CHAPTER II

LITERATURE REVIEW

This chapter provides theoretical and empirical literature from the relevant analytical fields of Self-Directed Learning, which is divided into two main sections that present a discussion of the theoretical framework that supports the definition of Self-Directed Learning, and the second section discusses previous studies.

2.1 Theoretical Framework

2.1.1 Self-Directed Learning

Self-Directed Learning (SDL) is the ability of students to take the initiative and take responsibility for their teaching. Self-Directed Learning (SDL) is the ability to learn independently and refers to the ability of an individual to identify their own learning needs, direct their Learning, choose or apply the correct strategies, and self-direct them. You can also find it in Learning. Independent learners can also assess themselves while learning, set their own learning goals, integrate their own learning process, and control themselves while learning (Tekkol & Demirel, 2018).

Self-directed learning is the result of creating experiences that empower learners to decide on the information they wish to acquire. Students should find appropriate resources and become familiar with their information. The SDL can then be viewed with accompanying activities as students explore their topics of interest. Although SDL is typically conducted in an experiential or co-curricular setting, the skills required for SDL should be

introduced and developed in the didactic portion of the curriculum. This allows students to develop their skills over time. This is also known as scaffolding.

An essential foundation of SDL is that students are responsible for learning well beyond what is presented by external entities (faculty, curriculum, etc.). Teachers provide learning objectives, assessments, and resources in more traditional educational settings to help students learn the material. However, at SDL, learners begin the process by setting learning goals, identifying assessments that enable feedback, and identifying resources to help them reach their goals. By allowing learners to take control of their learning, learners take responsibility for many traditionally directed activities, leaving teachers free to facilitate learning (Robinson & Persky, 2020).

It has been argued that the term SDL derives from an existentialist perspective that presupposes individual freedom, responsibility, and personal opinion. In the context of learning, this meant that "learning should enable students to become free, mature and authentic selves." It can be found in Major (2004). Much has also been reported about SDL in adult education. SDL states, "Individuals proactively diagnose learning needs, set goals, identify human material resources, and select appropriate learning strategies, with or without the help of others. Process of implementing and evaluating learning outcomes.

Learning does not take place in isolation but in relation to others, such as teachers, tutors, and peers. Learning can therefore be placed on a continuum, from teacher- or other-oriented on the one hand to self-oriented on the other. Moving from end to end changes the level of control over learning, the freedom to assess learning needs, the freedom to determine the content of learning problems, and the freedom to implement learning strategies to solve learning problems. However, the age of adult education has focused on aspects of her SDL. Sociological, educational, psychological, and the interactions between these dimensions. Students at educational institutions like PBL are supposed to be learners. In these studies, SDL examines learners' levels of control and the skills and abilities they need to be effective (Loyens et al., 2008).

SDL, in another sense, is the student as the owner of the manager who is responsible for his own learning process. Independent learners can also set their own learning strategies and have the desire to achieve self-imposed goals (Mardziah & Abdullah, 1997).

What is known about independent learning is that the ability to learn independently allows students to take more responsibility for the decisions they make in their learning efforts. Is. Individual learning can also expand knowledge and study skills. (Hiemstra, 1994).

Autonomous learning can be understood as belief systems that reflect the development of individual learning processes that are initiated. From another perspective, self-directed learning is a process in which the student's personality traits are considered the primary focus of self-directed learning. (Shafer, 1962).

2.1.2 Strategies To Developing Self-Directed Learning

Self-directed learning is the result of designing a learning environment that allows students to choose the knowledge they want to master. When a patient appears with an unusual illness state and students must locate the proper resources and learn about this information, this type of self-directed learning can be seen primarily in experiential settings. Second, as students engage in extracurricular activities and learn about subjects that interest them, SDL may be observed. While SDL typically occurs in an experiential or co-curricular setting, the didactic curriculum should teach and build the abilities needed for SDL. This allows students to develop skills over time, otherwise known as scaffolding.

In SDL, however, the learner initiates the process by establishing learning objectives, choosing tests that permit feedback, and choosing resources to assist them in achieving their objectives. The student assumes responsibility for various tasks that the teacher would often assign, freeing the instructor to focus on facilitating the learning.

We must first comprehend what self-directed learning is and what makes it up before we can begin an activity to improve our capacity for self-

directed learning. Developing self-directed learning skills involves the following six steps: We need to understand the reason for our learning, which includes defining the structure and sequence of activities, outlining a timeframe for finishing them, identifying resources to help students reach their learning objectives, and seeking a mentor to give feedback on a particular activity.

In order to assist students in becoming more self-regulated in their "self-directedness," the development of self-directed learners also necessitates a scaffolded approach in which more teacher-directed or self-paced tasks are introduced early on during didactic instruction. Control of the learning environment can eventually pass from the teacher to the student as the student transitions from the classroom to the experience setting. Starting with more self-paced activities and guiding the student on how to be more self-reliant are two examples of this scaffolding (Robinson & Persky, 2020).

2.1.3 Challenges in Self Directed Learning

When implementing self-directed learning, educators may run into difficulties that can be categorized into the following categories: time (for example, SDL may be less "efficient" than direct instruction), acceptance of change, evaluation of student learning, motivation, and learner lack of knowledge. Inexperienced students might be unable to create their own learning objectives or know where to look for reliable information while solving a problem. Traditional education is possible in part because the teacher is aware of the abilities and information a novice may need to gain

and is skilled at directing learning in a particular field. To prepare students for the more demanding SDL necessary during advanced pharmacy practice experiences, a foundation of SDL experiences should be thoughtfully scaffolded into the didactic curriculum. This will give students the confidence and skills they need to develop into well-rounded healthcare providers. Student maturity and confidence levels may also affect preparation for SDL, resulting in differences in skill development between students. 27-29 Targeted feedback from the teacher or coach is necessary to assist students in improving and focusing their learning outputs throughout the process in order to get through this particular obstacle (Robinson & Persky, 2020).

2.1.4 The Benefits of Self-Directed Learning

The benefit of Self-Directed Learning is to give students what they want, want self-directed and fully independent Learning. The report also identifies that students want the freedom to take training courses during their free time at their own pace. Remember, giving students more than they want is always a good time.

And self-directed learning is a process where students or individuals can take the initiative with or without the help of others in diagnosing their learning needs, formulating or measuring their learning goals, identifying resources and materials for learning, implementing appropriate learning strategies, and can evaluate the results of the learning that has been done. (Mahlaba, 2020).

2.1.5 The Reason Self-Directed Learning is Important

Existing research on SDL usually addresses issues of developing SDL skills in the ever-changing world and compartmentalizing the role of the teacher and the student in this process. Given the recent challenges and anomalies brought about by COVID-19, especially in the educational and public domains, we see people relying mainly on their capabilities to normalize their lives. For example, for many students, remote learning is foreign to them, but due to the COVID-19 pandemic, they have to rely on remote learning to continue their studies.

This anomaly is also true for many primary and higher education teachers who find themselves having to rely on remote teaching to perform their teaching and learning duties. This has put pressure on both teachers and learners, and, in most cases, they regard teaching and learning practices as laborious tasks. The main challenge is that this situation was not predicted; hence, no remote teaching training was provided to teachers who are now expected to implement remote teaching. Even though remote teaching has been recognized as a critical approach to education for the development of 21st-century skills (Siu Cheung et al. 2014; Pantazis 2002) and has been proven to be effective in supporting students' academic performance (Dai and Xia 2020), it is fraught with numerous challenges, some of which are difficult to alleviate (Almaiah et al., 2020). The alleviation of such challenges calls for the transformation approach to learning where students are given more responsibility for their learning.

2.1.6 A Factors influencing of Self-Directed Learning

Several factors or components affect the readiness to learn independently through Self-Directed Learning. In contrast, in reality, the students need more time to be ready to take the initiative and desire to learn independently, and their lack of understanding of students about independent Learning and erroneous interpretations of self-directed Learning are still frequent. Found This study aims to identify the factors that influence self-directed Learning in students.

Some several factors or components affect self-directed learning in students: the first is internal factors consisting of physical health, availability of free time, self-ability, and intelligence of students; then external factors consisting of family support, faculty facilities, problems faced, peer relations, and the influence of students' parents. (Nyambe et al., 2016).

2.1.7 Motivating students towards self-directed learning

Motivation is acknowledged as one of the most significant psychological concepts in education. Because of its well-established relationship to learning and performance outcomes, motivation in education has greatly interested researchers. Student-centered approaches to teaching and learning are increasingly being adopted in nurse education, and there is pressure to deliver programmers with ''reduced classroom contact''. considers it is a challenge to ensure new courses accommodate these approaches, at the same time as promoting student motivation. I believe student motivation needs to be higher than with more teacher-centered

approaches when all that is required is attending, not necessarily participating or interacting in any way. Therefore, motivating students is part of the tutor's role if they adopt student-centered teaching and learning approaches. Traditionally, this has not been the case, and that motivation has been thought of as the student's responsibility. It is suggested that this was the case in nurse education when it was assumed that such a 'vocation' would only attract self-motivated students. If this ever was the case, it is certainly not so today (Regan, 2003).

2.1.8 The Effect Covid-19 on Education

One of the nations affected by the Covid-19 epidemic in Indonesia. Acute respiratory syndrome coronavirus 2 is the infectious agent that causes the 2019 Coronavirus illness (COVID-19) (SARS-CoV-2). Students cannot directly meet on campus or in open spaces, impacting the community. According to a Nielsen study titled "Race Against the Virus, Indonesian Consumer Response towards COVID-19," up to 50% of Indonesians have started to cut back on their activities outside the home, and 30% said they want to conduct more online shopping. Similar to work done from home, teaching and learning activities are also done there to cut down on the spread of Covid-19. (Siahaan, 2020).

As part of the government program to stop the spread of the covid-19 pandemic (Corona Virus Disease), which is highly deadly if people have been exposed to the virus, not only in Indonesia but around the world, students are encouraged to stay at home, work from home, and participate in online

learning. Indonesia is one of the nations affected by the Covid-19 outbreak, and many believe that it warns humanity to take care of God's creation once more. Acute respiratory syndrome coronavirus 2 is the infectious agent that causes the 2019 Coronavirus illness (COVID-19) (SARS-CoV-2).

The 2019–20 coronavirus pandemic was brought on by the illness, which was initially discovered in December 2019 in Wuhan, the capital of China's Hubei province. Since then, it has spread around the world. Fever, a cough, and shortness of breath are common symptoms. Muscle aches, diarrhea, a sore throat, a loss of smell, and stomach pain are possible additional symptoms. While moderate symptoms are the norm, viral pneumonia, and multi-organ failure can sometimes develop. More than 1.2 million cases and more than 64,700 fatalities had been documented as of April 5, 2020, in more than 200 nations and territories. Over 246,000 individuals have recovered. (Siahaan, 2020).

Numerous restrictions have been put in place due to the COVID-19 pandemic to stop the virus's chain of transmission in Indonesia. One of the measures undertaken by the government in Indonesia is to apply a call to the public to adopt physical distancing, namely an appeal to maintain distance between people, stay away from activities in any crowds or associations, and avoid gatherings that include many people. The community is the target of this initiative, which aims to stop the Covid-19 pandemic's current chain of transmission. The government has a Work from Home policy (WFH). This policy targets the neighborhood to finish everything.

The Indonesian Ministry of Education also adopted a policy about restricting interaction by closing schools and substituting the teaching and learning process (KBM) with an online system. Several issues occasionally affect students and teachers when using this online learning system, such as when the teacher assigns one job but still needs to finish it. This is a criticism from the kids since the teacher has given them more tasks. The fact that signals restrict access to information and make it slow is another issue with this online learning system.

Sometimes, because of a weak signal, students are left with information. They arrive late to pick up a teacher-given task as a result. Not to mention how restricted device storage capacity is due to teachers checking the numerous assignments that pupils have been assigned. The usage of online learning also causes educators to reconsider their chosen teaching strategies and models. Initially, a teacher will utilize a learning model they have established, but they will subsequently need to alter it.

There are several lessons for Indonesian education behind these issues and criticisms. Students and teachers can learn how to use technology to support online learning from among them. Teachers and students must be proficient in learning technologies in this age of increasingly sophisticated technological disruption. It might be difficult for students and teachers to master the vastly different learning technology. They can be forced and accelerated to grasp digital learning technologies through the Work From Home (WFH) policy because it is a requirement for them. They can discover

online media that can support as a replacement for direct classroom learning thanks to the demands of these needs, without sacrificing the standard of the learning materials and the learning goals.

Different remote learning platforms were tested and employed. E-learning, the Zoom program, Google Classroom, YouTube, and WhatsApp are a few tools that can be used as online learning resources. These resources can be utilized as a learning tool, such as in a classroom. Through these online resources, students and teachers have more indirect control over how they can access and use technology. After educators have mastered various online learning tools, concepts for more diverse learning models and ways educators have never used will be developed. As an illustration, educators provide imaginative video content as instructional aids. As a result of the pupils' increased interest in the instructor's information, the teacher is more persuasive in this instance.

Through engaging films created by the teacher, students will undoubtedly be able to comprehend what is stated. In order to prevent students from becoming bored when taking online courses, use this home learning strategy. Students use of technology to complete homework might inspire them to be creative and expand on the knowledge they already possess. Students can only build thinking skills through an independent analysis with the help of various teaching techniques if they depart from the material that the teacher has presented. Other lessons can be learned from the COVID-19 epidemic as well.

Parents may find it simpler to personally oversee or manage their children's educational progress if they allow them to learn at home. Parents can more easily supervise and direct their children's learning at home. As a result, parents and children will communicate more frequently and develop a stronger bond. When kids do not understand the lessons they are being taught, parents can give them direct instruction. Parents are the first institution in a child's education. Parents can keep track of how much their child is competent by participating in the teacher's online learning activities. As a result of the teacher's ambiguous content, communication between parents and children becomes more established. Parents can assist children with financial troubles; next up, a lesson.

Parents' supervision of children's technology use is becoming increasingly important. Children are better able to use technology for constructive purposes as a result. Children frequently use their mobile devices to access learning resources from teacher-assigned homework. In order to prevent kids from utilizing technology for things that are harmful or less useful. The COVID-19 pandemic has impacted Indonesian education, but many lessons remain to be learned. The availability of a government policy to conduct remote learning over the internet can have advantages, including raising knowledge of how to master modern technological advancements and resolving issues with Indonesia's educational system.

Online learning during the COVID-19 pandemic pushes everyone to be prepared for current technology advancements, even though many educators, students, and the general public are not ready to face the era of the industrial revolution 4.0. From a sociological standpoint, implementing this strategy is the best course of action, given the circumstances. With today's internet technology, for instance, by shopping online, people prefer and decrease transit time and expenses, especially during the Covid-19 period. This acceleration enables people to advance more quickly. Because it is healthier and safer, we hope the COVID-19 pandemic will cease soon, everyone in the country will always be healthy, and that life will continue as usual.

This is also consistent with the research I conducted at the University of IAIN Kendari, which implemented an online virtual service program during the covid-19 pandemic and needed students to be proficient with technology. This was especially true of the online virtual service program.

2.1.9 The Procedure of Virtual Service Program at IAIN Kendari

IAIN Kendari uses several techniques to implement a virtual service program. The virtual service program prospective attendee must complete her virtual service program 2020 attendee registration form online from his designated website. Virtual service program participants are also required to make a deposit (UKT), the virtual service program runs in odd-numbered terms, and any participant joining the virtual service program must first complete her PPL. During the virtual service program, all participants will

use various types of social media such as Facebook, Instagram, and WhatsApp to support virtual service program activities.

Virtual service program implementation is no different from the virtual service program's usual time of 45 days, according to the IAIN Kendari 2017 Academic Guidelines. Several virtual service program themes are tailored to situations that arise in the community. The integration of religion and science, religious moderation, education, and religious Dafa, together we will fight against the coronavirus. A participant can choose from four topics depending on his virtual service program.

The online-based virtual service program is an activity carried out by virtual service program participants, either individually or in groups, carrying out various activities, including raising public awareness and awareness of the Covid-19 pandemic. Alternatively, other forms of impact are related to concerns about preventing or overcoming impacts. Community value activities at all residents dispersed in the area where the student lives using various social media platforms (Youtube, Instagram, Twitter, Whatsapp, Facebook, etc.).

The The types of activities include; creating village websites and other types of applications that can be used by virtual service program villages/areas, making mobile market operations or online village markets for primary or other needs, holding seminars, conferences, workshops, and other productive activities that are bold; create courageous content learning in the form of blogs, short films, or other media such as elementary, junior high and

high school level subjects, creating brave-based COVID-19 prevention educational content such as how to keep the environment or home clean and others, conducting religious education in the form of recitations or lectures on religious moderation using blogs, short films, videos, etc., Creating interesting learning modules for school children.

Then the minimum amount of content created by virtual service program participants online content is 10 (ten) contents uploaded to the internet by tagging the LP2M media. Furthermore, make an online-based virtual service program report at the end of the virtual service program period.

2.2 Previous Study

In (Van Deur & Murray-Harvey, 2005) with the title "The inquiry nature of primary schools and students' self-directed learning knowledge". In recent years, self-directed learning (SDL) has emerged as a learning method in Australian nursing education, with strong claims for increased student numbers and access to learning. It is a pedagogical concept and a transformative learning process increasingly used in adult education and significantly higher education. Most higher education institutions now have components of their nursing programs that use self-paced learning methods, including distance programs, mixed-mode or flexible delivery, clinical learning protocols, and independent learning contracts or problem-based packages. Offers. This paper reports a study that assessed the independent learning readiness of a first-year nursing student in a Bachelor of Nursing (BN) program at a private tertiary institution in Sydney, Australia. These

results were compared to a study conducted at the University of Sydney on first-year students in a considerable public nursing education program, which found similar results. Results from both studies were similar, highlighting the need for curriculum developers to incorporate strategies into entry-level subjects to foster self-directed learning skills in nurses.

The need for every student is increasingly emphasized in the South Australian education system. Become independent lifelong learners, but need more information about their education and how executives and teachers can implement or effectively support a research-based curriculum to develop students into independent learners. So far, most information on self-regulation has been Learning (SDL) draws on the adult learning literature with little research to guide practice. School level. A recent research request was made to K-12 students to describe self-directed learning concerning school students. This paper reports a study of the nature of primary school research and its relationship to learning. The student's knowledge of her SDL and the inquiry-based nature of these schools, thinking ability of elementary school students in class. Describe the autonomous model. Learning in elementary school was used as a guide for developing her following two tools. To assess the nature of research in primary school and the other to assess the student's knowledge of her SDL. The model is integrated into classroom instruction and designed to teach students about self-study explicitly.

This study, such as the research conducted, is the same as discussing students' independent learning but with different targets or concepts regarding elementary school independent learning knowledge. This study also identified a significant relationship between school context, SDL knowledge, and classroom performance. It shows that elementary school students know about SDL and that there is a relationship between the nature of inquiry from school and student knowledge, as well as their responses to explicit instruction about SDL; effective implementation of SDL in primary schools is more likely where the school context supports the investigation. Likewise, SDL tends to be ineffective if the level of inquiry support in the school context is not considered.

In (Rahardjo et al., 2016) The title "Internet access and usage in improving students' self-directed learning in Indonesia open university" explains that the internet is now well known. However, distance education students living in remote rural areas can still not use this media optimally. For their learning process, namely, to access the internet, students must have adequate devices to meet the information needed, meet learning needs, facilitate interpersonal communication, provide discussion groups, and connect with friends on social media. This study aims to analyze the relationship between internet access and use in improving independent learning using the structural equation model method at the Open University of Surakarta with a sample of 320 respondents. The results show that internet usage still needs to improve due to limited internet facilities that affect

students' knowledge and willingness to access the internet. In this study, there are several strategies to improve self-directed learning abilities, namely by applying social media as a guide that can be accessed via cell phones.

The low availability of access equipment is the main factor, the need for internet use among UT students in remote areas. Access to equipment owned by students, such as cell phones, needs to be improved to reach the information provided. Students' low ability to find information is one factor that can determine learning weaknesses. The level of internet use in searching for information is generally still at a low level. With the strategy carried out, it is expected to increase students' SDL by strengthening information search abilities, increasing internet use in aspects of learning that use cheaper access, and using social media as a second medium to overcome technological problems.

In this study, namely research conducted at UT, it was explained that several strategies were carried out to improve students' SDL abilities; this was relevant to the research being carried out. Several things distinguish this study from previous research, namely from several strategies for increasing students' SDL and previous research that was more directed to internet use. Then this research was carried out during a pandemic, while the previous research, namely research conducted at UT, was carried out before the pandemic.

In (Ashadi et al., 2022) the title "EFL Teachers' Identity in Self-Directed Learning: A Work-from-Home Phenomenology" explains that this study examines how English as a foreign language (EFL) teachers at various school levels adjust to their experiences due to the unexpected Covid-19 outbreak that forced them to take distance learning. With a phenological approach, eight teachers from various educational backgrounds in three different provinces in Indonesia face change. Before engaging in semi-structured interviews, they were invited to complete reflections on their feelings, concerns, difficulties, and challenges to gain information from their experiences. This data is carried out through an interpretive phenomenological analysis that includes the initial focus on the lines of inquiry, main concerns, essential themes, identification of shared meanings, final interpretations, and dissemination of interpretations.

These findings suggest that change can create experiences to encourage teachers to reflect on their practice and respond appropriately, incorporating an empathy, new roles, and technology through their self-directed learning (SDL). The pandemic is also forcing teachers to change and adapt to distance learning.

So, this study explains that research was conducted on teachers regarding distance learning caused by the covid-19 outbreak. This research is very relevant to previous research that examined the era of the covid-19 pandemic, then what distinguishes this research is from the participants being studied.