

Students' anxieties towards learning using moodle learning

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Abstract

Anxiety is an unpleasant condition, emotional in nature and very strong accompanied by a physical that warns a person of approaching danger. This unpleasant feeling is usually vague and difficult, sure but always felt. This study aimed to find out the factors that affect students' anxieties towards learning using moodle. The interview was used to gain the data. The results show that : the factors that caused students anxieties in learning using moodle were : (1) students limited internet connection 43%; (2) students' house location 21%; (3) students' limited understanding how to use moodle 12%; (4) unidentified factors 26%. The current study suggested that further research to solve the students' anxieties towards learning using moodle needed to be conducted to complete the finding.

Keywords: anxiety; higher education; moodle; online learning

INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that the students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, the community, nation, and state (Hendriana & Jacobus, 2017). It means that education is an important thing for every individual. The objectives of education will run effectively and efficiently if there is good cooperation between stakeholder of education, namely teachers, students, and parents. Dealing with hte opinion, teachers really need the involvement of parents in supporting the teaching and learning process that the teacher has given to the students (Pratiningsih, 2017).

Wang, et. al (2007) stated that the development of multimedia and information as well as the use of the internet as new technical teaching has made changes in the traditional teaching and learning process. Technology in educational system plays a role in providing convinience for students and the teachers who have difficulty in understanding lessons inside or outside classroom. Learning outside the classroom can be carried out independently bu utilizing a variety of media. The process of utilizing the media is called e-learning. The media that can be utilized such as learning videos, e-books, internet, television and so on. Molinda (2005) stated that online learning can be defined as an effort to connect students with learning resources that are phisically separate or even far apart but can communicate with each other, interact, and collaborate.

In 2019, covid 19 was first discovered in the city of Wuhan. The ease of spread made it possible for the disease to spread in different parts of the world within a short time (Hasan & Bao, 2020). Covid 19 has proven to be the most disruptive occurrence of human life in the 21st century. In this moment, the world of education is facing a transition era, the education system that is usually carried out is experiencing changes, this is due to the Covid 19 pandemic. Indonesian government is busy with various efforts to tackle the spread of the virus. One of the efforts made by the Indonesian government such as the application of social and physical distancing. These choice affect of human life, one of them is in the education field. The schools are closed, students learn online, teachers prepare learning using various media, such as Whatsapp, google meet, youtube and so on.

Online learning or e-learning might be delivered to students in different learning environments such as synchronous, asynchronous, and hybrid learning environment. In the synchronous learning, the courses would require simultaneous online interactions between students and teachers, they must be take part int he course from a distance in real-time. Google meet and zoom are the example of a synchronous learning tool. Meanwhile, in the asynchronous learning, courses are not offered in real-time.

According to Scovel (in Brown, 2007: 151) states that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry it means they are in anxiety. There are several definitions of anxiety which are found by the writers. According to Passer and Smith (2009: 546) define anxiety as a state of tension and apprehension as a natural response to perceived threat. There are types of anxiety. Two of the most well-known is state anxiety and trait anxiety. State anxiety is anxiety that happen when faced with specific situation. Anxiety is a fundamental human emotion, which is often caused by uncertainty and fear, and it generally happens if individuals consider the event a threat to themselves or their self-esteem. Depending on the duration, anxiety can also be a trait or state Since anxiety constitutes the human feelings experienced by everybody, students are no exception, as they might have difficulty when studying, taking tests, or making important life decisions. According to Gibbs, Habeshaw, and Habeshawn, students would constantly underperform if they were experiencing anxiety. Jegede, Alaiyemola, and Olebukola have also shown that anxiety is negatively linked to student success. Importantly, as Jegede et al. maintained, anxiety has a negative association with students' accomplishment of critical cognitive and emotional outcomes in distance learning.

Based on the background, there is an interest in conducting research that aims to describe the factors that caused students anxieties in learning using moodle.

METHODS

This research uses descriptive qualitative research methods. Descriptive qualitative research is research that provides descriptive, description and facts of the phenomena under study (Indrawati, 2020). The analysis was carried out in this study, namely the analysis of various scientific articles related to the factors that caused of anxiety of students during the current Covid-19 pandemic.

RESULTS AND DISCUSSION

Education is an important thing in human life. Every human being needs the education to support the formation of generations who are knowledgeable, moral and able to compete in

future lives (Salsabila et al., 2020). During the current covid pandemic, it was related to the learning process in accordance with a circular from the government, the learning process was carried out boldly to cope with the increasingly widespread transmission of Covid 19. Based on this, the education process during the current Covid-19 pandemic will still run effectively even with online media. This is in accordance with what is stated in the National Education System Law Article 13 paragraph 2 which states that formal, non-formal education carried out in the education system can be done face-to-face or remotely (Indonesia, 2003). Face-to-face learning can still run effectively using existing technology systems and there is feedback between teachers, students and parents (Latip, 2020). Other research states that the use of online learning can run effectively by using preparations made by educators, namely preparing teaching materials that can attract the attention of students (Wijoyo & Nyanasuryanadi, 2020).

Education is presumed to be a great equaliser for young people in terms of opening up chances for their future. However, the presence of such variations caused by the digital divide, in this case, would have definitely resulted in the development of negative perspectives towards online learning due to its discriminative nature (Karuppappan & Mohammed, 2020). Such difficult environment would have contributed to psychological stress and anxiety, and subsequent reduction in effective utilization of the online learning platforms. This condition is further worsened by the fact that a large number of students, especially those from developing countries, come from financially disadvantaged families. E-learning does not come cheap; a laptop and internet connectivity are prerequisites that must be in place before online learning can proceed. Even a financially average family with three to four children would be faced with considerable financial outlay in order to ensure that all the children are equipped with the devices and the connectivity to face online learning requirements. On top of that, with the current economic situation, many have lost their jobs and are struggling to make ends meet. Parents in such circumstances would be hard pressed to equip their children with the necessary technological access to participate in online learning.

The data were gathered through questionnaire and interview. It showed the emergence students' anxiety during online English learning, and the factors that contribute students' anxiety as well as their strategies in overcoming anxiety during online learning can be categorized as follows:

Students' Anxiety Related to Online English Learning

According to the result of questionnaire and interview with student anxiety, it can be identified that anxiety encountered by students' during online learning was situation-specific anxiety. Online learning activities used applications and English make students more anxious in learning. A similar statement by Wu (2010:175) defines that situation-specific anxiety is apprehension in a particular context or situation, such as giving speech, taking a test, or no signal. Therefore, online learning activities at home used several applications, English, and un-support situation; no signal was category as a situation-specific anxiety. There are several factors contributing to student's anxiety using moodle learning such as:

Limited Understanding how to use moodle (12%)

The students respond that they were anxious because they did not get used to those kind of situation. They said it was very different from the usual classroom learning situation. In the classroom, they studied with their friends as students and lecturers as teacher. While using moodle, they found different level of learning online learning situations. These situations make them anxious and shock.

Limited internet connection (43%)

The result of interview and questionnaire written by students showed that students felt anxious when they have limited internet connection to learn online and they were afraid of being missconnected and feel un-comfortable. In addition, they required inevitably to understand the lesson deliver by the lecturers.

Students' house location (21%)

The students responded that using moodle has made them felt anxious. Moreover, the lecture asked them to be more enthusiastic in online English learning to receive the material. Sometimes the students felt anxious because of their house location which less signal. So that they can not gain the material well.

Unidentified factors (26%)

One source of anxiety during English online learning is unidentified factors.

CONCLUSION

First, the result showed that the anxiety faced by the students related to moodle learning included in situation-specific anxiety, it was because most students experience anxiety when they were in an unsupported or uncomfortable situation. The result showed that they were four categories experience by students related to online learning, such as; being not familiar with the situation, incompetence in learning, less English proficiency, and not as expected.

Second, the anxiety experience by students in online learning can be overcome by four strategies, such as; positive thinking, keep calm and enjoy it, self-confidence, and preparation in this case, students can use more than one the strategies to solve an anxiety they face. This conclusion expect by the students to get an effective strategy to solve anxiety during online using moodle learning.

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