

DESCRIPTION OF MIND-BODY-SPIRIT CONNECTION TO IMPROVE THE HOLISTIC WELL-BEING OF NURSING STUDENTS IN ONLINE

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Abstract

Introduction: *The COVID-19 pandemic has an impact on the education sector, especially for students and the academic community, and has an impact on the implementation of the online learning system. The existence of online learning has become a challenge for students to adapt, manage time, and manage self-management in learning. Less than optimal student adaptability can cause students' mind-body-spirit problems. The existence of physical, mental, and mental problems in students while adapting to online learning requires a balance of mind-body-spirit in their lives. The purpose of this study was to describe the mind-body-spirit connection to improve the holistic well-being of nursing students in online learning.*

Method: *The research method uses a descriptive survey. The research sample was taken using a total sampling technique. Respondents in the study were undergraduate and postgraduate students in Nursing Science, Faculty of Medicine, Universitas Diponegoro, year of 2020 and 2021, with a total of 395 students. The Holistic Well-being Scale (HWS) questionnaire was used to collect data.*

Result: *The results of this study found that the average measurement of the mind-body-spirit connection picture of nursing students in online learning was 189.94, which was interpreted in the sufficient category. Nursing students still need to improve their well-being through fulfilling the right aspects of mind, body, and spirit.*

Conclusion: -

Keywords: *mind-body-spirit, nursing students, online learning*

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INTRODUCTION

An individual's self-balance is a feeling that is organized and harmonious between the elements in the body. These elements are in the form of mind, body, and spirit (soul) that interact with each other. The three domains can be understood as separate elements, but all three work in a unified model (McKibben and Joshua Nan, 2017).

The picture of the mind-body-spirit connection has not been analyzed for new nursing students, especially in carrying out self-management and self-awareness when participating in online learning. After conducting a preliminary study in the form of a review of several articles related to the variables to be studied, the researcher gave the research title "Description: Mind-Body-Spirit Connection to Improve the Holistic Well-Being of Nursing Students in Online Learning".

METHODS

Study Design

This study used quantitative research with descriptive survey approach method. This study aims to properly describe the mind-body-spirit possible connection to improve the holistic well-being of nursing students in online learning.

Population, Samples, and Sampling

The population in this study were undergraduate and postgraduate nursing students at Universitas Diponegoro batch 2020 and 2021, totaling 453 students. The inclusion criteria of research respondents are students who are actively studying and are willing to become respondents. The sample is 395 students using total sampling method. Samples were taken from all members of the population, except 15 students who were not actively studying and

43 students were not willing to be respondents.

Instrument

The research questionnaire was used the Holistic Well-being Scale (HWS) which has been tested to be valid and reliable for each item. Data analysis was univariate with data presentation in the form of frequency distribution table and mean table. The lower the mean on the holistic well-being model of affliction, the better the welfare of the students. Meanwhile, the higher the mean result in the holistic well-being model of equity, the better the welfare.

Produce

The researcher applied for a research permit at the Department of Nursing, Faculty of Medicine, Universitas Diponegoro. The proposed permit has been approved, then the researcher conducts research. Researchers took data through an online Google form. The researcher explains the instructions for filling out the questionnaire and informs it so that it can be filled out completely. The researcher gave the respondent the opportunity to ask questions by including a number that could be contacted. The researcher checked the completed questionnaire.

Ethical Clearance

This research has passed the ethical clearance No. 69/EC/KEPK/FK-UNDIP/III/2022 at the Faculty of Medicine, University of Diponegoro. This study pays attention to several aspects of research ethics in nursing, including: (1) Non-maleficence: research conducted will not pose a risk of harm and will not harm the respondents involved; (2) Beneficence: This research is useful for knowing the description of the mind-body-spirit connection of students so that they can detect symptoms of health problems and

Table 1. Characteristics of Respondents (n=395)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Man	42	10.6
	Woman	353	89.4
Age	17 – 27 years old	363	91.9
	28 – 38 years old	26	6.6
	39 – 48 years old	6	1.5
Religion	Islam	362	91.6
	Christian	25	6.3
	Catholic	7	1.8
	Hindu	1	0.3
	Buddha	0	0
	Confucius	0	0
Student Program	Regular Bachelor	346	87.6
	Non-Regular Bachelor	17	4.3
	Master students	32	8.1

help students find the right coping; (3) Veracity: The researcher has explained to the respondents the purpose of the research, the benefits of the research, and the data obtained will only be used for scientific development; (4) Confidentiality: researchers maintain the confidentiality of data and all information from respondents.

RESULTS

This study involved 395 students from the total distribution of questionnaires to 453 students. The response rate of students who filled out the questionnaire was 87.19%.

The emotional vulnerability factor of nursing students is in a fairly good category with an average value of 25.44. The bodily irritability factor of nursing students showed that they were in quite good condition with an average value of 24.36. The spiritual disorientation factor in nursing students is in the good enough category with an average value of 18.37.

The non-attachment factor of nursing students was in the good category with an average value of 36.54. The mindful awareness factor of nursing students is in the good category with an average value of

32.17. The general vitality factor of nursing students is in the good category with an average value of 29.6. The spiritual self-care factor of nursing students is in the good category with an average value of 23.46.

DISCUSSION

Characteristics of Respondents

The results showed that the majority of nursing students from the 2020 and 2021 classes were female. In addition to gender, age is also one of the factors that influence the success of online learning for students. An individual's emotional intelligence is influenced by their age (Pantu, 2021).

Most of the students are Islam. The religion adopted by students plays a role in the formation of the level of spirituality (Wahyuni and Bariyyah, 2019). In addition, the level of education of students also affects the welfare of the mind-body-spirit connection. The intellectual ability of students is influenced by the length of education because each level of education provides knowledge and tests the quality of thinking levels with different levels (Muhsin, 2017).

I. Holistic Well-being in Model Affliction

Table 2. Average Value of Affliction Model on Nursing Students in Online Learning (n=395)

Factor	No	Question Items	Average (mean)	Average (mean) factor	Category
<i>Emotional vulnerability</i>	1.	I pay attention to what other people think of me.	6.92	5.09	Pretty Good
	2.	I get hurt easily.	5.41		
	3.	I tend to be vindictive and have a hard time forgiving anyone who hurts me.	3.90		
	4.	If other people treated me unfairly, I would be annoyed for a long time.	5.26		
	5.	I can't accept many things in my life.	3.95		
<i>Body irritability</i>	6.	My mood is uncomfortable when I wake up in the morning.	3.50	4.87	Pretty good
	7.	I feel restless and uneasy	4.39		
	8.	I feel my head is often dizzy.	5.22		
	9.	I feel irritable.	5.36		
<i>Spiritual disorientation</i>	10.	My body is stiff and tense, when faced with stressful situation	5.89	4.59	Pretty good
	11.	I feel hopeless.	3.90		
	12.	I am a valuable person.	8.60		
	13.	My whole life seems meaningless.	2.70		
	14.	I lost my way in life.	3.18		

An Overview of Mind-Body-Spirit Connection to Improve the Holistic Well-Being of Nursing Students in Online Learning

In this study, the description of the mind-body-spirit connection to improve the holistic well-being of nursing students in online learning is in the fairly good category. The results of this study differ from (Fitriyani, Nina; Wahyuni, Eka; Hanim, 2021) that students lack mindful self-care caused by factors internal and external. The picture of the student's mind-body-spirit connection in the fairly good category shows that students have a little problem with their mind-body-spirit.

I. Holistic Well-being in the Affliction Model

The emotional vulnerability factor of students in online learning is in a fairly good category. The results of this study are in line with one of the studies that has been carried out, namely students have high emotional intelligence as much as 90.9% which means they have quite good emotional vulnerability. The problem with the emotional vulnerability factor according to the results of this study is that students pay attention to other people's bad views about them. Students' bad view of other people is caused by many things, one of which is academic stress. Academic stress

2. Holistic Well-being in Model Equanimity

Table 3. The Average Value of the Equanimity Model for Nursing Students in Online Learning (n=395)

Factor	No	Question Items	Average (mean)	Average (mean) factor	Category
Non-attachment	1.	I can come to terms with everything that happens in my life.	7.68	7.31	Well
	2.	I can accept changes in life easily.	6.75		
	3.	I can accept the ups and downs in life.	7.39		
	4.	I can receive what I really want.	8.02		
	5.	I can accept the many regrets in my life.	6.70		
Mindful awareness	6.	I am aware of the needs of others.	7.89	8.04	Well
	7.	I am aware of my physical condition and body sensations.	8.05		
	8.	I can notice changes in other people's emotional states.	7.81		
	9.	I can notice mood swings (<i>mood</i>) I.	8.43		
General vitality	10.	I am passionate about living my life.	7.92	7.40	Well
	11.	I can fully concentrate on what I'm doing.	7.39		
	12.	I'm always energized.	6.85		
Spiritual self-care	13.	I sleep well.	7.44	7.82	Well
	14.	I often seek inner peace.	7.12		
	15.	I have a spiritual / religious life that I follow.	9.10		
	16.	I can maintain a balance of mind (<i>mind</i>) and body (<i>body</i>) I.	7.24		

triggers the mindset of students to become depressed and view their social environment badly (Siregar and Putri, 2019). A fairly good student emotional vulnerability can be interpreted that students do not have emotional vulnerability and still have the ability to motivate themselves, place their emotions, control their moods, accept failure, and understand their satisfaction. Students who are able to manage their emotions will be able to be more nimble in their behavior and avoid negative decisions (Savira, Meliza; Sari, Hasmila; Harahap, 2022).

The bodily irritability factor of students in online learning is in the fairly good category. The fairly good category illustrates that the sensitivity of the student body is not disturbed and there tends to be no problem in the irritability of the student body. The results of this study are not in line with research (Soekanto, Aily; Rianti, 2021) that students who undergo online learning experience fatigue by 56%. The problem with the bodily irritability factor in the results of this study is that students feel their bodies are stiff and tense when facing stressful situations. Muscle tension in the

body can occur due to a lot of mental stress and poor body position during activities. In addition, the non-ergonomic position during online learning for a long duration causes the body to feel stiff and sore (Fitriani, Salamah & Nisa, 2021).

The spiritual disorientation factor of students in online learning is in a fairly good category. The fairly good category indicates that the student's spiritual level is in a state of fulfillment. Previous research found that 88% of students' spirituality levels were in good condition because students were able to self-correct, be more steadfast, and take lessons from their lives (Darna, 2021). The problem of students in the spiritual disorientation factor is that they do not feel as valuable people. Feelings of worth or self-esteem of an individual is an assessment of oneself after interacting with the social environment and other individuals. Students feel worthless or have low self-esteem which results in feelings of fear of failure, fear of making wrong decisions, tend to have negative perceptions, and do not dare perform an action (Hidayat, 2022).

2. Holistic Well-being in the Equanimity Model

The non-attachment factor of students in online learning is in the good category. The good category can be interpreted that students are able to accept everything that happens in their life well. This acceptance is one of the positive thinking abilities possessed by students. This positive thinking makes students able to accept themselves as a whole, able to develop better, optimistic, able to solve problems well, and willing to accept whatever is in their life (Wulandari, Dikky; Ayuni, 2019). The problem of students with non-attachment factors is that students cannot accept the many regrets in their lives.

Acceptance of life regrets is included in student self-acceptance. Self-acceptance is being able to understand your strengths and still accept their weaknesses. Students are still unable to assess their potential so that they fall into the regret they cannot accept (Khoiryasdien and Warastri, 2020).

The mindful awareness factor of students in online learning is in the good category. The good category shows that there is no problem with the students' mind awareness. A study states that there is a significant relationship between mindfulness and well-being of students who take online learning. The higher the mindfulness of a student, the higher the well-being of the student, and vice versa (Werty, Melda; Situmorang, 2021). The student's problem with the mindful awareness factor is that students cannot be aware of changes in other people's emotional states. Online learning requires students to be able to learn independently by reducing social contact. This situation makes students tend to be individualistic, selfish, think about their own interests, and lead to a decrease in empathy. The results of this study indicate that students are still less able to place themselves in the emotional state of others (Gustini, 2017).

The general vitality factor of students in online learning is in the good category. The results of this study indicate that the general vitality of students is in good condition and supports the success of online learning that is followed. One of the things that determine the condition of general vitality is the motivation and enthusiasm of students (Utami, Indhit Tri; Nurhayati, 2021). The problem for students on the general vitality factor is that students do not always have energy. The enthusiasm of students when participating in online learning tends to decrease. Low student motivation can be caused by a lack of motivation for learning

needs, a learning environment that is not conducive, and learning activities that are less interesting. Students need passion and desire in themselves to learn without coercion from others. So students must always have the energy to carry out their learning activities (Raharja et al., 2019).

The spiritual factor of student self-care in online learning is in good category. The results of this study indicate that each individual's spiritual care is in good condition and is able to support student motivation in participating in online learning. The results of this study are the same as research (Azzahra, Meza Belindiani; Nur'aeni, Aan; Kosasih, 2018) that all students have a good response to spiritual care. All students have their respective religions so that they have perceptions related to religion and spirituality. The problem of students in the spiritual self-care factor is that students are still trying to find inner peace. Inner peace, belief in the highest power, understanding the meaning and purpose of life are elements of individual spirituality. Student online learning activities require inner work as an appreciation of the values of life (thoughts, feelings, and behaviors) towards the highest values of spirituality. So the results of this study indicate that the spiritual level of the students can still be improved through inner peace (Tacoh, 2020).

CONCLUSION

The conclusion of this study is a holistic picture of well-being in the form of affliction for students while participating in online learning includes emotional vulnerability, bodily irritability, and spiritual disorientation which are in a fairly good category. The fairly good category means that students do not have enough suffering and have fairly good welfare. The best factor is spiritual disorientation and the worst

factor is emotional vulnerability. The holistic picture of well-being in the form of equanimity for nursing students during online learning includes non-attachment, mindful awareness, general vitality, and spiritual self-care, which are in the good category. The good category means that students have a good balance of life and well-being. The best factor is non-attachment and the worst factor is spiritual self-care. So, the holistic well-being picture of students in online learning has an average value of 189.94 or is in the fairly good category. Suggestions for the results of this study are that nursing students can overcome mind, body, and spirit problems in themselves while participating in online learning by positive thinking, increasing stretching or exercise, being confident, being able to accept themselves, increasing empathy, increasing learning motivation, and seeking inner peace according to the beliefs held. Educational institutions are expected to be able to continue online learning that is already running more effectively through various platforms. Hybrid learning or a mixture of online and offline is also expected to continue to be improved so that the risk of mind-body-spirit connection problems is low. This research can be used as a reference to continue research on the same topic. Further researchers can also conduct research using qualitative methods to find out more about the problem of mind-body-spirit connection and holistic well-being.

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CONFLICT OF INTEREST

None

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