

# Self-Directed Learning in EFL During Covid-19 Pandemic: Teacher's Perception and Students' Learning Autonomy

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## ABSTRAK

Pandemi Covid-19 mengakibatkan proses pembelajaran dilaksanakan secara daring. Pembelajaran daring mengakibatkan siswa lebih banyak belajar secara mandiri. Penelitian ini bertujuan untuk menganalisis persepsi guru bahasa Inggris tentang pembelajaran mandiri selama pembelajaran daring, mengamati aktivitas yang ditugaskan oleh guru dalam melaksanakan pembelajaran mandiri di kelas online, dan untuk mengidentifikasi komponen pembelajaran mandiri dari aktivitas yang ditugaskan oleh guru. Penelitian ini menggunakan metode embedded mix, yaitu penelitian yang data kualitatif lebih dominan daripada data kuantitatif. Subjek penelitian dalam penelitian ini adalah guru Bahasa Inggris yang menerapkan pembelajaran daring. Instrumen yang digunakan dalam penelitian ini ada tiga yaitu angket penilaian diri, tabel observasi, dan tabel klasifikasi. Data hasil penelitian berupa data kualitatif dan kuantitatif dianalisis dengan menggunakan analisis deskriptif. Hasil penelitian menunjukkan bahwa guru memiliki jawaban positif yang signifikan terhadap angket penilaian mandiri pembelajaran mandiri; aktivitas guru tidak mencerminkan semua komponen pembelajaran mandiri; hanya ada 2 komponen pembelajaran mandiri yang muncul dalam aktivitas guru.

## ABSTRAK

*The Covid-19 pandemic has an impact on the learning process being carried out online. Online learning results in students learning more independently. This study aims to analyze the perceptions of English teachers about independent learning during online learning, observe the activities assigned by the teacher in carrying out independent learning in online classes, and to identify the independent learning components of assigned activities by the teacher. This research uses the embedded mix method, namely research where qualitative data is more dominant than quantitative data. The research subjects in this study were English teachers who implemented online learning. There are three instruments used in this study, namely self-assessment questionnaires, observation tables, and classification tables. The research data in the form of qualitative and quantitative data were analyzed using descriptive analysis. The results showed that the teacher had a significant positive answer to the self-learning self-assessment questionnaire; teacher activity does not reflect all components of independent learning; there are only 2 components of independent learning that appear in teacher activities.*

## 1. Introduction

Nowadays, education holds a vital role in developing life quality in all countries where the student was placed as the learning subject and education becomes a significant need to improve and repair education in the 21st century (Susilawati et al., 2018). Salkhanova et al. (2016) said that the students should be more productive, creative, and competent during the learning process as the subject of learning. Students are no more as an audience who listens to the teacher, but now, they are also as allocators ready to do active observation and gain the information by themselves. In that regard, the Indonesian

government has taken a step one of which is transforming conventional learning techniques (teacher-centred) into modern era learning techniques or often called student-centred learning techniques (student as a learning subject) (Swandhana et al., 2016). Many students fail to manage their time and control themselves to learn well due to low independent learning (Nurhayati, 2017). One step that can help students organize and control themselves in facing the 21st century is changing the teacher-centred learning into student-centred learning. The Indonesia government has started to consider changing the learning style to increase teacher and student optimization.

The Ministry of Education has changed the previous curriculum into a new curriculum named curriculum 2013 that was implemented around 2013 and 2014. In the process of curriculum change, there are so many positives and negatives responses from the public toward the KTSP into Curriculum 2013 (Ningrum & Sobri, 2015). This curriculum tends to emphasize student-centred than the teacher-centred. Student-centred learning is learning where the students are placed as a centre of learning during the learning process. According to (Medriati & Risdianto, 2020), student-centred learning can be defined as a learning approach that the students have totally done. It is the opposite of the teacher-centred where most class activities done by the students. As stated by Kurdi (2009), in his study, student-centred learning has several superiorities that make this kind of learning is consider to be implemented. Those are: 1) The learning will belong to the students because they are given the freedom to participate during the learning actively; (2) The students will get big motivation in learning because they have a big responsibility it; (3) There is a democratic situation that allows the students to, learn and even discuss the learning. It can improve students' communication skill. The last is (4) Student-centered learning can increase the knowledge for the students and the teacher. It is because student-centred pushes the students to be more active to find out what they do not know. That thing makes the students get new knowledge and even can improve their quality of learning. From the superiorities above, we need to consider students-centred learning to be implemented because those can create the teaching that is effective and efficient for the students and the teacher. Nurjannah et al. (2017) also stated that the Student-Centered Learning approach might back learners to attain their problem-solving aptitudes, free considering, and independent learning. From the explanation above, student-centred learning is important to be considered in the implementation of the curriculum 2013 because this kind of learning tends to make the students more active in learning.

Curriculum 2013 (K-13) is the primary curriculum implemented in Indonesia as educational guidance, especially in secondary and primary schools. This curriculum is still applied after Indonesia has experienced curriculum changes from the curriculum of 1947 and the last one was 2013 (Muhammedi, 2016). K13 has been in effect for around seven years until now. The government suggests that in the implementation of K13, the activity should make the students active inside and outside the class, experiencing, doing, and finding by themselves. The most important point in implementing the curriculum 2013 is to create or build character education for the students (Asyiah & Sunanto, 2014). They also stated that there are three characters that the student must have namely knowing the good thing for their life (knowing to good), having a good hope for themselves (desiring the good), and doing a good thing for themselves for better future (doing the good) so that it can be their habit to think and to decide something in the classroom and even in the outside of the school. There are several aspects considered in K13, namely aspects of knowledge, aspects of attitudes, skills, and behaviour. Then there is the same equality or competency between teacher and student in the classroom or the national standard. Besides of that, the curriculum 2013 is expected to make the students be able to learn through five learning steps to reach the learning objectives successfully, and those are Observing, Asking Questions, Exploring, Associating, and Communicating or often called as 5M in Indonesia (Puspitasari et al., 2020). So those steps push the students to be more active in finding the information, not only from the teacher, but they have to creative in searching for the materials for themselves. It is closely related to one of the purposes of Curriculum 2013, which is increasing the independence of students in learning (Rahman & Bahar, 2019). It is also explained in Permendikbud No. 81A Tahun 2013, students are expected to increase lifelong learning skills in this modern era. So, students' independence in learning is needed by the students to continue growing and developing.

Independence learning is also famous as self-directed learning. It is closely related to the implementation of Curriculum 2013. Leatemia et al. (2016) define self-directed learning as an approach in which the students control their learning process. It means that the students are given the responsibility to prepare all they need to be independent learning. By implementing self-directed learning, the students tend to be more motivated in learning because they are given freedom in deciding their learning (Van Woezik et al., 2019). Self-directed learning has become an essential foundation for 21st-century learners in the whole world (Jaleel & O.M., 2017). They also stated it could amplify self-directed learning using ICT that supports self-directed learning outside of the regular classroom for long-life learning. Besides, self-

directed learning also can be interpreted as an essential element needed in the learning process of the 21st-century (Jaleel & O.M., 2017). It can affect the students in reaching 21st-century learning skills or 4C skills (collaboration, communication, creativity, and critical thinking) (Yu & Wan Mohammad, 2019). The improvement of students' communication aptitude is impacted by teacher-student and student-student interaction in self-directed learning impacts (Van Woezik et al., 2019). In addition, the need for information stimulates the students to develop their creativity and critical thinking in SDL (Geng et al., 2019). For that reason, the learners need to learn even though the teacher did not ask them, they need to learn and exploit the information and experience it (Timpau, 2015). Based on the study above, it is vital to implement self-directed learning to give students the freedom to learn, especially in the 21st learning century.

Self-directed learning can be conducted inside or outside the classroom as long as the main features of SDL are not forgotten (Tan & Ling, 2014). The first key feature or component of Self-directed Learning is developing students' ownership in learning. It consisted of three indicators namely providing learners' autonomy in task design and involving the students in identifying the learning gaps, and facilitating students' investigative inquiry, goal setting and planning. Then, developing students' self-management and self-monitoring is the second feature or component. It contains two indicators such as providing scaffolds for students' self-monitoring and monitor students' learning and provide just-in-time assistance. And the last is providing opportunities for the student to extend their learning. It also consisted of two indicators, those are engaging students' prior knowledge, engaging students in reflection of learning, and allow students to make connections of what they learn in and out of school.

According to Gharti (2019), self-directed learning can encourage the students learners become autonomous learners. According to Ricard (2015) as cited in Adianingrum (2017) explained, learning autonomy has become a major trend in language teaching in recent years, and has been a key topic in foreign language teaching for over 30 years. Learning autonomy refers to the learning ability of students to understand and organize their learning process by themselves responsibly and effectively (Gharti, 2019). In the terms of autonomous learning, the students have a big authority to manage and control over their own learning process and decide their own learning direction whether they have their own environment to do their responsibility for their own learning (Begum, 2018). It is very important to apply learning autonomy because it can help students in reaching high independence and creativity levels (Alonazi, 2017). In the learning autonomy, students can reflect themselves from their own successes and failures they have been through before, then they will not do the same things that are not suitable for them and even become more competent learners later.

In this pandemic situation, an uncertain thing has been occurring worldwide widely, namely the COVID-19 outbreak. Many countries in the world already affected by coronavirus disease (COVID-19), which has led to many countries' decisions to change their regulations. The Indonesian government, especially The Ministry of Education and Culture of Indonesia, decided to shift learning regulation, especially in the education field. As mentioned by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia* (2020), all of the education process or teaching and learning processes in the whole Indonesian area are done online, and it is applied during this pandemic situation (COVID-19). However, this learning will be challenging to occur in a country such as Indonesia because not the area covers all Indonesia areas with a good internet connection. Besides, Sangsawang (2020) stated that it is challenging to implement the new learning regulation because not all teachers have a good skill in handling and increasing online learning. Also, not all students in Indonesia have a good facility and access to joining online learning. There is criticality here for the students to implement self-directed learning. Criticality for the teacher's role is also important because the teacher must prepare the exciting material to do the teaching and learning process that advances self-directed learning on the students' portion. All the teaching and learning processes should be done in distance learning because all schools are shut down. Furthermore, this pandemic condition can give students a big chance to increase students' self-directed learning skills. So that self-directed learning is the best choice for Language learners to keep learning in this kind of situation. As stated by Ramani (2013), self-directed learning allows the learner to decide when, where, what and how the language is to be used.

There are some previous studies related to this topic, the first study conducted by Humaira & Hurriyah (2018) in Indonesia. The researchers analyzed the students' perspectives about self-directed learning implementation in outside the classroom context. The result implied that during the implementation of self-directed learning, the students got problems choosing the strategy that was suitable for themselves, self-assessment, and self-reflection after the learning process. The strategy employed by the teacher was not appropriate for the students, that was why this study gave a chance to support the teacher to promote self-directed learning instruction for successful learning. The second previous study conducted by Devi et al. (2016) about the role of lifelong learners among undergraduate

medical students. The result of this study stated that anonymous feedback from students revealed that SDL classes were interesting, helped better understand the topics, stimulated reasoning, and assisted in the active learning process. The researchers has concluded that those things directed the learners to instill a propensity of consistent motivational perusing, refer the textbooks, and make them more independent, which is a prime necessity for medical graduates. Then lastly, a study was conducted by [Turan and Koc \(2018\)](#). The study's objective was to examine the impact of self-directed learning readiness on critical thinking and general self-efficacy among the students of the School of Physical Education and Sports. The results have shown that self-directed learning readiness influences essential considering and common self-efficacy characteristics because it impacts other education perspectives. Then, 50, 5 % demonstrated that elf-directed learning readiness predicts critical thinking and general self-efficacy. Therefore, the real environments or situations should be created to develop students' self-directed learning readiness when planning education and preparing programs, particularly as a vital angle of advanced education frameworks in today's world.

This phenomenon was exciting to be considered a priority in research because it relates to our education in the pandemic situation. This study also chose Senior High School as the setting because senior high school students can be classified as adult learners. Self-directed learning is suitable for adult learners because most adult learners have great mindfulness with their learning ([Knowles, 1975](#)). Thus, the participant in the present study was an English teacher in the SMA Negeri 1 Melaya. According to ([Shahzad et al., 2019](#)), in a language learning context, successful students in mastering Language learning are the students who can manage their study by themselves outside or inside the classroom and especially with or without the help of an educator or teacher. After realizing the importance of self-directed learning, this research focus on analyzing the extent of the self-directed learning component is implemented by the teacher 10th grade students of SMA Negeri 1 Melaya to support students' learning autonomy during online learning or learning from home. This study analyzed the teacher's perception of the self-directed learning model, described an English teacher' activities in handling self-directed learning, and identified self-Directed learning components appeared during the teaching and learning from home activities 10th-grade students of SMA Negeri 1 Melaya. This research was carried out in Bali, particularly in Jembrana Regency, as no study focused specifically on how they perceived and implemented self-directed learning in online teaching during the COVID-19 pandemic. By carrying out the current research, all teachers will know the implementation of self-directed learning especially in this pandemic situation that asks the students to keep learning even though not in the classroom. The components of self-directed learning were adopted from the big theory from [Tan & Ling \(2014\)](#). This research is expected to give a general understanding about the implementation of self-directed learning in certain situations such as in pandemic situation.

## 2. Method

Embedded mixed-method was chosen as the design of this research. According to Creswell and [Plano Clark \(2002\)](#) in [Creswell \(2012\)](#)), mixed-method research means the combination of qualitative and quantitative data mixed in one study called mixed-method research. It is supported by [Indrawan & Yaniawati \(2016\)](#) stated that there would be more dominance in this embedded mixed-method, could be qualitative or quantitative. In this study, the qualitative data were dominant than the quantitative data. The data was presented qualitatively and then supported by the quantitative data. This research was carried out at SMA Negeri 1 Melaya, Melaya District, Jembrana Regency, Bali, Indonesia, in the academic year of 2020/2021. During this pandemic, all schools in Indonesia, especially Bali, have implemented online learning. This school was selected as the study setting because it is one of the government schools and considered one of the most favourite schools in Jembrana regency. Then, an English teacher at SMA N 1 Melaya was chosen as the subject of the study. An English teacher became a subject of the research because the researcher has observed that the teacher directly participated in conducting online learning during this pandemic (COVID-19) or learning from home.

There are four main instruments used in this research namely the researcher itself, self-rated questionnaire, classroom observation table, and classification table. The first instrument was researcher; it was because the researcher directly obtained the data. The second instrument was self-rated questionnaire; it was administered to answer the first research question in which to gain data about an English teacher's perception of self-directed learning at tent grade student of SMA Negeri 1 Melaya. The self-rated questionnaire is divided into three aspects, those are teacher's perception toward content knowledge self-directed learning, the teacher's perception towards the implementation of self-directed learning during online class, and the teacher's perception about the impact of self-directed learning during the implementation. Those questionnaires were developed from theory by [Tan and Ling \(2014\)](#) that exists of components and indicators. The third instrument used in this research was classroom observation

table, it was used to observe the teacher's activities that reflect self-directed learning components and increase the students to be autonomous learner during online learning. The teacher was observed according to the requirements of the data. The additional description and some screenshot were added to enrich the data Identification Table was the last instrument used in this research, it was used to identify self-directed learning components that appear in the activities assigned by the teacher. We would know what self-directed learning components can be promoted in handling online learning/learning from identification process.

To analyze the data obtained, the results of the three self-rated Questionnaire were classified as quantitative data and analyzed descriptively. There are five criteria used in each aspect of self-rated questionnaire to classify the final score of teacher's perceptions, those were adapted from Sugiyono (2015). In addition, observation table results were classified as qualitative data and analyzed descriptively followed by screenshot or photos as evidence. Activities assigned by the teacher in each meeting were divided into three segments namely pre-activity, whilst-activity, and post-activity activities. Those were analyzed to to see whether there is a general indication of SDL in these activities that could bring the students into autonomous learning. Furthermore, The results of the identification table were also analyzed descriptively in this study because the data obtained in this part could be states as a qualitative data. The data in the identification Table were connected with the observed data in which the observed activities were analyzed and it was described whether it promotes or reflects some self-directed learning indicators based on theory by (Tan & Ling, 2014).

### 3. Result and Discussion

#### Result

In this section, the research findings guided by three research problem stated in the introduction are presented in detail. This section's structure starts from the English teacher's perception of self-directed learning, activities assigned by the teacher in online teaching and learning, and the last is the teacher's identified components of self-directed learning in handling online learning that meet with the criteria for self-directed learning.

The explanation of data is also supported and discussed by theories and other relevant research results. The information from this study was gathered from the self-rated questionnaire, observation sheet, and identification table. On self-rated questionnaire, the English teacher-rated herself according to their perception. Then on the observation sheet, the teacher was evaluated and observed according to the learning activities, especially in online learning classes. An English teacher at tenth grade students was chosen as the subject of the study. Besides, the identification table was occurred to identify the components of self-directed learning from the teacher's activities during online learning. The table below shows the teacher's perception result.

**Tabel 1.** The Result of Teacher's Perception of Self-Directed Learning

Perception Aspects	Score on Teacher's Perception	Criteria
Content Knowledge of Self-Directed Learning	4.00	Knowledgeable
Implementation of Self-Directed Learning	3,67	Anticipated
Impact of Self-Directed Learning	2,6	Moderately Influential

Table 1 presents the result of three aspects of self-rated questionnaires which are content knowledge, implementation, and the impact of self-directed learning. An English teacher completed all the statements from three kinds of self-rated questionnaire by giving the checklist mark on every statement. Firstly, it can be stated that the average score of the teacher's perception in term of content knowledge of self-directed learning is 4.0 that belongs to knowledgeable criteria. All the statements in this aspect were answered with score of 4. It can be concluded that an English teacher of 10<sup>th</sup> grader students of SMA Negeri 1 Melaya was classified into knowledgeable about self-directed learning. The average score implies that the teacher claimed already knows about the concept of self-directed learning, aware of self-directed learning significant, and it just lives to be maximized again in the future.

Then, the teacher was found to be "anticipated" with score of 3,67 in terms of implementation of self-directed learning during online learning. During the pandemic situation, it seems complicated to implement self-directed learning maximally because not all students in Indonesia have good facilitation to be independent learners. As (Humaira & Hurriyah, 2018) that it is challenging to implement self-directed learning outside of the classroom because in some cases, namely the students are hard to choose a proper strategy for themselves, they cannot do self-assessment maximally, and also they are not used to do self-

reflection outside of the classroom. It was because the strategy employed by the teacher was not proper for their main characteristics.

The last perception is about the impact of self-directed learning. The teacher-rated herself as "moderately influential". It means that the implementation of self-directed learning cannot affect a very influential impact on the students in this current situation. It was because there is no student's readiness to facing self-directed learning, especially during online learning or learning from home. It is related to [Devi et al. \(2016\)](#) that the teacher should direct the students to build a propensity of consistent motivational perusing, refer to the textbooks or other reading material, and make them more independent than usual. The teacher must do those things to generate the desire of students to do self-directed learning in this pandemic. From the explanation of the results of the three questionnaires, it is important to reflect on self-directed learning. As [Tan and Ling \(2014\)](#) said, self-directed learning can increase the student's awareness of learning and make it easy to monitor their learning. All activities in self-directed learning tend to make the students learn by using all potential they have in their own. The following table presents the result of observation about the activities assigned by the teacher during online teaching and learning process.

**Tabel 2.** Activities Assigned by the Teacher during Online Learning

Number	Aspect of Perceptions	Observation Segments	Activities Assigned by The Teacher
1	Observation 1	Pre-activity	-The student fill presence list
		Whilst-activity	-The students read the material that often faced in common situation about self-introduction posted in Google Classroom by the teacher - The students do a brief exercise after reading the material
		Post-activity	-
2	Observation 2	Pre-activity	-The student to fill presence list -The students answer the brief question from the teacher about the previous learning - The students are linked by the teacher to the main activity - The students do the speaking practice about self-introduction in WA group by recording using Voice note
		Whilst-activity	- Students ask a question related to the problem during the speaking practice - The students get feedback from the teacher after sending the practice recording in WA
		Post-activity	-
3	Observation 3	Pre-activity	-The student to fill presence list -The students are linked by the teacher to the main activity - Students do the quiz in the Google form provided on Google Classroom - Student get feedback from the teacher in WA group
		Whilst-activity	-
		Post-activity	-
4	Observation 4	Pre-activity	The student to fill presence list - Students read the material provided in Students' answer sheet (LKS)
		Whilst-activity	- Students do the quiz and answer it in the Google form provided by the teacher
		Post-activity	-
5	Observation 5	Pre-activity	The student to fill attendance list -Students read and understand the material posted in Google Classroom platform
		Whilst-activity	- Students do the quiz posted in Google classroom
		Post-activity	-

Table 2 shows the observation on the activities assigned by the teacher during online teaching and learning process. The observation was carried out five times or until the data was saturated. From the result of the observation above, there was a tendency that the teacher brought the student to become autonomous learner. This happened to the several activities assigned by the teacher during online learning. The first activity was "told students the purpose of learning". It is a line with the theory by Moore (1993), learner autonomy happens when someone can set learning objectives. By telling the purpose of the students, the students are stimulated to be autonomous learning because they have a goal to learn with their way without feeling confused to think what should be their learning objectives. The second activity was when the teacher linked the students, it tended to give a keyword to the students about what would the students do in that meeting. It is closely related to the theory from Boud (1988), to reach independent learner, the students must pass several stages called an autonomous learning process. In this process, the students will not be an autonomous directly, but they have to face some process such as they should depend on the teacher first and step by step, they have to aware that do not depend on the teacher is not totally bad. However, they need a teacher to learn because they cannot do that alone at all moments. So that when the teacher linked the students, it seemed that the teacher gives students guidance step by step before becoming an autonomous learner. The third activity was when the teacher gave students a material about the topic. This activity seemed like stimulation for the students to generate their understanding about the topic taught. The important thing of this activity is when the teacher gave the students material, the students also were given a freedom to find other sources for them. It indicates that by giving them a freedom, they will train themselves to be autonomous in learning. As Gharti (2019) stated in his study that in the learning autonomy, students can take all possible benefits and limitations. From the freedom given by the teacher, the teacher can take that chance to find the appropriate sources that match with their learning need

The fourth activity that brings the students to be autonomous learners was giving a variety of assignments to the students. Those activities consisted of the test, quiz, and making a speaking practice recording. The purpose of those activities was basically for making sure that the students understand the material. It is a line with theory by Tan & Ling (2014) stated that the assignment given to the students can make them aware of their responsibility and even act in taking charge of their learning autonomy. It implies that the assignments from the teacher should be done by students because they should aware of their responsibility of their learning. It is supported by Gharti (2019), the students can take upon benefits and limitations that are possible in the learning autonomy, such as determine content and expansion. It indicates the assignments can bring the student to autonomous learners. The students can express all their ideas through their assignments by their own way without thinking they are wrong. It can be said that by doing or answering the assignment given, the students are indirectly to be autonomous in learning because they can determine what they should do in each assignment without fearing to be wrong. The last activity reflecting the learning autonomy was when the teacher gave a feedback to students. It is related to the principle delivered by Cakici (2015) namely the principle of reflectivity. By giving a feedback as a reflection for the students, students become aware of what techniques and strategies they should use in various assignments given by the teacher and how to perform that various tasks. Being aware of the process of learning is one of effective way to help them to be independent learners or autonomous learners. From those activities mentioned, it can be seen that several activities assigned by the teacher can establish the students' learning autonomy even though those activities are not yet totally bringing the students to become autonomous learners. It could be seen from there was still guidance from the teacher at some activities. In conclusion, the teacher had a good effort to bring the students to be autonomous in learning even though it is online learning. Thus, self-directed learning components that appeared on the activities assigned by the teacher are presented below.

**Tabel 3.** Self-Directed Learning Components Identified

SDL Component	SDL Indicators	Activities Assigned	Remark
Observation 1	Provide learner autonomy in task design.	Reading a book or material	
		Answering a test	
		Making a recording	
		Answering a quiz	
Observation 2	Facilitate students' investigative inquiry, goal setting and planning	Reading Instruction	-
		Knowing the purpose of the study	-
Observation 3	Provide scaffolds for	Getting Feedback	-

SDL Component	SDL Indicators	Activities Assigned	Remark
Observation 4	students' self-monitoring Monitor students' learning and provide just-in-time assistance	Asking a question related to a project given	-

The observation data were analyzed in this section to check the self-directed learning components that appear in the activities assigned by the teacher, especially in the online teaching and learning process. Based on the findings above, some self-directed learning indicators appeared in all learning activities carried out by the teacher. The first activity was the students answer the teacher's question in the pre-activity to know the purpose of the learning. This activity reflects a self-directed learning component: "Facilitate students' investigative inquiry, goal setting, and planning," where the teacher stimulated the students at the beginning of the learning by asking a question about what would be learned at that meeting. This activity was done only once in each observation by the teacher, which was not implemented well. As [Tan and Ling \(2014\)](#) said, the teacher must generate the students' interest in learning at pre-activity by asking the question like "What is learning goal of today's meeting". If the students can be engaged from the early learning stage, the learning process will run smoothly.

Then, the activities of reading the material or sources of the learning, answering a test, answering a quiz, and also making a recording of speaking practice were included in "Provide learner autonomy in task design" and "Provide scaffolds for students'. Those activities were implemented well, and it could be seen from the material given by the teacher existed in the students' life situation. It is a line with the theory by [Tan and Ling \(2014\)](#) that one of the teacher's roles aims to facilitate the students' with the learning material that can make the students understand the material. By giving the learning material to the students, they are involved in learning to try to understand the material to fulfill the needs of their learning.

Then, read, listen, and understand the feedback included in the "involve students in identifying learning gaps" indicator. The teacher did not implement this activity in each observation but only in some of that. The feedback itself is important for the students' improvement after the learning because it can reflect the learning they have been passed. The students will be aware of their mistakes during making all those assignments so that they will deduct their mistakes in the next tasks. Overall, there are only four indicators of Self-directed learning that can be identified from the teacher's activities during the online teaching and learning process.

Based on the questionnaire results and the observations obtained, there is a tendency that the teacher did not master the implementation of Self-Directed Learning as she rated herself in perception. The questionnaire results showed that the teacher has an excellent response to the implementation of independent learning. The teacher claimed himself as knowledgeable in terms of content knowledge of self-directed learning. Teacher also claimed herself as anticipated in implementing self-directed learning in the teaching and learning process. The teacher claimed self-directed learning was moderately influential to the students' improvement on the impact of self-directed learning on students. Whereas in fact, the teacher only implements four indicators of 8 indicators exist. From those explanations, it could be concluded that there is a mismatch between teacher perceptions and the implementation of self-directed learning in reality in the online teaching and learning process.

From explained the observation findings, the teacher did not implement self-directed learning completely. It was proven from the teacher only conducted one activity that reflects self-directed learning, and also, the teacher did not show the post-activity in all observations. There, the teacher found it complicated to provide learning activities in online teaching, especially for reflecting self-directed learning. However, online learning gives the students the freedom to find another researcher based on their need of learning. It indicates that the teacher's implementation of self-directed learning during online learning was not carried out optimally. It was caused by the teacher not conducting activities in three segments entirely. The teacher tended to focus only on the pre-activity and whilst-activity without conducting activities in post-activity. In this case, the mistakes are not on the teacher itself, but the mistake belongs to changing the education regulation that happened. The teacher and even the students must adapt to this new education regulation to find another way to learn in this pandemic. There is a limitation of interaction between teachers and students will affect learning and teacher learning in online learning. In conclusion, online learning is not a new kind of learning in this pandemic, but it is challenging for the education world to keep learning, such as in the pandemic situation.



#### 4. Conclusion

The results show that there was a relatively small proportion of self-directedness in learning. In other words, there were a few activities designed by English teachers that conformed to self-directed learning's characteristics. Since learning self-directedness is very important, it is suggested that educational policymakers consider special training for teachers to conduct self-directed learning activities. Then, the teachers are advised to rate themselves based on the ability that they have. Besides, the teachers are also recommended to design various activities dealing with self-directed learning components in the online and even offline classes to reflect 21st-century learning. Next, this r is expected to be a reference for future researchers who have the same topic as this study. This was the initial research about teachers' perception and implementation of self-directed learning especially during COVID-19 outbreak. Prospective researchers are suggested to expand this research by investigating different variables that are a similar study, such as analyzing teachers' perception and identifying the implementation of self-directed learning in primary school or even junior high school. Lastly, it is also suggested for the teachers' professional development to illustrate how to implement and design various activities reflecting self-directed learning to promote 21st-century learning.

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