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# **ICORE** 2021

INTERNATIONAL CONFERENCE ON ACCOUNTING  
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## e-Proceedings

**Accounting Research and Education:  
The Challenges and Opportunities of The New Normal During and Post Covid-19**

**7 & 8 September 2021**

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## PREFACE

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These proceedings contain 88 research papers in the field of accounting, finance, management, business, educational, sustainability and other which focusing to the theme of the challenges and opportunities during Covid-19 New Normal.

Editors

*Faculty of Accountancy, Universiti Teknologi MARA, Perak Branch, Tapah Campus,  
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*September 2021*

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# The 4<sup>th</sup> International Conference on Accounting Research and Education (iCARE2021)

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## The correlation between anxiety and interest in learning among undergraduate students

Olivia Ayu Sabrina<sup>a</sup>, Syarifah Fatimah<sup>b</sup>, Lydia Putri Salsabila<sup>c</sup>, Devi Wulandari<sup>d</sup>

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### ABSTRACT

COVID-19 pandemic has affected every sector in daily life including education. During pandemic, education in the college has been held online. There are only limited knowledge regarding effects of anxiety interest in learning among undergraduate students. Therefore, this study aims to shed some lights on the effect of anxiety on interest learning among undergraduate students. This cross-sectional study recruited 103 undergraduate students, located in Jabodetabek, and currently pursuing online lectures. This study used adapted instrument of State Anxiety Inventory Form Y by Spielberger (1983) and Interest in Learning Instrument by Saputro (2017) which is distributed through Google Form. All research data was analysed using Pearson Product Moment correlation. Based on the results of Pearson Product Moment data analysis showed significant negative relationship between anxiety and interest in learning,  $r = - 0,544$ ,  $p < 0,05$ . Thus, it can be concluded that the higher anxiety experienced by the students, the lower their interest in learning.

**Keywords:** anxiety; interest in learning; online lectures; pandemic impact; undergraduate students

### 1. INTRODUCTION

During COVID-19 pandemic, every sector including the education system in schools and colleges has changed. To stop the spreading of COVID-19, learning activities were held online (Pratiwi, 2020). However, there are also disadvantages in doing an online lecture such as unstable internet conditions and uncomfortable places for studying so the task load becomes harder than usual (NurCita & Susantiningsih, 2020). Thus, negative effects of online lecture have decreased of interest in learning among undergraduate students (Wardani, 2020). Interest in people's activity would motivate people to do something that they interest with (Poerwanto, 2010). Therefore, it would be challenging to attend online study for students with low interest in study.

A survey from Sangga Buana University related to online learning on students' interest in learning showed that ineffective delivery of material by lecturer became a problem in online learning. This result caused online lectures were held by not optimal and decreasing students' interest in learning (Budianto, 2021). Other research also explained that students dislike the online learning system on accounting course due to limited media learning (Nasution, Windari, Harahap, & Fityna, 2021). Thus, interest in learning among students' is an important thing during distance learning. Interest in learning is defined by liking or be interested in learning activity without any suggestion from other people (Slameto, 2010). Interest in learning is also defined as a pleasure in carrying out activities which can arouse a person's passion to fulfill their abilities in learning (Safari, 2005). In addition, willingness and intentional involvement of individuals in cognitive activities are essential things in the learning process. It decides what subject we choose to learn and how well we can learn the information provided is also defined as interest in learning (Klassen & Klassen, 2014).

There were several factors found to be in relation with interest in learning namely: (1) environment (Habib, Sulistyowati, Rohmah, & Haryadi, 2020), (2) educators (Riamin, 2016), (3) facilities (Nur, 2015), (4) motivation (Hasanah, Ludiana, Immawati, & PH, 2020), (5) methods (Jusmawati, Satriawati,

& Sabilah, 2020; Mardesci & Mardesci, 2020), (6) learning media (Arisanti & Subhan, 2018; Jamil & Aprilisanda, 2020; Oktarika, 2015; Yunitasari & Hanifah, 2020), and (7) anxiety (Lisma, Rahmadhani, & Siregar, 2019; Yakubu, Bisandu, & Datiri, 2019). Anxiety was considered as a significant factor that influenced interest in learning.

The distance learning during COVID-19 pandemic caused a high level of anxiety with problems encountered by the students in the learning process (NurCita & Susantiningsih, 2020). Anxiety is one of the internal factors that affect interest in learning (Hong, Hwang, Tai, & Lin, 2018; Lisma et al., 2019). According to Nevid (2005), some of the characteristics of anxiety are fear of something that will happen in the future, fear of not being able to handle it, thinking that everything can no longer be controlled, and everything feels insurmountable to manage. Anxiety during distance learning can affect students' learning activities because individual with high level of anxiety could make attention become disappear due to loss control of these conditions that caused individual unable to do anything despite the instruction given (Sudrajat, 2008). Therefore, the high level of anxiety on individual would made an impact on loss of attention, interest, and ability to do anything.

The current study aimed to determine whether anxiety can affect interest in learning among undergraduate students.

## 2. METHODOLOGY

This study used a correlational design with 103 respondents. This study used a purposive sampling as a sampling technique. Respondents are undergraduate students who study online and located in the Greater Jakarta area (Jakarta, Bogor, Depok, Tangerang, and Bekasi). Anxiety was measured with State Anxiety Inventory Form Y by Spielberger (1983) which is adapted by Utami (2016) and interest in learning instrument was assessed by Interest in Learning Instrument by Saputro (2017). The questionnaire were distributed via Google Form. Pearson Product Moment correlation was used as the statistical analysis technique.

## 3. RESULT

### 3.1 Sociodemographic characteristics of respondents

Table 1 showed sociodemographic characteristics of the respondents. The majority of respondents were 17-20 years (73,8%). In addition, more than 70% of the respondents were female.

**Table 1 Sociodemographic characteristics of the undergraduate students**

Characteristics	Number (%)
<b>Age Groups</b>	
17-20 years	76 (73,8%)
21-24 years	27 (26,2%)
<b>Sex</b>	
Male	21 (20,4%)
Female	82 (79,6%)

### 3.2 Descriptive Statistics Analysis

Based on Table 2, mean value of the anxiety was 50.69 and it shows that the value is higher than interest in learning. Meanwhile, the mean value of interest in learning was 43.69. For interest in learning, the dimension of happiness has the highest mean value among other dimensions, whereas involvement has the lowest mean score.

36 **Table 2 Descriptive Statistics**

Descriptive Statistics			
	N	Mean	Std Deviation
Anxiety	103	50.69	11.837
Interest in learning	103	43.69	8.077
Attractiveness	103	12.87	2.488
Attention	103	8.54	1.929
Happiness	103	14.18	3.520
Involvement	103	3.53	1.219
Valid N (listwise)	103		

### 3.3 Tests of Normality

47 Based on Table 3, it shows that a significance value of 0.344 on the Shapiro-Wilk test. This shows that 24 the significance value is  $> 0.05$ . So, it can be concluded that the data distribution is normal or data is in the form of a normal distribution. 17

**Table 3 Tests of Normality**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score of interest in learning	,097	103	,018	,986	103	,344

### 3.4 Correlations

Table 4. shows the negative coefficient ( $r$ ) = - 0,544 which means that 33 there is a significant negative correlation between anxiety and interest in learning. Meanwhile, the significance value ( $P$ ) = 0,00, 41 where the  $P$  value  $< 0,05$  and the correlation is significant. Therefore, it can be concluded that the alternative hypothesis ( $H_1$ ) is accepted of there is negative correlation between anxiety and interest in learning. 49

**Table 4. Correlations**

Correlations			
		Score of anxiety	Score of interest in learning
Score of anxiety	30 Pearson Correlation	1	-.544**
	Sig. (2-tailed)		.000
	N	103	103
Score of interest in learning	11 Pearson Correlation	-.544**	1
	Sig. (2-tailed)	.000	
	N	103	103

## 4. DISCUSSION

27 Based on the results of this study showed that there is a negative correlation between anxiety and interest in learning. Thus, it can be concluded that the higher anxiety experienced by the students, the lower their interest in learning. Anxiety is one of the internal factors that can affect interest in learning (Hong et al., 2018; Lisma et al., 2019). According to Nevid (2005), some of the cognitive characteristics of anxiety are fear of something that will happen in the future, fear of not being able to handle it, thinking that everything can no longer be controlled, and everything feels insurmountable to manage. Furthermore, individual with strong anxiety could feel overwhelmed and lose their attention, thus affecting their learning activities (Sudrajat, 2008). Thus, it can be seen that the high anxiety in individuals will have an impact on the loss of attention, interest, and ability to do anything, one of which

is learning activities which include interest in learning (Klassen & Klassen, 2014). The results of this study are in line with research conducted by Yakubu et al. (2019) that there was a negative relationship between test anxiety and achievement of students in mathematics. Moreover, limitation of the study was less varied respondents' gender. Research conducted by Eduljee & LeBourdais (2015) shows that compared to men, women experience a statistically higher level of anxiety. Further study could include more men for broader results.

#### 4.1 Recommendation

Results of this study can be used as a reference for teachers in an effort to increase students' interest in learning by paying attention to anxiety factors that can affect interest in learning, especially during the COVID-19. Researchers from both educational psychology and clinical psychology can also use the results of this study as a reference in an effort to modify individual learning interests by paying more attention to students' anxiety.

#### 4.2 Conclusion

The conclusion of the research shows that there is a significant negative correlation between anxiety and interest in learning. Therefore, it can be concluded that the variables that affect negatively on interest in learning means that the higher anxiety experienced by students, the lower their interest in learning.

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