

**SELF-DIRECTED LEARNING IN EFL STUDENTS DURING COVID-19  
PANDEMIC: AN ANALYSIS OF TEACHER'S PERCEPTION AND  
STUDENTS' LEARNING AUTONOMY IN SMA NEGERI 1  
SEMARAPURA**

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**ABSTRACT**

The purpose of this study is to analyze how the English teacher perception about Self-directed learning, to describe the activities assigned by the teacher in online learning, and to identify Self-directed Learning components that appears in the activities assigned by the teacher. The research design used was embedded mix-method which qualitatively dominant. The subject of this study was one English teacher who teach in tenth grade students in SMA 1 Semarang in Klungkung Regency. There were four research instruments used in this study, those are researcher, questionnaire, observation table, and identification table. There were three main result of this research. Firstly, the teacher has positive responses for the all of the aspects of perception in questionnaires. Secondly, the activities assigned is not optimal yet especially in the post activity and whilst activity. Thirdly, there are two Self-directed Learning components with four indicators appeared in the activities assigned by the teacher. The data showed that there was a mismatch between teacher perception and activities assigned by the teacher in online learning.

*Keyword: Self-directed learning, Teacher's Perception, Teacher's Activities, Self-directed Learning components*

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Tujuan dari penelitian ini adalah untuk menganalisis bagaimana persepsi guru bahasa Inggris tentang pembelajaran mandiri, mendeskripsikan aktivitas yang ditugaskan oleh guru dalam pembelajaran online, dan untuk mengidentifikasi komponen pembelajaran mandiri yang muncul dalam aktivitas yang ditugaskan oleh guru. Desain penelitian yang digunakan adalah metode campuran tertanam yang dominan secara kualitatif. Subjek penelitian ini adalah seorang guru bahasa Inggris yang mengajar pada siswa kelas X di SMA 1 Semarang Kabupaten Klungkung. Instrumen penelitian yang digunakan dalam penelitian ini ada empat, yaitu peneliti, angket, tabel observasi, dan tabel identifikasi. Ada tiga hasil utama dari penelitian ini. Pertama, tanggapan positif guru terhadap seluruh aspek persepsi dalam angket. Kedua, kegiatan yang diberikan belum optimal terutama pada kegiatan pasca dan kegiatan. Ketiga, ada dua komponen Pembelajaran Mandiri dengan empat indikator muncul dalam kegiatan yang diberikan oleh guru. Data menunjukkan bahwa terdapat ketidaksesuaian antara persepsi guru dengan aktivitas yang diberikan guru dalam pembelajaran online.

**Kata Kunci:** *Pembelajaran Mandiri, Persepsi, Aktivitas Guru, Komponen Pembelajaran Mandiri*