"SELF-DIRECTED LEARNING IN EFL DURING COVID-19 PANDEMIC:

AN ANALYSIS OF TEACHER'S PERCEPTIONS AND STUDENTS'

LEARNING AUTONOMY IN SMAN 4 SINGARAJA"

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ABSTRACT

The focus of this research was to analyze the teacher's perception of Self-directed learning, to observe activities assigned by the teacher in implementing self-directed learning in the online class, and to identify self-directed learning components from the activities assigned by the teacher. The embedded mixed-method between qualitative and quantitative design was used as a design in which the more dominant was qualitative data in this research. SMA Negeri 4 Singaraja was chosen as the research setting and one English teacher who teaches in the tenth-grade at this school was chosen as the subject in this study. The researcher, self-rated questionnaires, observation sheets, and identification tables were used as instruments in this research. The self-rated questionnaire showed that the teacher-rated himself to have high knowledge of self-directed learning but in fact, the observation shows that the teacher was not able to implement well that knowledge into online learning. The data showed the mismatch between teacher perception and activities of self-directed learning assigned to students in online learning. The other aspects of self-directed learning such as the role of self-directed learning in improving students' ability, the students' perception about self-directed learning, and others can be analyzed in the next research that makes this research is continuing to do.

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ABSTRAK

Fokus penelitian ini adalah menganalisis persepsi guru tentang *self-directed learning*, untuk mengamati kegiatan yang diberikan oleh guru dalam mengimplementasikan *self-directed learning* di kelas daring, dan mengidentifikasi komponen *self-directed learning* dari kegiatan yang diberikan oleh guru. Metode campuran antara desain kualitatif dan kuantitatif digunakan sebagai desain di mana yang lebih dominan adalah data kualitatif dalam penelitian ini. SMA Negeri 4 Singaraja dipilih sebagai tempat penelitian dan hanya dipilih satu guru bahasa Inggris yang mengajar di kelas sepuluh sebagai subjek dalam penelitian ini. Peneliti, kuesioner, lembar pengamatan dan tabel identifikasi digunakan sebagai instrumen dalam penelitian ini. Kuesioner yang digunakan menunjukkan bahwa guru-menilai dirinya memiliki pengetahuan yang tinggi tentang *self-directed learning* tetapi pada fakta pengamatan menunjukkan bahwa guru tidak dapat menerapkan dengan baik pengetahuan itu ke dalam pembelajaran daring. Data tersebut menunjukkan ketidakcocokan antara persepsi guru dan kegiatan dari *self-directed learning* yang ditugaskan kepada siswa dalam pembelajaran daring. Aspek lain dari *self-directed learning* seperti peran *self-directed learning* dalam meningkatkan kemampuan siswa, persepsi siswa tentang *self-directed learning* dan lainnya dapat dianalisis dalam penelitian berikutnya yang membuat penelitian ini dapat terus dilakukan.

Kata kunci : self-directed learning, persepsi guru, pembelajaran daring, pembelajaran abad ke-21, aktifitas guru, aktifitas siswa.