CHAPTER I

INTRODUCTION

1.1 Research Background

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. In teacher-centred learning technique, the student focuses on the teacher (student as learning object) because the primary source of learning activity depends on the teacher's experience, making students unable to find what they do not understand in the class (Muganga & Ssenkusu, 2019). The students have no significant chance of finding the problem they face during the learning process because they tend to do

something based on teacher instruction. Although this technique is arguably less effective in the 21st century, Ramdhani (2014) showed that some schools in Indonesia still used it. The learning process only focuses on the teacher as a subject. The important thing of this learning is to transfer knowledge to the students without knowing whether the students understand well or not (Emaliana, 2017). 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). The important thing that appeared in the curriculum 2013 is the process of changing the teacher-centred learning into the student-centred learning.

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 wher 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) By implementing this kind of learning, the students will get big motivation in learning because they have a big

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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.

This curriculum change emphasizes students to be more active where students are expected to do self-directed learning and find information that they do not understand. Self-directed learning can be the best choice for the students to learn what they want. Some educators are preparing students for better learning, so that

self-directed learning has become an essential foundation for 21st-century learners in the whole world (Jaleel & Anuroofa., 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, learners also can develop their knowledge and competencies by implementing lifelong learning (Salleh et al., 2019). We have entered the era where science and technology development have grown quickly, often called the 21st century or millennium era. It cannot deny that technology gives a significant effect and new nuance on developing our education (Islam et al., 2018). According to Mohammad (2013), Information and Communication Technology (ICT) has been used for communication in all countries, and it has not been only used in field education but all things. Information and communication technology (ICT) can be in the form of computers, internet, multimedia, virtual classrooms, and so on have been used widely in different Education Fields in all regional (Mohammad, 2013). The use of information technology (e-learning) as a learning medium has spread widely in the education field, and it gives a particular new nuance compared to the old one (Islam et al., 2018). Students have grown up in a media culture, and their lives are an integral part of the internet, computer games, email, and cell phones (Ebadhi & Ghuchi, 2018). Nevertheless, there is still a case that refers to the government's infrastructure that has not been distributed equal. It becomes an obstacle for schools that want to use media in learning in their schools because of the learning process in this era requires us to utilize existing technology. Consequently, the teacher's role as a facilitator demands them to know more about technology to facilitate students' learning through technology (Emaliana, 2017).

In entering the 21st century, the technology used has become a part of education itself in smoothing the learning process. In the curriculum 2013, teachers and students are expected to keep up with the flow of development in this modern era so that they can continue to develop along with technological developments. Besides that, 21st-century learning more often gives students a problem that aims to increase the students' critical thinking in solving the problem they face in the class or even outside of the study. 21st-century learning emphasizes some points to develop the students' competency, namely critical thinking, creativity, collaborative, and communication, or 4C skills (Kivunja, 2015). Critical thinking refers to students being able to carry out various analyses, assessments, evaluations, reconstructions, and decision-making under common sense or existing logic (King et al., 2010). Creativity refers to making a new thing in which its process involves the ability to generate new ideas (Leen et al., 2014). Communication skill is students' ability to convey or express something to others through communication and using appropriate language (Redhana, 2019). Thus collaboration skill is the skills where the students have to work together because the human cannot live alone. Then, they must be able to make acceptable decisions (Kivunja, 2015). Based on the curriculum, the 21st-century high school and secondary school students tend to implement self-directed learning because it makes them more active in finding the information everywhere. That is why students are expected to be capable of self-directed learning and find a solution to their problem by mastering the four abilities above.

Self-directed learning (SDL) 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 SDL, the students tend to be more motivated in learning because they are given freedom in deciding their learning (Van Woezik et al., 2019). From definitions above, it can be stated that self-directed learning is essential for better learning. Besides, self-directed learning can be interpreted as an essential element needed in the learning process of the 21st-century (Jaleel & O., 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). The need for information stimulates the students to develop their creativity and critical thinking in SDL (Geng et al., 2019).

In current learning, the students must fulfil the 4Cs skills during the learning process, but the teacher also needs to have a competency that must be fulfilled, especially creativity in teaching. Creativity in teaching refers to how a teacher involves students in all activities to participate in learning actively (Kivunja, 2015). So, the teacher must be able to show good teaching skills or innovative teaching to give reflection for students. Nevertheless, it is not easy to implement self-directed learning because the most crucial problem that the teacher faced in conducting self-

directed learning is about strategy employed by the teacher. The teacher has to understand the SDL principle well to guide the learning ad teaching appropriately according to the curriculum 2013. As stated in the curriculum 2013, one of the characters developed and emphasized by the government is long-life learning skills. Besides, there is also a thing that encourages students based on the curriculum 2013, namely character building, where students can apply their learning based on their daily character and behaviour. In realizing the students' character building in the learning process, teachers are used to making efforts and strategies to build these characters. According to Ramani (2013), self-directed learning is one of the most efficient and appropriate strategies that can be used by educator and also Language learnersto increase skills based on the interests and needs of students. It is not as easy to apply self-directed learning as we think, there are so many obstacles must we face during it. Students are required to learn independently in self-directed learning. Therefore, the most important thing to achieve self-directed learning is the students' environment must be suitable for the students' need.

According to Gharti (2019), self-directed learning can encourage the setudents 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 whther they have their own environtment to do their responsibility for their own learning (Begum, 2018). It is very important to applylearning 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 trhough before, then they will not do the same things that are not suitable for themselves 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 Kebudyaan 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.

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 Vu and Shah (2016), 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 focused on investigating self-directed learning at SMA Negeri 1 Melaya. 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 Melaya, as no study focused specifically on how they perceived and implemented self-directed learning in online teaching during the COVID-19 pandemic.

1.2 Problem Identification

Self-directed learning is very needed by students to face 21st-century learning. According to (Leatemia et al., 2016), self-directed learning is the learning that puts the control of learning on the students, in which it means that the students have a big responsibility in preparing the need of their learning by their own self (Jaleel & O.M., 2017). It can increase the learner's awareness of learning and make the learner become an independent learner or often known as autonomous learner. It can be said that it is vital to implement self-directed learning to fulfil the 21st learning century's demand. However, the teaching and learning process still more teacher-oriented, and the students often cannot direct themselves yet. *Kemendikbud RI / Indonesia Ministry of Education and Culture* (2020) stated that learning and teaching in Indonesia are done by online learning during the pandemic situation. Self-directed learning is needed during this pandemic (COVID-19) because the learning process must still occur even though that is not inside the classroom or normal. This situation makes the students more active in their learning or often knows as student-centred. Student-centred learning is popular to face global fighting in 21st-century learning. Student-centred learning is asked the students to be more active in collecting the information

by their self. Besides, an innovation skill is defined as one of the skills needed by students to face the competition of the 21st century, especially in this pandemic situation (Beatrix, 2020). The description above indicates that student-centred learning model is the best choice to use innovation skills (Nurhidayah, 2015).

During the COVID-19 situation, the students must start learning from home or know as online learning, even though the fact demonstrated that students tend to feel depressed in following online education because they do not know well it (Mediana, 2020). Students' problems make the teacher able to teach and motivate them to help the students from the feeling of depression, unhappiness, confusion, etc. On the other hand, not all teachers have a good skill in handling and increasing online learning, and also not all students in Indonesia have good facilities and access to join online learning (Sangsawang, 2020). The key to online learning success in the pandemic situation depends on the teacher's role and the students' desire. From the described problem above, this research was intended to analyze an English teacher's perception about self-directed learning, to describe activities assigned by the teacher in the implementation of self-directed, and also to identify self-directed learning components that can be promoted from the activities done by the teacher during online learning.

1.3 Research Limitation

Based on the problem identification of the study, this study was conducted to analyze on how an English teacher's perception about self-directed learning in the context of online learning; what activities students go through during the online

teaching and learning process; and also what components of self-directed learning are found during the online teaching and learning process. The research was conducted during the COVID-19 pandemic when all the schools were closed, and the teaching and learning activities were conducted through distance learning. Due to the current situation, the Ministry of Education and Culture has launched an emergency curriculum regarding online learning (Sarjono, 2020). It indicates that the learning process must still go on outside the classroom, but not all students have facilitation to conduct online learning, and also not all teachers have the skill to occur the online learning.

1.4 Research Problem

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

1. How does an English teacher in SMA Negri 1 Melaya perceive self-directed learning in the context of online learning?

2. What activities are assigned by the teachers during the process of teaching and learning?

3. What self-directed learning component are identified in the activities assigned by the teachers in online learning?

1.5 Research Objective

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

1. To analyze an English teacher's perception of Self-directed learning in teaching English at SMA Negeri 1 Melaya,

2. To describe activities assigned by the English teachers in handling online learning for Grade 10th at SMA Negeri 1 Melaya in Jembrana Regency,

3. To identify a self-directed learning component that can be identified in the activities assigned by the teachers in online learning.

1.6 Research Significance

1.6.1 Theoretical Significance

This research could be used as empirical evidence on the teacher's perspective of self-directed learning, activities assigned by the teachers in handling online learning, and self-directed learning components in online learning during COVID-19 outbreak. This evidence can be expected to contribute to the nature of online learning in the general context of EFL, or in particular in the context of self-directed learning.

1.6.2 Practical Significance

1.6.2.1 Teacher

This research could motivate the teacher's perspective in choosing and assigning the activities to promote self-directed learning or learning from home in a particular situation. In this way, the teacher would be aware of the importance of incorporating self-directed learning components into their teaching and learning activities.

1.6.2.2 The Policy Maker in Education

This study could be an example of providing exceptional training on how to conduct online teaching to encourage students to become independent learners.

1.6.2.3 Student

The result of this research could support the self-directed student learning due to in 21st learning century, the students must be able to find their learning by themselves, and self-directed learning can be the best way to be chosen.

1.6.2.4 Future Researcher

Hopefully, the future researcher could use and utilize this study's result as important information or reference for the next research related to this study.