STUDENTS' E-LEARNING READINESS
IN REMOTE TEACHING CONTEXT

Kadek Novia Ariastuti
English Language Education, Universitas Pendidikan Ganesha
e-mail: noviaariastti7@gmail.com

Made Hery Santosa
English Language Education, Universitas Pendidikan Ganesha
e-mail: mhsantosa@undiksha.ac.id

Gede Mahendrayana
English Language Education, Universitas Pendidikan Ganesha
e-mail: mahendrayana@undiksha.ac.id

Abstract

The study aims to analyze students e-learning readiness which used a mixed-method research design. There were 30 students as the subject of this study. The reliability of this research was 0.70. This study used an online learning readiness questionnaire. For questionnaire responses, the researcher used Aydin and Tasci's readiness measurement model to know the score of students' e-learning readiness. Besides that, Interview guide. The interview responses were analyzed using Interactive Model Analysis. Therefore, the students e-learning score was Mo = 3.76. The interview result showed the availability of media and the flexibility of e-leaning as the supporting factor, while the facilities in e-learning as the limiting factor. It can be concluded that students e-learning readiness is ready buy still need improvement on technology readiness, people readiness, innovation readiness, and self-development readiness This research was rewarding to comprehend students' e-learning readiness as well as supporting an limiting in implementing e-learning in remote teaching. Several recommendations are proposed for vocational school are infrastructure provision in e-learning and socialization to use e-learning.

Keywords: EFL, e-learning, readiness, remote teaching

INTRODUCTION

Teaching English use technology is beneficial for remote teaching. There is one of strategies, namely E-learning. E-learning has sophisticated method to support remote teaching (Stanley, 2020). According to Anderson (2018), the teacher must create, learning content for student. For example, the teacher gives link video form YouTube and reading content from the website. Besides that, the teacher build student Communication, namely the teacher gives task and ask student to discuss it on Schoology. The last is the teacher give assessment.

The combination of remote teaching use asynchronous computer-mediated or Learning Management System (LMS).Namely Schoology. Almost 99 % of school Provide scholoogy to suppot remote teaching. (Stanley, 2020). Remote teaching offers an online course for students comprehensively on distance learning. It is related to the letter circular letter 15 Tahun 2020 to learn from home (Jamal et al., 2020). According to Pusparini et al. (2018), by this situation, the teacher can integrates tecnology in each

course, but Based on research by Handayani et al. (2020), the student get problem in implementing e-learning.For example, the lack of facility and students ability to use e-learning application. Although, infrastructure and human resourced are the factors that support the students readiness in implementing e-learning.

According to Kemendikbud, as cited in Mulyani (2020) there are three types of school. Namely, accustomed to use e-learning, semi-online learning, and schools that often use technology in learning. The schools that are accustomed to use e-learning make them not difficult to access learning applications because they are used to it. The second group is schools that conduct semi-online learning. For example, teachers only carry out online activities in sending assignments to students. The third group is schools that often use technology in learning. This causes students to have problems during distance learning because they rarely use technology. Based on preliminary research, SMKN 1 Seririt is conducted semi online learning. Previously, the tteachers only used Schoology for media sending assignments. After that, the implementation of distance learning, the school decided to use Schoology. Even though this school was familiar with Schoology, the students found it difficult to use Schoology when their network status was unstable, lack of hardware facilities, and they were still confused about using it. Therefore it is still progresses.

Students readiness is one of the factors that can influence the instructional methodology is (Richardson, 2019).Besides that, According to Keller (2020), infrastructure and human resourced as the factor in implementing E-learning. In human resourced , teacher and student can support e-learning. For teacher, the teacher must be able to develop knowledge and skills in using E-learning and facility of E-learning. For student, student has the skills to operate computers and accessing the internet appropriately, and adapting to e-learning (Yuwono & Sujono, 2018).According to Lestari (2020), students should have ability to use e-learning , facility, ability to manage time, and ability to adopt innovation. However, applying E-learning in learning processes without students' readiness is might reveal the other issues. Therefore, investigating the readiness of the students becomes compulsory. According to Kurnia (2017), e-learning readiness is the readiness level in accessing network infrastructure and technology. Additionally according to Borotis (2006), e-learning readiness as a physical or mental readiness of an organization for an e-learning experience and action.

The focus of the research are investigating students' e-learning readiness in participating e-learning through remote teaching contexts depends of problems and the supporting and limiting factors of e-learning readiness to participate e-learning class in remote teaching contexts in SMK Negeri 1 Seririt. The theory used in this research was a conceptual model of E- learning readiness survey proposed by Aydin and Tasci (2016) which develop four readiness factor. Firstly, technology. Technology is about availability of software, hardware, and the stability of the internet access for E-learning. Secondly, people. People consist of the experiences toward the use E-learning. Thirdly, innovation. Innovation refers to openness to innovation and the ability to adopt innovation. The last is self-development. Self-development consist of internal budget for e-learning and believe in self-development. Rossetti's works have been praised for the aesthetic values as well as his thorough evaluation of the human psyche and emotional struggles.

METHOD

The data were gathered by using a mixed methods research design, namely explanatory sequential design. This design Allows the researcher to collect quantitative and qualitative data, which one form of data collection follows or supports the other (Creswell, 2012).

Firstly, the data were collected through questionnaire and followed by the interview to support the ERQ. The questionnaire was used to collect information about the readiness of student in to implementing e-learning class to support the remote teaching context. Meanwhile, the interview was used to gain deeper information about the supporting and limiting factors of e-learning readiness in the remote teaching context. The questionnaire was used to collect information about students' readiness to participate e-learning class.

Meanwhile, the interview was used to gain deeper information about the supporting and limiting factors of e-learning readiness in the remote teaching context. It was designed as closed-ended questionnaire. It used five-point Likert scale, which consisted of 'strongly disagree', 'disagree', 'not sure', 'agree', and 'strongly agree'. The interview session was conducted to support the result of ERQ. The ERQ was adapted from the previous research conducted by Aydin and Tasci (2005, p. 250). The data gathered was analyzed by using descriptive statistics analysis and the result of the analysis was connected to the E-learning assessment model introduced by Aydin and Tasci (2005). The expected lowest means score of readiness level was 3.4 when the mean score from 1.0 to 2.6 means not ready and needs lots of work. While the mean score from 2.6 to 3.4 means not ready and needs some work, When the means score from 3.4 to 4.2 ready but needs few improvements, and if the means score was 4.2 to 5 means ready, go ahead. It can be concluded, if the score less than 3.4, it means students' e-learning readiness is not ready to use e-learning, then if the core more than 3.4, it means students' e-learning readiness is ready to use e-learning (Aydin & Tasci, 2005, p. 250).

There were 30 vocational students who were participated to conduct the interview. The data for the interview was analyzed by the technique posed by Miles and Huberman (1994). Through the data collection and analysis, it was found the findings as it is presented in the next section. First, data collection. The data collection was collecting and obtaining the data in the form of transcriptions. Second, data reduction The data collected were summarized and focused by question. It was conducted the coding on each question, which the code is simplified into an accumulation code to make it easier for researchers to display the results. Third, data display. The data were displayed descriptively. It forms of essay. Fourth, conclusion drawing/verification. The data displayed were concluded and the conclusion was about the supporting and limiting factors of e-learning readiness in remote teaching contexts. Then verification is carried out by linking findings with literature review.

FINDING AND DISCUSSION
Students' E-learning Readiness

There were 30 vocational students as the subject of the research to reveal students' e-learning readiness to participate e-learning to support remote teaching. The result of students' E-learning readiness questionnaire (ERQ) showed that the grand mean score was 3.76 whereas, the expected level of readiness is 3.40 or (Mo=

3.40). It refers vocational students were ready for E-learning implementation, but needed few improvements. Those improvements related to the facility such as gadget and internet connection that help the students to participate E-learning class in remote teaching

a. Findings on 'technology' readiness factor

Teachers were asked about the adequacy of hardware and software to access e-learning. The detail result of the mean scores could be seen in Table 1.

Table 1 Students' Statistics on 'Technology' Readiness Factor

Items	N	Score
The availability of adequate hardware	30	2.90
The satisfactory software facilities	30	2.90
The satisfactory hardware facilities	30	3.06

Table 1 showed the results of the analysis. It means the adequacy of hardware and software to access e-learning does not meet the expected level. It related to the interview result. S6 added,

> *"I don't agree. Sometimes, there are many tasks, such as make PowerPoint, paper. It needs a laptop, but I don't have it. When bad connections, I cannot download the material. Therefore, usually, I don't get a good score." (S6; F)*

It was interpreted that the availability of hardware and software is not satisfactory. The same result was shown by Sawitri et al. (2019), students' facilities, such as gadgets, are still limited, it can be challenging to participate e-learning

b. Findings on 'people' readiness factor

The 'people' factor consisted of students' experiences use E-learning. The   detail   of mean scores of 'people' readiness can be seen in Table 2.

Table 2 Students' Statistics on 'People' Readiness Factor

Items	N	Score
I have basic internet skills (email, searching, downloading, etc.)	30	4.30
I understand what e-learning is	30	4.53
I understand using e-learning	30	3.96
I have experience organizing and evaluating e-learning based learning	30	3.60
I am able to use e-learning to complete assignments	30	4.26
I am able to use applications that are used for e-learning	30	4.20
I believe E-learning is easy to use for the learning process	30	3.67

The result showed that the mean scores of all items were higher than the expected level of readiness (Mo =3.40). This result was supported by the interview.

> *Yes, I am used to use technology for my task and I am happy to use it* (S7; F)

The students have experience with the use of technology. The same result is conducted by Fajri (2018),it shows that teachers in general have experience with the application of E-learning, but need to be strengthened to maintain or improve these results. the increase in the form of training. The same result was shown by Faslah et al. (2017), that students are ready to use e-learning to support remote teaching.

c. Findings on 'innovation' readiness factor

The innovation refers to openness to innovation and the ability to adopt innovation. The detail result of the mean scores could be seen in Table 3.

Table 3 Students' Statistics on 'Innovation ' Readiness Factor

Items	N	Score
I can adapt to change / innovation in the learning process by implementing	30	4.03
I am not found a barrier within implementing e-learning	30	3.83
There is no internal / external school problems in implementing e-learning	30	3.86

Table 3 showed the mean scores of all items related to 'innovation' factor were high (Mo=3.40) which were about how students solve current problems to participate e-learning class. The students who had conducted the interview also supported it. S11 said,

> *When my smartphone is error, I will restart my smartphone* (S11; F)

S6 added,

> *Usually I will use Wi-Fi when my connection is bad. (S8; F)*

From the interview conducted, it could be interpreted that The students have many perspectives on how to deal with their problems. For example, looking for a good signal outside the house or using Wi-Fi, and restarting the smartphone. Based on research by Fajri (2018), the innovation factor score is (Mo= 3.90). In improving the innovation, the factor is needed to deal with their problem using e-learning. In this research, when students have a slow internet connection, they will find a good signal by leaving the house and sometimes looking for Wi-Fi. .According to Lestari (2020), students will restart their smartphone when their smartphone is error.

d. Findings on 'self-development' factor

Self-development consists of believe in self-development and internal budget to access e-learning. There were two items in the questionnaire, which cover self-development for students.

Table 4 Students' Statistics on 'Self-Development' Readiness Factor

Items	N	Score
I am ready to apply e-learning to improve my learning outcomes	30	3.70
There is a source of funds to make a budget for implementing e-learning in schools	30	4.30

Table 4 showed that the mean scores of all items related to 'self-development' factor were (Mo=3.40). From the interview conducted. The students can achieve their achievement and students does not have problem in budget to access e-learning. It was supported by the information gathered from interview, S5 said:

"I am very happy using e-learning and the school give free internet quota. Therefore I can use e-learning easily and I always get 85 scores when I submit my task." (. (S5; F)

From the interview, the students can achieve their achievement. According to Wasik (2018), the performance index data states that a value above 80 is categorized as very good. The students who can get good grades characterize that the student understands the material given. The research by Handayani et al. (2020), also found that students can achieve their achievement through video. Moreover, students already get internet quota to access material. it related to the research by Faslah et al. (2017), also mentioned that the facility as the factor for the student in achieving their achievement. Student needs internet quota budget to make student access the material (Lambert, 2013).

Supporting and Limiting Students' E-learning Readiness

The availability of interesting media as the supporting factor in implementing e-learning . It can be seen in an interview, they can understand the material by watching the video, and their task score is good (more than 80). According to Anderson (2018), one of the elements in implementing remote teaching is when the teacher create learning content for student. For example use video. According to Chapman (2020), the content must make students interested in learning, and they must understand the material provided through the content. An example of content is video. The advantages of video are increasing student interest in understanding the content of the video. Giving video can make attention function, affective function, cognitive function, and compensatory function (Hadijah,2016). Attention function, namely video media, can attract attention and direct audience concentration on video material. The effective function, namely the video media, can arouse the emotions and attitudes of the audience. Cognitive function can accelerate learning goals to understand and remember messages or information contained in images or symbols. Meanwhile, the compensatory function provides context to an audience whose abilities are weak in organizing and recalling the

information obtained. Thus the video media can help audiences, namely students who are weak and slow to capture a message, become easy to accept and understand the innovations conveyed. This is because of the video.

According to Hamalik (2018), teaching video in learning process can create students' interests, motivation and stimulants for learning activities. The use of teaching media at the teaching orientation stage will significantly assist the learning process's effectiveness and the delivery of messages and lesson content. Learning videos intended to make students easy to understand the subject matter is not always following students' needs and desires. In some systems, instructional videos are only used as supplementary material for handouts, they are not prepared professionally to present the material thoroughly. Based on the research by Budiaman (2017), students can understand by watching the video. It can be seen from the student can answer the question after watching the video easily.

According to Guragin (2017), one of the advantages of e-learning is the flexible learning method. The flexibility of e-learning allows us to choose the time and place to access it. It means, e-learning can use anywhere and anytime (Prajana, 2017). According to David (2004), flexible e-learning gives students complete control and accountability for their learning. It means they can allocate time for their learning. Flexible learning allows students to understand when and how they will learn by adapting their subjects to their abilities. Based on Goyal (2017) research, the flexibility of e-learning can be seen from online discussions. Online discussions do not require students to meet in person to share their opportunities. The discussion can be held anywhere, and the time is free or set. Based on the interview, the flexibility of discussion online makes them confident in sharing their opinions.

The facility of the smartphone, laptop, and signal a limiting factor for students. It's relevant from the means score of technology factor is Mo=2.96. It refers to the student's facility is not ready to need some work. In an interview, the student's gadget is usually error or smartphone memories are limited when downloading the material. This was also found by Alam (2014), who analyzed the problems in e-learning, which the result is hardware and software facilities are still a problem for students. Gadgets can support e-learning. If there are obstacles in these facilities, this will cause barriers for students. The smartphone is turned off when the learning process will cause students not to focus on learning. Inadequate laptop facilities for students will cause obstacles. Students cannot make assignments in which they have to type, for example, in Microsoft Word and power points. Smartphones are needed in the e-learning process. Students use laptops to do the teacher's tasks who need Microsoft Word, Microsoft Excel, and Microsoft PowerPoint (Kurnia, 2020). The same research by Daniel (2019) stated that a laptop is essential for students when they have assignments that must be in paper form.

According to Suprayekti (2011), the integration of e-learning should be followed by supporting facilities. It means if students have problems in the facilities, whether it's a lack of hardware facilities and software facilities. This will be an obstacle for students in remote teaching-learning activities-learning that cannot be separated from the internet network. An Internet network connection is one of the challenges students face whose living quarters are difficult to access the internet, especially since these students live in rural, remote, and disadvantaged areas. Limited internet access is a

significant concern in e-learning (Jurado, 2018). According to Kurnia (2017), smartphone facilities are not the only facilities that hinder e-learning, but bad connections are also an inhibiting factor in adopting e-learning. It's related to the interview that students still have a problem with the signal. The same result by Jamal et al. (2020), many students already have a smartphone, but the problem with bad signals makes it difficult for them to take online classes and other results that students find difficult to send assignments online. At the same time, a stable internet network is very supportive of e-learning (Jamal et al. 2020).

CONCLUSION AND SUGGESTION

Regarding the findings, it could be concluded that the students are ready to implement e-learning. The grand mean score of the students' E-learning readiness level is 3.76. It passes the expected level of readiness. However, their E-learning readiness level showed that there are few improvements needed in order to obtain a better preparation to participate E-learning in remote teaching context.

From the sub-components of conceptual model of measuring E-learning the highest mean score of the students is about students' ability to use of technology (4.53) while the lowest mean score of the student is on the technology such as availability of software and hardware (2.90). Based on the interview result, the things that make students happy to use e-learning are e-learning can use anywhere and anytime, media used, and discussion online activity. While the things that make student are not satisfied is the lack of understanding the material. Besides that, the student facility is inadequate. Moreover, the facility is still a limiting factor for them. Besides, students' solution when they have a problem using e-learning is restarting smartphones, asking their friends, watching the video, and finding Wi-Fi. The last is most students can improve their achievement. It can be seen from their task score is more than 80. In contrast, a student who cannot improve their accomplishment is inadequate and many tasks from the teacher. There are some suggestions, which are given regarding the result of the research. For the future researcher, add more indicators related to Aydin and Tasci's model and implemented in other schools to compare e-learning readiness. For the students to focus on readiness in participating e-learning class in remote teaching. Then, For the school need to solve internal/external problems in schools so that e-learning runs smoothly. Besides that, the implementation of training activity in e-learning applications for students and the school needed to increase socialization about e-learning.

The research implications for the field of e-learning readiness are related to determining the components of e-Learning Readiness which will be used as research dimensions. Recommendations and improvements proposed as a result of the research will be based on these components. In this study, the e-learning readiness component used is a synthesis of several frameworks and best practices from similar research.

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