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ANXIETY BARRIERS IN JOINING DIGITAL ONLINE LEARNING DURING COVID19 PANDEMIC OUTBREAKS

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ANXIETY BARRIERS IN JOINING DIGITAL ONLINE LEARNING DURING COVID19 PANDEMIC OUTBREAKS

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Abstract

Pandemic covid19 outbreaks brings many impacts in education sectors including to conduct and maintain teaching and learning at university. This study evaluates the use of digital online learning hosted by Islamic university in Indonesia. Students' anxiety in joining and following the distance classroom is the major factor that was analyzed. quantitative approach was used to get and investigated the data beyond the sample students of university. Throwing the students' perception in the online survey which was conducted to portray the data on the why students felt anxiety to get the digital online learning. Research findings explain about the students owning technological items in supporting students' online learning and students' anxiety while attending and joining the online classroom. The discussion discloses about 1) the readiness of students' having online devices, internet settings, and students' literacy in using online technology. 2) Moreover, it also elaborates students' anxiety claiming that digital online learning scared and make them less confidence, bad feeling, and lack of enthusiastic to study. the writer concludes that students presume these followings; -prefer having online classroom using smartphones android rather than laptop/computer pc, -got trouble in internet connection while having online classroom, - sacrifice much money to consume internet quota to join online learning, - scared students due to the equipment needed, - do not feel confidence in joining the lesson due to many obstacles and barriers.

Keywords: anxiety, online learning

A. INTRODUCTION

The spreading of Corona Novel Virus19 has contributed the big impacts beyond all various sectors disordered like; economic, infrastructure, and education through almost countries in the world.¹ This pandemic outbreak hits the educational sector, schools, institutions, and universities in which teaching and learning classroom should be removed conducting from face to face learning through learning at home using digital online sources especially for students of the university. Consequently, they should learn the way of instructing and using digital learning through any online teaching media.² The minister of education and culture Indonesia, Nadiem Makarim stated clearly that all schools and universities should hold distance classroom teaching and learning process using digital online teaching media to deliver the lessons and materials during the pandemic outbreak until the end of the academic year. Additionally, Indonesia has 68.2 million of students doing study from home as the policy of the government.³ It is in line with the statement of the development of the digital world can cause two opposing sides concerning the development of digital literacy. Indonesia is one of the countries with the most significant number of internet users in the world.⁴

Digital online learning at university has been applied since the early covid19 pandemic in march 2020. Teachers and students are supposed to be technology literate including the operating and implementing online learning using some digital platforms. Discussion on the solution of online learning has been explored by these some experts like.⁵ They moreover finding out about the digital online learning gaps still bring big problems that difficult to be solved in Indonesia⁶, and Its statistics show that Indonesia sits the second of highest after Vietnam from 63 countries OECD. of the backwardness of using technology in education. Other Many studies on the gaps of digital learning in education have been mentioned by some researchers like Everett M. Rogers⁷, Van Dijk⁸ that internet accessed and internet quota adequacy are still the problem of putting on the ICT in the context of distance learning. Van Dijk explained that digital online learning gaps could be classified into four indicators, namely; physical/material, motivational, skill, and usage⁹. One of the students' motivation constraint is the students' anxiety.

¹ World Health Organization, "The world health report 2020: shaping the future" (World Health Organization, 2020).

² Dwi Puji Astuti, Arifin Muslim, dan Dhi Bramasta, "ANALISIS PERSIAPAN GURU DALAM PELAKSANAAN PEMBELAJARAN MATEMATIKA DI KELAS IV SD NEGERI JAMBU 01," *Jurnal Wahana Pendidikan* 7, no. 2 (17 Agustus 2020): 185–92, <https://doi.org/10.25157/wa.v7i2.3676>.

³ UNESCO, *Media Education* (Paris: Unesco, 1984).

⁴ T. G. L. Nasional, *Materi Pendukung Literasi Digital* (Jakarta: Kementerian Pendidikan dan Kebudayaan Indonesia, 2017).

⁵ Beibitkul S Karimova dan Nurymkul O Zhetpeisova, "On Innovative Pedagogical Technologies and Training Methods," *International Journal of Learning and Change* 12, no. 1 (2020): 15; Kevin Anthony Jones dan Ravi S. Sharma, "An Experiment in Blended Learning: Higher Education without Lectures," *International Journal of Digital Enterprise Technology* 1, no. 3 (2019): 241, <https://doi.org/10.1504/IJDET.2019.097846>.

⁶ Ariyanti Ariyanti, "Psychological Factors Affecting EFL Students' Speaking Performance," *ASIAN TEFL Journal of Language Teaching and Applied Linguistics* 1, no. 1 (4 Juli 2016), <https://doi.org/10.21462/asiantefl.v1i1.14>; Yayat D Hadiyat, "Digital Divide in Indonesia," *Jurnal Pekommas* 17, no. 2 (2014): 10.

⁷ Everett M. Rogers, *The Diffusion of Innovations*, 4 ed. (New York: The Free Press, 1995).

⁸ Jan A. G. M. van Dijk, "Digital Divide Research, Achievements and Shortcomings," *Poetics*, The digital divide in the twenty-first century, 34, no. 4 (1 Agustus 2006): 221–35, <https://doi.org/10.1016/j.poetic.2006.05.004>.

⁹ Alexander J. A. M. van Deursen dan Jan A. G. M. van Dijk, "Toward a Multifaceted Model of Internet Access for Understanding Digital Divides: An Empirical Investigation," *The Information Society* 31, no. 5 (20 Oktober 2015): 379–91, <https://doi.org/10.1080/01972243.2015.1069770>.

According to Copeland et al.¹⁰, students of university has achieved the adolescence period that transiting from childhood to early adulthood. Moreover, they embrace some various changes like; cognitive, social, biological, and emotional.¹¹ Additionally, Efrila states students face the complicated subject lessons at university which make them getting under pressured. Then, at this level, students' unresolved problems and pressures experienced produced anxiety for students. To support this idea, Cranney, Leman, Fergus, & Rowatt¹² mentioned that anxiety is not pathological because it can be a source of strong motivation.¹³ On the other hand, that Low anxiety is a positive effect on student learning performance and tends to increase learning motivation.¹⁴

Then, anxiety is a manifestation of mixed emotional processes, which occurs when students experience feelings of stress, frustration, and inner conflict.¹⁵ It is also an unpleasant condition that includes fear, tension, worry, and confusion. Ifdil et al.,¹⁶ stated that anxiety is one's feelings of fear or tension in dealing with learning problems. Anxious students think of learning as something that is not fun. According to Petrowski, Buehrer, Niedring, & Schmalbach¹⁷ the symptoms of anxiety are reviewed through three, namely psychological components, such as nervousness, tension, insecurity, fear, and shock; physiological such as palpitations and cold sweat on the palms,¹⁸ and social, which is associated with environmental factors in the form of behavior (attitude) and disturbance, and seclusion.¹⁹

¹⁰ William E. Copeland dkk., "Adult Psychiatric Outcomes of Bullying and Being Bullied by Peers in Childhood and Adolescence," *JAMA Psychiatry* 70, no. 4 (1 April 2013): 419, <https://doi.org/10.1001/jamapsychiatry.2013.504>.

¹¹ Claire F. Friedman, Tracy A. Proverbs-Singh, dan Michael A. Postow, "Treatment of the Immune-Related Adverse Effects of Immune Checkpoint Inhibitors: A Review," *JAMA Oncology* 2, no. 10 (1 Oktober 2016): 1346–53, <https://doi.org/10.1001/jamaoncol.2016.1051>; Copeland dkk., "Adult Psychiatric Outcomes of Bullying and Being Bullied by Peers in Childhood and Adolescence."

¹² Stephen Cranney dkk., "Hell anxiety as non-pathological fear," *Mental Health, Religion & Culture* 21, no. 9–10 (26 November 2018): 867–83, <https://doi.org/10.1080/13674676.2018.1443436>.

¹³ Lynda Henley Walters dan Gerald Corey, "Theory and Practice of Counseling and Psychotherapy," *Family Relations* 29, no. 1 (Januari 1980): 133, <https://doi.org/10.2307/583738>.

¹⁴ Mark É. Czeisler dkk., "Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic — United States, June 24–30, 2020," *MMWR. Morbidity and Mortality Weekly Report* 69 (2020), <https://doi.org/10.15585/mmwr.mm6932a1>; Jie Chi Yang dan Benazir Quadir, "Effects of Prior Knowledge on Learning Performance and Anxiety in an English Learning Online Role-Playing Game," *Journal of Educational Technology & Society* 21, no. 3 (2018): 174–85.

¹⁵ Sophie A. Palitz dan Philip C. Kendall, "Anxiety Disorders in Children," dalam *Clinical Handbook of Anxiety Disorders: From Theory to Practice*, ed. oleh Eric Bui, Meredith E. Charney, dan Amanda W. Baker, Current Clinical Psychiatry (Cham: Springer International Publishing, 2020), 141–56, https://doi.org/10.1007/978-3-030-30687-8_7.

¹⁶ Z. Ardi dkk., "Exploring the elementary students learning difficulties risks on mathematics based on students mathematic anxiety, mathematics self-efficacy and value beliefs using rasch measurement" 1157 (1 Februari 2019): 032095, <https://doi.org/10.1088/1742-6596/1157/3/032095>.

¹⁷ Katja Petrowski dkk., "The Effects of Light Exposure on the Cortisol Stress Response in Human Males," *Stress (Amsterdam, Netherlands)* 24, no. 1 (Januari 2021): 29–35, <https://doi.org/10.1080/10253890.2020.1741543>.

¹⁸ Meriyati Meriyati, Rizkia Shaulita, dan Lita Nurma Turnip, "Problem Based Learning Strategy: The Impact on Mathematical Learning Outcomes Viewed from Anxiety Levels," *Al-Jabar : Jurnal Pendidikan Matematika* 9, no. 2 (21 Desember 2018): 199–208, <https://doi.org/10.24042/ajpm.v9i2.3719>.

¹⁹ Marie L. Chardon dkk., "Youth Internalizing Symptoms, Sleep-Related Problems, and Disordered Eating Attitudes and Behaviors: A Moderated Mediation Analysis," *Eating Behaviors* 21 (April 2016): 99–103, <https://doi.org/10.1016/j.eatbeh.2016.01.007>.

Students' anxiety towards the acceptance of technology in online learning breaks the purposes of study from home. Studies on the students' anxiety have been declared by Raafat George Saadé dan Dennis Kira²⁰; N Tuncay dan H Uzunboyulu²¹; JanA.G.M. van Dijk²² mentioning that anxiety is one of the effects of students' digital gaps on using online learning. Regarding this, explaining the anxiety also have described by arguing that anxiety is the basic human emotions of fearfulness, apprehension, and uneasiness. During the pandemic outbreaks, it is important to search on how the students' anxiety affected the digital online learning gaps within the education sector in Indonesia.

The writer focuses on the formulae of this following research questions; 1) what are students' perspective towards the use of technological items in having digital online learning? 2) what are students' anxieties while joining the digital online learning?

B. REVIEW OF RELATED LITERATUR

Reviewing on the students' anxiety in joining the digital online classroom during have been discussed by these following; Macher, D., Paechte M., Papousek, I., & Ruggeri, K.²³ viewed that anxiety can be measured through statistics anxiety, trait anxiety, learning behavior, and academic performance. Saadé, R. G., Nebebe, F., & Kira, D.²⁴ discussed that there are characterizing computer experience and anxieties differences between middle eastern and western students in e learning. Yunus, K., Wahid, W., Omar, S. S., & Ab Rashid, R.²⁵ elaborated that computer phobia abused among adult university students. Shibli, N²⁶ mentioned the effects of anxiety on achievement and performance: A college study. Amsal, M.F.²⁷ showing utilization of information and communication technology for learning in the implementation of curriculum 2013.

Supporting those ideas on the impact of using technology concerning with the anxiety on students have been explained by these writers like; Bhandari, A., Erickson, L. E., Steichen, E. M., & Jacoby, W. A.²⁸ the important of preparing students to work

²⁰ Raafat George Saadé, Fassil Nebebe, dan Dennis Kira, "Characterising Computer Experience and Anxieties Differences Between Middle Eastern and Western Students in ELearning," 2015, 353–65, <https://doi.org/10.28945/2225>.

²¹ Nazime Tuncay dan Huseyin Uzunboyulu, "Anxiety and Resistance in Distance Learning," *Cypriot Journal of Educational Sciences* 5, no. 2 (2010): 142–50.

²² Chardon dkk., "Youth Internalizing Symptoms, Sleep-Related Problems, and Disordered Eating Attitudes and Behaviors."

²³ Daniel Macher dkk., "Statistics anxiety, trait anxiety, learning behavior, and academic performance," *European Journal of Psychology of Education* 27, no. 4 (2012): 483–98.

²⁴ George Saadé, Nebebe, dan Kira, "Characterising Computer Experience and Anxieties Differences Between Middle Eastern and Western Students in ELearning."

²⁵ Kamariah Yunus dkk., "Computer Phobia Among Adult University Students," *International Journal of Applied Linguistics and English Literature* 5, no. 6 (2016): 209–13, <http://dx.doi.org/10.7575/aiac.ijalel.v.5n.6p.209>.

²⁶ Dr Naveed Shibli dkk., "The Effects of Anxiety on Achievement and Performance: A College Study," *International Journal of Scientific and Research Publications* 5, no. 6 (2015): 2.

²⁷ Eldarni dan Mutiara Felicia Amsal, "Utilization of Information and Communication Technology for Learning in the Implementation of Curriculum 2013" (Padang International Conference on Educational Management And Administration (PICEMA 2018), Atlantis Press, 2019), 119–21, <https://doi.org/10.2991/picema-18.2019.23>.

²⁸ Alok Bhandari dkk., "Preparing Students to Work Effectively as Members of Interdisciplinary

effectively as members of interdisciplinary design teams. Kurniawati, J., & Baroroh, S.²⁹ talking actively on *literasi media digital mahasiswa universitas muhammadiyah bengkulu*. Montebello, V. studied on digital literacy in post-certification education. Nasional, T. G. L.³⁰ explored *Materi Pendukung Literasi Digital*. Ogilvie, C. A.³¹ enlighten moving students from simple to complex problem solving. Patmanthara, S., & Hidayat, W. N.³² giving example on the improving vocational high school student's digital literacy skill through blended learning model. Pratiwi, N., & Pritanova, N.³³ expounding *pengaruh literasi digital terhadap psikologis anak dan remaja*. Woods, E., & Murphy, E.³⁴ prelaunched in getting the digital edge: a digital literacy and employability skills day for students.

C. RESEARCH METHOD

This study is a quantitative data approach. The writer used a questionnaire and interview to collect the data from 970 students' participants by using online questionnaire google form. The aspects of technical items in attending and joining the online learning are; 1) students' having a laptop/computer PC, 2) students' possessing a smartphone, 3) internet good connection, 4) internet quota adequacy, 5) students' skill in the use of technology. The population was the students of *Antasari Islamic University* in Indonesia. The sample was those students who studied in its university while having the odd semester during the covid19 pandemic outbreak.

These questionnaires adopted from Raafat George were used to answer the research question dealing with the students' anxiety towards the impact of digital online learning gaps during the pandemic outbreak. These questions were purposed to dig up more revealing data towards; 1) digital online learning scared me, 2) feeling confident while joining the digital online learning, 3) getting bad feeling while attending the classroom digital online learning, 4) feeling anxiety while taking digital online learning. The data was 970 participants using google form by Microsoft. All items were measured using a five-point Likert-type scale with anchors from "Strongly disagree=1, disagree=2, quite agree=3, agree=4, and Strongly agree=5". The items of the questionnaire were measured

Design Teams," dalam *Learning to Solve Complex Scientific Problems* (Routledge, 2007).

²⁹ Juliana Kurniawati, "LITERASI MEDIA DIGITAL MAHASISWA UNIVERSITAS MUHAMMADIYAH BENGKULU (Survei Tingkat Literasi Media Digital Pada Mahasiswa Universitas Muhammadiyah Bengkulu Ditinjau Dari Aspek Individual Competence)," *Komunikator* 8, no. 2 (11 November 2016), <https://journal.umy.ac.id/index.php/jkm/article/view/2069>.

³⁰ Nasional, *Materi Pendukung Literasi Digital*.

³¹ Craig A. Ogilvie, "Moving Students From Simple to Complex Problem Solving," dalam *Learning to Solve Complex Scientific Problems* (Routledge, 2007), 159–86.

³² Syaad Patmanthara dan Wahyu Nur Hidayat, "Improving Vocational High School Students Digital Literacy Skill through Blended Learning Model," *Journal of Physics: Conference Series* 1028 (Juni 2018): 012076, <https://doi.org/10.1088/1742-6596/1028/1/012076>.

³³ Nani Pratiwi dan Nola Pritanova, "PENGARUH LITERASI DIGITAL TERHADAP PSIKOLOGIS ANAK DAN REMAJA," *Semantik* 6, no. 1 (1 Februari 2017): 11–24, <https://doi.org/10.22460/semantik.v6i1.p11-24>.

³⁴ Emma Woods dan Ellie Murphy, "Get the Digital Edge: A Digital Literacy and Employability Skills Day for Students," *Journal of Information Literacy* 7, no. 2 (24 November 2013): 156–57, <https://doi.org/10.11645/7.2.1856>.

using five points by Likert-type scale namely; 'strongly disagree=1, disagree=2, quite agree=3, agree=4, strongly agree=5.

D. RESULT AND DISCUSSION

The use of technology in recent period during the covid19 pandemic might bring and influence the way of students' thinking and perceive. Teachers at university starts with opening the distance classroom by conducting the digital online teaching using some various platforms like; university Spada apps, google meet apps, zoom apps, you tube apps, WhatsApp group, etc. to dig up the questions of this study dealing with the items used beyond the technological settings and the raising of students' anxiety while joining online learning come up and explained in this following;

1. The technical items used in joining the digital online learning

The writer used questionnaire to get the data and analysis some answers that already got through the google form distributed to research participants.

Here is the data analysis on the students' technological items used by students.

Table 1. The Items of technological items used by students

No	Item	SD	D	QA	A	SA
1	having laptop/pc	15.7	8.8	18.8	44.1	12.7
2	having a smartphone	1.4	4.6	16	56.7	21.2
3	good connection	12.5	31.9	34.7	17	3.9
4	internet quota adequacy	25.5	38	24	9.8	2.7
5	application skill usage	2.5	17.4	38.3	35.1	6.7

note: "strongly disagree=SD, disagree=D, quite agree=QA, agree=A, and strongly, agree=SA"

This table reflects the students' used of hardware digital online learning during the pandemic beyond the study from home. The writer can explain this table into some explanation towards the name of items on technological problems faced by students at *Antasari* Islamic University such: 1) having laptop/computer PC-explanation: students *agree* (44.1%) to use laptop/computer PC in attending and joining the distance classroom online learning while the pandemic outbreaks. 2) students mostly *agree* (56.7%) using smartphones as the learning media applied in online learning. 3) internet connection is one of problems faced by students since they *quite agree* (34.7%) and *disagree* (31.9%) accordingly students felt dissatisfied with the fast of internet wave and connection they got. 4) students felt *disagree* (38%) and *strongly disagree* (25.5%) refer to the use of their own internet quota to join the lesson on the online learning. 5) students are *quite agree* (38.3%) and *agree* (35.1%) dealing with their skill in applying the usage of digital online learning, such as zoom apps, google meet apps, you tube apps, WhatsApp.

2. The students' anxieties appeared during the joining of hosting digital online learning

Anxiety can appear to anyone including students who are not ready yet in facing

the technology as a main teaching and learning tools in university. Many lecturers use the high technology to maintain and control their distance classroom during this covid19 pandemic. Some do not use technology et all since they do not have any technology literacy in equip themselves with the current teaching methods needed. This study portrays the students' anxiety while facing and possessing digital technology to attend and join their online classroom at university. The sample students have answered the questionnaire and analyzed it into this finding table.

Table 2. Items of feeling anxiety

No	Item	SD	D	QA	A	SA
1	digital online learning scared me	15.7	25.6	32	16.5	10.2
2	feeling confident while joining the digital online learning	19.6	33.1	33.8	10.8	2.7
3	getting bad feeling while attending the classroom digital online learning	10.3	20.5	34.1	24.6	10.5
4	feeling anxiety while taking digital online learning	9.1	18.9	36.8	24.7	10.5

Note: "strongly disagree=SD, disagree=D, quite agree=QA, agree=A, and strongly agree=SA"

The result of analysis on this table explain that there are some items of students' anxieties that occurred during following the online learning, such; 1) students said **disagree** (25.6%) if they are afraid in joining the online learning yet they have been familiar with any kinds of online learning platforms. But on other side, students obviously **agree** (16.5%) that they felt scared in involving the online learning since they lack of any technological facility or they have a very limited access. 2) students mentioned **disagree** if they felt confidence in joining the online learning (33.1%) it is contradictory for the fact that they actually do not want to have this online learning. 3) most of students felt **quite agree** (34.1%) that they do not enjoy joining the online learning which was conducted by lecturers in every subject meeting. Accordingly, they have the same opinion that they **agree** (24.6%) that they got the bad feeling while attending and joining the digital online learning. 4) during the pandemic, teaching and learning at campus was conducted using the digital online classroom so that all students should be literate in applying the online media while they attend and join the distance classroom. The data show that students felt anxiety much (36.8%) **quite agree** that while having online learning. Students felt of unreadiness with the technology as well as the attributes that makes the online successfully connected.

This study elaborates the big things in the paradigm of hosting the online teaching learning during the program of study from home as the consequence of reducing the spreads of pandemic covid19 outbreaks. The writer discusses about the overview of online learning technological usage and explode the students' anxieties appeared while having and joining online learning in this pandemic period.

Discussion on the novelty of the indicators that student have related to the technological usage in digital online learning reveals that 1) in fact, not all students at university have a laptop or computer pc. They felt **strongly disagree** (15,7%) to join the online learning using that devices because they mostly are not equipped by laptop and computer pc. Students feel hard to buy laptop since they also should prepare the many things and keep survival during this pandemic outbreaks. 2) even though so many students **agree** can join the online learning using the mobile phones or smart phones, but the are still a few students **strongly disagree** (1.4%) who cannot attend the online meeting because their handphone is not android cellular. This problem makes students should borrow android phones from their parents or relatives, or even their neighbor in order to get the lesson from teacher through online platform. 3) online learning can occur if there is a good connection. Unfortunately, most of students **disagree** (31.9%) that they have a good connection while joining the online classroom. Surely this connection can be influenced some traits like; students' location, students' smartphone eligible, and the provider they used. 4) in the normal situation, students used to have internet connection via Wi-Fi at campus. They might use the internet searching anytime, anywhere, and any like they want to search and do their assignment. But now, in this pandemic, they cannot go to campus and have to do many assignments from home without any Wi-Fi internet facility. They felt **strongly disagree** (25.5%) with this situation since they have to shop and buy internet quota to guarantee and run on their online learning. Instead, their parents do not have enough money to supply the internet quota. 5) more students **disagree** (17.4%) with the claim that learners have been skillful in operating and maintaining the online learning platform. This matter can be shown that still many students can not use and operate the mute/unmute microphones, rename the names, share the files, show the video, and text the chat beyond the online learning activity.

Explanation on the novelty of students' anxiety on attending and joining the digital online learning during the covid19 pandemic outbreak can be elaborated as; 1) while teachers conducting the online classroom, students felt scared to follow the lesson because they felt scared to have online learning towards the consumption of internet devices like; 1) internet connection, android, internet quota, and coming assignments. They **strongly disagree** (10.2%) that they scared having online classroom. This percentage shows us that still many students are not interested having online classroom to remove face to face classroom. 2) students felt lack of confidence in joining the digital online learning because they felt inconvenience with the condition and situation at home. They said **strongly disagree** (19.6%) that online classroom makes them comfortable to join the distance classroom. The inconvenient things that raise with them are; the unreadiness home classroom setting, the time teaching hosted, the uncontrolled handicaps from surroundings. 3) students **strongly agree** (10.5%) getting a bad feeling while attending the digital online classroom. This number is so high since still many students do not enjoy with the online teaching learning. Some reasons are; they can not interact interpersonally with their friends, they can not make a jog, they are bordered by the visual devices, and

they can not cooperate in doing the exercises. 4) obviously students **agree** (24.7%) that anxiety is the feeling they own while they have online classroom. There are some indicators make them raising anxiety like; the readiness of physical internet devices, the readiness of laptop/smartphones, and the readiness of materials without any explanation within it.

E. CONCLUSION

The writer concludes this result of study as included two major's analysis; 1) students' technological digital online learning items in supporting their distance classroom; -students prefer having online classroom using smartphones android rather than laptop/computer pc. -some students do not have a laptop to support their online learning because it is expensive to buy. - students got the trouble in internet connection while having online classroom. This problem raised due to the place student live in at the rural area. -students need to sacrifice much money to consume internet quota to join online learning. -not all students can operate and apply the online learning platforms. 2) students' anxiety in attending and joining the online learning are caused by these followings; -online learning scared students due to the equipment needed. -students do not feel confidence in joining the lesson due to many obstacles and barriers. -students do not enjoy having online learning due to distance interaction with their classmates directly student felt anxiety while joining the online learning. This is referred to N Tuncay³⁵ mentioned that Anxiety is divided into 4 types, *technology anxiety*, *language anxiety*, *social anxiety*, and *test anxiety*

³⁵ Tuncay dan Uzunboylu, "Anxiety and Resistance in Distance Learning."

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