

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

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ABSTRAK

Penelitian ini bertujuan untuk mencari tau tentang persepsi guru mengenai Self-directed learning (SDL), aktivitas-aktivitas yang diberikan oleh guru dalam pembelajaran online selama pandemi COVID-19, dan komponen-komponen SDL yang dapat diidentifikasi dari aktivitas-aktivitas tersebut. Penelitian ini dirancang dalam bentuk penelitian campuran (kualitatif dan kuantitatif). Seorang guru Bahasa Inggris di SMA Negeri 1 Mengwi dipilih menjadi partisipan dalam penelitian ini. Sedangkan, kuesioner, lembar observasi, dan tabel klasifikasi merupakan instrument yang digunakan dalam pengumpulan data. Teori SDL yang dikemukakan oleh Tan dan Koh (2014) digunakan dalam pengembangan kuisisioner dan pengidentifikasian komponen-komponen SDL. Hasil kuisisioner menunjukkan bahwa dengan skor 4,00, guru mempersepsikan dirinya “berpengetahuan” tentang SDL. Dengan skor 3,57, guru mempersepsikan dirinya “antisipatif” atau sering mengadakan aktivitas pembelajaran yang mendukung SDL. Selain itu, dengan skor 3,88 guru merasa SDL memberikan dampak yang “berpengaruh” pada siswa. Melalui, observasi dan table klasifikasi, ditemukan bahwa terdapat beberapa komponen-komponen SDL yang tercermin melalui aktivitas-aktivitas pembelajaran yang diadakan oleh guru. Komponen tersebut adalah “mengembangkan otonomi siswa dalam belajar” dan “mengembangkan pemantauan dan pengelolaan diri”.

Kata kunci; Persepsi guru, Self-directed learning (SDL), aktivitas pembelajaran online,

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ABSTRACT

This research aimed to investigate teacher’s perception about Self-directed learning (SDL), activities assigned by the teacher in online learning during COVID-19 pandemic, and SDL components that could be identified from the activities assigned by the teacher. This research was designed in a form of embedded mixed-method study. An English teacher in SMA Negeri 1 Mengwi was chosen as the participant. Meanwhile, self-rated questionnaire, observation sheet, and classification table were utilized to obtain the data for this study. Furthermore, SDL theory proposed by Tan and Koh (2014) was used to develop the questionnaire and to identify SDL components promoted in activities assigned by the teacher. The result of the questionnaire showed that with a score of 4.00, the teacher perceived herself as “knowledgeable” regarding the knowledge of SDL. With a score of 3.57, the teacher perceived herself as “anticipated” or often conducted learning activities which supported SDL. Also, with a score of 3.88, the teacher rated the impact of SDL as “influential” on students. Through the observation and classification table, it was found that there were several SDL components and indicators which were reflected by the activities assigned by the teacher. The components were developing students’ ownership in learning and developing students’ self-monitoring and self-management.

Keywords: Teacher’s perception, Self-directed learning (SDL), online learning activities