



Student Anxiety About Online Learning During The Covid-19 Pandemic

¹Nurul Anwar, ²Mohd Sani Ismail, ³Sar'in

¹²³⁴Master of Education, Faculty of Islamic Contemporary, Univesity of Sultan Zainal Abidin,
Kuala Nerus, 21300, Malaysia

anwariwank0@gmail.com, msaniismail@unisza.edu.my, larkinprki@gmail.com

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ABSTRACT

The use of online platforms is on the rise. Coupled with the COVID-19 pandemic has changed many aspects of modern life, especially education. The existence of online learning also has psychological. Anxiety is a typical response that expresses "alertness" and prompts a person to engage in creative activities to reduce their worry about the unknown. This study aims to describe the level of anxiety and identify what causes it in students at Hamzanwadi University, Indonesia. This research is in the form of descriptive using quantitative methods. The random sampling method was used in this study. Sample The study was as many as 33 students. Collecting data using research questions forms anxiety which is formed from the theory of Sigmund Freud. When the value has multiplied the reliability of Cronbach's Alphas through pilot studies and factor analysis respectively namely 0.865. The results showed that there were 3 aspects of anxiety, namely behavioral, cognitive, and high feelings. Students feel uncomfortable following online learning so they prefer to avoid online learning methods. The implications of this study can be used by lecturers as a guide in understanding student conditions and the effectiveness of online learning.

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1. Introduction

In today's world of education, especially in college, the use of online platforms is on the rise. The phrase "online learning" has recently gained popularity (Sukardi & Rozi, 2019). The COVID-19 epidemic has had an impact on many aspects of modern society, particularly schooling. This necessitates that education adapts and continues for the semester through online learning (Herliandry et al., 2020). Online learning is a media-based or platform-based teaching method with full support from gadgets and the internet, during a pandemic its use is increasingly widespread throughout the world, but it is still relatively new in some places including Indonesia in particular, it requires adjustments in several things, such as internet network conditions, the introduction of online learning applications and availability of lecture materials in soft file form (Saleh, 2020).

University students commonly use the internet to complement their requirements fulfilled via cell phones, and they have accomplished a variety of chores fast, including class assignments and academic achievement (Ali & Purwandi, 2016). In face of modern findings and exact circumstances of the pandemic which has the potential to cause mental illnesses in students such as anxiety (Maulidina & Bhakti, 2020). These psychological conditions affect the academic achievement of students. Anxiety is "a response to threats from the outside world or a feeling of fear of real dangers in the environment (Cuncic, 2017; Manampiring, 2019). This situation is often faced by students when they get new goods in their life including online learning. As a campus that has just embraced online learning, Hamzawadi University cannot be immune to the effects of this technology in terms of anxiety. It is classified as one a mental illness. Anxiety disorders, according to Boeree et al. (1997), are the most common or frequent mental disorders. They are a category of illnesses that are classified as significant emotional or mood disorders because of their acute or pathological anxiety (Pilling et al., 2013).

Millions of students have been affected by this phenomenon in schools. Psychologists and educationalists feel that using anxiety as a motivator can increase a person's ability to try new things which



may be related to their studies (Ghasemzadeh & Maryam, 2011). At Hamzanwadi university, the introduction of platforms that are still not widespread, causing concern for students to be able to run lectures well, one of them is the emergence of academic anxiety. Students have pressure to achieve adequate academic scores by fulfilling coursework assignments. This affects their desire to learn as well. Some part tried to deal with anxiety in the order it able to emerge a solution significantly in between research conducted by Bolliger & Halupa (2012) said that Anxiety and student satisfaction have a considerable negative relationship. Anxiety levels among students were moderate, and there were no considerable differences in anxiety levels over time. Anxiety is an example of difficulties that might affect student academic progress. More specifically at Hamzanwadi University, there was anxiety about certain subjects or certain methods (Kholisho, 2017)

In previous studies, some researchers discussed student anxiety and interest in learning, but they still did not describe the state of anxiety and interest in learning of Hamzanwadi University students as a whole. Research conducted by Sastriana et al., (2020) discusses student interest and satisfaction in participating in learning during the Covid-19 period, but this research only focuses on one new study program, namely Statistics, which is still relatively small in the number of students. Next is Prasetyaningrum et al., (2020) and Husnu, (2017) who both discuss anxiety in students, but only discuss anxiety in one English course about speaking skills. Of course, the studies above have not been able to represent the conditions of student anxiety and interest in learning, therefore researchers remember to find out more through this research.

To be more specific to know the level of anxiety that exists in these students and to smooth the process of transferring knowledge from lecturers to students, techniques or methods are needed in practicing online learning, one way is to know more deeply about the anxiety that exists in these students (Abidah et al., 2020). So that they can carry out the learning process well and achieve educational goals that are under the applicable curriculum. Through this paper, it is expected to be able to contribute in the form of knowledge to determine appropriate policies and methods related to student anxiety problems (Özdin & Bayrak Özdin, 2020). Based on these reasons, the purpose of the study intends to examine several anxieties among recent students, identify potential factors which affect their anxieties in online learning, and investigate their influence on their academic achievement.

2. Method

This study employed a quantitative approach method, using a questionnaire with instruments developed on a theoretical foundation. The Alpha Cronbach of the research instrument was found a value of 0.65 to 0.95 to be satisfactory and adequate (Gunawan, 2015). Instrument reliability is also adequate and acceptable if the coefficient value is Cronbach's alpha reached a value of 0.60. (Suharsimi Arikunto, 2010).

The descriptive is undertaken to describe or describe the research item in its current state without drawing any conclusions, and regression is used in this study's analysis (Kmenta et al., 1989). The information gathered is then described by converting the findings of the questionnaire analysis into a percentage. If this research is designed and carried out according to established standards, it can yield a single, highly reliable outcome.

The subjects in this research were Guidance and Counseling students. The total population in the study was 33 students of Guidance and Counseling students batch 2020. Saturated sampling was a method of sampling in which the researcher has access to the names of people in the community and can take samples of people (or other elements) directly (Creswell, 2014).

The Google Form utilized in this study was designed to collect data on student anxiety about online learning during the COVID-19 pandemic at Hamzanwadi University Indonesia then the respondent can a series of questionnaires be distributed to the respondents involved in the Guidance and Counseling Study Program, Faculty of Education, Hamzanwadi University. Before the distribution set of questionnaires to respondents, brief briefings were made aimed at providing understanding to respondents regarding assessment procedures. Finally, after the research respondents finished answering the researcher's set of questionnaires collected all sets of questionnaires for analysis and reporting purposes. To describe this research, the researcher used SPSS 16.0 for the windows program. The analysis obtained is the mean (mean), median, mode, standard deviation, maximum value, and minimum value.



3. Result and Discussion

Table 1 shows the mean of the participant's responses to each questionnaire item, while the Appendix shows the complete results of the participants' responses.

Table. 1
Descriptive statistics Anxiety

	N	Range	Min	Max	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Anxiety	33	41.00	37.00	78.00	1953.00	59.1818	2.04052
Valid N (listwise)	33						

Table 1 shows students' anxiety. The average value of the data is 59.1818. Based on the average score, it can be concluded that students' anxiety has a "high" level of anxiety which is divided into 3 aspects, namely cognitive, behavioral, and affective. The detailed result of the questionnaire is elaborated to find out the symptoms of anxiety and what students feel when they experience online learning. The questionnaire was analyzed based on the percentage of each answer.

3.1 Symptoms of Anxiety

Table. 2
Symptoms of Anxiety

NO	ITEM	SD	D	A	SA
I1	I enjoy learning online during the covid-19 pandemic	6.06%	69.9%	0%	24.24%
I2	I feel tense when studying online because there are more assignments given to learning	3.03%	21.21%	54.5%	21.21%
I3	I stay calm learning even though it's online	0%	54.5%	0%	45.45%
I4	I feel panic if I start learning online with a bad network	3.03%	18.18%	27.27%	51.5%
I5	My heart beats faster when suddenly there is an interruption in the online study device	51.5%	36.36%	12.12%	0%
I6	My chest feels tight during the online class	42.4%	48.48%	9.09%	0%
I7	I stammered when presenting due to a lack of confidence in online learning materials	3.03%	21.21%	48.48%	27.27%
I8	The lack of rest due to online classes makes my fingers vibrate erratically	30.3%	48.48%	21.21%	0%
I9	I feel dizzy constantly in front of my laptop or smartphone during online classes	9.09%	18.18%	36.36%	36.36%

Table 2 describes the symptoms of anxiety experienced by Hamanwadi University students. Whole, students experience some symptoms of anxiety in online learning even though they don't very dominant. This is evidenced by the results of the questionnaire students tend to choose "disagree" and "and strongly disagree" rather than "strongly agree". Previously, it was also found that some students did not decide their argument and only chose "disagree".

Based on the data from Table 2, there are several symptoms of anxiety experienced by Hamanwadi University students as referred to in points I1, I2, I3, I4, I7, and I9. First, item I1 shows that students disagree about the statement they did not enjoy learning online during the covid-19 pandemic. Second, item I2 implies that they feel tense when studying online because there are more assignments given to learning. Third, item I3 states that students did not stay calm learning online. Forth, item I4 implies the bad network makes them feel panic when joining online learning. Fifth, item I7 indicates that they speak unnormal because feeling unconfidence with the material that they obtained online. The last is item I9 states that being in front of a laptop constantly makes them a little dizzy.

On the other hand, some questionnaire items are not experienced by some students even though the numbers were not many when they were anxious, namely I5, I6, and I8. First, items I5 and I6 indicate students' disagreement with the statement and imply that their heart is normal as usual when they hear about



online learning. In addition, item I8 implies their disagreement with the statement and implies that the lack of rest due to online classes makes my fingers vibrate erratically and their fingers can work as usual.

3.2 Students' Perception of Online Learning

Table. 3
Students' Perception of Online Learning

NO	ITEM	SD	D	A	SA
		12.12%	30.3%	33.3%	24.24%
I10	I don't focus when I study online				
I11	I find it difficult to understand the material presented during lectures	33.3%	42.4%	12.12%	12.12%
I12	My eyes are hard to close because I think about online lecture material	45.45%	36.36%	15.15%	3.03%
I13	I start not sleeping well if the next day there is an online class schedule	15.15%	63.6%	12.12%	9.09%
I14	I easily forget material from online studies after waking up	24.24%	42.4%	15.15%	18.18%
I14	I am confused by the lecturer who explains the material in only one direction during online class	48.48%	30.3%	15.15%	6.06%
I16	I'm confused about taking online lectures because I don't have a device that supports it	3.03%	21.2%	42.4%	33.3%
I17	I choose to avoid online classes	9.09%	33.3%	42.4%	15.15%
I18	I choose to be busy myself by opening other applications than online learning platforms	27.27%	18.18%	42.4%	12.12%
I19	I don't care about my lecturer's instructions when the online class is running	12.12%	54.5%	27.27%	6.06%
I20	I tend to be nervous when there is online lecture information	30.3%	45.45%	24.24%	0%
I21	I am in a hurry when I prepare for my online class	24.24%	36.36%	36.36%	3.03%
I22	I started to feel restless when my internet suddenly cut off during an online lecture	18.18%	42.4%	24.24%	15.15%
I23	I feel uncomfortable sitting for hours while studying online	15.15%	27.27%	42.4%	15.15%

In table 3, it can be seen that students' perceptions of anxiety about online learning only occur in 6 items, namely I10, I16, I17, I18, I19, and I23, others indicate that they have a perception of not being anxious about online learning as a whole, but if you look at the overall score of students who experience symptoms by these items, it can be said that they are in an anxious condition, reaching 42.64%, their number is almost close to half of the total number.

Item I10 shows that online learning makes them less focused on learning, then in the item, I16 students reveal that the availability of inadequate internet devices makes them confused and this is reinforced by item I17 which reveals that students prefer to avoid online learning, whereas, in item I17, students prefer to avoid online learning. Item I18 students chose other activities to express their disagreement with online learning. Furthermore, item I19 revealed that students did not pay attention to the instructions in online learning delivered by their lecturers, and finally in item I23 students expressed their discomfort in participating in online learning.

3.3 Students' Perception of Their Ability in Online Learning

Table. 4
Students' Perception of Their Ability in Online Learning

NO	ITEM	SD	D	A	SA
I24	I'm tired of studying online	21.2%	12.12%	33.3%	33.3%
I25	I was afraid that I would be given a task that was trivial but unusual in a number	9.09%	27.27%	39.39%	24.24%



I26	I'm afraid my grades won't be optimal because I get the material indirectly	12.12%	18.18%	48.48%	21.2%
I27	I feel guilty attending online lectures that are not according to the rules, such as accidentally falling asleep	12.12%	36.36%	36.36%	15.15%

Based on table 4 there are 4 statement items and all of these items are experienced by students, these items are related to students' perceptions of their ability to improve academic achievement, while the items consist of items I24, I25, I26, and I27, wherein item I24 shows that students are tired of the current online learning system, then item I25 shows that students have concerns with online learning because they will get more assignments than before. In item I26, it shows that students have concerns about achievement in academic value ratings caused by indirect material acceptance, then the item is strengthened by item I27 which indicates that students' abilities are not optimal due to often falling asleep during online learning.

4. Conclusion

It can be concluded that students experience high levels of anxiety while studying although the number is slightly higher than the average level limit. there are some symptoms of anxiety that are commonly recognized by students: students feel uncomfortable participating in online learning, and there are several things that make them uncomfortable such as a poor internet connection, and their distrust of online. Students' perceptions of online learning are also not so good, they find it difficult to focus on participating in online learning, and instructions from lecturers are difficult for them to receive clearly because of the conditions of learning devices that are less supportive, causing discomfort in learning. The findings of this study can be used as input for teachers and students to create an effective learning methodology to minimize the psychological conditions of students in the form of anxiety they experience, especially at Hamzanwadi University.

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