

**SELF-DIRECTED LEARNING IN EFL DURING COVID-19 PANDEMIC: AN
ANALYSIS OF TEACHER'S PERCEPTION AND STUDENTS' LEARNING
AUTONOMY IN SMAN 5 DENPASAR**

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ABSTRACT

The situation of COVID-19 forces Indonesia's educational system to implement online learning. In this case, the teacher must prepare online learning strategy that can build self-directed learning on each student. This study aimed at exploring the teacher's perception on self-directed learning, the activities assigned in the online learning, and the components of self-directed learning in the activities. SMAN 5 Denpasar was chosen as the research setting and an English teacher was chosen as the research subject. The design of this study was embedded mixed method approach. The data were collected by administering self-rated questionnaire, observation table, and classification table. Interactive model was used in analyzing the data. The findings indicated that the teacher perceived herself knowledgeable about and in implementing Self-Directed Learning. The observation showed that the teacher conducted the learning process in three parts, which were pre-activity, whist activity, and post-activity. However, there were only three components of Self-Directed Learning that were being included in the activities. Therefore, more effective and attractive learning activities are needed in order to best implement Self-Directed Learning and promote autonomous learning.

Keywords: Online Learning, Self-directed Learning, Teacher's Perception

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ABSTRAK

Situasi COVID-19 memaksa sistem pendidikan Indonesia menerapkan pembelajaran online. Dalam hal ini guru harus menyiapkan strategi pembelajaran online yang dapat membangun pembelajaran mandiri pada setiap siswanya. Penelitian ini bertujuan untuk mengeksplorasi persepsi guru tentang pembelajaran mandiri, kegiatan yang ditugaskan dalam pembelajaran online, dan komponen-komponen pembelajaran mandiri yang terkandung dalam kegiatan tersebut. SMAN 5 Denpasar dipilih sebagai setting penelitian dan seorang guru bahasa Inggris dipilih sebagai subjek penelitian. Desain penelitian ini menggunakan pendekatan metode campuran. Pengumpulan data dilakukan dengan angket penilaian diri, tabel observasi, dan tabel klasifikasi. Model interaktif digunakan dalam menganalisis data. Hasil penelitian menunjukkan bahwa guru mempersepsikan dirinya memiliki pengetahuan tentang dan dalam melaksanakan Self-Directed Learning. Hasil observasi menunjukkan bahwa guru melaksanakan proses pembelajaran dalam tiga bagian, yaitu pra aktivitas, aktivitas whist, dan pasca aktivitas. Namun, hanya ada tiga komponen Self-Directed Learning yang diikutsertakan dalam kegiatan. Oleh karena itu, diperlukan kegiatan pembelajaran yang lebih efektif dan menarik untuk dapat mengimplementasikan Self-Directed Learning dengan baik dan mendorong pembelajaran mandiri.

Kata kunci: *Pembelajaran Mandiri, Pembelajaran Online, Persepsi Guru*