



RESEARCH ARTICLE

Exploring Nursing Students' Perceptions of Using Video-Assisted In Basic Nursing Skills Teaching And Learning: A Qualitative Study

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ABSTRACT

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This study explored nursing students' perceptions of using video-assisted in basic nursing skills teaching and learning. This study utilized a descriptive qualitative analysis approach. Twenty-five nursing students were selected through purposive sampling. The primary data collection method was semi-structured interviews. Data were analyzed using thematic analysis. Three main themes emerged from the thematic data analysis: 1) students' experiences of video-assisted basic nursing skills, 2) the benefits of video-assisted teaching, and 3) barriers to video-assisted teaching and learning. Video has the potential to enhance the development of skills and facilitate the integration of technology into the nursing curriculum. The study indicated that students prefer video-assisted learning while acquiring new fundamental abilities. Participants in this study indicated that video-assisted learning enhanced their learning process and their level of preparedness. The findings can be utilized when developing and incorporating video-assisted nursing skills into psychomotor-based education.

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INTRODUCTION

Education is connected to acquiring knowledge and skills to achieve a specific target through teaching and learning. It is a process, and learning is the active effort to achieve it. The undergraduate nursing curriculum is essential for elevating the professionalism of nurses (Anggreini & Situmorang, 2022; Azilia et al., 2022; Bisholt, 2012). The profile of graduates from the undergraduate nursing program, as outlined in the Indonesian Nursing Education Curriculum 2021, encompasses the nurse's role as a care provider. This role involves the strategic planning and delivery of nursing care to individuals, families, groups, and communities across various healthcare settings, such as clinics, families, and communities. The Indonesian National Nurses Association's (INNA) code of ethics mandates that nurses who provide nursing services uphold human dignity and recognize clients' uniqueness without considering nationality, ethnicity, skin color, age, gender, political and religious beliefs, or social status (Kamaru & Ilmudinulloh, 2024; Khairani et al., 2019)

The nursing curriculum undergoes ongoing transformation. The methods of instruction must be updated to align with the evolving curriculum. The predominant approach for instructing nursing students in fundamental nursing skills is through laboratory-based skills demonstrations. This strategy entails elucidating the procedure, demonstrating to students the sequential execution of each phase, and assisting students in deliberate practice to acquire knowledge and proficiency

(O'Connor & Andrews, 2018; Sadeghi et al., 2023; Vicdan, 2020). Teaching and learning clinical skills are challenging aspects of education in medicine and other allied health professions. Educational videos facilitate the transfer of information to the student by engaging both the auditory and visual senses concurrently, leading to improved learning outcomes (Mayer, 2021). A study was conducted among Korean nursing students to compare the usage of educational videos with traditional techniques and found that videos led to better student satisfaction and skill competencies (Lee et al., 2016). In general, educational videos are a suitable instructional method for students to acquire essential skills autonomously (Khairani et al., 2019). Nevertheless, the conventional approach to teaching nursing skills in a Fundamentals of Nursing course requires significant faculty time and other resources. Learning media is an inseparable part of the learning system, where its function and position are as an intermediary/conveyor of messages from educators to students or as a learning resource. Learning media helps facilitate learning, increase student interest and motivation, and overcome space, time, and energy limitations. It can be designed according to student learning styles so that they are very accommodating to differences in student learning styles, be it visual, auditive, or kinesthetic (Khairani et al., 2019). Video-assisted learning falls under the category of audiovisual media. The media can display images and sounds to students (Novita et al., 2019). Media videos for supported learning serve attentional, affective, cognitive, and compensatory functions (Kamaru & Ilmudinulloh, 2024). Learning with videos facilitates students' concentration, regulates their attitudes, enhances their comprehension, and supports kids with limited memory capacity. The benefits of video media encompass introducing motion and sound visuals as a new dimension and representing abstract concepts tangibly (Kamaru & Ilmudinulloh, 2024).

Study purpose

Studies on students' views of skill indicate that professionalism is a prominent aspect and that their skill level is closely associated with professionalism (Allen et al., 2022; Ergezen et al., 2022). This study explored nurse student participants' perceptions of a developed learning model with video-assisted essential nursing skills learning. Video-assisted instruction can be an additional resource to the conventional demonstration method at the patient's bedside. Integrating two teaching modalities can offer a plentiful array of learning opportunities.

MATERIALS AND METHODS

Design

This study explored nurse student participants' perceptions of a developed learning model that uses video-assisted teaching to teach basic nursing skills. In this study, we use a descriptive qualitative study. The data was collected using a qualitative approach to obtain rich, meaningful, and detailed information (Creswell, 2014). Qualitative methods used in healthcare aim to explore phenomena encountered by nurses, other healthcare practitioners, policymakers, and patients. In addition, these methods aim to better understand a phenomenon by considering the viewpoints of those with personal experience (Holloway, 2013). Consequently, the researcher must decide on the research approach that would most effectively answer their research questions (Speziale & Carpenter, 2007).

Setting and participants

This study was conducted in the BSN program, Faculty of Health Sciences, As-Syafi'iyah Islamic University, East Jakarta, Indonesia, between April and August 2023. This university is one of the Islamic universities that has opened nursing programs. The participants included in this qualitative thematic analysis were 25 first-year nursing students using purposive sampling. For inclusion criteria, students must be in the first semester of clinical learning, without previous clinical experience, and willing to participate in the research. This study excluded RN-BSN or bridging program nurse students and those with previous clinical experience. In addition, students who had attended another program and were previously licensed practical nurses or had diploma III (three) nurses were excluded.

Data collection

The primary approach to collecting data was semi-structured interviews. A semi-structured interview is a widely used method in qualitative research that enables participants to openly

communicate their perspectives, experiences, attitudes, and beliefs in a supportive setting (Richards & Morse, 2007). The interviews examined the factors that cause stress during clinical learning and how individuals manage and overcome these stressors. The interviews were conducted in the Nursing Program, Faculty of Health Sciences, As-Syafi'iyah Islamic University meeting room. Before the interview, we provide them with a comprehensive explanation of the study's objectives and the specific time and location for each interview. The participants provided their consent by signing informed consent documents before the interview. The interviews were audio recorded, each lasting 35 to 50 minutes.

Data analysis

For our data analysis method, we utilized the six steps of thematic analysis introduced by Braun and Clarke (2006). The first step is familiarizing yourself with the data. In this step, we actively participated and immersed ourselves in the data by transcribing our interviews, reading (and rereading) our transcripts, and listening to the recordings. In this step, we were fully conversant with all facets of the data and thoroughly comprehended the materials. The second step is generating initial codes. Braun & Clarke (2006) state that the researcher must begin recognizing the intriguing and significant aspects after becoming acquainted with the data. Our codes give an idea of the interview's context, although they are more numerous and detailed than themes. Searching for themes was the third step in beginning the interpretive study of the compiled codes. In this step, we made interpretations of all codes. Then, relevant data extracts were grouped (merged or divided) based on broad themes. The relationship between codes, subthemes, and themes should be mentioned throughout the researcher's reasoning. The fourth step is reviewing themes. After finding the themes, we undertook a comprehensive analysis to determine whether to incorporate, refine, separate, or eliminate the original concepts. The information inside each theme should make sense when combined, and there should be noticeable differences across the themes (Braun & Clarke, 2006). The process involved two stages. The first involves checking the themes against the coded extracts, and the second involves checking the themes against the entire data set. This stage resulted in creating a thematic map. The fifth step is defining and naming themes. The themes and potential subthemes within the data were developed and clearly defined during this stage. In this step, we made topic names and precise working descriptions that succinctly and effectively express the core of each theme. The themes came together at this stage to tell a cohesive tale of the facts. Finally, the last step is producing the report. In this step, we use strong examples relevant to the themes, research questions, and literature to turn the analysis into readable writing. The analysis's findings must be presented in the report to persuade the reader of its validity and worth. It must depict an analysis backed by empirical data that answers the research topic, going beyond just summarizing the concepts (Braun & Clarke, 2006).

Ethical considerations

All participants in this study provided written consent prior to their participation. Ethical approval was received from the Research Ethics Committee (REC) at the University of Binawan Jakarta, Indonesia (No. 203/KEPK-UBN/IV/2022). Before the interview, participants were given a detailed description of the research. Before taking part in the research, all people supplied written informed permission. Furthermore, the participants were informed that they could terminate their involvement in the study without any negative consequences. Before the interview, participants were guaranteed that the study would uphold confidentiality and anonymity. To ensure the comfort and confidence of all participants, we selected interview venues that offer privacy. The information a participant provided to a researcher was regarded as confidential, and there are restrictions on how and when it can be shared with others. Every participant was given a randomly generated alphanumeric number to prevent the identification of their transcription with a particular individual.

RESULTS

In this study, all transcripts were thoroughly read and extensively discussed with all authors. We consolidated and encoded the words, sentences, and paragraphs that are interconnected in terms of both the substance and context of stress and coping strategies, working through them line by line. Three main themes emerged from the thematic data analysis: 1) students' experiences of video-

assisted basic nursing skills, 2) the benefits of video-assisted teaching, and 3) barriers to video-assisted teaching and learning.

Theme 1: Students' experiences of video-assisted basic nursing skills

Subtheme: Bridge educational requirements from traditional methods

Student participants stated that traditional learning techniques need to address their learning demands. They expressed that with visuals, feedback produces clarity rather than understanding.

... Using conventional instructional approaches, we remember what the instructor says when he explains the different components. We have different memories. With videos, we can better understand all basic skills and remember them (Participant 7)

Subtheme: Establishing the foundation for learning

Most student participants expressed that video-assisted learning is a necessary foundation for acquiring essential nursing skills. They emphasized the importance of employing either small class sizes or rotations with big class numbers for practicality and to guarantee equal opportunities for every student regarding basic skills and video access.

In our program, the use of video recording is compulsory... Indeed, it is crucial to employ either small class sizes or rotations with big class numbers for practicality and to guarantee that each student is afforded an equitable opportunity for fundamental skills and video access. (Participant 14)

Subtheme: The educational environment

Study participants indicated that the university's educational efforts greatly influenced their willingness to use video-assisted learning. Most students feel confident in embracing and adjusting to video-assisted skills. They are eager to explore new learning methodologies to improve their academic achievement, perform well, and be motivated to change.

Undoubtedly... you are cognizant. The nursing curriculum at the institution prioritizes academic excellence and accomplishment. The probability of this course failing is relatively low. Observing movies with remarkable performances can evoke a sense of obligation in us to imitate their successful acts... (Participant 8)

The students disclosed that the synergy between the educational institution and the facility would enhance skills acquisition and expressed their desire to utilize the knowledge they acquired.

... I want to engage in the practical or skill application of my laboratory abilities, preferably in a hospital setting, prior to my actual presence there. I could perform my tasks more effectively by utilizing my knowledge. Also, I may enhance my skills by engaging in additional practice. (Participant 26)

Theme 2: The benefits of video-assisted teaching

Student participants appreciated the educational advantages of video-assisted learning. Using video, students can objectively review and analyze the implementation of their basic abilities. Students also find that video-assisted instruction enhances their ability to self-reflect, developing a positive learning attitude.

Fantastic... Yeah, it offers incredible advantages. I shall utilize the video to enhance self-assurance. I intend to closely observe the video and acquire an extensive understanding of the talent to receive more valuable input from instructors... (Participant 5)

Subtheme: Improving nursing competence

The student participants expressed the concept of fundamental skills and competence. Most students indicated that knowledge is associated with specific skills or activity expertise.

Achieving success in a subject that you possess a solid theoretical understanding of. It functions as a means to unlock something. Applying theoretical concepts to real-world situations. Exhibiting professionalism, Having proficiency, and the ability to utilize the skill (Participant 17)

Subtheme: Psychomotor skills improvement

The majority of students perceive technical practice skills. They emphasize the need to utilize psychomotor skills to define basic skills effectively. They indicate that when they apply their technical abilities to the psychomotor domain, they feel more confident and capable of effectively employing those skills.

I can describe applied procedures as skills. The skills are vitals ... calming the patient down, and removing the catheter are skills. I wish I had learned more skills. I think nursing skills transfer theoretical knowledge to hands-on/practice, right? (Participant 25)

Subtheme: Soft skills improvement

Participants emphasized the importance of soft skills and accurate communication with the patients. Specifically, students not enrolled in the communication course reported encountering challenges communicating effectively.

... In addition to psychomotor skills, I believe communication skills are equally important. Due to our omission of the communication course in the initial year, I lack the proficiency to engage in patient communication. Hence, there are communication issues. Communication with the family proves to be more challenging than interacting with the patient.) (Participant 9)

Theme 3: Barriers to video-assisted teaching and learning

Student participants also faced several challenges related to basic nursing skills with the help of video-assisted learning of basic skills in nursing.

Subtheme: Lack of video quality

Students highlighted the quality of the videos, as some do not capture some of the necessary procedural steps, and certain parts of the video are unclear.

The video did not capture everything... So, the skills that were performed were not captured at all. In addition, it may not be as effective for someone just observing because they are not a person who performs basic skills. (Participant 2)

Subtheme: Time constraints

Due to time constraints, many students lament the lack of opportunities to evaluate their performance, leading to unequal learning opportunities among students. Some students expressed their opinion that extending the duration of video reviews would reduce the time allocated for skill practice.

Not all basic skills can be learned because of the limited time required to parachute these skills. There are also many incomprehensible, right? (Participant 6)

Subtheme: Theory - skill gaps

The suitability of the learning environments is a crucial criterion for instructors to assess the students' basic skills. The students emphasized the importance of theoretical knowledge in acquiring abilities. Nevertheless, it would be more efficient to reiterate the precise protocols individuals would experience within the hospital setting before commencing their clinical practice.

I need a specific theoretical understanding of nursing intervention. Skills should be incorporated into theoretical courses, and exam questions should be tailored to assess these skills. It is necessary to evaluate skills. (Participant 22)

Subtheme: Unmotivated students

Personal characteristics also play an essential role in the success of basic video-assisted nursing skills. Participants disclosed that many students must venture outside their comfort zone and actively engage in video-assisted learning activities. Additionally, they assert that motivated students should possess self-assurance when confronting obstacles and withstand stress and criticism.

You know, the characteristics of students also play an essential role in the success of skills. Yes... a barrier is a student with low motivation. Most importantly, students are motivated and must take responsibility for their learning. Am I right?... (Participant 11)

DISCUSSION

To improve the quality of education in essential nursing skills courses, it is necessary to refine the learning approach by updating a student-centered learning model that focuses on their competencies. Incorporating technology into hands-on learning will provide students with convenience, precision, and drive to enhance their competency attainment. The application of technology in practical learning has not been fully optimized compared to theoretical learning. Incorporating technology necessitates the development of learning strategies that will effectively inspire students to engage in the learning process (Anggreini & Situmorang, 2022). This study indicated students' positive experiences with video-assisted basic nursing skills. Most student participants expressed that video-assisted learning is a necessary foundation for acquiring essential nursing skills. They emphasized the importance of employing either small class sizes or rotations with big class numbers for practicality and to guarantee equal opportunities for every student regarding fundamental skills and video access. Most students feel confident in embracing and adjusting to video-assisted skills (Firdaus, 2015; Kamaru & Ilmudinulloh, 2024). They are eager to explore new learning methodologies to improve their academic achievement, perform well, and be motivated to change. Furthermore, the students disclosed that the synergy between the educational institution and the medical facility will enhance skills acquisition. The students desired to utilize their acquired knowledge (Azilia et al., 2022).

The nursing students expressed overall pleasure with every component of the experience. They reported higher levels of satisfaction, specifically with the clarity of the procedure's phases, the ability to watch it at their own pace or many times, and the use of advanced technology to boost their interest in learning. The results align with previous research on nursing students acquiring web-based medicine application abilities (Kamaru & Ilmudinulloh, 2024; Lee et al., 2016; Bahar et al., 2022; Sadeghi et al., 2023). A study conducted on antenatal examination found that groups of students exposed to online videos had considerably higher levels of knowledge and competency scores. This suggests that online videos may be suitable for other courses (Anggreini et al., 2022; Scaria et al., 2013). An essential component of nursing education involves instructing and illustrating fundamental nursing abilities. The existing teaching methodologies in nursing education fail to adequately address the learning requirements of students in acquiring these abilities. The present generation of nursing students heavily relies on technology, but there is a deficiency in integrating technology into their education (Burton, 2022). The inclination towards technology and interactive methods diminishes the attractiveness of traditional one-way teaching (Nicolaou et al., 2019). In a conventional method, students witness a demonstration, typically performed by the instructor, showcasing the skill. The nursing students adopt a methodical technique of memorizing information and making repeated efforts to reproduce the acquired skills. These issues include a student's lack of involvement and the absence of a performance benchmark for comparison. Furthermore, the conventional educator-centered approach to acquiring skills is only suitable for a limited number of learning styles, which can lead to problems with student disengagement.

There are some benefits of video-assisted teaching in teaching basic nursing skills. Our study findings indicated that participants appreciated the educational advantages of video-assisted learning. Using video, students can objectively review and analyze the implementation of their basic abilities. Students also find that video-assisted instruction enhances their ability to self-reflect, developing a positive learning attitude. Most students indicated that knowledge is associated with specific skills or activity expertise. When used as a tool for students, video-assisted learning can enhance the efficacy and efficiency of learning. It can also optimize the attainment of learning goals, promote interest in learning, improve focus and attention, and enhance student engagement (Sari & Sundari, 2021). This is corroborated by his research on the impact of video-assisted learning on learning outcomes, which demonstrated that students' mean scores improved after using this medium. Additional research has demonstrated that students benefit significantly from video-assisted learning within the classroom setting (Khairani et al., 2019). Using videos in learning impacts student learning outcomes in biology disciplines. Video-assisted learning impacts learning outcomes, students' motivation, and critical thinking abilities (Yendrita & Syafitri, 2019). Furthermore, video-assisted learning is a highly successful method for teaching practical skills or techniques (Intaha et al., 2022). The interactive video learning technique, a new method for acquiring essential nursing

skills, has proven to be equally effective as the conventional in-person demonstration-based approach (Natarajan et al., 2022).

Another benefit of utilizing learning media is that it amplifies the attractiveness of the learning process. Utilizing instructional media in the educational process will enrich diversity by enabling communication to transcend spoken methods and encompass many media formats. Furthermore, utilizing captivating teaching technologies can increase students' motivation to actively participate in the learning process during class. According to Daryanto (2010), videos are multimedia instructional resources that provide detailed information and can engage students immediately. Moreover, video technology enriches the learning experience by enabling students to observe dynamic visuals and listen to corresponding audio. However, the study by Natarajan et al. (2022) found no discernible disparities in the knowledge and skill competency scores between students taught using traditional methods and those taught through videos. It implies that both approaches can produce comparable student outcomes. These findings align with the results of studies that investigated the use of video learning for teaching basic nursing skills to nursing students, as well as the comparison between face-to-face demonstration and computer-assisted learning for teaching the subcutaneous injection administration procedure to nursing students (Arslan et al., 2018; Khairani et al., 2019; Vicdan, 2018).

The findings from this study demonstrate that interactive video learning is equally effective as the traditional face-to-face demonstration method for teaching nursing skills. Interactive videos could be effectively incorporated into basic nursing skills classes. Instructional video learning was more effective than a typical general demonstration for learning how to perform a urinary catheterization technique. This method considerably improved knowledge and competency scores (Chuang et al., 2018). One of the advantages of video-based education is that the broadcaster's voice can be heard. Clarifying the learning materials will provide a more transparent and comprehensible meaning, enabling students to grasp and accomplish their learning goals. Teaching methods will be diversified to include more than just verbal communication, such as using different instructional techniques. When educators teach at every class hour, students can engage in various learning activities beyond just listening to the educator's explanations. These activities include observing, doing, demonstrating, acting, and more (Arsyad, 2011; Kamaru & Ilmudinulloh, 2024; Khairani et al., 2019).

This study found that most students emphasize the need to utilize psychomotor skills to define basic skills effectively. They indicate that when they apply their technical abilities to the psychomotor domain, they feel more confident and capable of effectively employing those skills. Research has shown that incorporating videos into traditional classroom instruction enhances students' skills and learning outcomes (Kamaru & Ilmudinulloh, 2024; Terry et al., 2018). The Vision Statement of the American National League for Nursing (NLN, 2015) emphasizes the need for nursing educators to utilize different types of technology to improve the learning experiences of nursing students. The provision of exemplary video instructions for psychomotor skills led to a significant increase in viewership and positive perceptions, aligning with the findings of Massey et al. (2017), which demonstrated the helpfulness of videos in facilitating preparation and reducing stress. Videos enhance their comprehension of abilities (Wong, 2019). By offering a learning modality, such as videos that cater to various learning styles, students are positioned for significant achievement. This study aligns with the findings of Alharbi et al. (2017), which indicated that students prefer a visual learning approach. It validates that the conventional method of one-way teaching, where an instructor alone demonstrates psychomotor skills, needs to be revised to address the learning requirements of all students. Nicolaou et al. (2019) reported that videos are the preferred instructional material among students.

In order to be successful in the nursing field, it is essential to develop not just technical proficiency but also a strong understanding of non-technical skills and theoretical knowledge. These foundational elements are vital for acquiring problem-solving and critical thinking (Waller & Wicks, 2021). Our study participants stressed the significance of soft skills. They emphasized the importance of precise communication with the patient and asserted that communication skills are just as crucial as psychomotor skills. Nursing skills comprise a spectrum of interpersonal abilities, including but not limited to critical thinking, effective communication, teamwork, ethical attitudes, clinical decision-making, cooperation, problem-solving, and discussion capabilities. Studies show that soft skills,

including problem-solving, decision-making, and critical thinking, guarantee patient safety and exceptional treatment quality (Fukuta & Iitsuka, 2018; Wong & Kowitlawakul, 2020). Some studies have been conducted to examine students' experiences and viewpoints regarding the skills that are meant to be taught. Students value technical nursing competencies, such as invasive procedures, over non-technical skills (Ang et al., 2022; Fukuta & Iitsuka, 2018).

Our study findings revealed that educational videos, which showcased authoritative presenters and posed thought-provoking questions, had a substantial positive impact on students' levels of interest in learning and their reported increases in knowledge. Furthermore, students have expressed that educational videos improve their ability to remember new information and enhance their understanding (Wijnker et al., 2019). Videos allow students with diverse learning styles to learn at their own pace, mainly when used in a flipped classroom environment. A flipped classroom is a teaching method where students view instructional videos at home and engage in interactive learning activities during class (Goedhart et al., 2019). According to Barisone et al. (2019), providing students with videos of films during their curriculum increased confidence in their skill performances. Utilizing the videos embedded in the program will enhance skill retention and performance.

We found in this study that students faced several challenges related to basic nursing skills with the help of video-assisted learning of basic skills in nursing. Some students commented that increasing the time for video reviews would result in a shorter time for skill practice. Furthermore, participants indicated that traditional learning techniques must adequately address their learning demands. With visuals, feedback produces clarity rather than understanding. The suitability of the learning environments is a crucial criterion for instructors to assess the students' basic skills. In this study, we found that the students emphasized the importance of theoretical knowledge in acquiring abilities. There are concerns regarding the efficacy of traditional teaching core nursing skills, which involves a face-to-face lecture followed by a demonstration (Bloomfield et al., 2010). Clinical practice is essential to nursing education and links theory with practice, particularly in midwifery and nursing (Devi et al., 2019). Nursing students need to spend more time in clinical environments to develop expertise. Due to the short amount of time spent in different clinical settings, there is a challenge in retaining knowledge and developing proficiency in psychomotor skills (Kamaru & Ilmudinulloh, 2024; Khairani et al., 2019). Clinical instructors may need to reiterate their explanations multiple times due to students' varying degrees of comprehension. Due to time constraints, clinical educators cannot employ a solitary way to elucidate the concept and expertise, which may only guarantee comprehension for some students. Utilizing interactive educational videos can effectively address most challenges nursing students and clinical instructors encounter in an introductory nursing course, resulting in resource and time savings (Natarajan et al., 2022).

Study limitation

The modest size of participants constrains the research findings. The study had a limited sample size of only 30 participants, which decreased the statistical power of the results. The study was conducted solely at a single nursing school, specifically within a Bachelor of Science in Nursing (BSN) program. Therefore, it is not possible to generalize the study findings. Another limitation of the study was its narrow scope, which specifically targeted essential abilities of the field of nursing. Creating a wide range of movies demonstrating different nursing skills was not feasible.

Implications for practice

The findings of this study indicated that student participants had a favorable response towards acquiring fundamental nursing skills when supplemented with films serving as a model of outstanding performance. Incorporating high-quality movies as a supplementary tool to complement traditional demonstrations of psychomotor abilities can effectively cater to various learning styles and should be integrated into nursing curriculums. It is advisable to conduct further research on the potential benefits of films in nursing education, particularly in acquiring new skills. Additional research is required to assess the impact of films on skill retention and performance over an extended period. Given its increasing popularity, it is crucial to explore strategies to effectively include this social media platform in nursing education in order to better cater to the demands of today's student participants.

CONCLUSIONS

The present study explored student participants' experiences and viewpoints on using video-assisted techniques for learning basic nursing skills. This study indicates that an interactive instructional video technique is readily applicable for undergraduate nursing students in acquiring fundamental nursing skills since it is equally efficacious as conventional methods in attaining desired student learning outcomes. Future research should explore and employ a combination of technology, such as interactive educational videos showcasing nursing abilities, and in-person, hands-on demonstrations to assess whether this approach leads to improved results. Study participants indicated that viewing outstanding films before acquiring skills would enhance their preparation. Participants are recognized as bimodal students who learn best through auditory and visual methods and can benefit from videos that cater to their specific learning needs. This study further validated prior research on this cohort of student participants, who showed a predilection for technology, particularly video-based educational resources. The results of this study have solidified the foundation for assessing the use of video-based social media platforms as an additional instructional tool for teaching psychomotor nursing skills. Given the generally favorable opinions of videos and the fact that most participants utilize them regularly, it presents a compelling opportunity to integrate them into the curriculum as an educational tool. This research offers valuable insights into integrating videos into the nursing curriculum. It emphasizes the importance of exploring novel approaches to incorporating technology in education for millennial and postmillennial students.

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