face learning system. Second year students are the first batch to implement a mixed learning program, followed by first year and third year students. Table II shows that second year students have the highest number for the good adaptation category, while first year students have the least. This shows the duration of the implementation of the activities could improve the student adaptation process.

First year students had the lowest median score on the personal aspect (Table IV). The early stages of collage education often cause problems in adjusting, especially during the Covid-19 pandemic. Kurniati's research (9)

Table IV: Self Adjustment Component Median Score of the Students (with minimum – maximum score)

Students Academic Stage	Personal Aspect	Social Aspect	Academic Aspect	Total Score
First year	6 (0-12)	5 (0-6)	4 (0-5)	16 (5-23)
Second year	8 (0-12)	5 (0-6)	4 (1-5)	16 (2-23)
Third year	8 (1-12)	5 (1-6)	4 (0-5)	15 (4-23)

proves that the stress experienced by first year students is higher than in subsequent years. This is because the introduction of concepts regarding lessons cannot be as effective as face-to-face learning, especially by students who are in their first year. Besides that, the adaptation will get better in the following years (9).

The literature review by Setyawati et al (10) suggests three adjustment strategies that need to be prepared by students, including feedback and mentoring new students, preparing learning environment as well as curriculum adjustment strategies. The implementation of this strategy is very helpful in the adaptation process of students, especially first year students.

The study by Noviandari H (11) showed the strong relationship between problem solving and self-adjustment. Individual who had good self-adjustment, can develop their thinking skills so they could be a good decision maker and problem solver. A person's success in adjusting can be seen from emotional maturity, intellectual maturity, social maturity and responsibility. This could be demonstrated by the student's ability to accept their strengths and weaknesses, so they felt comfortable and confident when interacting with friends and teachers in a new environment, and could take good responsibility of their education burden.

CONCLUSION

The self-adjustment of preclinical medical students in facing changes in fully online learning conditions to offline hybrid learning is good. It is hoped that this condition will support the student learning process well. Education administrators still have to pay attention to students who are less adjusted and provide assistance services such as psychological assistance.

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