Teacher and Student's Self-Directed Learning Readiness in Using Technology in the Urgency of Online Learning

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ABSTRACT

Education nowadays shifted from face-to-face learning into online learning. Teacher and student readiness are the essential factors to the success of online learning. The present study aims to analyze the teacher and student's self-directed learning readiness in using the technology in the urgency of remote education. The participants were an English teacher and a student of SMP Negeri 2 Melaya. The data collection was done by interviewing and observing the teacher and student in online learning. The instruments were an interview guide and an observation checklist. The data analysis was implemented the interactive model analysis. It involved data collection, data reduction, data display, and conclusion. The results showed that the teacher and student were ready to use the technology in online learning analyzed by their self-directed learning. The result of perceived and observed readiness showed similar results. The results of the current research is the same as the previous reserch which most of the students observed that they have good self-directed learning in learning. It also supported by the participants which familiar on using the technology.

Keywords: *Online Learning, Readiness, Self-Directed Learning*

INTRODUCTION

Education is an essential thing that everyone should have. Good learning is a way to get a quality education. However, learning is currently limited by the distance caused by the pandemic covid-19. Distance learning is far from making some changes in the learning process and does not place students and teachers in one physical environment (Churiyah et al., 2020; Doghonadze et al., 2020; Engin, 2017). One of the changes that occurred is providing materials through several supporting platforms and using technology (Sailer, Schultz-pernice, et al., 2021). Some platform that can be utilized such as Google Classroom Google Meet, Zoom, and others. Students can also learn through YouTube and Google. Through this supporting platform, teachers and students are required to master skills and be capable of technology.

Technology is one of the essential things in implementing online learning (Sandy et al., 2021). Current technology provides opportunities for students and teachers to do learning (Sailer, Stadler, et al., 2021). This is because of the ease

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and efficiency of the time provided. Technology also helps students be ready in the face of competition outside the world, an era of globalization. In addition, the influence of technology also has an impact on the success and sustainable learning (Sailer, Schultz-pernice, et al., 2021). The readiness of teachers and students is one of the indicators of the success of online learning (Karuniasih, 2022). This can be seen from the readiness of teachers and students in conducting the learning process. Teacher readiness is the willingness of teachers in performing online learning. Meanwhile, student readiness is the willingness of students to follow online learning. The readiness of teachers and students today depends on several factors such as device readiness, motivation, proficiency in online education, one of which is communication skills, as well as self-readiness (Kaymak & Horzum, 2013; Wei & Chou in Khairuddin et al., 2020).

Readiness in online learning is the readiness of students and teachers in learning in online situations (Dorsah, 2021). In online cases, students and teachers should have the initiative to do good imprisonment in determining the purpose and learning process. Therefore, students and teachers will have good self-directed learning qualities. Self-directed learning is the readiness of students and teachers in seeing their progress in learning, evaluating, and controlling themselves in the learning process (Lee et al., in Dwiyanti et al., 2020). Students who succeed in online learning also show good self-directed learning and better academic skills (Morris, Wu & Finnegan in Dorsah, 2021). The students' readiness is essential since the student and teacher give information to each other, and the teacher will help the students get the online learning experience (Dorsah, 2021). Thus, online learning also has a good impact on children's development and student independence in learning. Online learning challenges students because of the limited distance between instructors and students, forcing them to study independently (Dorsah, 2021).

Some research on the readiness of teachers and students were done. Dwiyanti et al. (2020) stated that online learning requires students' independence in education so that the willingness of students in the learning process is crucial. Students' readiness affects students' academic results in online learning (Gay in Dwiyanti et al., 2020; Tania & Saputra, 2020). Several factors that can assess readiness in online education by using technology are computer/internet self-efficacy, self-directed learning, learning control, motivation for learning, and online communication self-efficacy (Rafique et al., 2021). Mizad et al. (2018) prove that online learning communication makes it easier to interact and impacts their readiness to use mobile phones to communicate with others. Wulanjani and Indriani (2021), in their research, found that of the five factors used to assess students' readiness in online learning, students showed promising results in computer/internet self-efficacy, motivation for learning, and online communication self-efficacy factors. Willingness in online learning is also demonstrated in technology access, inspiration, and time management skills (Tuntirojanawong, 2013; Wulanjani & Indriani, 2021). The present study found that the students were lack of the facilties which supported the learning process in online learning such as the lack of signal and device. However, the students and the teacher perceived that they were reday to use the technology in urgency remote learning. ased on the background that has been explained, this study aims to analyze the readiness of teachers and students in using technology in urgency remote learning. However, this article aims to describe the results of research that focus on self-directed learning.

METHOD

This research is descriptive qualitative research. The current study was conducted involving an English teacher and a student who was doing online learning. This research was conducted at SMP Negeri 2 Melaya. The setting was chosen because the location was in the hard signal zone. These zones may result in weak online learning due to limited signals that can affect the readiness of teachers and students in carrying out learning. In the current study, the data was obtained through interviews and observations on online learning that aims to find teacher readiness based on perceived and observed readiness. The instruments used are the interview guide and observation checklist. The data was then analyzed with interactive model analysis, including data collection, data reduction, display data, and conclusion.

FINDINGS & DISCUSSIONS

After conducting interviews and observations with teachers and students related to their readiness to use technology in online learning, the results can be described below.

Teacher and Student's Perceived Readiness on Self-Directed Learning Factor

The perception of teachers and students related to their readiness to use technology in the urgency of online learning in terms of self-directed learning is assessed with several questions asked at the time of the interview. Some of these questions can be seen in Table 1 below:

Table 1. Self-Directed Learning Question of Teacher and Student's Readiness

1. Do you carry out your study plan?
2. Do you seek assistance when facing learning problems?
3. Do you manage time well?
4. Do you set up your learning goals?
5. Do you have higher expectations for your learning performance?

Based on the questions above, the teacher and student perceived their readiness well on the first question about their study plan. The teacher and student agreed that they planned their study plan. The teacher stated that he intended his study plan. He made his study plan before he taught his students on the online platform. He selected his material due to online learning; He planned an excellent lesson to provide the students with the material that covered all the students' needs and capabilities. Then, the student stated that he also set up his study plan. He said that by designing his study plan, he became more productive. It was because he thought about the set of his learning's flow.

The second finding found that both of them had a different perception about managing the learning problem. The teacher managed the learning problem by himself. It was done by looking for the cause of the problem and fixed it based on the issues. The teacher stated that he must face the problem by himself. However, the student said that he needed people to help him in meeting the learning problem. He was seeking help from his father and his sister. Then, he

tried to find it on YouTube or Google to find out the material he did not understand. He also said that he asked his teacher.

The third finding was about managing time. In managing time, both parties agreed that they could handle the time well. Both of them set up their schedule to prioritize their works. The teacher informed that he had a calendar schedule from his school. It helped him to arrange his schedule since he had to teach and ran some activities. Meanwhile, the student perceived that he always set his schedule. He organised the time to study a different subject. However, it was unscheduled well because he did not focus on his time management. It also caused his business in daily life. In general, their perceptions were good since their willingness to make a schedule for their activity.

In setting up the learning goals. Both of them agreed that they had set up their learning goals. The teacher perceived that he made his goals in teaching. His plans include providing the best education in online for his students and making his student knowledgeable. The student also made his learning goals. He wanted to be intelligent. He learned well to be more innovative and more understand given. He tried to serve the best for himself by expecting his capability in online learning.

The last was about the expectation on their learning performance. In online learning, it can be avoided that the version in teaching probably showed differently since the different situation. However, both parties highly agreed that they wanted to better perform online learning by using the technology. The teacher perceived that the students could get the knowledge well during the online learning process. He said that:

> T1: " Due to this online learning, I hope the students can get more knowledge and skills to use the technology. It also helps them to be more skillful."

From the answer, the teacher highly expected how the students received the material and used the technology as well. Besides, the student also, during the learning process, could master the material well. He stated that:

> S1: "Through this online learning, it oncrease my skill in using the technology and utilize some platform. Besides, it makes me good in time management to learn by myself."

The students was highly expected good result on his learning process. It founded from the willingness to manage his time. Also, he could use the technology to make him skilful. It supported him to study abroad. Through his statement, he also perceived that online learning made him learn to manage and learn individually.

The explanation above revealed that the findings on teacher and students' readiness about their self-regulated learning were adequate good. It can be analyzed from their statement and perception on their time management, expectation, learning process, learning goals, and problem-solving. The teacher and students' perceptions on self-directed learning informed that they experienced well in online learning.

Teacher and Students Observed Readiness on Self-Directed Learning Factor

After conducting the interview, it continued to observe teacher and student's readiness. It was performed by using the observation checklist of self-directed learning. The result showed that both showed the same result as their perceived readiness to use the technology on the urgency of online learning analyzed by self-directed learning factors. The result showed that both of the parties made their study plan. The teacher proved it by having the lesson plan to guide him in the online teaching. His lesson plan also provides his material, time management, and activity suited to his students' needs. Besides, the student also showed his study planned which he did the learning process based on his schedule and plan.

In the observation, the teacher showed different results from his perception in facing the problem. In observed readiness, he still asked for help from his friends by sharing the situation and tried to solve it together. He asked his friend about the problem in managing the classroom in online learning. Besides, he also found the solution in fixing the error in the platform he used. In the student's observed readiness, the student showed the same result with his perception. When the teacher asked him to finish the assignment, he asked for help from his sister to explain the material first. The help from his sister made him easy to understand because the explanation was simpler to be understood.

As the teacher started having a calendar schedule, the teacher proved that his time management was good. The calendar schedule provided the event and also the agenda for each semester. Therefore, specific events and programs can be seen and fixed to be conducted based on the situation and condition. The same result also showed by the student. He had managed his time well. He followed the schedule in online learning based on the program given by the teacher at a particular time. In one day, he had different times for each subject. Therefore, he divided his time into learning.

For the learning goals, the teacher written his learning goal on his lesson plan. He had different learning goals for each material. The other learning goals also require the students to be skilful in listening, speaking, writing and reading. It also matched with the assessment used to suit it with the students' capability. However, the student's learning goals showed from his daily learning. He learned hard to bring him to study abroad. He learned from his favourite YouTuber. It also showed that the study unconsciously utilized technology to learn.

Further, the teacher expectation on the teaching performance was unwritten consciously. It showed in his effort to provide the students with the best material. The teacher searched and designed the material from the trusted sources. It continued by explaining the material well. Besides, his expectation to make the students better can make the students understand each material. Also, it observed that the high expectation showed on student's effort on online learning. He challenged himself to find out the material on Google or another platform instead of keeping the problem and ambiguous material. He also tried to be more active in the online classroom and improved himself in his environment.

It can be concluded that the observed readiness almost fulfilled and showed the same criteria of self-directed learning in using the technology. The teacher and student showed their independence in education. However, they also socialized to find out the solution for the problem with their relatives or friends. The difference was found only in the teacher's perceived and observed readiness to

seek assistance when facing the learning problem. In observed readiness, he still seeks help from his friends.

Based on the perceived and observed readiness, the use of technology in daily life is crucial. Moreover, it is done for online learning. As stated earlier, online learning is a learning process that utilises technology in different situations. Online learning is one of the solutions found in the educational sector to increase education accessibility, cost, and productivity (Widodo et al., 2020). Online learning significantly brings several advantages such as time allotment in conducting the learning process, which is shortened than face-to-face learning, more economical, allows the students and teachers to interact anytime, and online learning is not tightened with the fixed schedule or can be accessed any time (Anugrah, 2022; Widodo et al., 2020). The shift from face-to-face to online learning has been done during pandemics related to the students' readiness (Ayu et al., 2021; Tania & Saputra, 2020). Besides, the teacher of teacher readiness was also analyzed to determine the factors that represented his readiness. Both student and teacher' studied from several factors. One of the factors is self-directed learning (Dorsah, 2021; Widodo et al., 2020).

Self-directed learning is when the individuals take the initiative to understand the material, find the sources, set up the learning goals, identify and solve the problem (Knowles in Dorsah, 2021). Self-directed learning is also related to their capability to take responsibility in achieving their learning goals, the ability to manage the teaching through the proper knowledge, skills, habits, and attitudes (Dorsah, 2021; Lin and Hsieh in Murtaza et al., 2021; Engin, 2017) In the current research, the student and teacher perceived themselves as having learning goal. Thus, the observed readiness showed the proof in the lesson study and student's activity to achieve the goals. It also showed the student and teacher' effort through their knowledge, skill, attitude, and habits in online learning. In the learning process, self-regulation or self-directed learning allows the students to use their cognitive and metacognitive strategies (Alten et al., 2021). In his study, Alten et al. (2021) showed that students showed their performance in time management and help-seeking controlled by metacognitive in the performance phase. It showed in the present study that the factor is managing time and seeking help in solving the problem. The student and teacher were seeking help while they found difficulties and issues in the learning process.

Moreover, in online learning, the teacher can utilize technology to provide the students with the material related to the topic. In this present study, the teacher perceived and observed readiness were the same. The teachers designed his study lesson with his device. The use of technology beneficially the teacher in making the material by using the tools and instruments (Rahamat et al., 2017). Besides, the student also showed the same result in perceived and observed readiness. The result indicated that from his lesson study, he expected to have better achievement in academics. The implication of this study is the technology that use in online learning have so many benefits both for the students and teachers. One of the ebenfit that showed by the student is silf-directed learning. The online learning and technology currently help the students to manage their time better and expand their knowledge. It caused by the learning process that use many various platform and resources. Tania and Saputra (2020) stated having a good readiness also impacted students' learning outcomes. Afterwards, their readiness also showed from their performance in the teaching and learning

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process. It because influenced by their cognitive and metacognitive in online learning.

CONCLUSION AND SUGGESTION

It can be concluded that, due to the implementation of online learning during the covid-19 pandemic. The use of technology took important part to conduct the learning process. Thus, the students and teacher should be ready to shift the learning process from face-to-face learning to online learning. The students and teachers perceived that they were ready to use the technology in the urgency remote learning. The teacher could teach in different place and time based on the situation and condition. The observation found the greatness of their readiness which showed that both of the parties were ready to use the technology. As the result, this online learning trained the students and teacher to have better self-directed learning. However, it suggested to have further research on students and teachers' readiness by involving more participants. Also, the future research could conduct and research on many factors in the urgency of remote learning.

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