

FIRST-YEAR STUDENTS' SELF-DIRECTED LEARNING READINESS OF ENGLISH LANGUAGE EDUCATION

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ABSTRACT

This research describes about first-year students' self-directed learning readiness of English Language Education towards self management, self-control, and desire for learning, challenge and solution towards self-directed learning. This research used a mixed method explanatory sequential design. Population and sample in this research were 159 English language Education students in Ganesha University of Education. There were two instruments to collect the data, a questionnaire and interview guide which developed by three dimensions; self management, self-control, and desire for learning. There were 27 items in questionnaire. The result showed that 85,01% students are ready and strongly ready in doing self management towards self-directed learning, 91,67% students are ready and strongly ready in doing self-control towards self-directed learning, and 96,88% students are ready and strongly ready in desire for learning towards self-directed learning. It indicated that English Language Education students had high readiness of self-directed learning however students had problems in doing self management component. Based on interview result, self managing in managing the time, organising, method and the way of study were the challenge that most of the students face towards self-directed learning readiness. English Language Education students use free time, do group discussion and use appropriate resources rather than the only book.

Key words: self management in self-directed learning, self-control in self-directed learning, desire for learning in self-directed learning, and self-directed learning readiness.

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ABSTRAK

Penelitian ini mendeskripsikan kesiapan mahasiswa tahun pertama Pendidikan Bahasa Inggris terhadap pengelolaan diri, kontrol diri, dan keinginan untuk belajar serta tantangan dan solusi terhadap *Self-directed learning*. Penelitian ini merupakan penelitian dengan metode campuran, yaitu desain sekuensial eksplanatif. Populasi dan sampel di penelitian ini adalah 159 mahasiswa Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Dua buah instrumen digunakan untuk mengumpulkan data, sebuah kuesioner dan sebuah panduan wawancara yang dikembangkan berdasarkan tiga dimensi yaitu, pengelolaan diri, kontrol diri, dan keinginan untuk belajar. Kuesioner terdiri dari 27 butir. Hasilnya menunjukkan bahwa 85,01% dari mahasiswa dilaporkan memiliki kesiapan dan sangat siap mengenai pengelolaan diri terhadap *self-directed learning*, 91,67% dari mahasiswa dilaporkan siap dan sangat siap mengenai kontrol diri terhadap *self-directed learning*, dan 96,88% dari mahasiswa dilaporkan siap dan sangat siap mengenai keinginan untuk belajar terhadap *self-directed learning*. Ini menyiratkan bahwa mahasiswa Pendidikan Bahasa Inggris memiliki kesiapan yang tinggi terhadap *self-directed learning* akan tetapi siswa memiliki beberapa masalah dalam pengelolaan diri. Berdasarkan hasil dari wawancara, mengelola diri dalam mengelola waktu, mengorganisir, mendisiplinkan, metode dan cara belajar merupakan tantangan yang sebagian besar dihadapi oleh mahasiswa terhadap kesiapan *self-directed learning*. Mahasiswa Pendidikan Bahasa Inggris menggunakan waktu luang dan melakukan diskusi grup serta menggunakan berbagai sumber belajar yang sesuai selain buku.

Kata kunci: pengelolaan diri terhadap *self-directed learning*, kontrol diri terhadap *self-directed learning*, keinginan untuk belajar pada *self-directed learning*, dan kesiapan terhadap *self-directed learning*.