



# Self-Directed on English Language Learning During Covid-19 Pandemic: Analysis of Teacher Perceptions and Student Learning Autonomy

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## Abstrak

Pembelajaran daring mengakibatkan siswa lebih banyak belajar secara mandiri. Penelitian ini bertujuan untuk menganalisis persepsi guru bahasa Inggris tentang pembelajaran mandiri, mendeskripsikan aktivitas yang diberikan guru dalam pembelajaran online, dan mengidentifikasi komponen pembelajaran mandiri yang dapat diidentifikasi dalam aktivitas pembelajaran online. Penelitian ini merupakan penelitian kualitatif. Subjek penelitian dalam penelitian ini adalah guru Bahasa Inggris yang menerapkan pembelajaran daring. Pengumpulan data dilakukan dengan menggunakan angket, observasi, dan tabel identifikasi. Kuesioner digunakan untuk mengumpulkan data tentang persepsi guru bahasa Inggris tentang pembelajaran mandiri. Ada tiga kuesioner untuk mengumpulkan data persepsi guru; 1) Persepsi guru tentang pengetahuan isi SDL, 2) persepsi guru tentang penerapan SDL, dan 3) persepsi guru tentang dampak SDL. Observasi digunakan untuk mengumpulkan data kegiatan yang ditugaskan oleh guru dalam pembelajaran online. Data dideskripsikan menjadi tiga segmen, pra-kegiatan, sementara-kegiatan, dan pasca-kegiatan. Hasil penelitian menunjukkan bahwa guru mengaku memiliki pengetahuan tentang self-directed learning, sering menerapkan SDL, dan mengklaim SDL memiliki dampak yang sangat berpengaruh bagi siswa. Guru masih kesulitan menangani pembelajaran online terutama pada pra kegiatan dan pasca kegiatan. Dalam penelitian ini terdapat ketidaksesuaian antara persepsi guru dengan tindakan nyata. Dari tujuh indikator, guru hanya dapat menerapkan dua indikator. Terdapat indikasi penerapan Self-directed learning dalam pembelajaran online belum efektif. Berdasarkan hasil penelitian, dapat disimpulkan bahwa guru bahasa Inggris masih kesulitan menerapkan pembelajaran mandiri untuk meningkatkan kemandirian belajar siswa khususnya dalam pembelajaran online.

**Kata kunci:** Self-Directed Learning, Pembelajaran Online

## Abstract

*Online learning causes students to learn more independently. This study aims to analyze the perception of English teachers about independent learning, describe the activities provided by the teacher in online learning, and identify the components of independent learning that can be identified in online learning activities. This research is qualitative. The research subjects in this study were English teachers who applied online learning. Data collection was carried out using questionnaires, observations, and identification tables. Questionnaires were used to collect data on English teachers' perceptions of self-learning. There are three questionnaires to collect teacher perception data; 1) Teachers' perceptions of SDL content knowledge, 2) teachers' perceptions of SDL implementation, and 3) teachers' perceptions of the impact of SDL. Observation is used to collect data on activities assigned by the teacher in online learning. The data is described into three segments, pre-activity, while-activity, and post-activity. The results showed that teachers claimed to know about self-directed learning, often applied SDL, and claimed SDL had a very influential impact on students. Teachers still have difficulty handling online learning, especially in pre-activities and post-activities. In this study, there is a discrepancy between the teacher's perception and real action. Of the seven indicators, teachers can only apply two indicators. There are indications that the application of self-directed learning in online learning has not been effective. Based on the study results, it can be concluded that English teachers still have difficulty implementing independent learning to increase student learning independence, especially in online learning.*

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

## 1. INTRODUCTION

21st-century learning encourages students to be more active in learning (Adhiwibowo & Karyati, 2018; Haka et al., 2020; Naj'iyah et al., 2020). Students must be agents of their learning. The main characteristic of this era is the rapid development of technology. All activities in education are closely related to technology. In this era, students are encouraged

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to master four essential skills, known as 4C skills. These skills are critical thinking, creativity, communication, and collaboration (Afandi et al., 2019; Izati et al., 2018). Critical thinking encourages students to be good at making decisions, which can help them solve problems in real life (Adhiwibowo & Karyati, 2018; McKenna et al., 2018; Pazhoman & Sarkhosh, 2019; Suprpto et al., 2018). Creativity encourages students to be creative and able to create something for their life. Communication encourages students to have good communication skills as social beings. Collaboration encourages students to work well in groups. These skills are not easy to master. In mastering these skills, students need to increase learning independence.

Self-directed and autonomous learning are closely related. Self-directed is an educational process in which students acquire knowledge on their own. Students can monitor themselves in learning (Komalasari et al., 2021; Putra et al., 2021). In self-directed learning, students can formulate learning goals for themselves. Self-directed helps students increase independence in learning. Self-directed can encourage students to increase their learning independence. The autonomy of learning is that students take all responsibility for learning. Self-directed and autonomous learning are interrelated. Self-directed is very important for students because they may have limited time to study in school. The teacher's role is very important in implementing self-directed learning to encourage student learning independence.

The education situation in the world is currently changing due to the Covid-19 pandemic. The Covid-19 pandemic has forced the government to change regulations in the education sector. In Indonesia, learning activities must be carried out from home because all schools are locked. All schools do online learning in this situation. Students can take dominant control of their learning process. Online learning makes the learning process very flexible, where students can study anywhere and anytime (Ma et al., 2021; Nurul Hidayah, 2020; Roni Hamdani & Priatna, 2020). Online learning makes students more comfortable using the technology needed in 21st-century learning. Online learning provides opportunities to improve their self-direction. Through online learning, teachers can apply independent learning to promote learning autonomy for students. Students can manage and monitor themselves in the learning process to promote independent learning and student learning autonomy. Independent learning is very important to be applied to students. Independent learning is a way to promote student learning autonomy. Today, all schools are conducting online learning due to the Covid-19 pandemic. This situation provides an opportunity to apply self-directed learning.

There have not been many in-depth studies on self-directed learning autonomy and teacher perceptions of learning English during the covid-19 pandemic. Several studies are relevant to this research, such as research conducted by (Hanik, 2020) which found that the implementation of self-direct learning based on digital literacy during the Covid-19 pandemic. Provision of educational sites as learning resources for school residents, such as educational applications as learning resources for school residents and online learning by creating learning programs from home that are broadcast through the National TV channel of the Republic of Indonesia. Research conducted by (Saputra, 2021) found that students' self-directed learning readiness is still at a moderate stage, so it is necessary to identify students' independent learning needs and develop a complete online learning schedule. Another study also found that the application of SDL was able to improve students' cognitive abilities in online-based physics learning for Newton's Law material (Permatasari & Anggaryani, 2021). The purpose of this study was to analyze the perception of English teachers about independent learning, describe the activities provided by the teacher in online learning, and identify the components of independent learning that can be identified in online learning activities.

## 2. MATERIALS AND METHODS

This study looks for the perception of English teachers about independent learning. This study describes the activities assigned by teachers in online learning during the Covid-19 pandemic. This study also identified the self-directed component of the activities provided by the teacher in online learning. The research location is SMA N 2 Amlapura. This school was chosen for this research because it allows researchers to research the COVID-19 pandemic situation. The study participant was one of the English teachers who taught tenth graders—collecting data using questionnaires, observations, and identification tables. Questionnaire to collect data on the perception of English teachers about self-learning. There are three questionnaires to collect teacher perception data; 1) Teachers' perceptions of SDL content knowledge, 2) teachers' perceptions of SDL implementation, and 3) teachers' perceptions of the impact of SDL. Observations to collect data on activities assigned by the teacher in online learning. The data is described into three segments, pre-activity, while-activity, and post-activity—identification table to collect data on SDL components identified in teaching activities in online learning.

## 3. RESULTS AND DISCUSSION

Based on the questionnaire results, the teacher stated that he was "knowledgeable" in terms of knowledge of the content of independent learning. In terms of implementation, teachers claim to "often" apply self-directed learning in online learning activities. In terms of impact, teachers claim self-study has a "highly influential" impact on students. The results of the questionnaire can be seen in Table 1.

**Table 1.** Results of the English Teacher Perception Questionnaire

List of questions	Average score	Criteria
Content knowledge	4.0	Knowledgeable
Application	4.3	Often
Impact	4.8	Very influential

Table 1 shows teachers have positive responses to the three types of self-rated questionnaires. The teacher admitted that he had good knowledge about self-directed learning. The content knowledge questionnaire consists of eleven questions about self-directed learning in general. The implementation questionnaire consists of twenty-eight question items, and the teacher categorizes himself as often carrying out independent learning. Observations were made by following the online learning platform at SMA N 2 Amlapura. Observations were made five times. The result of the observation is that the teacher performs the same activities at each meeting. The activities given by the teacher in online learning can be seen in Table 2.

**Table 2.** Activities given by the teacher in online learning

Activity	Activity Segment
Pre-activity	1. Fill in the attendance list 2. Students read the material in e-learning.
Temporary-activity	3. Students work on assignments related to the material. 4. Students submit assignments in e-learning. 5. Students are given feedback from the teacher
Post activity	-

Based on the observations in Table 2, the activities given by the teacher are very simple. In the pre-activity, students only fill in the attendance list. This activity does not represent independent learning for students. In the pre-activity, the teacher can attract students' attention to ensure that students are ready to follow the learning process. The initial activities carried out did not seem meaningful to students. In a temporary activity, students read the material posted on e-learning. The teacher provides many aspects of the material, such as learning indicators, social functions, and examples. On the sidelines of the activity, students also work on assignments related to the material. This activity is to ensure that students understand the material. Through this activity, students can create something based on their creativity. The next activity is that students are given feedback on their assignments. This activity seems effective because the teacher only posts it on e-learning. There is no follow-up activity after feedback. This allows students to reflect on their learning. In post-activity, there are no activities assigned by the teacher. After the activity is an important part of learning, the teacher can check students' understanding of the material. Based on observations, two indications of self-directed indicators appear in the activities assigned by the teacher. Independent learning indicators identified in online learning activities can be seen in Table 3.

Students read the material in e-learning, and students work on assignments in e-learning. These activities represent indicators of "providing autonomous task design". These activities are still not effective because the teacher does not guide students. In carrying out independent learning, the teacher's role is very important to guide students. Teachers cannot assume students can be independent without guidance. These activities do not encourage students' independent learning because the teacher provides everything there. This makes students unable to explore further the material. These activities are included in teacher-directed online learning. Students read the material in e-learning, and students work on assignments in e-learning. These activities represent indicators of "providing autonomous task design". These activities are still not effective because the teacher does not guide students. In carrying out independent learning, the teacher's role is very important to guide students. Teachers cannot assume students can be independent without guidance. These activities do not encourage students' independent learning because the teacher provides everything there. This makes students unable to explore further the material. These activities are included in teacher-directed online learning.

The teacher explains everything in e-learning without any follow-up activities to enhance students' self-directed learning and promote student learning autonomy. The next activity is that students are given feedback from the teacher. Giving feedback includes independent learning indicators. The indicator is "involving students in learning reflection". In these activities, the teacher only posts feedback in e-learning without any follow-up activities. The students may ignore it. Good feedback can make students reflect on learning (Gaylard Baleni, 2015; Hussein et al., 2020; Yeh & Park, 2015). It also depends on the follow-up activities after the feedback. In this activity, there are indications that "involving students in the reflection of learning indicators has not been carried out optimally. Based on the questionnaire and the observations, there is a discrepancy between the teacher's perceptions and actions with reality. There are indications that teachers face difficulties implementing independent learning to increase student learning independence, especially in online learning.

**Table 3.** Independent learning indicators identified in online learning activities

Activity	Indication of SDL Indicator	Comment
1. Read material posted on e-	"gives design task autonomy."	It does not promote student learning autonomy

Activity	Indication of SDL Indicator	Comment
learning		
2. Do the tasks related to the material	“gives design task autonomy.”	It does not promote student learning autonomy
3. Get feedback from teachers	“Involve students for learning reflection.”	There are no follow-up activities after receiving feedback. There are indications that SDL is not sufficient.

Teachers have an important role in the implementation of self-directed learning. The teacher must use the right strategy. There are several strategies to build self-directed learning for students, including first, developing student ownership learning. This can be served by 1) giving learners autonomy in task design. 2) involve students in identifying learning gaps. 3) facilitate student investigative inquiry, goal setting, and planning; second, self-management and self-monitoring, can be presented with; 1) provide scaffolds for student self-monitoring 2) monitor student learning, and provide just-in-time assistance. The third component is an extension of learning, which can be presented by 1) engaging students' prior knowledge and enabling them to connect with what they are learning inside and outside school. 2) involve students in learning reflection (Artaliawan et al., 2021; Mahlaba, 2020). The application of self-directed learning to encourage independent learning is very important during this pandemic.

Several studies are relevant to this research, such as research conducted by (Hanik, 2020) which found that the implementation of self-direct learning based on digital literacy during the Covid-19 pandemic. Provision of educational sites as learning resources for school residents, such as educational applications as learning resources for school residents and online learning by creating learning programs from home that are broadcast through the National TV channel of the Republic of Indonesia. Then research conducted by (Saputra, 2021) found that student self-directed learning readiness is still at a moderate stage, so it is necessary to identify students' independent learning needs and develop a complete online learning schedule. Then another study also found that the application of SDL was able to improve students' cognitive abilities in online-based physics learning for Newton's Law material (Permatasari & Anggaryani, 2021).

#### 4. CONCLUSION

Teachers claim to know about self-directed learning, often apply SDL, and claim SDL has a very influential impact on students. Teachers still have difficulty handling online learning, especially in pre-activities and post-activities. This activity is included in the SDL indicator but is still ineffective because there is no follow-up activity after the feedback. There is a discrepancy between the teacher's perception and actual action. There are indications that English teachers still have difficulty implementing independent learning to increase student learning independence, especially in online learning.

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