

Exploring the usage of conventional logbooks during the clinical learning practice: A phenomenological study

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Abstract

Background: The use of a logbook during practice serves as a tool for ongoing assessment, continuous interaction between supervisors and students, and provides continuous feedback for learning activity evaluation.

Purpose: This research aims to explore the utilization of logbooks in clinical practice among nursing students.

Methods: This qualitative research uses a phenomenological study approach. Data collection was conducted through open interviews to synchronize informant responses with the observed phenomena. Snowball sampling technique was used to select six students, one responsible lecturer for field practice, and one field supervisor. The obtained data were then processed and analyzed through editing, data reduction, category creation, and drawing conclusions.

Results: Four research themes emerged, namely an exploration of clinical practice and the obstacles experienced by students, the importance of logbooks for students, the weaknesses of paper-based logbooks, and student acceptance of online-based logbooks.

Conclusion: Nursing profession students need the development of a logbook that is easier to fill out. The design of the logbook can be digitally developed with attractive and innovative features while still reflecting the communication medium between students, faculty, and the field. It should also serve as a tool for evaluating students' competencies in their professional roles.

Keywords: assessment; clinical practice; logbook, nursing, online

Introduction

Field practice is an integral part of the targets that must be achieved by the Nursing Profession Program students. The aim is to apply the theoretical knowledge obtained after a Bachelor of Nursing education. The Nurse Profession Program, which emphasizes the clinical learning experience, is related to the opinion of [Chesser-Smyth \(2005\)](#), which provides opportunities to gain professional knowledge and skills about how to perform in professional situations. In Indonesia, nursing profession students have taken a Bachelor of Nursing education; they are usually students whose preferred orientation is to work as health workers. Therefore, they must take two semesters in several places, such as hospitals, health centers, nursing homes, or mental hospitals.

Nurse profession students undertake many stations for one year in order to be involved in the health workforce. According to [Egan and Jaye \(2009\)](#), ideally, a nursing student joins a team of doctors to learn about

professional practice. This study is an exploratory effort for students to create a clinical learning and role development environment. [Salamonson et al. \(2011\)](#) and [Henderson et al. \(2012\)](#) state that clinical placements for students in various health institutions such as hospitals, health centers, nursing homes, and mental hospitals are ultimately expected to bring them face-to-face with the reality of nursing.

The clinical placements facilitated by the university are a means of integrating theory and practice, which must be fulfilled by more than the faculty. [Eraut \(2000\)](#) argues that creating a clinical learning environment is essential for developing clinical skills and learning about the 'norms' of practice, i.e., processes in delivering care. The university assigns nurse profession students to shape their cultural and psychological situation by providing care through the stations they live in for two semesters. The authors' interviewees had to pass through various stations such as primary, community, emergency, psychiatric, pediatric, gerontic, management, maternity, and medical surgery. Therefore, they must have learning guidelines and records as benchmarks and evaluations from responsible universities.

Learning notes in nursing science are known as logbooks. The logbook develops to enhance the continuity of information in the care and treatment of patients. More specifically, logbooks communicate with and between care professionals, leading to increased continuity of communication between students, supervisors, and preceptors. Preceptors bridge the students with their supervisors to avoid losing touch, especially in assessment and evaluation. As a university representative who has provided theory and knowledge in clinical skills, the supervisor requires continuous situations assessment carried out during clinical practice. [Duers and Brown \(2009\)](#) argue that logbooks can prepare students to succeed in the review in the classroom and play their clinical role effectively in proving their success in the field.

The quality of nursing documentation has become a national and international issue, and the low quality of documentation needs to be addressed promptly. Nursing documentation is an integral part of safe and effective nursing care, capable of communicating the observations made, decision-making, actions, and outcomes regarding the clients receiving care ([Blair & Smith, 2012](#)). While carrying out clinical practice, in addition to writing nursing documentation, students are required to fill out an activity logbook. According to [Mohammadi et al. \(2010\)](#), using logbooks in the field directs and provides information to nurse profession students about educational goals and skills that they must achieve at each stage. In addition, the logbook indirectly serves as a feedback tool (reporting) on the accuracy of the practice carried out by students to the preceptors and supervisors. In this case, the author tries to evaluate the logbook used by the nursing profession student. Like any evaluation

tool, the logbook has the advantages mentioned above. However, in practice in the field, it was found that students used only one piece of equipment as 'required' documents from the university, which inevitably had to be filled out.

The significance and presence of a logbook for the nursing profession student, which is the subject of this research, is one of the oldest technologies. Universities, especially in Indonesia, must rethink how the logbook functions comprehensively as an evaluation and assessment tool. The explanation above raises various research questions. Is the logbook just a notebook that is nothing more than a document the nursing profession student must fill in? How does the university provide an efficient logbook for students? Is student negligence in filling out the logbook another form of weak assessment and evaluation of the university?

This article analyzes the relationship between students, universities, and preceptor in student assessment and evaluation sustainability. The case of students who often forget their logbooks when practicing in the field, wet logbooks due to exposure to water, and even those who lose their logbooks are particular problems in the student assessment and evaluation process.

Materials and Methods

Research Design

The research design utilizes a qualitative method with a phenomenological approach. Phenomenological study aims to explore individuals' experiences through the descriptions provided by each participant involved. In phenomenological research, informants are asked to describe their experiences as they perceive them. These experiences are captured in written form by the informants, and the researcher gains a general understanding of the experiences through interviews.

Participants and Setting

The research was conducted at Muhammadiyah University of Yogyakarta, specifically among students of the Nursing Science program. The participants or informants in this study were nursing profession students who were undergoing clinical practice at several hospitals, namely Temanggung Hospital, Universitas Islam Indonesia (UII) Hospital, and Tidar Hospital in Magelang City. During their clinical practice, students went through various stages, including primary care, community care, emergency care, psychiatric care, pediatric care, gerontic care, management care, maternity care, and medical-surgical care. The study involved a total of eight participants, including six nursing profession students, one faculty member responsible for the program, and one field supervisor.

This research obtained approval from all informants through a consent form provided verbally and in writing prior to the interviews. Informants were informed about their rights and responsibilities

during their participation in the study, and their involvement was voluntary, with the freedom to withdraw at any time without impacting their clinical practice assessment or the writing of the logbook prepared by the students (informants). The researcher coordinated with the responsible course instructor as the initial step of the research and to obtain information about the list of participating students. Data collection in this study was carried out from March to April 2022, using online with a video conference platform while still paying attention to the research code of ethics.

Data Collection

The research explored the experiences of nursing profession students in filling out traditional logbooks when carrying out clinical practice. Experience in filling out a logbook can be an essential assessment of the performance of skilled nursing students, which evaluates the clinical practice learning process. In the initial stage, the researcher conducted an interview with one nursing profession student who was currently undergoing clinical practice. From this student, the researcher obtained several participant contacts. In order to gain insights into the clinical practice from the supervisor's perspective, the researcher conducted an interview with the responsible instructor of the clinical practice.

All participants were recruited using the snowball sampling technique. Snowball sampling is a convenience sampling method employed when accessing individuals with the desired characteristics is challenging. This technique involves initially selecting participants who meet the criteria and then asking them to refer others who also fit them. The data collection method employed in-depth interviews, conducted in a focused manner using an interview guide. The interview guide used by the researcher during interviews included questions regarding student identity, daily activities, utilization of technological gadgets, difficulties encountered, utilization of data or Wi-Fi, preparation and implementation of practical activities, and the use of logbooks in applications or web applications. The interview guide concludes by providing the researcher's contact information and the contact information of subsequent informants based on recommendations from previous informants.

Data Analysis and Trustworthiness

The obtained data were processed by transcribing the interview results and reviewing logbook documents. Subsequently, the data were analyzed by manually coding to identify themes and descriptions, allowing for the identification of connections between themes based on the phenomena under investigation. The final stage involves interpreting the meaning of the themes and descriptions. The analysis process, from transcription to interpretation, is conducted to validate the accuracy of the obtained information. Data triangulation was conducted with the responsible course instructor for clinical practice

and the field supervisor.

To ensure trustworthiness and credibility of the study, this research employed data triangulation and reflexivity in data analysis. Data triangulation utilized in this study involved the interview process, literature review, and observations to corroborate findings and increase the credibility of the utilization of logbook among nursing profession. The authors also acknowledge any potential biases and/or preconceptions of the researcher that may have influenced the data collection and analysis process. Thus, reflecting on the researcher's role and potential biases enhances the transparency and trustworthiness of the research.

Results

This study involved eight informants, including six nursing profession students undergoing clinical practice, one responsible program lecturer, and one field supervisor or preceptor. The complete findings of the study are presented based on the following organized themes:

Overview of Clinical Practice and Some of the Obstacles Experienced

The Nursing profession student emphasizes clinical practice more than the learning theory process in the class. The student can prove him or herself as a worker in a health institution rather than a student. However, some students have another employment outside health institutions. These are limited to freelance work and which do not constrict their time, like being a writer. The nursing profession students only take a day off on Sunday. In contrast, days off are usually taken up with homework such as journal presence, nursing care documentation, and writing the practical activity report.

"If you are looking after you come, if you go home, if you have an assignment, you will immediately do it, just like that, because professional students tend to be monotonous, like working people. Honestly, there is no free time in this profession. We have a day off on Sundays for assignments; we can meet for an hour or two to chat together, even for a while." (I1, aged 23)

"For daily activities for about a year, maybe apart from studying, I also do freelance work when I am in my profession, at least it is a profession to go home from work if I get the afternoon shift, I work in the morning, if I get the morning shift I work in the afternoon, not tied down, and free, not like I entered an institution, I worked online, right, I got information from Instagram. Then after that, there was a kind of community called 'Cakra Writer's', so he needed writers to write articles that entered his vacancies, so we-we were told to write on demand; so far, it's only been online; I didn't join them." (I2, aged 23)

The description of the implementation carried out by student nurses consists of several stages, from preparing documents to placement and station procedures. The documents prepared by

the students relate to the graduation requirements from the previous undergraduate nursing education. Since the Covid-19 pandemic, there has been an additional letter, namely approval of the risk of being affected by Covid-19 transmission from students and their parents. The procedure for placing and dividing groups is carried out and determined directly by the campus; students will later be divided into groups and distributed to their respective homebases. Nurse profession students for two semesters are also given a role to carry out practice according to stations, including primary, community, emergency, psychiatric, pediatric, gerontic, management, maternity, and medical surgery.

“What is more prepared is mental. That is all because practice is like working people; every day is like that; if you are mentally lazy, you will get bored. It means that knowledge and other things have been obtained in the past; if practical knowledge like that right at the hospital can be added, only if we are lazy, can we not get the knowledge.” (13, aged 22)

“The most preparation is to prepare clothes that have been ironed, dresses, if the PKU Jogja hospital is not provided, if it is already provided at UII Hospital, so at the beginning of the UII hospital there is more preparation because you have to wear black shoes from there, dresses from campus unused. Every practice, sometimes I bring a logbook, sometimes I don't. I bring it at the end of the station when I want to collect it. If you forget, it's okay to leave the logbook behind, sometimes because your bag is full of laptops, sometimes you don't even bother to fill it up at the hospital.” (13, aged 22).

Clinical practice learning for professional nursing students is part of professional nursing education. In this stage of clinical practice, students are allowed to provide nursing care to improve technical skills, intellectual skills and interpersonal skills.

“If the placement process from the beginning was already plotted from the campus, for the division of groups and which hospital was from the campus itself, this child was placed at the Temanggung Hospital, UII Hospital, PKU Gamping and so on. At first, I was at the Purworejo Hospital. Still, because I was afraid that Covid-19 would increase to a d-1 week before the practice, I was suddenly transferred to UII Hospital even though we had never had a profession at UII Hospital. Still, after S1, there was someone who had practiced there. So, because it was a homebase, I was at UII Hospital while I was there, I was there, but because it was the first time I was evaluated because UII Hospital was still a new hospital, about three years. Because the number of cases is small, we are networked to other hospitals that can accept us. At the same time, the campus knew only maternity status at UII Hospital couldn't be made, so they moved to Panembahan Senopati Hospital, and the girls stayed at UII Hospital. It's just that there is an evaluation at the KMB station if there are fewer cases, so they are transferred to another hospital.” (14, aged 23)

“Many, right from S1 transcripts, continue to take

care of graduation letters for nurses, continuation letters that want to go to nurses, parental approval letters to continue nurses and homebase placements, only now in the pandemic, adding one letter like approval if there is a risk of getting Covid, there are two like that from my parents and me. Besides, official photos are usually filled in for new students; I think it's like uploading a Family Card. There is no letter to be filled in at the hospital because the nurses are at UMY; if not, Poltekkes will deliver the letter themselves on the first day; only if at UMY the campus will immediately take care of it, so when you come, you have to go straight to orientation.” (15, aged 23)

The Importance of a Nursing Profession Student Logbook

Most nursing profession students think that the logbook is a clinical practice record that is only limited to the obligation of the final report. There are some interesting statements from students about the logbook itself; students feel it could be more efficient to fill it out. This reason makes students lazy to bring logbooks to clinical practice. The only reason students keep filling out logbook sheets is that they feel that the lecturers need academic assessments they can obtain through the logbook. On the other hand, one student said that he recorded all clinical practice activities using his smartphone, not in a logbook.

“If I fill out the logbook, I don't know the benefits. What needs to be seen is the guide, what is filled in is what the lecturer needs for assessment, so we fill it out because of obligation..... The logbook is for student monitoring carried out by the lecturer so that it becomes a guide during practice.” (11, aged 23)

The Weakness of Paper-Based Logbook

The inefficiency of paper-based logbooks makes students lazy to take them to clinical practice for various reasons, one of which is that thick books are too heavy to carry in their bags. In addition, the potential for damage from paper-based logbooks is that they are easily torn and damaged if exposed to water, so the data cannot be saved.

“Usually, the paper is written by hand or manually. there is already a format provided..... If you have trouble writing but a friend has spilt water, that's the problem. If books are often forgotten or left behind, only if you get a good friend and remind them, for example, you have left them in the ward, then you will see them later, they will be taken and given to us and once left in the ward. I don't have a problem staying because we usually fill it out together when we want to get together. Still, someone doesn't immediately take the logbook from the receiver, so it's left there; sometimes, something gets lost; it just hasn't happened yet at my place.” (15, aged 22)

“During the practice, I still brought it with me because it wasn't very efficient, but I never opened it unless I needed it. I have a small note to record the patient's case; if I don't bring it, I will use a cell

phone..... The difficulty is because the book is thick, I can't take it anywhere, so for example when I have free time I can't fill it, for example when I go to the canteen, I want to I brought it, but I am afraid it would be lost so that I couldn't take it anywhere. I prefer to fill in at the end. If it is difficult to fill in the logbook, there is no one; if the appraiser sees it, it seems that it is a bit difficult, too much and thick. If it's a student, it's easy." (12, aged 23)

The Acceptance of Logbooks Online Application-Based

Various educational and training activities can be recorded in a logbook, including giving a lecture, participating in training courses, morning reports, and providing particular procedures and skills. Unified logbooks help trainees and attendants identify learning objectives and review development and self-assessment results (Karimialavijeh et al., 2020). Nasiriani et al. (2022) stated that students and educators were satisfied with using the logbook in their nursing courses. However, the logbook was not enough to record some goals in clinical education, and suggestions for modifying logbook items should be to upgrade and use it more and use another method to record it. Based on the statement, the use of technology in nursing is essential. Information and communication technologies (ICTs) for health, called e-Health, represent a means to support healthcare delivery. These technologies change how nurses plan, deliver, document, and review clinical care, and this will continue as technology advances (Mohammed, 2018).

Electronic logbooks are rapidly increasing because they simplify data analysis and access (O'Neill et al., 2014). In addition, electronic logbooks can serve as a massive archive of information stored in a tiny space (Qoreishy et al., 2020). Nurse profession students accept logbooks based on online applications because they are considered more practical and accessible than writing directly in less applicable books, making them lazy to do it. On the other hand, students can easily access online applications, most of whom carry their smartphones when they practice clinically. The ease of accessing this online application logbook is an important point that is considered a solution to replace traditional paper-based logbooks.

"That's good; I think it's beneficial. It's an online application to use. maybe with an application, friends prefer to fill it out rather than write it down; maybe that can be a solution if there is an online application so it can be filled through a cell phone, so it's better than on a laptop, you have to open the laptop, you have to open it first and make it complicated if on a cell phone it's easier." (16, aged 22)

"If it depends on what kind of application, like this if the problem is that the application can only be used from Android, it can't be used on IOS, that's a problem; you want the application to be opened anywhere, not only on Android phones. Besides that, how to use it, sometimes it's good, but it's even

difficult to use, don't let it be like that, don't make it difficult." (11, aged 23)

"Maybe if it's in the form of an application, it might be easier. Maybe it can be carried everywhere. Then there is no need for any storage space. For example, if you forget a book, if you forget it, you will miss it, right? Maybe if the application on the cell phone can access it." (15, aged 22)

As for the ideal display for online application-based logbooks, it should adjust according to the logbook features provided by each university. It does not reduce the elements in the paper-based logbook but nor does it make inputting activities more complex so as to make them more effective in filling them out. It contains more columns so that students can further explore the experience gained during practice in the field.

"Adjusting from what's on my campus, so I need an application, for example, WA in the menu below there is status, call, camera, settings, now the status can be used as a task guide, for example, the call to fill in the skills performed, for example, those who call are for task assessment, those who are camera are for example submitting assessments. That's enough and simple than many features but difficult. For my logbook, I choose to use a cell phone for efficiency; if a laptop is the same as a book, you have to carry a bag where you want to go. For example, if we watch in the morning and remember what we've done, we can check via cell phone when we eat lunch while waiting to eat. The concern is that if you make an online logbook, you have to use the internet and use a large database, so if you make an application that doesn't know how big the server is, it's going to crash frequently, go down if it often dies, why to make an application like that because you have to wait for it to fill it up, so there's a queue. So that's not the solution." (11, aged 23)

"Maybe there are features other than competency achievement, but the assessment form can also be displayed to see the value at all, but for explanations, it can still be entered to know what this station is doing. The problem is that sometimes the value is old from the campus; if paper-based is directly in the book, how much is the value, only when we use the online form we don't know because the lecturer directly deposits it, so hopefully, the value in the application will still be there." (12, aged 23)

"If it's done, it's usually like a list of attendance, attendance; then there are notes for the study contract, then activity sheets per day. Usually, some do not have an activity sheet per day. So maybe an activity sheet is added every day, for example, in one station or four weeks. So, in the four weeks of the activity sheet, the scoring rubric may also be explained again, like the score or the assessment. Maybe that's it, or the achievement of the skill might also be made even more. It's like here, the column. In the book, the model for skill achievement is only how many columns. Even though maybe every day there is an achievement of that skill. Maybe it's set for every day. Imagine or what." (15, aged 22)

Discussion

Logbook usage in clinical practice is significant in fulfilling nurse competencies, especially in nursing care documentation during clinical practice. Research revealed some critical information as described below.

The Daily Activities of a Nursing Profession Student

Hamza et al. (2020) state that students are a group of young intellectuals pursuing a particular field of science in an institution called a university. Students carry out various academic and non-academic activities to achieve their goals as university graduates. Activity is essential to didactic principles because learning is something someone cannot know (Hamza et al., 2020). Some experts say that activity is doing something that leads to physical and spiritual development.

The academic activities of professional nursing students are primarily spent in the practice area, namely the hospital, then in the classroom. This is by the type of education, namely the profession, that the nursing profession stage education is a stage of the professional adaptation process to be able to accept the gradual delegation of authority in carrying out professional nursing care, providing health education, carrying out the function of advocating for clients, making legal and ethical decisions and using the results according to recent research related to nursing (Ministry of Health, 2018).

Based on the research results, apart from doing clinical practice, students also have other activities as freelancers. The existence of other activities besides learning will influence students, as illustrated in the definition of activity in the previous paragraph, in that activities provide physical and spiritual development for students. The implementation of student academic and non-academic activities must be balanced so that the educational target can be achieved, namely the education of the nurse profession stage.

The Description of Clinical Practice

The implementation of clinical practice in hospitals by professional nursing students is an opportunity for students to apply the theory gained during lectures in clinical practice settings and as an opportunity to provide excellent and correct nursing care so that students are expected to be more skilled in applying theory and practice, although sometimes there is a fear of taking action (Etildawati & Yulistika, 2022).

According to the research results, in carrying out the practice, students prepare documents, and the procedures set by the campus include practice areas and practice groups. The formats that must be designed are the learning contract format, the nursing care documentation format, the skill achievement book, the practical exam format and the attitude assessment format. This format

is according to the theory in the clinical practice manual for maternity nursing from the Board for Development and Empowerment Human Resources of Health (Ministry of Health, 2018).

Based on the competencies that must be achieved, the practice of nurses is divided into stations consisting of primary nursing stations, community nursing stations, emergency departments, gerontic nursing stations, management stations, maternity nursing stations, mental nursing stations, medical surgical nursing stations, and nursing stations. In this study, groups of new students completed several stations because academic activities were still ongoing.

Nursing students carry out several implementation stages, from preparing documents placement, and station procedures. The documents prepared by the students relate to the graduation requirements from the previous undergraduate nursing education. Since the Covid-19 pandemic, there has been an additional letter, namely approval of the risk of being affected by Covid-19 transmission, both from students and their parents. The procedure for placing and dividing groups is carried out and determined directly by the campus; students will later be divided into groups and distributed to their respective homebases. Nurse profession students for two semesters are also given a role to carry out practice according to stations, including primary, community, emergency, psychiatric, pediatric, gerontic, management, maternity, and medical surgery.

The Clinical Practice Learning

Learning clinical practice for professional nursing students is an advanced process from the academic education stage. At this stage, students learn in a clinical environment (Etildawati & Yulistika, 2022) so that they are skilled and able to think critically in clinical decision-making. Such practice is provided with various interactive and inspiring learning methods to motivate students to be creative and independent according to their talents and interests (AINEC, 2016).

The study results stated that students underwent several stages of practical implementation, starting from preparation, execution and closing. The preparation stage begins with preparing the required documents or files and physical and mental preparation, including tools such as sandals, shoes, and dresses. In this stage, students also conduct environmental orientation, preparation for self-development and functional materials, including goals, objectives, and learning outcomes. This is done to be more confident when carrying out student practices directly with patients/clients.

Closing the practice, students must collect a logbook as evidence of documentation of nursing care provided to patients during the procedure. In this stage, students fill out a learning reflection sheet as in the practice cycle, namely reflection, to see the learning experience they have obtained.

The Importance of a Nursing Profession Student Logbook

In addition to clinical supervision, nursing care provided to patients is documented in a logbook. The logbook is evidence of the implementation of activities as a clinical assessment tool for clinical nurses in hospitals (Komsiyah & Indarti, 2019). Yousefy et al. (2012) state that clinical performance in the form of a logbook is a valuable tool in assessing the competence of nursing students during clinical practice in the ICU (Intensive Care Unit). Documentation written in the logbook can be put to good use if it is filled out and collected on time because the available data are still relevant, valid, and reliable.

In this study, the usefulness of the logbook has not been utilized to make it. Technical reasons such as weight and the benefits of the logbook are only for lecturers. Komsiyah and Indarti (2019) argue that that the logbook serves as evidence of competency implementation. Based on the study results, the benefits of the logbook need attention and the possibility to improve on several aspects, such as the form, filling method, and the mechanism for collecting and intensively socializing with students.

The Weakness of Paper-Based Logbook

In a case study regarding the use of logbooks manually using paper, the results were that many obstacles were encountered. These constraints are ineffectiveness in terms of form and the amount of data that must be written down, causing the writing to be small and difficult to read. Another problem is the primary material in paper, causing it to get wet and tear easily (Marzuki, 2011). This difficulty was also felt by nursing profession students who complained that the paper form could easily cause damage to the logbook. The ineffectiveness of the logbook form that is too large makes students feel lazy to open it when field practice activities take place, so the writing of the logbook is not done in a timely manner. Writing a logbook that is rushed at the end makes the contents in it less accurate; this is according to a study by Marzuki (2011), which states that, if the logbook is filled in in a hurry, it will result in making understanding complex in the future. Additionally, evaluating and analyzing the large volume of information in paper logbooks is a long and tedious process (Khalafi et al., 2023). The long time spent in filling out the logbook is also a drawback of the manual logbook, and eventually, the data become biased, especially the logbook data done jointly by students; the bias that occurs is not only in the final result but the experience received by students during field practice.

The Acceptance of Logbooks Online Application-Based

Online-based logbooks have several advantages over paper-based manual logbooks. The benefits of an online-based logbook are that it inputs activity

records and collects data more clearly and is easy to carry anytime and anywhere without limits, and is supported by Personal Digital Assistants (PDA) (Yousefy, Shayan, & Mosavi, 2012). This is according to the findings of the researcher, where nursing profession students need conveniences such as practicality and ease of logbooks so that they can be carried everywhere, and they can still fill out the logbook even though they are carrying out practice in the field. The weakness is that the technicality of online-based logbooks is the limited number of users in digital applications (Yousefy et al., 2012). However, this weakness is not a significant obstacle because nurse profession students, when carrying out clinical practice, still carry a smartphone, so they can still access the application on the sidelines of the course.

Indeed, the need for online-based logbooks is inevitable in the current era of the industrial revolution 4.0. The online application-based logbook can be used in any area, including in the nursing field. Teachers can access student logbooks anytime and anywhere to monitor student performance and give immediate feedback (Cevik et al., 2018). Students can now record the results of field practice activities with the online logbook application feature that follows the previous format, so it does not reduce the substance of the manual logbook. Ideally, besides being monitored directly by the teacher, an online application-based logbook can also explore more experiences of nursing profession students during their practice in the field. Thus, proper monitoring and analysis will improve the quality of nursing because there are teaching and learning activities that are enhanced through curriculum improvements.

Conclusion

This study analyses the sustainability of the assessment and evaluation of logbook filling by nursing profession students during field practice. Apart from practicing the nursing profession, some students work as freelancers. Informants have practiced at several stations because academic activities are still ongoing. Students are placed in practice based on placements from the campus with guidebooks, logbooks and activity formats that function for skill achievement and practice evaluation. Clinical practice learning is carried out with a learning cycle of practical preparation, pre-conference, practical learning process and reflection of learning experiences. Various practical learning methods are made to achieve competence, and, at the end of the practice, students are required to collect an activity logbook. However, the activity logbook has not been considered necessary by students and has not even been used as a competency improvement tool when practicing in the nursing profession. On the other hand, the paper-based logbooks that have been used so far have not made it easier for students to record their experiences during field practice

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and have weaknesses in the form of potential damage and are not ergonomic. Nurse profession students need convenience such as practicality in filling out a logbook. The design of the logbook can also be adapted to the needs of students, such as a digitally developed logbook with attractive and innovative features, while still reflecting a means of communication between students, faculty, and field personnel, and serving as a tool to assess professional competency as a student.

Declaration of Interest

This research has no conflict with the informants and all aspects during were conducted of the research.

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Data Availability

The data from this research comes from interview with informants and literature review.

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