

# CHAPTER I

## INTRODUCTION

This chapter discusses the study's introduction, which covers research background, problem identification, research limitation, research questions, research objectives, and research significances.

### **1.1 Background of the study**

In recent years, there has been a change in education in Indonesia which is characterized by the shift from traditional teaching or teacher-centred to student-centred learning. In the later trend, students become subjects of the learning, not the object anymore. The teacher's role in the student-centred classroom is to encourage students to do more actively in learning (Damayanti, 2010). Not only that, Muganga and Ssenkusu (2019) added that through the trend of student-centred students can not only actively participate in learning but students can also do and search for what they want to know both inside and outside the classroom activities to create their own knowledge through real-world experience. A teacher can do many methods to make a better way of teaching in the current trends. According to Tri et al. (2017), good learning activities are like a self-directed learning model. Students determine their own learning objectives in this learning method and describe plans for learning and research in education and training. They also added that, in self-directed learning, students actively participate in the learning process and activities, experience knowledge acquisition, obtain better academic results, and find more job opportunities. Bidokht and Assareh (2011) also added that Self-directed learning is intended to increase students' learning motivation for lifelong learning. Malison and Thammakoranonta (2018) also explained that, at a time like this, our world is changing and jumping into the world of technology. People can change their learning into self-directed learning and adopt self-directed learning to help them become lifelong learners. He also added that nowadays, self-directed learning has a very important role where people can learn and many things themselves from different sources.

Self-directed learning (SDL) is learning where individuals take the initiative and responsibility for what happens, and they choose, organize and evaluate their own activities, which can be followed anywhere and anytime in any way (Timpau, 2015). Knowles (1989) as cited in Caravello et al., (2015) also explained that self-directed learning as a process in which individuals take their own initiative with or without the help of others in preparing their learning needs, formulating goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. Basically, the term Self-directed Learning (SDL) is based on learning, which refers to students' capacity to take control of their own learning, which means that students are responsible for managing their own learning (Arizatul Humaira' & Ajeng Hurriyah, 2018). According to Cazan and Stan (2015) explain that the characteristic of self-directed learning is students can build their own understanding of a subject through interesting activities, rather than passively accepting the information presented by the teacher to them. Edwards (2015) also added characteristic of self-directed learning emotionally was directed in the learning process, which can monitor and adjust their own learning. When students have the self-directed learning characteristic, they were able to manage their own educational needs which can lead to lifelong learning (du Toit-Brits & van Zyl, 2017).

In the 21st century, in developing self-directed learning, students must be given the 4c skill (Critical thinking, Creativity, Collaboration, and Communication) in order to make the student hone their self-directed learning. According to Achzab et al. (2018), 21st Century skills are important to achieve in the sphere of education because these are a standard of competence for students to have solid knowledge and skills. Sipayung et al., (2018) mention that students' 21st-century skills in Indonesia, which is communication, collaboration, critical thinking, and creativity in Indonesia, are still less competent and must continue to be improved. Whereas, according to Fahnoe and Mishra (2013), giving more focus to 21st Century skills to the student can provide self-directed learning opportunities and experiences for students that will not be able to occur within the traditional classroom. Self-directed learning can play an important role in teaching because it will make the student keep motivated and monitor their own learning process (Lee, 2016). Majedi and

Pishkar (2016) also added that self-directed learning could make learners independent by teaching them how to modify themselves for personal adjustment, autonomous behaviour, in general, and encourage autonomy of language learning. They will also accept their own learning responsibilities, and therefore they can become more active and liberal learners. Self-directed learning is also an essential skill for students to develop long-life learning and develop their capacity to build knowledge independently (Buitrago, 2017). Zainuddin et al., (2019) also added that Through Self-directed Learning skills, students could collaborate with their peers and solve problems they find independently with limited guidance or without guidance from the teacher.

According to the Gunawan (2017) curriculum in Indonesia, K13 curriculum emphasizes the development of relevant skills based on students' interests and needs and develops thematic approaches that benefit students' cognitive abilities. Rachman (2019) also added that the presence of K-13 in Indonesia can be expected to bring changes in overcoming problems that have occurred in the education world so far. Nowadays, in order to develop skills based on students' interests and need, Self-directed learning is one of the most effective and suitable strategies that can be used by language learners and teacher (Ramani, 2013). In applying the method of self-directed learning is not as easy as we think which in this method, there are also many problems in it. Students are required to work and study independently in self-directed learning. To achieve this self-directed learning, the environment must be adaptive to the needs of students.

Furthermore, teachers must fully support students to become competent in their fields. To do this, the interaction between students, teachers, and the environment is important. According to Jossberger et al. (2010), the things above are the problems that were faced when we apply this self-directed learning to students. Here, teacher have many roles in order to make the student become self-directed learners such monitor of students learning, motivator, organizer and controller of pupil behavior, provider of accurate language model, counselor and friend, needs analyst, material developer, and evaluator. A teacher is a person who can influence students to learn. Of all the roles mentioned above, it can be

concluded that the teacher must be able to position themselves when dealing with students both inside and outside the classroom to make students become self-directed learners (Agustiani, 2019). Ibrahim et al. (2017) also added that the teacher acts as a facilitator while students were given an important role in determining learning courses and teaching sessions. Therefore, teachers must design good strategies that can be used to make students self-directed learners.

Self-directed learning is also a pushing factor or drive that makes learners become autonomous learners (Gharti, 2019). According to Ricard (2015) as cited in Adianingrum (2017) explained, in recent years, learning autonomy has become an important trend in language teaching, which has been a key theme in foreign language teaching for more than 30 years. Learning autonomy is the student's learning ability to understand and manage their learning process responsibly and effectively Gharti (2019). In autonomous learning, Learners have complete control over their own learning process and determine their own learning direction in which They have the scope to carry out their responsibility for their own learning (Begum, 2018). Alonazi (2017) explained that learning autonomy is very important to be applied because it can help students achieve high levels of independence and creativity. Within the autonomy of learning, students can learn from their own successes and failures with strategies that will help them become more competent learners in the future. Begum (2018) explained that when learners are actively involved with their own learning process, they can become more efficient and effective. They become more personal and focused when they take an active approach to their learning process rather than the other way around. The success of learning activities, to some extent, depends on the attitude of students towards the world and learning activities, especially their sense of self and their desire to learn.

By reflecting on the current pandemic situation, which requires students and teachers to carry out the learning process from home and requires students to take a more active role in understanding what the teacher deliver to students applying Self-directed learning for students is a perfect way to streamline the learning process during a pandemic situation. That is why this study tries to analyze the teacher's perception toward self-directed learning and activities are assigned by the

teacher in supporting the student's self-directed learning autonomy and what Self-Directed Learning components can be promoted during teaching and learning process. However, due to limited time and space, the study was conducted at Senior High Schools located in Klungkung Regency. Senior high school is chosen in this study because students' gender and age do not too influence self-directed learning. In other words, it can be done by all groups, and self-directed learning will work on high school students, although it seems more challenging. Meanwhile, this study participant is one of the English teachers at a senior high school that would be chosen as the research site. The reason for choosing an English teacher as a participant is that it is relevant to the researcher's context as an English major student.

There are no studies yet that analyze the activities assigned by the teacher to develop self-directed learning for students in Indonesia during the pandemic situation. This study was conducted to describe how English teacher perceptions of 10<sup>th</sup> grade student in Klungkung regency about self-directed learning, to describe what activities are assigned by an English teacher in supporting Self-directed Learning autonomy of 10<sup>th</sup> grade student in public senior schools in Klungkung regency and to identify what Self-Directed Learning components can be promoted during teaching and learning process.

## **1.2 Problem Identification**

Self-directed learning is very important in 21<sup>st</sup>-century situation. It can make students more active in gaining knowledge. Self-directed learning is very important to be developed because it can improve student's awareness in learning and can make the student become an autonomous learner. In learning autonomy, learners have full control over their own learning process and determine their own learning direction in which they have responsibility for their own learning. However, the teaching and learning process at this time is still more teacher-oriented, and often students are not able to direct themselves. Moreover, in this COVID-19 pandemic situation, the teaching and learning process has changed into an online learning method. It must still be carried out even though it is not as regular as usual. This

situation requires students to be more active in learning, or it is often called student-centred even though they carry out the learning process from home. Not all students have good facilities to be able to do online learning by teachers. This condition will have an impact on students. This will impact the teaching and learning process. Therefore, the success of online learning in the COVID-19 pandemic is strongly influenced by teachers' role, where they are required to have skills in carrying out online learning.

Based on the above problems, the researcher conducted research on how teachers' perceptions of self-directed learning and activities assigned in online teaching and learning activities. This study was conducted to analyze the teacher's understanding of self-directed learning and the activities undertaken in implementing 21st-century learning. This study's results indicate the facts about how teachers' perceptions of self-directed learning and how activities are carried out in the online teaching and learning process, from which it will be seen whether the students reflect learning autonomy or not.

### **1.3 Research Limitation**

Based on the problem identification of the study, the researcher conducted the research on how English teacher perceives Self-directed learning in the context of online learning; what activities students go through with during the online teaching and learning; and what components of Self-directed learning are found during the online teaching and learning process. This study was conducted in grade 10 of SMA Negeri 1 Semarang. In addition, this research was conducted in SMA Negeri 1 Semarang with the focus of this study is teacher's perception and the activities assigned by the teacher in supporting the students' self-directed learning in the COVID-19 situation.

### **1.4 Research Question**

Based on the research background explained above, the research problem could be stated as follows.

1. How does English teacher of Grade 10 students in Klungkung regency perceive about self-directed learning?

2. What activities are assigned by the teachers during the online teaching and learning process?
3. What self-directed learning component that can be identified in the activities assigned by the teachers in online learning?

### **1.5 Purpose of The Study**

Based on the research question above, the purpose of the research can be formulated as follows:

1. To analyze English teacher's perception about Self-Directed Learning in Klungkung Regency.
2. To describe activities assigned by the English teacher in handling online learning for grade 10 students in public senior high schools in Klungkung regency
3. To identify Self-Directed Learning components that can be promoted during the learning from home activities.

### **1.6 Research Significance**

This study is expected to give theoretical and practical significance. The theoretical and practical significance of this study is described below.

#### **1.6.1 Theoretical significance.**

The theoretical significance of this study is to provide empirical evidence about the components of Self-directed learning in online learning during covid-19 outbreak. This evidence can be expected to contribute to the nature of online learning in EFL context in general, or in self-directed learning in particular.

#### **1.6.2 Practical significance.**

The result of this research could make the teacher to be aware of the importance of taking into consideration to include Self-directed Learning components into their teaching and learning activities. For the policy maker in education; to provide special training on how to conduct online teaching that encourage students to become autonomous learners.

