

## Students' Self-Directed Learning Readiness with the Online Learning Model



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**ABSTRACT:** This research aims to reveal the level of Students' Self-Directed Learning Readiness with the Online Learning Model. The research was conducted on students of the Arabic Language Education Study Program, Faculty of Islamic Religion, University of Muhammadiyah Malang with 66 respondents selected using purposive techniques. Research data was collected through a questionnaire with the Self-Directed Learning Readiness Scale (SDLRS) instrument developed by Guglielmino, and was analyzed using the SPSS Windows Release 7.5.1 program. The research results show that the level of students' Self-Directed Learning readiness with online learning model is in the average category with the score of 223.6, which means that students have the ability to successfully study independently, but are less ready to face challenges and solve problems independently.

**KEYWORDS:** Self -Directed Learning, Readiness, Online.

### I. INTRODUCTION

The very rapid development of technology in the industry revolution 4.0 era has had a tremendous impact on the education. With advances in technology, learning can now be done anytime and anywhere. Learning is not bound by space and time. Sources of learning information are not limited to lecturers and books, but are available in abundance in cyberspace. There are many alternatives in the learning process that relies on information and communication technology which demands high individual abilities (Doringin et al., 2020); (Rahayu et al., 2022).

Among the learning models that are currently being developed in Indonesian universities, especially after the Covid-19 pandemic, is online learning model, either with the Synchronous Learning model, the Asynchronous Learning model, or the Blended Learning model. This online learning uses several applications that can be used for online learning, namely Zoom, Google Meet, Jitsi Meet, Cisco Webex, Google Classroom, Google Form, WhatsApp, etc. (Mazda & Fikria, 2021).

The online learning model relies more on developing students' potential independently to explore their knowledge and skills in order to achieve a certain level of mastery. With this learning model, students have the freedom to determine their own learning models and methods, both individually and in groups, through the projects given to them. By participating in these projects, students practice organizational, collaboration, and time management skills that will benefit their future academic career development. By utilizing the abundant data available in cyberspace, students are faced with the skills of searching, obtaining, understanding and processing data. In this way the learning process becomes more effective (Abdullah, 2018);(Monica & Fitriawati, 2020);(Sefriani et al., 2021);(Oktaviani, 2021);(Setiono, 2021).

Several studies conducted during the Covid-19 pandemic and after the Covid-19 pandemic showed that online learning model received a positive response from students because it was easy to access, easy to do, remained communicative, and remained in accordance with the curriculum. Online learning model can be done anywhere and at any time according to the agreement. Both lecturers and students can carry out learning activities at home, in the office, in cafes, in parks, even in vehicles, as they can carry out learning activities at any time without being hindered by the surrounding situation. (Rusdiantho & Elon, 2021).

However, in several conditions, online learning model often face obstacles, both pedagogically and technically. Pedagogically, it can be in the form of a lecturer's inability to use technology or choose the right method, while technically it can be in the form of less than optimal interaction between lecturers and students, a less communicative learning atmosphere, coupled with various obstacles such as unstable internet networks, quota availability, lack of control, and so on (Turmuzi et al., 2021);(Irawan & Listyaningsih, 2021).

Online learning model as described above requires students to have 21st century educational skills which include critical thinking, creativity, communication and collaboration in addition to having digital and humanist literacy. This requires high levels of self-regulated learning readiness among students in order to obtain good and maximum learning results. Students are required to

## Students' Self-Directed Learning Readiness with the Online Learning Model

understand well a variety of information, data and technology (Song & Hill, 2007; Muhali, 2019; Rosnaeni, 2021; Mardhiyah, 2021).

Self-Directed Learning readiness is very important for students to have because it provides the freedom to learn according to their needs, opens up opportunities to explore material topics better, increases responsibility and the ability to think critically and creatively, increases motivation and activeness in learning, provides the ability to plan and evaluate learning activities effectively, independence, and increase self-confidence. Apart from that, good self-directed learning readiness can increase student motivation and achievement in learning and increase their level of digital literacy (Fitriani & Atmojo, 2020);(Kurniawan, 2022);(Jabnabillah & Margina, 2022);(Rini et al., 2022).

Self-Directed Learning is a learning activity that begins with one's own initiative where students determine goals, select and determine learning resources, determine appropriate learning strategies, and evaluate learning outcomes independently without the help of others. Self-Directed Learning requires individuals to design their own learning, choose and implement their own learning strategies, and monitor and evaluate their own learning outcomes. Self-Directed Learning gives students autonomy to reflect critically, involving them in learning so that they can improve their competence; (Sumarno, 2002);(Kranzow & Hyland, 2016);(Oishi, 2020).

Self-Directed Learning Readiness in general requires students to have independent leadership in planning, implementing, controlling, evaluating and reflecting on the achievement of predetermined goals. Apart from that, it also requires an active, open, creative attitude in the learning process, and the ability to solve problems well. The higher the independent leadership a student has, the higher his or her ability to learn independently (Durnali, 2020).

The success of self-directed learning is determined by several factors such as previous independent learning experiences, psychological factors, awareness of the importance of a supportive environment, knowledge of the right learning style for oneself, motivation to achieve, interest in learning, and the independent academic concept one has. Apart from that, it is also influenced by the ability to manage emotional intelligence(Ramli et al., 2018);(Koc, 2019). Meanwhile, several things that can hinder the success of self-directed learning include unstable mood, low motivation, unsupportive facilities, monotonous activities, and the inability to manage time, choose strategies, and reflect independently (English, M.C & Kitsantas, 2013);(Arizatul Humaira' & Ajeng Hurriyah, 2018).

In reality, not all students currently have good Self-Directed Learning readiness. Many students do not have the initiative to increase their knowledge independently, most of them tend to be minimalist in carrying out assignments given by lecturers. In discussion activities, not many ideas and thoughts were expressed. Generally they wait for the material prepared by the lecturer and lack the initiative to search for and develop the material that has been presented by the lecturer.

This kind of condition also occurs in the environment of some students of the Arabic Language Study Program, Faculty of Islamic Religion, University of Muhammadiyah Malang. Many students just accept the material provided by the lecturer and do not try to add and develop it independently. The assignments given by the lecturer are carried out in a minimalist manner, there are not many discussions in the learning forum that refer to other sources outside the textbook prepared by the lecturer, even though currently there are many sources for learning Arabic with its various aspects available in cyberspace.

## II. RESEARCH FOCUS

Based on this reality, researcher interested in finding out more about the level of students' self-directed learning readiness the online learning model. This is important to do as a step to identify their level of self-directed learning readiness on the one hand, and on the other hand to be a consideration for lecturers and faculty leaders in carrying out online-based Arabic language teaching and learning processes.

This research focuses on the issue of the level of students' Self-Directed Learning readiness with the online learning model.

## III. METHOD

### • Approach

This study uses a quantitative approach. This approach is more relevant to use because this research is aimed at measuring the level of independent learning readiness that students have in learning Arabic.

### • Population and sample

The research population consisted of all 400 Arabic language education study program students. From this population, 66 students were selected using purposive sampling technique.

### • Data collection technique

In this case the researcher distributed the questionnaire to all students via Google Form. Those who answered the questionnaire were then used as the sample. With this approach, research data was collected through a questionnaire with the Self-Directed Learning Readiness Scale (SDLRS) instrument developed by Guglielmino.

### • Data analysis techniques

The collected data was analyzed using the SPSS Windows Release 7.5.1 program.

## Students' Self-Directed Learning Readiness with the Online Learning Model

The level of students' self-regulated learning readiness is known from the total score obtained from the SDLRS questionnaire with the interpretation developed by Gugleilmino as follows:

Score	Level of Self-Directed Learning Readiness
252 – 290	Hight
227 – 251	Above average
202 – 226	Average
177 – 201	Under average
58 – 176	Low

A high level of independent learning readiness illustrates that the person is usually able to determine their own learning needs and is able to be responsible for planning and implementing their learning. Apart from that, he can also determine various learning approaches and resources to meet his learning needs, and can evaluate his own learning progress.

The average level of readiness for independent learning shows that generally these people can learn independently successfully, but they are less happy if they have to take full responsibility for determining needs, planning, implementing and evaluating their own learning.

Level of readiness for independent learning Below average, it is possible that it is difficult for him to recognize his own learning needs. They prefer a classroom learning atmosphere where the teacher determines what to learn, when and how to learn it. Generally they are not used to learning independently.

## IV. RESULT AND DISCUSS

Based on the results of the questionnaire distributed to 66 students, the results obtained are as shown in the following table:

**Table 1. Answer Scores of Students Self-Directed Learning Readiness with Online Learning Model**

No	Statement Items	Always	Often	Sometimes	Seldom	Never
1	I'm looking forward to learning as long as I'm living.	33 50,0 %	18 27,3 %	8 12,1 %	3 4,5 %	4 6,1 %
2	I know what I want to learn.	15 22,7 %	24 36,4 %	20 30,3 %	5 7,6 %	2 3,0 %
3	When I see something that I don't understand, I stay away from it.	7 10,6 %	28 42,4 %	24 36,4 %	6 9,1 %	1 1,5 %
4	If there is something I want to learn, I can figure out a way to learn it.	21 31,8 %	23 34,8 %	14 21,2 %	6 9,1 %	2 3,0 %
5	I love to learn.	50 75,8 %	4 6,1 %	6 9,1 %	1 1,5 %	5 7,6 %
6	It take me a while to get started with new project.	21 31,8 %	23 34,8 %	14 21,2 %	4 6,1 %	4 6,1 %
7	In a classroom situation, I expect the instructor to tell all class members exactly what to do at all times.	5 7,6 %	8 12,1 %	34 51,5 %	15 22,7 %	4 6,1 %
8	I believe that thinking about who you are, where you are, and where you are going should be a major part of every person's education.	15 22,7 %	26 39,4 %	19 28,8 %	5 7,6 %	1 1,5 %
9	I don't work very well on my own.	14 21,2 %	16 24,2 %	25 37,9 %	9 13,6 %	2 3,0 %
10	If I discover a need for information that I don't have, I know where to go to get it.	26 39,4 %	21 31,8 %	13 19,7 %	3 4,5 %	3 4,5 %
11	I can learn things on my own better than most people.	20 30,3 %	20 30,3 %	17 25,8 %	5 7,6 %	4 6,1 %
12	Even if I have a great idea, I can't seem to develop a plan for making it work.	6 9,1 %	4 6,1 %	32 48,5 %	7 10,6 %	7 10,6 %
13	In a learning experience, I prefer to take part in deciding what will be learned and how.	12 18,2 %	19 28,8 %	24 36,4 %	8 12,1 %	3 4,5 %

## Students' Self-Directed Learning Readiness with the Online Learning Model

14	Difficult study doesn't bother me if I'm interested in something.	21 31,8 %	21 31,8 %	18 27,3 %	3 4,5 %	3 4,5 %
15	No one but me is truly responsible for what I learn.	33 50,0 %	13 19,7 %	14 21,2 %	2 3,0 %	4 6,1 %
16	I can tell whether I'm learning something well or not.	17 25,8 %	18 27,3 %	24 36,4 %	5 7,6 %	2 3,0 %
17	There are so many things I want to learn that I wish there were more hours in a day.	11 16,7 %	25 37,9 %	20 30,3 %	8 12,1 %	2 3,0 %
18	If there is something I have decided to learn, I can find time for it, no matter how busy I am.	1 1,5 %	11 16,7 %	35 53,0 %	15 22,7 %	4 6,1 %
19	Understanding what I read is a problem for me	16 24,2 %	20 30,3 %	23 34,8 %	5 7,6 %	2 3,0 %
20	If I don't learn, It's not my fault	25 37,9 %	21 31,8 %	12 18,2 %	5 7,6 %	3 4,5 %
21	I know when I need to learn more about something	11 16,7 %	20 30,3 %	26 39,4 %	7 10,6 %	2 3,0 %
22	If I can understand something well enough to get a good grade on a test, it doesn't bother me if I still have questions about it.	17 25,8 %	22 33,3 %	19 28,8 %	5 7,6 %	3 4,5 %
23	I think libraries are boring places.	9 13,6 %	14 21,2 %	35 53,0 %	6 9,1 %	2 3,0 %
24	The people I admire most are always learning new things.	22 33,3 %	26 39,4 %	8 12,1 %	5 7,6 %	5 7,6 %
25	I can think many different ways to learn about a new topic.	4 6,1 %	12 18,2 %	33 50,0 %	9 13,6 %	8 12,1 %
26	I try to relate what I am learning to my long term goals.	17 25,8 %	20 30,3 %	18 27,3 %	9 13,6 %	2 3,0 %
27	I am capable of learning for myself almost anything I might need to know.	16 24,2 %	27 40,9 %	17 25,8 %	4 6,1 %	2 3,0 %
28	I really enjoy tracking down the answer to a question.	12 18,2 %	18 27,3 %	26 39,4 %	9 13,6 %	1 1,5 %
29	I don't like dealing with questions where there is not one right answer.	6 9,1%	14 21,2%	32 48,5%	7 10,6%	7 10,6%
30	I have a lot of curiosity about things.	17 25,8%	22 33,3%	18 27,3%	6 9,1%	3 4,5%
31	I will be glad when I am finished learning.	17 25,8%	23 34,8%	20 30,3%	4 6,1%	2 3,0%
32	I'm not as interested in learning as some other people seem to be.	18 27,3%	23 34,8%	14 21,2%	6 9,1%	5 7,6%
33	I don't have any problems with basic study skills.	21 31,8%	18 27,3%	20 30,3%	4 6,1%	3 4,5%
34	I like to try new things, even if I'm not sure how they will turn out.	26 39,4%	17 25,8%	16 24,2%	3 4,5%	4 6,1%
35	I don't like it when people who really know what they are doing point out mistakes that I am making.	35 53,0%	14 21,2%	11 16,7%	6 9,1%	0 0%
36	I'm good at thinking of unusual ways to do things.	34 51,5%	14 21,2%	12 18,2%	2 3,0%	4 6,1%
37	I like to think about the future,	59,1%	21,2%	10,6%	3,0%	6,1%
38	I'm better than most people are at trying to find out the things I need to know.	39 51,5%	14 24,2%	7 15,2%	2 3,0%	4 6,1%
39	I view problems as challenges, not as obstacles	12 18,2%	18 27,3%	30 45,5%	4 6,1%	2 3,0%

## Students' Self-Directed Learning Readiness with the Online Learning Model

40	I can make myself do what I think I should.	11 16,7%	20 30,3%	31 47,0%	2 3,0%	2 3,0%
41	I am happy with the way I investigate problems.	17 25,8%	16 24,2%	24 36,4%	6 9,1%	3 4,5%
42	I become a leader in group learning situations.	18 27,3%	10 15,2%	26 39,4%	7 10,6%	5 7,6%
43	I enjoy discussing ideas.	10 15,2%	23 34,8%	24 36,4%	9 13,6%	0 0%
44	I don't like challenging learning situations.	2 3,0%	9 13,6%	25 37,9%	14 21,2%	16 24,2%
45	I have strong desire to learn new things.	7 10,6%	12 18,2%	32 48,5%	10 15,2%	5 7,6%
46	The more I learn, the more exiting the world become.	2 3,0%	10 15,2%	34 51,5%	16 24,2%	4 6,1%
47	Learning is fun.	12 18,2%	12 18,2%	27 40,9%	10 15,2%	5 7,6%
48	It's better to stick with the learning methods that we know will work instead of always trying new ones.	20 30,3%	8 12,1%	24 36,4%	12 18,2%	2 3,0%
49	I want to learn more so that I keep growing as person.	12 18,2%	14 21,2%	30 45,5%	7 10,6%	3 4,5%
50	I am responsible for my learning – no one else is.	23 34,8%	6 9,1%	25 37,9%	6 9,1%	6 9,1%
51	Learning how to learn is important to me.	6 9,1%	11 16,7%	28 42,4%	14 21,2%	7 10,6%
52	I will never be too old to learn new things.	4 6,1%	9 13,6%	14 21,2%	11 16,7%	28 42,4%
53	Constant learning is boring.	21 31,8%	9 13,6%	24 36,4%	9 13,6%	3 4,5%
54	Learning is a tool for life.	13 19,7%	10 15,2%	26 39,4%	9 13,6%	8 12,1%
55	I learn several new things on my own each year.	3 4,5%	5 7,6%	34 51,5%	14 21,2%	10 15,2%
56	Learning does not make any difference in my life.	6 9,1%	9 13,6%	36 54,5%	12 18,2%	3 4,5%
57	I am an effective learner in classroom and on my own.	4 6,1%	10 15,2%	32 48,5%	14 21,2%	6 9,1%
58	Learners are leaders	35 53,0%	10 15,2%	11 16,7%	4 6,1%	6 9,1%
	Total number	1165	1016	1272	406	247

From the table above it can be seen that of all the question items, the answer option Always gets a score of 1165, the answer option Often gets a score of 1016, the answer option Sometimes gets a score of 1272, the answer option Rarely gets a score of 406, and the answer option Never gets a score of 247.

The score obtained by each answer option is then multiplied by the respective values, namely for Always multiplied by 5, Often multiplied by 4, Sometimes multiplied by 3, Rarely multiplied by 2, and Never multiplied by 1.

After calculating all of the student's answer options, the following results were obtained:

$$(1165 \times 5) + (1016 \times 4) + (1272 \times 3) + (406 \times 2) + (247 \times 1) = 5825 + 4064 + 3816 + 812 + 247 = 14.764$$

To find out the average value, the total number is divided by the number of respondents to obtain the results:  $14,764 : 66 = 223.6$ .

Based on the formula developed by Gugleilmino, it can be seen that the level of the students readiness of self-directed learning using the online model is in the Average category because it is between a score of 202-226.

This shows that generally students can study independently and successfully, but they are less happy if they have to take full responsibility for determining their needs, planning, implementing and evaluating their own learning.



## Students' Self-Directed Learning Readiness with the Online Learning Model

This is reinforced by the results of the answer scores in the table above which show that in matters relating to motivation and interest in independent learning and achievement, students generally choose the answer always or often in the sense that they have good motivation for self-directed learning. Motivation to learn is one of the important factors that influences readiness of self-directed learning. The results of research by Jabnabillah & Margina (Jabnabillah & Margina, 2022) show that there is a positive correlation between learning motivation and self-directed learning.

In matters related to the initiative to learn, students generally choose the answer always or often. This means they have the initiative to learn independently. Initiative for independent learning is one aspect of independent leadership that greatly influences readiness of self-directed learning. Durnali's research (Durnali, 2020) shows that the higher the independent leadership students have, the higher their ability to learn independently.

However, in matters related to self-confidence and responsibility, the answer is generally sometimes. This means that they do not have high self-confidence to face the challenges of self-directed learning, which results in a lack of responsibility for facing these challenges. Most students are not consistently ready to face the challenges of self-directed learning and there is a tendency to avoid challenges. This is related to the problem of unstable mood, and a lack of willingness to plan, carry out, and evaluate and reflect independently in the learning process. These are all factors that hinder readiness for self-directed learning as stated in research by English & Kitsantas (English, M.C & Kitsantas, 2013) and Arizatul Humaira' & Ajeng Hurriyah (Arizatul Humaira' & Ajeng Hurriyah, 2018).

Thus, it can be understood that basically the students of the Arabic Language Education Study Program, Faculty of Islamic Religion, University of Muhammadiyah Malang have the potential to be successful in self-directed learning with the online model, but need to increase their self-confidence to have the courage to face challenges and solve problems independently and responsibly.

## V. CONCLUSION

From the explanation and discussion above, it can be concluded that the level of self-directed learning readiness of the students of the Arabic Language Education Study Program, Faculty of Islamic Religion, University of Muhammadiyah Malang with the online model is in the average category with a score of 223.6. This shows that they have the potential to be successful in independent learning but are less ready to face challenges and solve problems independently.

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## Students' Self-Directed Learning Readiness with the Online Learning Model

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