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**SELF DIRECT LEARNING READINESS IN THE IMPLEMENTATION  
OF THE E-LEARNING METHOD DURING THE COVID-19  
PANDEMIC PERIOD FOR MEDICAL STUDENTS 2018**

**MALAHAYATI UNIVERSITY**

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**Abstract**

*Since the 2019 Coronavirus Disease Pandemic (COVID-19) spread to Indonesia, the Ministry of Education and Culture (Kemendikbud) has asked all universities to implement a Home Learning system or study at home that utilizes learning media such as Electronic Learning (E-learning), thus there has been a change learning systems from conventional systems to online learning or E-learning. The purpose of this research is to find out how self-learning readiness is in the implementation of the E-learning method during the COVID-19 pandemic for the 2018 Malahayati University Medical Students. This type of research is quantitative with a descriptive design. The subjects of this study were all students of the Medical Study Program at the Faculty of Medicine, Malahayati University, batch 2018. The measuring instrument used was Self Directed Learning Readiness (SDLR) with the E-Learning method. The results of this study indicate that of the 150 respondents of the 2018 Malahayati University Medical Student with a high SDLR level of 138 people (92%) consisting of 96 female respondents and 42 male respondents and respondents with SDLR levels. 12 people (8%) consisting of 8 female respondents and 4 male respondents. The conclusion is that it is known that the 2018 Malahayati University Medical Students have a high SDLR level with the E-Learning method or can be said in the ready category.*

**Keywords :** Self Direct Learning Readiness, E-Learning, COVID-19



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**INTRODUCTION**

The learning process used by medical students at this time is the PBL method where the students themselves become the learning centers so that students are active in exploring information and conducting self-directed learning (SDL). (Demak & Pasambo, 2016) Problem Based Learning (PBL) is a learning model that focuses on experience and is organized, including investigation, explanation, and problem solving. One of the integrated components in PBL is Self Directed Learning (SDL) which is a process of taking initiative by individuals, with or without the help of others, to decide learning needs, formulate learning objectives, identify learning resources, choose and implement learning strategies, and evaluate the results learning (Putri, 2015).

Since the 2019 Coronavirus Disease Pandemic (COVID-19) spread to Indonesia, in the world of education, especially at the university level, the Ministry of Education and Culture (KEMENDIKBUD) has urged all universities to provide convenience in learning during the COVID-19 period. One form of convenience in learning is the implementation of a Home Learning system or home learning that utilizes Electronic Learning (E-learning)

learning media. (Wijaya, Lukman, & Yadewani, 2020)

E-learning is all forms of learning activities that utilize electronic media for learning (Wahyuningsih & Makmur, 2017). Broadly speaking, when we mention E-learning, there are three. The main components that make up E-learning are: E-Learning System, E-Learning Content (ISI), E-Learning Infrastructure (Equipment). E-Learning System is a software system that virtualizes the conventional teaching and learning process. E-Learning Content is the content and teaching materials that exist in the E-learning system (Learning Management System). E-Learning Infrastructure (Equipment), namely E-learning infrastructure can be in the form of Personal Computers (PCs), computer networks and multimedia equipment (Darmawan, 2014).

The use of E-learning in the learning process is different from conventional learning. Therefore, if universities want to implement a learning system using the E-learning method, it is necessary to pay attention to the level of readiness both in terms of infrastructure and the readiness of the students themselves (Lestari, 2019). A survey conducted by the Distance Education Online Symposium Listserv (DEOS-L) states that the main components of student readiness to successfully use E-learning are divided into two, namely Self Directed Rearning Readiness (SDLR) and Technical Readiness (Prihantoro, 2018). SDLR is the readiness of a person to be able to learn independently. SDLR components are attitudes, abilities and personal characteristics (Lutfianawati, Lestari, & Istiana, 2018). SDLR itself can be influenced by several factors, namely factors that are in itself (internal) and factors that are outside itself (external). Internal factors that can affect readiness for independent learning, namely gender, age, learning style, mood and health, intelligence, education, basic knowledge and level of knowledge, socialization or previous experience. Apart from that, external factors affect the readiness of independent learning, namely study time, place of study, learning motivation, parenting style, accessibility of learning resources, and the year students enter university (Sugianto & Lestari, 2016).

Research conducted in Malaysia revealed that the level of E-learning readiness was moderate, this shows the importance of making students aware of technology in E-learning, and the availability of technology resources. The results of the analysis show that there are significant differences based on demographic variables such as age, gender, ethnicity, field of study, and education level for students' readiness for E-learning (Adams, Sumintono, Mohamed, & Noor, 2018). Research by (Seta, Wati, & Matondang, 2016) stated that the average value of E-learning Readiness readiness at UPN Veteran Jakarta was 3,297. Based on the Knowledge Management Readiness Level, this value indicates that UPN Veteran Jakarta is in the "not ready" category and still requires a little preparation for online learning in order to apply E-learning Readiness.

Based on the interview conducted on the survey which was held on Saturday, October 17, 2020, 10 students and medical students of Malahayati University class 2018 obtained data that the level of readiness for independent study using E-learning media was not good. Interviews were conducted using WhatsApp electronic media taken from 10 students, 5 men and 5 women. The results of the interview showed that 40% of students were ready and 60% of students were not ready to carry out independent learning using E-learning media.

## **RESEARCH METHODS**

This type of research used in this research is quantitative with a descriptive design. The research instrument used in this study was a questionnaire that was used by the research of (Sadiqin, Lestari, & Setiawati, 2016) which was modified by the researcher to

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adjust the variables to be studied and then tested for validity and reliability again. The questionnaire

consisted of 30 questions with a valid value of r count ranging from 0.340 to 0.793 where the r table value was 0.325 Cronchbach alpha and obtained a value of 0.920. The statement is distributed in three components, namely self-management, desire for learning, and self-control (Sadiqin et al., 2016). In the SDLRS questionnaire, it is said to be low if  $\leq 75$ , high if  $> 75$ .

Sample in this study were 150 students of the medical faculty of Malahayati University Bandar Lampung, who were selected using a non-probability sampling technique, namely total sampling by meeting the inclusion criteria and not meeting the exclusion criteria.

## RESULTS AND DISCUSSION

Table 1 Distribution of respondent characteristics

Characteristics	Frequency (n)	Percentage (%)
<b>Gender</b>		
Male	46	30,7 %
Female	104	69,3%
<b>Ages</b>		
18-21	141	94%
22-25	9	6%

Based on research conducted on medical students of class 2018, it is known that there are more female respondents than male respondents, amounting to 104 respondents (69.3%) and the results of the study show that the age of the 2018 Malahayati University Medical Students is the most. respondents ranged from 18-21 years, namely 141 respondents (94%), and the rest were aged between 22-25 years, namely 9 respondents (6%).

Table 2 Distribution of SDLR Levels with the E-Learning method

SDLR Level	Score	Frequency (n)	Percentage (%)
Low	$\leq 75$	12	8%
High	$> 75$	138	92%
<b>Total</b>		<b>150</b>	<b>100%</b>

Based on table 2, it is known that of all respondents, there were 138 respondents (92%) who had a high SDLR level while students who had a low SDLR level were 12 respondents (8%).

(Gustilawati, Utami, Supriyati, & Farich, 2020) conducted a study on "Self-Efficacy and Self Direct Learning in Medical Students" it is known that all 2016 batches who became respondents had a high SDLR category with subjects totaling 185 respondents, 100.0% percentage and no respondents who have moderate or low SDLR. The study, entitled "The relationship between gender and academic performance with self-direct learning readiness in students of the University of Medicine Faculty, found that from 120 respondents, the number of respondents who had a high SDLR was 95 (79.2%) (Saa, Findyartini, & Marpaung, 2019). In addition (Sadiqin et al., 2016) also conducted research on the relationship between learning motivation and the level of Self Directed Learnig Readiness (SDLR) for 2013 undergraduate medical students at Malahayati University. The results showed that from 212 respondents it was known that of all

respondents, 21 respondents (9.9%) were included in the low SDLR category, as many as  
191 respondent

(90.1%) were included in the high SDLR category.

Research conducted on students of the Faculty of Medicine, Malahayati University class of 2018 regarding Self Direct Learning Readiness (SDLR) using the E-learning method showed that the high SDLR level in 2018 class students was 138 respondents (92%) and the low SDLR level was 12 respondents. (8%). Based on this, it is known that students of the 2018 Malahayati University Faculty of Medicine have high independent learning readiness or it can be said that the level of readiness for independent learning using the E-learning method during the COVID-19 period was included in the ready category. According to (Panjaitan & Isnayanti, 2020) the higher the student level, the better SDLR ability he has because the more mature a person is, the responsibility for his learning increases.

SDLR itself includes three dimensions, namely desire for learning, self-management, and self-control (El Seesy, Sofar, & Al-Battawi, 2017).

Table 3 The five highest SDLR scores with the E-Learning method

NO	Questions	STS	TS	R	S	SS	TOTAL	Score	Average
		1	2	3	4	5	L		
1	I prefer to set my own E-learning goals	6	19	4 3	5 4	28	150	<b>529</b>	3,527
2	I evaluate my E-learning process	5	16	5 0	5 6	23	150	<b>526</b>	3,507
3	I am a person who is responsible for the learning process with the E-learning method	2	18	4 2	6 6	22	150	<b>538</b>	3,587
4	I have to control what I learn during the learning process with E-learning	3	14	4 3	6 9	21	150	<b>541</b>	3,607
5	I believe that the role of a teacher is as a resource during E-learning	8	18	3 9	4 6	39	150	<b>540</b>	3,6

Table 3 above is the five questions with the highest score of the 30 question items filled in by the respondent. Where questions 1, 3, 4 fall into the self-management category, question 2 falls into the dry control category and question 23 is the desire to learn category.

Based on the five questions with the highest score are "I prefer to set my own E-learning goals", "I evaluate my own E-learning process", "I am a person who is responsible for the learning process with the E-learning method", "I I have to control what I learn during the learning process with E-learning ", " I find it difficult to manage my time properly in using the E-learning method "these three questions are included in the aspect of self-management, and two questions are included in the aspect of controlling from. This research shows that self-management in students of the Faculty of Medicine, Malahayati University class of 2018 is high or it can be interpreted that these students have good self-

management. Studies conducted by (Slater, Cusick, & Louie, 2017) shows that the score increases at the end of the first year of learning but a significant increase is only seen in self-management scores.

Based on research by (Nyambe, Mardiyoto, & Rahayu, 2016) Self-management is closely related to time management. Students who have high SDLR are able to manage their time well. This means that students of the Faculty of Medicine, Malahayati University class of 2018 are able to manage time well.

Table 4 The five lowest SDLR scores with the E-Learning method

NO	Questions	STS	TS	R	S	SS	TOTAL	Score	Average
		1	2	3	4	5			
1	I am less interested in learning about new information during the E-learning process	11	43	52	25	19	150	<b>448</b>	2,987
2	I have difficulty making decisions/actions during E-learning	8	50	47	25	20	150	<b>449</b>	2,993
3	I doubt my ability to find information in E-learning learning	11	38	52	36	13	150	<b>452</b>	3,013
4	I manage my study time strictly during E-learning	9	26	75	34	6	150	<b>452</b>	3,013
5	I find it difficult to manage my time properly in using the E-learning method	15	41	43	33	18	150	<b>448</b>	2,987

Table 4 above is the five questions with the lowest score of the 30 questions filled in by the respondent. Which questions 1 and 3 fall into the desire to learn category, questions 2 and 5 are included in the self-management category, and question 4 is the category of self-control.

Based on the five questions with the lowest score were "I am less interested in learning about new information during the E-learning process", "I have difficulty making decisions / actions during E-learning", "I doubt my ability to find information in E-learning learning. ", " I manage my study time strictly during E-learning ", " I find it difficult to manage my time properly in using the E-learning method "these two questions are included in the aspect of wanting to learn, and two questions are included in the aspect of self-management. and one question enters the aspect of self-control. Based on the research, it was found that two aspects were the same which had the lowest score, namely the desire to learn and self-management. However, the lowest score for the question is in the aspect of the desire to learn. This may imply that the desire to study at the 2018 Malahayati University Faculty of Medicine students is not good. The desire to learn is influenced by motivation as a driving force for learning. Motivation can come from yourself or from others. Motivation that comes from oneself is called intrinsic motivation in the form of

hopes, interests, and ideals. Motivation from outside or from others, such as encouragement from parents, teachers, friends, or the environment is referred to as extrinsic motivation. Other factors that can affect the desire to learn are physical health conditions, problems faced and their handling, hobbies or hobbies, intelligence, support from family or friends, and facilities owned by the faculty (Nyambe et al., 2016).

## CONCLUSION

Based on the results of research is known that the 2018 class of General Medical Students who became respondents had a high SDLR level with the E-learning method or could be said to be in a good category. It is known that the highest aspect in achieving independent study readiness for medical students of batch 2018 is self-management and the lowest aspect is readiness to study.

Based on the conclusion, the writer hopes that educational institutions can maintain and improve what has been achieved by institutions regarding the SDLR level using the E-learning method which is in the good category. It is hoped that educational institutions monitor the learning process using E-learning to be implemented. Educational institutions in order to facilitate the learning process using the E-learning method optimally so that there are no obstacles when the learning process using online media takes place.

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