

SELF-DIRECTED LEARNING IN EFL DURING COVID-19 PANDEMIC: AN ANALYSIS OF TEACHER'S PERCEPTIONS AND STUDENTS' LEARNING AUTONOMY

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Abstract

The focus of this research was to analyze the teacher's perception of self-directed learning, to observe activities assigned by the teacher in implementing self-directed learning, and to identify self-directed learning components from the activities assigned by the teacher. The embedded mixed-method was used as a design in which the more dominant was qualitative data rather than quantitative data. SMA Negeri 4 Singaraja was chosen as the research setting and one English teacher who teaches in the tenth-grade at this school was chosen as the subject in this study. The researcher, self-rated questionnaire, observation table, and identification table were used as instruments in this research. The self-rated questionnaire showed that the teacher-rated himself to have high knowledge of self-directed learning but in fact, the observation shows that the teacher was not able to implement well that knowledge into online learning. The data showed the mismatch between teacher perception and activities of self-directed learning assigned to students in online learning.

Keywords: self-directed learning, teacher's perception, online learning, learning autonomy, students' activities.

INTRODUCTION

The goal of education in the 21st century is to produce student-centered learners and life-long learners (Khodabandehlou et al., 2014). In student-centered learning, the student requires to be more active, creative, and competent in finding and solving the problem during conducting the learning process (Salkhanova, 2016). According to Kurdi (2009) by using student-centered learning, the students will get a big motivation in learning because they will take responsibility for managing their goals. To achieve the students' goals, the roles of the teacher in student-centered learning are very needed to implement. The way that teacher uses to make the students are successful in achieving their goals using the appropriate curriculum based on the students' need and the appropriate curriculum is curriculum 2013 or K13 (Ningrum & Sobri, 2015). The style of learning is emphasized the students' ability in learning based on their needs and their interest. Based on Puspitasari (2020) in this curriculum, five steps should be done by the students, they are observing, questioning, experimenting, associating, and communicating. In this curriculum, self-directed learning becomes a good strategy that can use by teacher in conducting online learning.

Self-directed learning is a strategy of learning in which the learners emphasized the responsibility to manage their learning objectives to show their personal goals (Morris, 2019). Through this strategy, the learners will easier to develop their skills in the 21st century because the learners become the subject and not the object in learning. There are several skills that should be mastered by the students usually called 4C which are collaboration, communication, creativity, and critical thinking (Yu & Wan Mohammad, 2019). The study was conducted by Humaira and Hurriyah (2018) has showed by applying real self-directed learning in the learning process, the students have high motivation and confidence in the learning because most of the students could be considered as having moderate self-direction. The next study was conducted by Salleh et al (2019) has showed that self-directed learning has a good impact on the learning process, especially for life-long learning. In the other hand, autonomous learning has a similar concept with self-directed learning which is the process of constructing knowledge and roles of learners independently (Masouleh & Jooneghani, 2012). In autonomous learning, the learners take the responsibility to control their learning based on their directions or it can be said that learners autonomy is the ability to take control of their learning (Khotimah et al., 2019). Besides that, Swatevacharkul and Boonma (2020) has stated that learning autonomy is very important to be applied because it can make the effectiveness and success of learning, and helps students develop more critical thinking and learning responsibility.

In this current pandemic, the virus affects all segments of human life and one of them is education. The government has issued a policy on education through circular number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Spread of Corona Virus Disease (COVID 19) on March 24, 2020. The teachers should organize distance learning in which students learned from home through an online learning platform. During online learning, problems come from the students and also from the teacher. Based on Syah (2020), there are some problems from this situation. The problems are the limitation of technological mastery from the students and also the teacher, the lack of technology accommodation, the lack of internet access from the students and the teacher, and the last is about the budget. From those problems, self-directed learning needs to implement in online learning because it can be done inside and outside of school. Based on the theory from Tan and Ling (2014), there are several components of self-directed learning can be applied in online learning. The first component of Self-directed Learning is developing students' ownership in learning. This component divided into three indicators "providing learners' autonomy in task design and involving the students in identifying the learning gaps, and facilitating students' investigative inquiry, goal setting and planning. The second component is developing students' self-management and self-monitoring. This component divided into two indicators providing scaffolds for students' self-monitoring and monitor students' learning and provide just-in-time assistance. The third is providing opportunities for the student to extend their learning. It divided into two indicators engaging students' prior knowledge, engaging students in reflection of learning, and allows students to make connections of what they learn in and out of school. Moreover, the study that was conducted by Turan and Koç (2018), showed that self-directed learning readiness affects critical thinking and general self-efficacy characteristics that able to influence the other aspects which are related to education. It reflects that self-directed learning helps the students to improve their skills in this current pandemic.

From theories and studies, self-directed learning is very important to be developed in 21st century learning. A study on self-directed learning that explains teachers' perceptions of self-directed learning, the activities assigned by the teacher, and components of self-directed learning that can be promoted in online learning have not been conducted yet. Therefore, there study aimed to analyze the teacher's perception toward self-directed learning and activities are assigned by the teacher in supporting the student's self-directed learning autonomy, and what self-directed learning components can be promoted during teaching and learning process. The theory from Tan and Ling (2014) was used as the main theory to identify Self-directed Learning component in the activities assigned by the teacher.

METHOD

This study was conducted at SMAN 4 Singaraja used embedded mixed method design based on Creswell (2014) which were dominant in qualitative data rather than quantitative data. The subject of this study was an English teacher who teaches tenth-grade. The data were collected through self-rated questionnaire, observation table, and identification table.

Self-rated questionnaire was used to get the data from the respondent which is one of the teacher in SMAN 4 Singaraja about their perceptions about self-directed learning which were adapted based on the theory Tan and Ling (2014). The questionnaire includes three parts that were adapted from Sugiyono (2015) such as; teacher's perception toward content knowledge self-directed learning, the teacher's perception towards the implementation of self-directed learning during online class, and teacher's perception about the impact of self-directed learning during the implementation. The results of the self-rated questionnaire were classified as quantitative data and analyzed descriptively.

Observation table was used to collect the data of the activities assigned by the teacher in online teaching and learning process. The observation table is contained of the date of the observation, the lesson segment, the activities, and the remark. Observation table were used in this study to see the activities provided by the teacher in learning during online learning. The results of the observation table were classified as qualitative data and analyzed descriptively. In every meeting or activity carried out by the teacher, it was analyzed, such as pre, activity, and post-activity activities. Then it is described and interpreted to see whether there is a general indication of SDL in these activities

Identification table was used to answer the third research question. The data from the activities assigned by the teacher were cross-checked in order to identify the components of self-directed learning that can be promoted during online learning/learning from home. The results of the Identification Table were also analyzed descriptively because they were qualitative. The data in this Identification Table has a very close relationship with the observed data in which the observed activity was analyzed and it was described whether it encourages or reflects certain SDL indicators in theory.

FINDING AND DISCUSSION

In this study, the teacher's perceptions are divided into three parts such as perception about the content knowledge of self-directed learning, the perception of the implementation of self-directed learning, and the perception about the impact of self-directed learning. The following are the result of the teacher's perceptions about Self-directed Learning.

Table 1. Teacher's Perceptions Result

Number	Aspect of Perceptions	Score on Teachers' Perception	Criteria
1	Knowledge of Self-Directed Learning	5.00	Very Knowledgeable
2	Implementation of Self-Directed Learning	4.00	Anticipated
3	Impact of Self-Directed Learning	4.00	Influential

Table 1 presents in content knowledge the teacher claimed himself as "very knowledgeable" with an average score of 5.0. It means that the teacher very understands self-directed learning and believes that they can promote self-directed learning in online learning. Besides that, the teacher knows that self-directed learning can improve students' responsibility and give them the independence to learn. In doing the online learning process, the teacher knows that they can learn anytime and everywhere that is supported by using information and communication technologies within the line of the study from Zakareya and Al-Qahtani (2020). Those perceptions of content knowledge have the same purpose with the learning autonomy which is to give the independent learning in managing their own learning based on Holec's perspective (1981) as cited in Bravo et al., (2017), self-directed learning make the teacher ready in doing self-directed learning.

In the context of the implementation of self-directed learning, the teacher claimed himself "anticipative" with an average score 4.0. It means that the teacher almost completely implements self-directed learning based on his perception. The teacher was rarely involving the students in designing the task or the project will be done by the students, the teacher also never to do the pre-tests or observations before starting a lesson to know students' abilities regarding certain learning topics. As we know, this activity is very important to stimulate students about the material given based on Nurbaidah (2019). Therefore, the teacher was rarely to facilitate students with activities where they can define their learning goals. Agustiani (2019) has stated that the teacher is not only to teach in the classroom but also become the facilitator that able to facilitate the students' needs during the learning process happen. The next findings, the teacher has often involved the students in deciding things that will be studied related to the given topic. It becomes an important step that should be done by the teacher. The next finding was the teacher asks students about things that they don't already know related to the learning topics. It is important to make sure that there is no misunderstanding of the material given. A Tjakradidjaja et al., (2016) has stated through as a partner, the students will have power in discussing the thing that still not understand well. Besides that, in applying autonomous learning the teacher use Google

Classroom apps or other apps to help students in the independent learning process that make the students easy in conducting online learning and it becomes a good methods and technique of learning Little (1991). Moreover, the teacher also has provided an assessment aspects for students as material for self-reflection after the learning process and it also have the same line with the study (Kumbakonam, 2017) which was about the role of the teacher as an evaluator and produce self-reflection for students.

The last in the content impact of self-directed learning, the teacher claimed himself "influential" with an average score 4.0. This score indicates that the teacher has a good perception and believes that self-directed learning had a good impact in improving students' ability. Based on the finding, the teacher believe by providing games/quizzes related to student learning environments, it can make students more creative in connecting the knowledge gained from school with knowledge gained from their environment. In autonomous learning, this activity becomes a good strategy that can use by the teacher based on Cakici (2015). Besides that, the teacher believes that students know the methods and resources they should use after the teacher has facilitated them with activities where they can design their learning methods and resources. It has stated in the theory from Han (2013) as cited in Han (2020) that the teacher should facilitate good resources for students. The next finding, the teacher believes by using the platform as a medium for self-directed learning able to review the learning process flexibly.

From those results, it can conclude that the teacher has a good score and know about how to give self-directed learning to the students during the learning-teaching process held. Therefore, from the score that the teacher has, it indicates that the teacher able to develop autonomous learning in this situation and improve students' critical thinking, creative thinking, in facing 21th century learning by giving the independent learning and provide the students' need (Bedir, 2019) This result has the same line with the study that conducted by Turan and Koç (2018) which have the positive effect of the students' critical thinking in the learning process. Besides that, this result has the same line with the study from Porter and Freeman (2020) that showed a good perception of the impact of self-directed learning on students during the online learning process.

In answering the second question from this study, the observation table was used to describe the activities assigned by the teacher from pre-activity, whilst-activity, and post-activity. The results of observation can be seen in the table 2.

Table 2. Activities Assigned by the Teacher

No.	Aspect of Perceptions	Observation Segments	Activities Assigned by The Teacher
1	Observation 1	Pre-activity	There was no activity assigned by teacher
		Whilst-activity	Giving the material from the teacher by using an introduction video, giving video assignment, giving the time to do assignment, giving feedback for the video assignment, and giving the opportunity for students to ask a question about the problem happened and misunderstanding materials.
		Post-activity	There was no activity assigned by teacher

No.	Aspect of Perceptions	Observation Segments	Activities Assigned by The Teacher
2	Observation 2	Pre-activity	There was no activity assigned by teacher
		Whilst-activity	Giving the assignment that related to the material stated in the book (fill in the forms) in the form of a Microsoft word file, giving the time to do assignment, giving the chance to present the assignment (it can be written or typed), giving the clear directions about the assignment given, and giving the opportunity for students to ask a question about the problem happened and misunderstanding materials.
		Post-activity	There was no activity assigned by teacher
3	Observation 3	Pre-activity	There was no activity assigned by teacher
		Whilst-activity	Giving the assignment that related to the material (making conversation), giving the time to do assignment, giving the chance to present the assignment (it can be written or typed), giving the clear directions about the assignment given, and giving the opportunity for students to ask a question about the problem happened and misunderstanding materials
		Post-activity	There was no activity assigned by teacher
4	Observation 4	Pre-activity	There was no activity assigned by teacher
		Whilst-activity	Giving the assignment in the form of audio (for listening assignment) and the written question, giving the time to do assignment, giving the chance to present the assignment (it can be written or typed), giving the clear directions about the assignment given, and giving the opportunity for students to ask a question about the problem happened and misunderstanding materials.
		Post-activity	There was no activity assigned by teacher
5	Observation 5	Pre-activity	There was no activity assigned by teacher
		Whilst-activity	Giving the example of a conversation between the hotel receptionist and the guest in the audio form as the material for learning, giving the assignment to make an audio recording about the conversation between the hotel receptionist and guest, giving the time to do assignment, giving the clear directions about the assignment given, and giving the opportunity for students to ask a question about the problem happened and misunderstanding materials.
		Post-activity	There was no activity assigned by teacher

Table 2 shows the activities that assigned by the teacher. The observation was conducted five times in five meetings because the data have been saturated. The observation was divided into three segments, those are pre-activity, whilst-activity, and the last is post-activity. From the observation, there were almost the same patterns that have used by the teacher. It could be seen from the pre-activity, there was no activity that students did during five times of observation. According to Nurbaidah (2019), pre-activity is an important activity that should be conducted by the teacher in the learning-teaching process because that can stimulate the students about the material given and build the students' readiness in learning. Besides that, Gulchekhra (2016) also has stated that pre-activity should be conducted in the learning process to stimulate the students about the material given. As usual, the teacher immediately uploads the material at each scheduled meeting in the forum discussion at Google Classroom. The teacher only gives instructions for reading, understanding and doing the task given without including the slightest explanation. In this activity, there is no pre-activity such as stimulating students related to the previous material and the material to be discussed and other activities that reflect pre-activity activities. It can be concluded that the teacher was not implementing self-directed learning based on Tan and Ling (2014) theory in this section. Moreover, more activities that can be done by the teacher such as; giving a small pre-test and brainstorming or warming up through using an online game that related to the material that can make the students stimulate the material given.

In whilst-activity, there were several activities done by the teacher. This part of activity also become the crucial segment in developing students 4c skill such as creative thinking, critical thinking, collaboration, and communication (Bedir, 2019). Moreover, Nurbaidah (2019) also has stated that through using whilst activity, the students become more understanding about the material by using the activities that are given by the teacher. The first activity that appeared in the whilst-activity was the students watching the video which contains the material given by the teacher. The students also listen to the audio that also contains the materials. In this case, the teacher provided the material in the form of video and audio without explaining the materials given. Therefore in this section, the teacher only asked the students to read the book, watch the video given, and listen to the audio given as the materials. The next activity was giving a variety of assignments to the students, those activities were making video introduction, audio recording, filling the form, making a dialogue conversation. According to Tan and Ling (2014) by giving students the assignment, will take responsibility from students to finish their work and improve the students' awareness in the learning process. From that activity, they can understand the material given in each meeting. The last activity that appeared in the whilst-activity was the students read the feedback given by the teacher as a reflection of the assignments they have made.

Meanwhile, in post-activity, there was no activity from each meeting by the teacher. Based on Tan and Ling (2014), stated that post- activity helps students to develop their knowledge after the learning process. It means that the teacher should provide the opportunity for asking any question about the materials given to the students or provide the other activity such as making a conclusion, giving quiz and others that can develop their knowledge about the materials in each meeting.

Identification table was used to identify self-directed learning components in activities assigned by teacher. The results of identification table can be seen in the table 3.

Table 3. Self-directed Learning Components in Activities Assigned by the Teacher

Number	Self-Directed Learning Indicators	Activities Assigned by The Teacher
1	Provide learner autonomy in task design.	Watching the introduction video Making an introduction video Making an audio recording Filling out the form Making a conversation Listen to the audio material Reading the assignments' instructions
2	Provide scaffolds for students' self- monitoring	Getting feedback
3	Monitor students' learning and provide just-in-time assistance	Asking question

Table 3 shows the self-directed learning components in activities assigned by the teacher. Several indicators of self-directed learning appeared in the learning activities which have been done by the teacher. The activities that reflect indicator "Provide learner autonomy in task design" were appeared on whilst activities when the students were watching videos about self-introduction and family introduction, making videos, making an audio recording, making conversation dialogue, listening to audio about the materials, filling out the form, and reading the assignments' instructions. These activities were done only once a time in each observation by the teacher and only reading the assignments' instruction that appeared five times from the five observations. These activities reflect the characteristics of autonomous learning based on Little (1991) which include determining the learning objectives, defining the learning contents and progressions, and selecting learning methods and techniques to be used.

The next activity was the students getting feedback from the teacher. This activity was included in the indicator "Provide scaffolds for students' self-monitoring" that appeared in the whilst-activity. This activity has appeared only once in the first observation that reflects that the teacher was not implemented that indicator as well. This indicator is seen when the teacher provides feedback to the students' assignment about the video introduction that they have done and these activities are in line with the theory Tan and Ling (2014). The feedback here was the motivation with using the magic word "good", "good job" to the students. Those feedbacks were useful to improve the students' motivation in doing the next assignments. According to Humaira and Hurriyah (2018), giving feedback is important for students' self-reflection about the assignment that has been done by the students, and in this observation, the teacher only giving some magic words that make it the students difficult to make self-reflection to their work.

Then, the last activity was about asking the question based on the material given. This activity was included in the monitor students' learning and provides just-in-time assistance. This activity was done well by the teacher because the teacher gave the opportunities for the students to ask several questions about the misunderstanding thing during the learning process held. This activity also has been done five times from five observations that have been conducted. This activity has appeared because the teacher

also is monitors the learning process and provides assistance when students experience difficulties in doing assignments or related to the material given. It has a similarity with the theory by Tan and Ling (2014). This activity is very useful for the students to minimize the students' mistakes in doing the assignments given. Therefore, this activity was the same line with the theory from Little (1991) that the teacher has the role in monitoring the students during the learning process.

Based on the results of questionnaires and observations obtained, there is a tendency that teachers do not understand the implementation of self-directed learning in the learning process. In the questionnaire, the teacher gave a very positive response to self-directed learning and stated that he "very knowledgeable". In the context of the implementation of self-directed learning, teachers are required to be "anticipated" to carry out self-directed learning and in terms of the impact of self-directed learning, the teacher states that self-directed learning was "influential" to the students' improvement. In fact, the teacher only implements 3 of the 8 indicators in this study according to the theory of Tan and Ling (2014). It can be concluded that there is a mismatch between teacher perceptions and the application of self-directed learning in real learning activities.

CONCLUSION AND SUGGESTION

In this study, it can be seen the mismatch between teacher's perceptions about self-directed learning with the teacher activities during the learning-teaching process at the tenth-grade students of SMA N 4 Singaraja. The teacher claimed himself very knowledgeable about self-directed learning and anticipated conducting the learning but in the reality, the teacher was not implementing self-directed well in the teaching and learning that make the learning process was not perfectly implemented. This study was useful as an implication to form the teacher mindset in creating autonomous learning as a good strategy in online learning from home and make the teacher aware of how to implement self-directed well in the online learning process.

Based on the overall perception of the teacher, he often reflects on the components of self-directed learning while dealing with online learning. In online learning activities the teacher tends to provide activities that are almost the same as the previous meeting, the teacher only applies three components of self-directed learning from eight components that exist and the teacher was not provided activity in pre-activity. So, it was not enough to train students to become independent learners in this online learning. Only a few components of self-learning can be promoted by teachers during the online learning process or learning from home. He tends to be inconsistent in carrying out activities that reflect the self-directed learning component in the teaching and learning process which can be seen from some of the activities that have been found

Based in finding and discussion, it suggested policymaker in education needs to give an example of how to design good activities that can implement self-directed learning to face 21st century learning and consider the special training for teachers to conduct SDL activities in the learning process. It's also suggested the teacher assess himself based on their teaching abilities so that they can design various interesting activities related to the components of self-directed learning For the other researchers, this research is a preliminary study on teacher perceptions and the implementation of self-directed learning and the other researcher can conduct the new topic about the discrepancy between the teacher perception and the implementation of self-directed learning. Further researchers are suggested to expand this research field by investigating

various variables that constitute similar research because this topic of research is very complex.

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