CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study which covers research background, problem identification, research limitation, research questions, research objectives, and research significance.

1.1 Research Background

The development of technology in the world is really fast, and it has a significant impact on education (Koh et al., 2017). Technology makes students' learning becomes flexible. The students can get knowledge easily whenever or wherever they are. Technology makes teaching and learning easier, where the students can find out learning sources easily. Technology makes teaching and learning process can be implemented inside and outside the classroom. The development of technology also changes the teachers' roles in the teaching and learning process. In this era, the primary sources of learning are not the teacher, but many learning sources are widespread because of technology. From that situation, a significant change in education has happened mostly in Indonesia.

In the past, education in Indonesia mostly still use teacher-centered learning, where the teacher takes domination in the learning process (Sulistyaningrum et al., 2019). The students are very passive in learning because they only pay attention when they explain the material and waits for their teacher's instruction to take part in the learning process. In Teacher-centered learning, the teachers always provided pre-determined vital answers for the students, which did not allow them to build their knowledge through learning experiences (Häkkinen et al., 2017). It is very different from Student-centered learning.

Nowadays, Indonesia is one of the countries which implemented Student-centered learning in school. Student-centered learning is the learning where the students dominate more in the learning process (Muganga & Ssenkusu, 2019). The

students are more active in participating in the learning process and constructing knowledge through autonomous learning. In SCL, the teacher has a passive role in the learning process. In SCL, the teacher takes the facilitator's role who provides learning sources and assistance for the students during the teaching and learning process. Student-centered is very important to be implemented for students in the 21st century. SCL can help the students be aware of their learning and think critically whenever they encounter learning problems. That skill is needed in the 21st-century situation. When the students can improve their learning awareness, it would be easy for them to take part in the 21st-century situation. In supporting the implementation of SCL, the government supports it by using an appropriate curriculum.

The curriculum in Indonesia has changed many times, and now the Indonesian curriculum is the curriculum of 2013. The curriculum of 2013 emphasizes the development of relevant skills based on students' interests and needs. It develops thematic approaches that benefit students' cognitive abilities. The government also suggests that the implementation curriculum of 2013 has to consider with the learning activities given. The activities should make the students active inside and outside of the class and make them experience, do, and find by themselves. The curriculum also encourages students to reach six thinking abilities, which is known as bloom's taxonomy (Muhammedi, 2016). The six thinking abilities are remembering, understanding, applying, analyzing, evaluating, and creating (Muhammedi, 2016). Those six levels will not be reached if the learning uses Teacher-centered learning, but it can be reached if using Student-centered learning (Muhammedi, 2016). Through SCL, the students can experience their learning and those six levels would be able to be reached. The implementation curriculum of 2013 is relevant in the 21st-century situation.

In this era, known as the 21st-century era, the students have to pay attention to 4C skills: critical thinking, creativity, communication, and collaboration (Kivunja, 2015). The first is critical thinking. This skill means that the students have to focus, carefully in analyzing something to get a better understanding of the

problem they faced (Kivunja, 2015). Critical thinking can make the students good at making a decision, which is very important in their life. The second skill is creativity, which means to train the students' skill in discovering something and improving their innovation in their life (Kivunja, 2015). The third skill is communicating. Communications essential because to share the innovation, the students must have good communication skills. The last skill is collaboration. This skill is needed in real life because humans are social beings who cannot live individually. As social beings, the students need to train collaborative skills (Kivunja, 2015). To reach all those skills, learning in the classroom is not enough for the students. The teacher has to encourage the students to become autonomous learners who aware of their learning.

Self-directed learning is one of the learning targets to support 21st-century learning skills development. According to Knowles (1975), Self-directed learning is the educational process in which the students take primary responsibility or take full control of their educational experience. In Self-directed learning, the students have to consider identifying learning needs, setting their learning goals, determining resources, and evaluating the outcomes (Jaleel & O.M., 2017). In Self-directed learning, the student gains knowledge by themselves without assistance from someone else. Self-directed learning is essential for the students because it can (a) make them have a deeper understanding of the material they got in the school. (b) to install a concept of lifelong learning, which is very needed in the contexts of global competition (c) to individualize the teaching of knowledge, and (d) increase the students' self-evaluation, motivation, and critical thinking skills (Lounsbury et al., 2009). Self-directed learning will become more suitable for adult learners because adult learners have more initiative in learning. They already know what their needs in learning. Many schools implement Self-directed learning because of many reasons.

Self-directed learning is important to implement for the students because of some reasons. The first reason is Self-directed learning can increase their ownership of learning (Țimpau, 2015). The students will be able to monitor their learning

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process. The second reason is encouraging the students to develop their own rules and leadership styles (Koç, 2019). The students will try to be the leader for themselves in learning, and they will create their style in learning, which is very important to gain knowledge. The third reason is Self-directed learning can increase the students' metacognition (Harchegani et al., 2013). Through SDL, the students become to know their strengths and weaknesses in learning, and from that, they can make a goal to achieve what they need to be successful learners. The last reason is to develop career readiness skills (Morris, 2019). Self-directed learning can make the students train their problem-solving skills, which is very needed in a real situation. It makes the students ready for the global world competition in their future. Self-directed learning is a process to improve the learning autonomy of the students.

Learning autonomy is needed. It can help the students be more active in learning outside or inside the classroom. According to Lengkanawati (2017), learning autonomy is the students take full control of their learning. The students can lead themselves for their learning. They can recognize the proper strategy or what they should in learning. In learning autonomy, the students encourage to improve their self-direction in learning. Therefore, learning autonomy and Self-directed learning are related to each other. Learning autonomy is the students already become an independent learner and can take responsibility for their learning. Self-directed learning is the process of the students become an autonomous learner. Before the students become autonomous learners, the implementation of Self-directed learning is needed. Implementing Self-directed learning is not easy. The teacher often faces difficulties in implementing SDL for the students.

Some problems are usually faced by the teacher when implementing Self-directed learning for the students. The first obstacle is to choose the appropriate strategy to implement SDL for the students (Jossberger et al., 2010). It is challenging for the teacher to encourage the student to have independence because most of the students have not yet realized the importance of learning. The second

is the students' environment does not support them to learn (Jossberger et al., 2010). This is very difficult for the teacher to face this problem because the students' environment has a significant impact on their education. The students will become what they got in their environment. The last problem is about the facility supporting Self-directed learning (Koh et al., 2017). in this context, the facility means like internet, learning sources, and many more. The teacher influences the success of the implementation of SDL in handling the teaching and learning process.

At this time, something unpredictable has been happening in the world, that is the COVID-19 outbreak. It makes all of the countries in the world changes their regulation in many aspects. In education, the new regulation asks the students to learn from home. This regulation was also implemented in Indonesia. The Indonesian minister of education determines a new regulation for this situation, which all of the learning processes are doing by online learning (Kemendikbud, 2020). There is an urgency for the students to employ self-directed learning and for the teacher to conduct the learning process that promotes Self-directed learning on the part of the students. This teaching and learning process should be done in a distance learning mode because all schools are lockdown.

Online learning provides chances to promote Self-directed Learning to the students (Muganga & Ssenkusu, 2019). The students have to realize their responsibility in learning, and they have to be able to gain knowledge by themselves. The teacher has to be able to promote Self-directed Learning to the students to increase students' awareness of learning. When the students' aware of their learning means Self-directed learning is successfully implemented for them. In this education condition, it is possible to implement it for the students because they are familiar with online technologies. The teacher needs to guide the students step by step in learning and find out the appropriate strategy to implement Self-directed learning.

This study was conducted to describe the teacher perception of Self-directed learning, describes the teacher's activities in the online teaching and learning process, and describes Self-directed learning identified in online learning. This

research was conducted in Bali's senior high school, in SMA Negeri 2 Amlapura in Karangasem Regency. This study chose the senior high school as the study setting because senior high school's students are included as an adult learner. According to Knowles (1975), Self-directed learning is suitable for more adult learners because most of them already have a good awareness of their learning. So, it will be more appropriate if this study is conducting in senior high school.

1.2 Problem Identification

From the background above, the problems in this research can be identified become several parts, those are:

1. Student-centered is very important to be implemented to face 21st-century learning situations. Student-centered can make the students more active in gaining knowledge. The role of the teacher is crucial to make the students become the center of learning.

2. Self-directed learning is essential in the 21st-century situation. In this era, global competition is getting harder. Self-directed learning is essential to be developed because it can improve student's awareness of learning. When the students are aware of their learning, it can improve their readiness to face 21st-century situations.

3. Learning autonomy is needed in this situation because the students have limited time in learning in the school. In improving learning autonomy, the students have to improve self-direction in learning. In consequence, the implementation of Self-directed learning is important to make the students become autonomous learners.

4. In this situation of COVID-19 pandemic, the teaching and learning process must be conducted even not in the classroom. The students have to keep learning, and it is done by online learning. The students can learn from home because in this situation we cannot go anywhere.

5. In this situation, all teaching and learning activities are done online. In online teaching, the teacher must have good teaching skills. The interaction

between the teacher and the students is limited in online learning. The teacher has to be able to encourage the students to become independent learners. The teacher's role here is important to motivate the students and also facilitate the students in learning.

6. In conducting online learning, the teacher should have a good skill in teaching. Teacher's skills are essential to make the learning process more meaningful for the students.

1.3 Limitation of the Study

Based on the research identification, the researcher researched how English teachers perceive Self-directed learning in online learning; what activities students go through during the online teaching and learning; and what components of Self-directed learning are found during the online teaching-learning process. This study was conducted in ten grades of SMA N 2 Amlapura.

Besides, this research was conducted in SMA Negeri 2 Amlapura. This study focuses on teachers' perception and strategy in supporting the students' self-directed learning in the COVID-19 situation. The sample used in this study is one of the English teachers in SMA Negeri 2 Amlapura, who teaches tenth-grade students.

This study was limited to analyze teachers' perception about self-directed learning, the activities assigned by the teacher in online teaching and learning activity, and Self-directed learning indicator can be identified on the activities assigned by the teachers of SMA N 2 Amlapura in handling online learning or learning from home in this pandemic of COVID-19 situation.

1.4 Research Questions

1. What is the teacher's perception of 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 Purposes of The Study

1. To describe an English teacher's perception about Self-directed learning on teaching English at SMA N 2 Amlapura

2. To describe activities assigned by the English teachers in handling online learning for grade tenth at SMA N 2 Amlapura in Karangasem regency.

3. To describe the component of Self-directed learning that can be identified in the activities assigned by the teacher in online learning

1.6 Research Significances

There are some significances in this study, those are:

1. **Theoretical significance:**

   This study's theoretical significance is to provide empirical evidence about SDL components in online learning during the covid-19 outbreak. This evidence can be expected to contribute to online learning in the EFL context in general or in Self-directed learning in particular.

2. **Practical Significance**

   For the teacher; to be aware of the importance of considering SDL components into their teaching and learning activities. For the policy-maker in education; to provide special training on conducting online teaching that encourages students to become autonomous learners.