SELF-DIRECTED LEARNING IN EFL DURING COVID-19 PANDEMIC: AN ANALYSIS OF TEACHER'S PERCEPTIONS AND STUDENTS' LEARNING AUTONOMY IN SMA N 1 BLAHBATUH

P.M.O Dewi[1], L.P. Artini[2], N.N. Padmadewi[3]
[123]Jurusan Bahasa Asing, Universitas Pendidikan Ganesha, Singaraja
e-mail: miraoktaviyanti99@gmail.com, putu.artini@undiksha.ac.id, nym.padmadewi@undiksha.ac.id

Abstrak

Terdapat 3 tujuan dari penelitian ini. Penelitian ini bertujuan untuk mendeskripsikan persepsi guru tentang pembelajaran mandiri, aktivitas yang diberikan guru selama pembelajaran online, dan mengetahui komponen dan indikator mandiri yang diidentifikasi dalam aktivitas tersebut. Penelitian ini dikategorikan ke dalam metode campuran dengan menggunakan data kualitatif dan kuantitatif. Satu-satunya subjek dari data ini adalah seorang guru bahasa Inggris yang mengajar siswa kelas X di SMA N 1 Blahbatuh. Pengumpulan data dilakukan dengan menggunakan kuisioner, observasi, dan tabel klasifikasi. Ada tiga hasil utama dari penelitian ini. Pertama, guru memiliki persepsi positif tentang pembelajaran mandiri yang terlihat dari hasil angket. Kedua, kegiatan yang diberikan guru belum maksimal, karena beberapa tahapan pembelajaran belum memuat kegiatan. Terakhir, hanya ada empat komponen pembelajaran mandiri yang diidentifikasi dalam kegiatan yang diberikan oleh guru selama pembelajaran online. Ada kecenderungan guru salah menafsirkan pembelajaran mandiri.

Kata kunci: Pembelajaran Mandiri; Persepsi; Pembelajaran *Online.*

Abstract

There are 3 purposes of this study. This study aimed to describe the teacher's perception about self-directed learning, the activities assigned by the teacher during the online learning, and find out self-directed components and indicators identified in the activities. This study is categorized into embedded mix method, using qualitative and quantitative data. The one and only subject of this data is an English teacher who teach tenth grade of students in SMA N 1 Blahbatuh. The data were collected using questionnaire, observation, and classification table. There are three main result of this study. Firstly, the teacher has a positive perception about self-directed learning, which could be seen from the result of questionnaire. Secondly, the activities assigned by the teacher was not optimal yet, due to some stages of learning which does not contain activities. Lastly, there are only four self-directed learning components identified in the activities assigned by the teacher during online learning. There was a tendency that the teacher misinterprets self-directed learning.

Keywords: Self-directed Learning, Perception, Online Learning

1. Introduction

Nowadays, Curriculum 2013 (K-13) is the curriculum which is implemented in Indonesia. Through the curriculum, students are designed to actively participate in the learning process. Students are expected to learn and internalize, not only inside, but also outside the classroom. Spratt, Humphreys, and Chan (2002) in Fidyati (2017)argue that activities both inside or outside the classroom can deliver students to build their behavior into an autonomous learner. They are given varied activities that can make them learn by doing. It is because they will understand it better and remember it longer, based on Knowles' observation in 1975. Indonesian curriculum is designed to make students learn independently. It will lead the students to a concept of lifelong learning. According to Eggel Meyer (2010) in Laal & Salamati (2012), people need to internalize the concept of lifelong learning which means that we can and have to keep learning and studying until the rest of our lives.

One of the points that is set by the curriculum is time allotment. Due to the limitation of time, teacher needs to manage the teaching and learning process as effective as possible.

As what has been stated previously, students can learn anywhere, included outside the classroom. They have a role in managing their own learning independently. According to Candy (1991) as cited in Arizatul Humaira' & Ajeng Hurriyah (2018), independent learning means a capacity of student in managing their own learning process responsibly. Students have to be more active in finding resources about the material. They have to study independently, whether the teacher asks them or not, as what called by autonomous learning. A single teacher cannot manage the whole students in the classroom, that's why students need to explore more by themselves autonomously. Students have to engage their learning process by himself (Ainoda, Onishi, & Yasuda, 2005). Their learning process beyond the classroom is known as self-directed learning (Arizatul Humaira' & Ajeng Hurriyah, 2018a).

Self-directed learning characteristics can lead students to be an autonomous learner, because students will have an autonomy in their needs, inside and outside the classroom. Self-directed learning and learning autonomy are related each other. According to Arndt in Arizatul Humaira' & Ajeng Hurriyah (2018), self-directed learning formed base on learning autonomy, or "capacity in controlling their learning process. In line with the statement above, Padmadewi, Artini, & Agustini (2020) states that autonomous learner fully understand about the purpose of their learning, be responsible in it, and having an initiative to make a plan, implement it, and able to make a reflection. Those qualification of autonomous learner can be found in the self-directed learning characteristics. Moreover, the aim of implementing self-directed learning is to help students to be autonomous learner (Gharti, 2019). It could be concluded that self-directed learning promotes autonomous learning as what mentioned by Gharti (2019) Both self-directed learning and autonomous learning are students centered learner, but, in self-directed learning, the teacher still need to scaffold the students, meanwhile autonomous learner happen when students no longer need the teacher's input Bunker (2009) in Fidyati (2017). All in all, if the activities assigned by the teacher comes from the strategies of implementing self-directed learning, it can guide students to be an autonomous learner.

Unfortunately, the pandemic situation of Coronavirus Disease (COVID-19) made the world in a worse condition, including Indonesia. Nadiem Makarim, the Indonesian Ministry of Education and Culture designed up a new role to replace the conventional class activities. He decided to move the offline meeting of teaching and learning process into online class (Yulia, 2020). Even though the activities will be held online, the teachers must keep on optimizing the quality of activities and make those activities become meaningful and effective. Besides, the online process needs extra attention because the students have to face two massive things, those are the 21st century's needs and the pandemic situation. The situation has told that a lesson can be studied or occurred anywhere and anytime. Looking at the current condition which forces the teacher and students to hold the class at a distance, self-directed learning is suitable to be implemented as learning strategy because it offers flexibility. Besides, self-directed learning have a very good impact because it promotes autonomy learning (Gharti, 2019).

From the view of its characteristics, self-motivated is one of the characteristics of self-directed learning (Edwards, 2015; Stubbé & Theunissen, 2008). Students need to have a big motivation to do self-directed learning. As what has been mentioned by Spratt et al.'s (2002) in Fidyati (2017), motivation is needed to build autonomy in learning. It is because self-motivation makes the students learn willingly without other's direction and it can lead them to be an autonomous learner. The other characteristics of self-directed learning are the confidence of learning and sharp focus to achieve the goals (Edwards, 2015). If the students have their own goal, the goal will make the students know the urgency and the importance of learning even though no one ask them to do it, or called autonomously. Those characteristics are actually related to each other. Students need to set their goals and have a confidence in doing the learning process. The role of motivation can affect their process in achieving the

goals. Other characteristics of self-directed learning delivered by Cercone (2008), Hall (2011), and Loyens, Magda, & Rikers (2008), those are students' ability, responsibility, and initiation in setting their own learning way and style. In self-directed learning, students have to be responsible to manage and set their learning process. When the students are responsible enough, to set and consider everything related to their learning process, it means that they are implementing the term of self-directed learning. Besides, goal-oriented is also be a sign of self-directed learning term (Cercone, 2008). When the students know or become very optimistic with their goal, they will try to catch it.

The self-directed learning is very important to be implemented in the current era even though the pandemic situation comes up to bother. Self-directed learning makes the students keep on learning because they know that they have a goal to reach. The condition brings the students to automatically build the habit of lifelong learning (Şevik, 2015). They will learn new thing and inherit new information as well as enhancing their knowledge. The second reason is the students will become responsible figures (Tripon, 2019). By implementing self-directed learning, they will be automatically able to manage their time and portion of materials that they will acquire. They become responsible to their own learning process because they know the consequences of abandoning it. The know that the consequences can harm themselves. When the teacher implements the strategy, it will bring a good impact to the future of the students because they have experienced the ability of managing things. Moreover, in this pandemic situation, the teacher cannot monitor them as usual. Through self-directed learning, the students can prepare themselves for the their future career (Gibbons, 2003). They have established their goals and through the implementation of self-directed learning, they can catch them because this learning style provides them with the autonomy that they need.

The teacher will monitor their progress and keep on implementing the self-directed learning. It will work very well if the students have their independency and responsibility in setting their learning process, and the teacher help them with useful guidance. In line with the statement that has been mentioned previously, because learning autonomy can be happened inside and outside the classroom, in the online learning, teachers are require to design activities to lead them to be autonomous learner. Besides, the teacher role in shaping the students to be an autonomous learner is very crucial and be one of the factors of students' readiness in learning autonomy (Fidyati, 2017). Teacher be the guidance, not controlling to the students' learning decision (Coterall, 2000 in (Fidyati, 2017). Next, the teacher also has a role in assessing the students, about how far they have learnt the material and what the students have gotten in every section during the pandemic situation. All in all, the teacher's role in making students to be an autonomous learner is very important. It is because the teacher is the one who design the activities and scaffold them to be self-directed and learn autonomously.

By looking at those reasons, this study is going to be conducted in one of the senior high schools in Gianyar regency, SMA N 1 Blahbatuh, at the 10th grade. The tenth grade is chosen because students at this grade and age are possible to apply the self-directed learning. According to Arizatul Humaira' & Ajeng Hurriyah (2018), high school students are ready to be self-directed learner, even though the teacher need more effort because it is quite challenging. Since SDL promotes learning autonomy, it implies in this grade, the students categorized as able to manage their learning process and ready to be shaped as an autonomous learner. Moreover, there are only few of researchers who have analyzed teacher's strategies in implementing self-directed learning, whether inside the classroom (before the pandemic situation) or outside the classroom (during the pandemic situation). This research involves English teachers of the 10th grade students in implementing the self-directed learning and preparing their students to survive in the 21st century. This study is held by finding out the teacher's perception about self-directed learning and the strategies that are used by the teacher. In implementing self-directed learning, age and gender of the students

do not influenced it. The term of self-directed learning can be applied in senior high school stage and this is quite challenging (Richards, 2001). The subject of this study is one of the English teachers of the 10th grade students in the school. Self-directed learning can be applied in teaching a language because through learning the language inside and outside the classroom, students will be able to master it (Vu & Shah, 2016). Besides, an English teacher is chosen as the participant because it is relevant with the researcher's background as a student of English department.

2. Method

This research was designed into embedded mixed method as this study required qualitative and quantitative data (QUAL QUAN) with phenomenological as the type of inquiry. This study included to (QUAL QUAN) study because there are 2 kinds of data here. Qualitative design is used for analyze the activities assigned by the teacher in the learning process during online learning, meanwhile, the quantitative design is used to average the scores got from the questionnaires. This research aims to observe the teacher strategies in implementing self-directed learning inside or outside the classroom. Moreover, this research also attempts to find out on how the teacher will be set or designing the plan to implementing the strategy of self-directed learning due to the pandemic of COVID-19. Which this pandemic will make the teaching and learning process became different than usual. This study was conducted in SMA N 1 Blahbatuh. This school is one of the senior high schools which is located in Gianyar Regency. The subject of the research was the 10th grade teacher in SMA N 1 Blahbatuh. The English teachers of the 10th grade students were chosen as the subject of this research because they had been experienced in conducting of self-directed learning which meant that the already had own perception on it.

There are 2 kinds of data collection method were used, they are questionnaire and observation. They are questionnaire, observation, and classification. Data from teacher's perception were collected by using questionnaire. The questionnaire was distributed to the English teachers of tenth grade students in SMA N 1 Blahbatuh. In distributing the questionnaire, there were some steps which were followed. The first was sending the permission letter to SMA N 1 Blahbatuh. The permission letter was gotten from Language and Art Faculty of Ganesha University of Education. After the permission was given, the teachers would be contacted to fill the questionnaire. After the data were collected from the questionnaire, the step was continued to observation. The observation was conducted by joining the Google Classroom and WhatsApp group of the MIA 1 class which were used by the teacher in online teaching and learning process. This step was conducted in order to know the activities that were assigned by the teacher in online teaching and learning process. The observation was conducted by focusing into three segments, those are pre-activity, whist-activity, and post-activity. The last data collection technique identified the self-directed learning components that could be assigned by the teacher during online teaching and learning process. The classification table was used to identify self-directed learning components which could be assigned by the teacher.

There were three type of data collected in this study, those are the data from the questionnaire, observation, and classification. Each data was analyzed in different way. The teacher's perception data were collected by using the questionnaire. In the questionnaire, there were 11 statements for the aspect of knowledge, 28 statements for the aspect of implementation, and 9 statements for the aspect of impact. The data were processed and analyzed to answer the first research question. The teacher was asked to fill up the questionnaire and the result of the questionnaire was analyzed by using the following formula:

$$m = \frac{total\ score}{number\ of\ item} \qquad (1)$$

This questionnaire was used to collect the data of the English teacher's perception about self-directed learning.The questionnaire was built from Tan's theory (2015). In the theory, there are three components with some indicators from the theory that be the strategies in implementing self-directed learning. From those three components, 48 items of question were made. There were three kinds of teacher's perception that were used in the questionnaire. Those were, content knowledge, implementation, and impact of self-directed learning. Meanwhile, the observation was used to collect the data of the activities that were assigned by the teacher in online teaching and learning process. The observation was done by filling up the observation table. Components and indicators ofself-directed learning could be identified during online learning by looking at the activities and matched them with the self-directed learning indicators. The activities were analyzed by crosschecking from the indicators which were stated in the grand theory of self-directed learning. Self-directed learning indicators were identified by using identification table.

3. Findings and Discussions

This part explains the result of teacher's perception on the content knowledge, implementation, and impact of Self-Directed Learning in the learning process. The items of the questionnaire were constructed by 7 indicators of Self-Directed Learning based on Tan Theory (2015).

First, in the content knowledge, there are 11 items of question. All of the questions were involved from Tan's theory. Here, the teacher's perception about the content knowledge of SDL will be found.

Table 1. Teacher's Perception About the Content Knowledge of SDL

No	Statement	1	2	3	4	5
1	I understand what is meant by independent learning.				√	
2	I recognize the importance of applying independent learning in the 21st century to students.				√	
3	I know that independent learning can be done anywhere and anytime.					√
4	I know that independent learning can make students learn contextually in daily life.					√
5	I know that independent learning can lead students to form awareness for lifelong learning.					√
6	I know that independent learning can allow students to monitor their own learning.				√	
7	I know that independent learning can allow students to experience their own learning.				√	
8	I know that independent learning teaches students to manage their time well.			√		
9	I know that independent learning increases student's responsibility in learning.			√		
10	I know that independent learning can give students the freedom to learn what they want.				√	
11	I know that learning independence can improve 4 skills in the 21st century (4Cs skills).			√		
	Final Score		4.00			

From the table 1, there were eleven items of question. From eleven items of question, score 3 was given by the teacher for three items, score of 4 for four items, and score of 5 for three items. The final score is 4, and from the range of $3.5 < \chi \leq 4.5$, it belongs to "Knowledgeable".

There are 28 items in total about the teacher's perceptions on implementing Self Directed Learning for 10th grade students in SMA N 1 Blahbatuh.

Table 2. Teacher's Perception About the Implementation of SDL

No	Statement	Criteria				
		1	2	3	4	5
1	I give students a description of the learning topics that will be studied					√
2	I involve students in determining things that will be studied related to the learning topics that have been given				√	
3	I involve students in designing assignments or projects that related to the learning topics that have been given				√	
4	I involve students in determining the schedule of assignment submission			√		
5	I give students the freedom to decide how to present their assignments				√	
6	I give students the freedom to determine the source or material that will be used in doing the assignment given				√	
7	I facilitate students with basic instructions to finish the assignment				√	
8	I conduct a pre-test or observation before starting learning to find out students' abilities			√		
9	I ask students what they do not understand about the topic of learning				√	
10	I facilitate students with activities where they can determine their learning goals				√	
11	I facilitate students with activities where they can design methods and determine the resources, they will use in learning a learning topic			√		
12	I use the Google classroom application or other applications to help students in the independent learning process				√	
13	I provide learning resources that can stimulate student self-review			√		
14	I provide feedback based on the needs of students to improve their understanding			√		
15	I create learning activities that involve students to be more active			√		
16	I monitor the learning process and provide assistance when students need or have difficulty				√	
17	I correct students' misunderstanding but still appreciate students' answers			√		
18	I use platforms or portals to keep reviewing the learning process of students				√	
19	I use a suitable platform to review student progress during the learning process				√	
20	I have no problem monitoring student learning during home lessons			√		
21	I observe students in the learning process from home in a timely manner.			√		
22	I make the best use of my time in answering all the questions			√		

Self-Directed Learning in EFL during Covid 19 … *P.M.O. Dewi[1], L.P. Artini[2], N.N. Padmadewi[3]*

	students have.	
23	I assess the activeness of students in the learning process from home objectively.	√
24	I provide assessment aspects for students as material for self-reflection after the learning process.	√
25	I design activities by involve the knowledge that they get outside and inside the school.	√
26	I gave questions that students often encounter in daily life.	√
27	I stimulate students to relate new information to their previous understanding.	√
28	I provide games / quizzes related to student learning environment.	√
	Final Score	4.3

From Table 2, it can be seen that the teacher completes all items of the questionnaire and shows the teacher's perception on the implementation of SDL. From those 28 items, eleven items had been answered by 5, sixteen items had been answered by 4, and one item had been answered by 3. Totally, the final score from the questionnaire is 122, with average of 4.3. From the final score, it can be inferred that the teacher categorized as "Often" in implementing Self-Directed Learning during the online class.

In this part, the questionnaire was made in order to find out the teacher's perception about the impact of Self-Directed Learning toward the students. There are 9 items of question which were made from 7 indicators based on Tan Theory (2015). The questions are generally a reflection of the teacher's perception about the impact in implementing Self-Directed Learning in the learning process.

Table 3. Teacher's Perception About the Impact of SDL

Statement	Indicator				
	1	2	3	4	5
1 Students become more active in the learning process after I involved students in designing assignments.				√	
2 Students become more motivated after they know what they have to learn.				√	
3 Students know what they have to learn after I facilitated them with activities where they can define learning goals or objectives.					√
4 Students know the methods and resources they should use after I have facilitated them with activities where they can design their learning methods and resources.				√	
5 By providing learning resources that stimulate self-review, students are able to determine what they will learn.				√	
6 By using the platform as a media for independent learning, I am able to review the learning process flexibly.					√
7 By providing assessment aspects for students as material for self-reflection after the learning process, students can identify and correct deficiencies during the learning process.				√	
8 By giving questions that students often encounter in daily life, students can relate the knowledge they have with new knowledge.				√	
9 By providing games / quizzes related to student learning environments, it can make students more creative in connecting the knowledge gained from school with knowledge that gained from their own environment.				√	
Final Score				4,2	

As seen in the Table 3, there are nine items that have been responded about the impact of Self-Directed Learning for the students. Out of nine items, two questions were answered by 5 and five questions were answered by 4. From the accumulation of total score, the final score is 4.2. Based on the criteria of teacher's perception in content knowledge, the scale of 4.2 belongs to "Influential". It means that the teacher's perception believes that the self-directed learning is influential for the students' development.

From the data of the questionnaire, observation, and identification, it can be known that in the knowledge of content, the teacher categorized as "Knowledgeable" about Self-Directed Learning. In the implementation, the teacher classified as "Often" in implementing Self-Directed Learning. Then, the teacher also categorized self-directed learning as "influential" in giving impacts to the students. From the questionnaire which based on the Tan's Theory (2015), it indicates that the teacher believes Self Directed Learning can bring and assist the students in order to strive for their goals in the 21st century and become a long-life learner.

There are 3 scores for each type of perception. The teacher perceives as a "very knowledgeable" about self-directed learning, "often" in implementing self-directed learning, and the teacher's perception about the impact of it is "influential". Based on the scores above, it can be stated that the teacher implements self-directed learning continually during the learning process. It indicates that the teacher knows self-directed learning is important to be implemented in order to prepare the students in facing todays' era of 21st century and be an autonomous learner. This is in line with Garrison (1997) as cited in Khodabandehlou, Jahandar, Seyedi, & Abadi (2012), the impact of self-directed learning is very good to develop students critical thinking and to monitor their learning process.

Different from the teacher's perception, in the implementation, few activities were done by the teacher. First, in the pre activity, there were just 3 activities that were done, those were checking students' attendance and asking for the condition. None of the activities reflected any indicators about self-directed learning. Whereas, the role of pre-activity is very important in order to build a good interaction between the students and teacher (Aisyah Ginting, 2017). It is better for the students to set the goals of the study at the beginning to prepare themselves. Teacher also can brainstorm and motivate them at the pre-activity stage. Motivation is very important, since it be the foundation for students in learning autonomy (Spratt et al.'s, 2002 in Fidyati, 2017). Meanwhile, in the second time of the observation, the teacher probed the students at the beginning of the lesson, it was better than giving the material straightly. Probe students through single question before sending the material can trigger the students to find other information related to the question anywhere. In order to make the students learn autonomously, teacher has to design the suit activity. Different with the pervious stage, in the second stage, whist-activity, more activities were reflecting the indicators. Whist activity was similar with the main course because it was the most important stage among the three (Huber, 2015). In the whist activity, the first activity was reading and watching the material which were sent by the teacher. Here, the teacher did not give a clear instruction about what should be observed in the text and video. Actually, complete and clear instruction can help students to be an autonomous learner. As what has been mentioned previously, before students be an autonomous learner, students still need scaffold from the teacher to build their behaviorism (Coteral, 2000 as cited in Fidyati, 2017). The next activity was the students answering some questions through Google Form. The teacher put a link at the Google Classroom and instructed the students to answer it after studying the material. There was no feedback, comments, evaluation, clarification, or even score after the students answering the questions. Actually, those kinds of feedback were needed by the students to give an information (Adityas, 2008). Not only to make them self-directed, according to Cotterall (1995) in Fidyati (2017) feedback included into one of the factors in students' readiness for learning autonomy. The next activity was making the assignment. After the teacher gave an instruction about the task, the students had to directly make the assignment. This activity did not reflect the indicator about learning autonomy in

designing task. Students had no freedom to choose the design of the task. The teacher just asked the students and gave the instruction of the task. Hence, Tan (2015) states that doing the assignment in home during online learning is not automatically be one of self-directed learning activity. According to Tan (2015), to make the students "self-directed", the teacher need to set the task in such a way, to make it structured and also provide it with scaffold. From setting an appropriate way to make them set their own task design, later on the students will have an initiative to plan it, as one of the characteristics of autonomous learner (Ounis 2016 in Padmadewi et al., 2020). Students themselves is the one who really understand to their needs, that's why self-directed learning can bring them to be an autonomous learner, because once they felt happy with the way they learnt, they are willingly to do it continuously. After the students had done the task, they must submit it in the link which was provided by the teacher. The last activity in whist activity segment was students finding more information through the internet. This activity can train them to be an autonomous learner because students need to find other resources to get information by themselves 2021/2/20. In this activity, the instruction was clear. Teacher mentioned any features that they had to found. The instruction guided the students and made them focus with the topic. As what has been stated in the teacher role's part, to train the students learn autonomously, the teacher should put clear instruction and guide them Cotterall, 2000 in Fidyati, 2017). Last, at the end of this segment was post-activity. Basically, in the post-activity, both students and teacher concluded the lesson together, or, the teacher clarified students' misunderstanding ideas. Unfortunately, from the five times of observations, there was no activity which belonged to the last segment. There is no reflection or evaluation about the meeting, that two things basically needed to shape students learn autonomously, based on Ounis (2016) and Little (1991) as cited in Padmadewi et al. (2020). The fact was closing the lesson in a proper way was important for the students. Students needed a clarification or conclusion about what they had learnt that day (Ganske, 2017).

Based on the findings, there were several activities which reflected the indicator of self-directed learning. The first was reading the material that was given by the teacher. It belongs to the indicator of *"providing autonomy task design"* from the first component, it is *"Develop students' ownership of learning"*. The teacher only gave the material and asked the students to watch it. It was true that the teacher gave some instructions in some meetings, but the instructions were for the whole meeting and did not related to the video or text. The teacher did not explain about the specific features that had to be observed. According to Tan (2015), teacher still need to give a guideline to the students in order to build a good perspective of the study. The next activity was answering the teacher's questions through Google Form. It is categorized as *"involving students in identifying the learning gaps"* from the first component, it is *"Develop students' ownership of learning"*. After the students answered the question, there was no feedback or score given. So that the students did not know what was the gaps of their knowledge. According to Tan (2015), clarification or more sources is needed after checking their gaps. Beside answering the task, the students also were asked to make an assignment which was assigned by the teacher. This activity is included into *"providing autonomy task design"* from the first component, it is *"Provide opportunities for students to extend their learning"*. However, the teacher did not let the students to design the type of the task. According to Tan (2015), in self-directed learning, the students used to manage about the way they will present their project. The good thing was, when the teacher asked the students to find more information through internet, the teacher gave some features related to the topic. This belongs to *"engaging students' prior knowledge"* indicator. This activity can extend students' knowledge wider and deeper (Tan & Ling, 2015), because this activity was done after the students watched the material. Conclusively, there are only 4 kinds of indicators that are available in the learning activities. The indicators are *"providing autonomy in task design"*, *"engaging students prior knowledge"*, and *"identifying students' learning gaps"*.

According to the result of the questionnaire and the observation, there is a tendency that the teacher is still confuse in designing activity to reflect SDL. Based on the result of questionnaire, the teacher had a positive perception about self-directed learning. The teacher was categorized as "knowledgeable" about self-directed learning, "often" implementing self-directed learning, and the teacher knew that self-directed learning could give an "influential" impact for the students. Meanwhile, in fact, the teacher only implemented two components of self-directed learning. It meant that there was a contrast between teacher's perception and the teacher's implementation during the online learning.

Moreover, there were 2 stages of the learning process that lack of activities. The stages were in the post and pre activity. The activities in those stages were not as much as in the whist activity. There is a tendency that the teacher still confused about how to implement self-directed learning especially during the online learning. There were some studies which argued that students of self-directed learning have more benefits (Tan & Ling, 2015). It meant that the teacher actually had a good chance to make the students to be more self-directed in the learning process. However, the teacher cannot be judged as failed conductor because the pandemic situation is a new situation which never be faced previously. Both the teacher and students need to do an adaption to this situation and build a good communication between them is a best way to reach the goals of learning.

4. Conclusions and Suggestions

This study focuses on the English teacher's perception about self-directed learning, the activities assigned by the teacher, and self-directed learning components identified in the activities. Through this study, the teacher knows that her perception with her implementation was different. Teacher also can make this study as her reflection in implementing SDL especially in this pandemic situation. COVID-19 outbreak brings people in difficult situation, including teacher, because they need extra effort to make the online learning effective. That's why, teacher cannot be judged, because teacher also new to this.

Based on the objectives, the result of the findings and the discussion of this study, it can be concluded that the teacher had a positive perception about self-directed learning. It could be proven by looking to the results of 3 sub-chapters. In the content of knowledge, the teacher was classified as a "very knowledgeable", "often" in implementing it, and also the teacher believes that students get an "influential" impact from self-directed learning. Two stages in pre- and post-activity were lack of activities. There was no activity which belonged to any indicators of self-directed learning. Moreover, there was no activity which was done by the teacher in post activity. It could be concluded that the teacher needed an adaption to put activities in pre- and post-activity stages during the online learning. There were only 3 indicators from 2 components were identified in the activities that were assigned by the teacher. The indicators were *"providing autonomy in task design", "engaging students' prior knowledge",* and *"involving students' learning gaps".* It could be concluded that the teacher's implementation of self-directed learning in SMA N 1 Blahbatuh was not optimal yet.

References

Adityas, M. T. (2008). "The Effect of Teacher ' S Feedback in Speaking Class".

Ainoda, N., Onishi, H., & Yasuda, Y. (2005). "Definitions and Goals of "Self-Directed Learning" in Contemporary Medical Education Literature". *Annals of the Academy of Medicine Singapore*, *34*(8), 515–519.

Aisyah Ginting, S. (2017). "The Importance of Opening Moves in Classroom Interaction". *Advances in Language and Literary Studies*, *8*(6), 7. Retrieved from https://doi.org/10.7575/aiac.alls.v.8n.5p.7

Andy, H. (2018). "21 st Century Skills and the " 4Cs " in the English Language Classroom by Andy Halvorsen". *American English Institute*, 0–4.

Arizatul Humaira', S., & Ajeng Hurriyah, I. (2018). "Students' Perspectives towards Self-Directed Learning out of Classroom". *145*(Iconelt 2017), 6–11. Retrieved from https://doi.org/10.2991/iconelt-17.2018.2

Cercone, K. (2008). "Characteristics of Adult Learners with Implications for Online Learning Design". *16*, 137–159.

Fidyati. (2017). "Learning Autonomy and Its Significance for Indonesian EFL Learners".

Gharti, L. (2019). "Self-Directed Learning for Learner Autonomy : Teachers ' and Students ' Perceptions". *Journal of NELTA Gandaki*, *1*, 62–73.

Gibbons, M. (2003). "The Self-Directed Learning Handbook: Challenging Adolescent Students to Excel". *Ohn Wiley & Sons, In*, 208. Retrieved from https://books.google.com/books?hl=en&lr=&id=7xrxPudNcGgC&pgis=1

Hall, J. D. (2011). "Self-Directed Learning Characteristics of First- Generation" *, First-Year College Students Participating in a Summer Bridge Program*.

Huber, J. (2015). "Task for Democracy" (P. M.-G. & I. Lázár, Ed.). Retrieved from https://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf

Khodabandehlou, M., Jahandar, S., Seyedi, G., & Abadi, R. M. D. (2012). "The Impact of Self-directed Learning Strategies on Reading Comprehension". *International Journal of Scientific & Engineering Research Volume*, *3*(7), 1–9. Retrieved from https://www.researchgate.net/profile/Gohar_Seyedi/publication/232660461_The_Impact_of_Selfdirected_Learning_Strategies_on_Reading_Comprehension/links/0fcfd50898516e61d1000000.pdf

Laal, M., & Salamati, P. (2012). "Lifelong learning; Why do we need it?", *Procedia - Social and Behavioral Sciences*, *31*(2011), 399–403. Retrieved from https://doi.org/10.1016/j.sbspro.2011.12.073

Loyens, S. M. M., Magda, J., & Rikers, R. M. J. P. (2008). "Self-Directed Learning in Problem-Based Learning and its Relationships with Self-Regulated Learning". 411–427. Retrieved from https://doi.org/10.1007/s10648-008-9082-7

Padmadewi, N. N., Artini, L. P., & Agustini, D. A. E. (2020). *Promoting Autonomous Learning and 21st Century Skills of English Education Students Through Empowering Their Pedagogical Skills*. (January). Retrieved from https://doi.org/10.2991/assehr.k.200513.024

Richards, J. C. (2001). "Book Reviews : Curriculum Development in Language Teaching". In *RELC Journal* (Vol. 33). Retrieved from https://doi.org/10.1177/003368820203300112

Şevik, M. (2015). "Teacher Views About Using Songs in Teaching English to Young Learners". (December 2011). Retrieved from https://doi.org/10.5897/ERR11.250

Stubbé, H. E., & Theunissen, N. C. M. (2008). "Self Directed Adult Learning in A Ubiquitous Learning Environment: *: 1" Introduction*. 5–28.

Tan, L., & Ling, J. K. H. (2015). "Self-Directed Learning : Learning in the 21st Century".

Tripon, C. (2019). "Importance of Self-Directed Learning". (January). Retrieved from https://doi.org/10.18662/lumenss.2015.0401.03

Vu, H. Y., & Shah, M. (2016). "Vietnamese Students' Self-direction in Learning English Listening Skills". *Asian Englishes*, *18*(1), 53–66. Retrieved from https://doi.org/10.1080/13488678.2015.1136104

Yulia, H. (2020). "Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia". *ETERNAL (English Teaching Journal)*, *11*(1), 48–56. Retrieved from https://doi.org/10.26877/eternal.v11i1.6068