STUDENTS' PERCEPTION AND ANXIETY IN ONLINE LEARNING TOWARD TECHNOLOGY ADAPTATION

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Abstract: This study investigated students' perceptions and anxiety concerning online learning and technology adaptation among 20 fourth-semester accounting students at Universitas Bhayangkara Jakarta Raya. Using a descriptive qualitative method, data were collected through questionnaires and interviews and analyzed with Likert scales and transcription analysis. The findings revealed that many students experienced concerns and anxiety during online learning. They needed more motivation for sessions conducted via Google Meet and Google Classroom, though the materials provided were often communicative. While students found it relatively easy to access supplementary materials, they perceived online learning as disorganized and struggled with flexibility in communication with lecturers due to their anxiety. Technical challenges, such as internet connectivity issues and limited data quotas, frequently distracted students and reduced their focus. These disruptions disrupted their perception of online learning, resulting in a lack of engagement and learning fatigue. Despite these challenges, students adopted technology and realized the importance of technology in their education. However, most participants felt offline learning was still more effective and engaging. Additionally, technical tasks must be considered more closely, and online education methods should be optimized more effectively to increase students' interest and decrease stress levels. Despite its challenges, students showed a willingness to embrace technology for learning. These findings suggest that it is critical to find new ways of making online learning spaces less organized, meaningfully engaging, and more facilitative of the personal adjustments and coping needed by learners.

Keywords: online learning, students' perception, students' anxiety, technology adaptation

INTRODUCTION

The internet has become a global phenomenon. It is in a dimension where it affects everyone. It has a direct impact on many areas, including work, education, social

communication, journalism, and many others. The computer serves as an interface through which it can connect to the internet. It includes the internet, e-mail, chatting, shopping, and simple communication components. In the education area, it has been utilized to help students and lecturers in the process of teaching and learning. Students can utilize the internet to complete the assignments given by the lecturers. The lecturers also can explore the features of the internet to provide students with some materials and assignments. Ikhwan et al. (2023) state that technology can be used as a learning medium and source of information that can help teachers improve their knowledge, skills, motivation, and creativity and communicate, collaborate, and share experiences with other teachers in the broader context. The interaction between the students and lecturers can be done in some ways. Sari and Winingsih (2021) claim that online learning is carried out through video conferencing, e-learning, and distance learning.

Online learning has generally been less engaging than in-person learning. It seems mainly to be a need for more social presence, social interaction, and student pleasure. Online learning, on the other hand, has been marketed as being more cost-effective and convenient than traditional educational environments, and it has also provided opportunities for more students to further their education. The teachers must be creative in delivering the materials in the classroom. According to Ferian and Sudrajat (2022), effective learning can be achieved by recognizing children's learning styles,

creating a positive environment, and making various learning methods with their coordination, including online learning through learning videos. Some students sometimes have some pessimistic and optimistic assumptions about online learning as they can feel the atmosphere of online learning.

Students sometimes feel unable to use technology effectively and become anxious about technology-based activities. Ekizoglu and Ozcinar (2011) describe computer anxiety as a temporary emotional state with physical symptoms like sweating, high blood pressure, and increased heart rates. This nervousness affects their use of technology in learning.

Students share their views on online learning, which can help others gain insights about lectures or assignments. Perception allows them to interpret sensory information and make it meaningful. Robbins and Judge (2013) define perception as how people organize and interpret impressions to understand their environment. Factors like attitude, personality, interests, experiences, and expectations influence how students interpret what they observe.

Technology provides students with rapid and efficient access to information. However, some feel anxious about its fast development, especially in education. Many are unprepared for online learning, leading to anxiety. Rofida (2021) explains that anxiety makes students feel weak and worried about unfavorable outcomes, affecting the learning process. Burhaein (2022) adds that anxiety involves discomfort,

such as worry or fear, ranging from mild to severe.

Students and lecturers use technology for education, including online learning, to achieve their goals. Yanti (2021) describes online learning as education conducted via the Internet using computers or phones, which was widely adopted during COVID-19. It allows access to materials from various online sources and platforms for teaching and learning. Wulandari (2021) highlights that online learning platforms and communication tools have pushed students and institutions to utilize technology fully.

Students and lecturers must adapt to technology to access information online. This adaptation helps lecturers use diverse teaching methods and requires changes in learning tactics, methods, and models

for effective online learning. Both need to use various digital learning tools to ensure optimal learning, even online. Barrabas et al. (2022) note that technology helps overcome location and time limits, enabling students to learn freely from multiple sources anytime. Digital tools also make learning more interactive and enjoyable. Due to the previous statements, the research problems of this study are as follows, (1) How are students' perceptions of online learning toward technology adaptation? and (2) How are students' anxieties about online learning toward technology adaptation?

METHODOLOGY

The researchers used a descriptive qualitative approach, which involves analyzing verbal expressions to identify and interpret

themes based on research questions (Maulana & Khawaja, 2018). According to Masduqi et al. (2021), qualitative research focuses on understanding participants' opinions, perceptions, and feelings. It presents data to describe a scenario and evaluates its meaning within a specific context.

This study involved 20 fourth-semester accounting students from Universitas Bhayangkara Jakarta Raya. Online learning sessions were conducted using Google Meet and Google Classroom, and students completed a questionnaire on their perceptions and anxiety about technology adaptation in online learning. The questionnaire used a Likert scale (strongly disagree to agree strongly), which is a standard tool for measuring social science research (Tanujaya et al., 2022). It included ten statements, and the researchers analyzed the results.

Additionally, six students were selected for open-ended, face-to-face interviews to gain deeper insights. Interviews focused on participants' views, experiences, and perceptions, as suggested by Suparjo and Hidayah (2023). Interviews provide rich qualitative data, with the interviewer's skill playing a pivotal role (Nasir et al., 2019).

The validity of the questionnaire and interviews was ensured by expert review to confirm that the questions covered all aspects of the topic. Reliability was achieved by using multiple raters to ensure consistent data analysis.

RESULTS AND DISCUSSION

The researchers used a questionnaire with ten statements to

gather data on students' perceptions and anxiety regarding online learning and technology adaptation. Below is the table summarizing the results.

Table 1
The Questionnaire of Students' Perception and Anxiety in Online Learning Toward Technology

No.	Statement	Scale	Frequency	Percentage
1.	I have more spirit in online learning for instance using Google Meet and Google Classroom.	5	5	25%
		4	5	25%
		3	3	15%
		2	7	35%
		1	0	0%
2.	The materials shared in online learning (Google Meet and Google Classroom) are communicative.	5	4	20%
		4	7	35%
		3	6	30%
		2	3	15%
		1	0	0%
3.	It is easy for me to find the supporting materials when having online learning.	5	4	20%
		4	13	65%
		3	1	5%
		2	2	10%
		1	0	0%
4.	Online learning can make the process of learning organized well.	5	1	5%
		4	5	25%
		3	4	20%
		2	7	35%
		1	3	15%
5.	It is easier for me to communicate with the lecturer in online learning.	5	0	0%
		4	4	20%
		3	4	20%
		2	10	50%
		1	2	10%
6.	I cannot concentrate more on online learning for instance using Google Meet and Google Classroom.	5	3	15%
		4	12	60%
		3	1	5%
		2	4	20%
		1	0	0%
7.	I am not so confident when having online learning using Google Meet and Google Classroom.	5	0	0%
		4	5	25%
		3	5	25%
		2	7	35%
		1	3	15%
8.	I cannot utilize the technology properly in online learning.	5	0	0%
		4	1	5%
		3	5	25%
		2	10	50%
		1	4	20%
9.	It is difficult for me to do the assignments in online learning.	5	0	0%
		4	3	15%
		3	3	15%
		2	10	50%
		1	4	20%
10.	I am distressed dealing with the connection and quota of the internet in online learning.	5	3	15%
		4	7	35%
		3	4	20%
		2	4	20%
		1	2	10%

The first statement, "I have more spirit in online learning, for instance, using Google Meet and Google Classroom," showed 25% strongly agreed, 25% agreed, 15% were undecided, and 35% disagreed, with no one strongly disagreeing. Most students disagreed that they felt

more motivated during online learning.

The second statement assessed whether the materials shared in online learning through Google Meet and Google Classroom were communicative. Results showed that 20% strongly agreed, 35% agreed, 30% were undecided, and 15% disagreed, with no one strongly disagreeing. Most students agreed that the materials were communicative.

The third statement examined if students found it easy to access supporting materials during online learning. Results showed that 20% strongly agreed, 65% agreed, 5% were undecided, and 10% disagreed. Most students agreed that finding supporting materials was easy in online learning.

The fourth statement was formulated to determine whether online learning could organize learning well. The table showed that 5% of students strongly agreed, and 25% agreed with the statement. Then, 20% of students chose undecided. 35% disagreed with the statement, and 15% strongly disagreed. So, regarding the fourth statement, students disagreed that online learning could organize learning well.

The fifth statement, "It is easier for me to communicate with the lecturer in online learning," showed that 20% agreed, 20% were undecided, 50% disagreed, and 10% strongly disagreed. Most students disagreed that online learning made communication with lecturers easier.

The sixth statement assessed whether students struggled to concentrate during online learning on

platforms like Google Meet and Google Classroom. Results showed that 15% strongly agreed, 60% agreed, 5% were undecided, 20% disagreed, and none strongly disagreed. Most students agreed that they found it harder to concentrate during online learning.

The seventh statement, "I am not so confident when having online learning using Google Meet and Google Classroom," revealed mixed responses. None strongly agreed, 25% agreed, 25% were undecided, 35% disagreed, and 15% strongly disagreed. Overall, most students did not feel a lack of confidence in using these platforms.

The eighth statement, "I cannot utilize the technology properly in online learning," showed that 5% agreed, 25% were undecided, 50% disagreed, and 20% strongly disagreed. Most students felt they could effectively use the technology in online learning.

The ninth statement was created to determine whether the students needed help with online assignments. All the students disagreed. Meanwhile, 15% agreed with the statement, 15% chose "undecided," 50% disagreed with the statement, and 20% strongly disagreed. Based on the questionnaire, students disagreed that they found it challenging to do the assignments in online learning.

The tenth statement, "I have distress dealing with the connection and quota of the internet in online learning," revealed that 15% strongly agreed, 35% agreed, 20% were undecided, 20% disagreed, and 10% strongly disagreed. Most students agreed that they faced internet-related challenges during online learning.

Six students were interviewed to explore their perceptions and anxiety about online learning. Student A mentioned facing minor issues at the start but learning to overcome them. She found the materials well-explained, making online learning enjoyable. She emphasized the importance of staying updated with technology, as it is now a necessity.

Student B shared that she was familiar with technology due to her experience with gaming since childhood. She found offline learning more effective than online learning and needed to be more enthusiastic about using platforms like Zoom or Google Meet. However, she emphasized the importance of adapting to technology, noting its benefits, such as quickly finding information through Google.

Student C said she initially faced challenges with online learning but gradually adapted to the technology. She remained attentive during sessions, valued the importance of knowledge, and noted the positive impact of online learning.

Student D shared that she faced issues with online learning due to an unstable internet connection, which affected her focus. She often felt sleepy during sessions and found online learning less effective than offline learning.

Student E said she had no difficulties with online learning due to her daily use of technology. However, she often paid less attention because online learning was tiring, and some materials needed to be easier to understand.

Student F said she had no trouble adapting to online learning

but sometimes paid less attention because she missed seeing materials on a whiteboard. She enjoyed learning alone on a screen instead of in a group but was occasionally distracted by network issues.

CONCLUSION

Most students still felt anxious about online learning. They tended to enjoy offline learning due to some problems such as distractions like network problems, the focus of learning, the communication with the lecturers, and so on. Some students also pay less need to pay more attention to online learning. They also sometimes felt bored because they only noticed the screen. For adaptation to technology, some students argue that people need to be accustomed to technology because it could help them in many areas and overcome the problems in online learning with some experiments for better learning.

While students adapted to technology over time and acknowledged its necessity in education, various challenges, such as technical distractions, reduced engagement, and learning fatigue, affected their perception of online learning. Most participants viewed offline learning as more effective and engaging, suggesting the need for improved strategies to enhance the online learning experience.

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