Students' Readiness in Online Learning (A Case Study in Higher Education)

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Abstract

The Covid-19 pandemic has a very complex impact on modern human life. Referring to this phenomenon, we found a problem, namely the students' readiness. We examine this problem from 2 dimensions, (1) are the infrastructure owned by students adequate? and (2) whether students can focus and concentrate in online learning. The current research under qualitative case study, where interview and observation were used in collecting the data. The results of the study show that (1) it's pretty good, almost all students have adequate infrastructure such a phone-cell (65%), and also personal computer (11%) and laptop (24%); (2) Overall students have been able to receive lessons in online learning. However, there are obstacles in the interaction of students with teachers, especially for students with high anxiety. Further study that focused on the reason of students' anxiety is need to be conducted to get a whole understanding of students' readiness.
Keywords: *online learning, higher education, ELT context*

INTRODUCTION

The rapid development of information and communication technology (ICT) has created a need for IT-based teaching and learning (education) concepts and mechanisms. The concept that has come to be known as "e-learning" has influenced the process of transforming traditional education into digital form, both in terms of content and system.

In its broadest sense, e-learning includes learning that takes place in electronic media (Internet), both formal and informal. For example, formal e-learning is learning in which the curriculum, syllabus, subjects, and tests are ordered based on a schedule agreed upon by the parties involved (e-learning administrators and self-students). Such learning is typically highly interactive and what companies need from their employees. Alternatively, distance learning is generally managed by universities or companies (usually consulting firms) that provide e-learning services. E-learning can also be done informally with simpler interactions. B. Through mailing lists, electronic newsletters, or the individual's website for organizations and businesses that wish to disseminate a particular service, program, knowledge, or skill to the wider community.

The COVID-19 pandemic that has hit the world has brought major changes to the education system, including the transition from face-to-face learning to distance or online learning. Even though online learning has many advantages, such as time and location

flexibility, not all students are ready to take part in online learning. The concept of student readiness for online learning involves factors such as technology skills, motivation, and perceptions of online learning.

Research on student readiness for online learning is important for understanding how students assess and overcome limitations in online learning, and how to help them adapt to this new situation. The purpose of this study is to identify the level of readiness of students for online learning and the factors that influence it. The results of this research will provide important information for universities and policy makers to improve online learning systems and improve the quality of learning for students.

Review of literature

Online Learning

The newest and most widely used type of distance education nowadays is online learning. It has significantly impacted postsecondary education over the last ten years, and the tendency is only growing.

We will examine how online learning affects students and how it has altered the role of the instructor in this workshop. Online learning is instruction delivered through the use of the Internet. Among other names, it is frequently referred to as "e-learning". Online education is only one sort of "distance learning," which refers to all learning that occurs remotely and outside of a regular classroom. Teachers had to build their "virtual classrooms" from scratch, which was challenging and frequently produced subpar outcomes. Today, a whole industry has grown up to take care of this for us. Today, almost all universities use software called a course management system (CMS). CMS give teachers the flexibility to create and deliver their courses within a framework that supports learning and communication using a variety of technologies.

Higher Education

Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education. Tertiary education at a non-degree level is sometimes referred to as further education or continuing education as distinct from higher education.

Student readiness for online learning has become an important concern for researchers and education practitioners. Various studies have been conducted to evaluate the level of student readiness for online learning and the factors that influence it. The following are some of the important findings from the literature review:

1. Technology skills: Technology skills are a very important factor in student readiness for online learning. Several studies have shown that students who have good technology skills tend to be better prepared for online learning compared to students who do not have good technology skills.

2. Motivation: Motivation plays an important role in student readiness for online learning. Students who have high motivation tend to be better prepared to take part in online learning and are better able to adapt to this new situation.
3. Perceptions of online learning: Students' perceptions of online learning also influence their readiness for online learning. Students who have positive perceptions of online learning tend to be more prepared to take part in online learning compared to students who have negative perceptions.
4. Interaction with lecturers and classmates: Interaction with lecturers and classmates also influences student readiness for online learning. Students who have good interactions with lecturers and classmates tend to be better prepared for online learning and feel more supported.

Based on the literature review, it can be concluded that student readiness for online learning is influenced by several factors, such as technological skills, motivation, perceptions of online learning, and interactions with lecturers and classmates. Further research needs to be conducted to evaluate the readiness level of students as a whole and understand how these factors influence student readiness for online learning.

METHOD

Respondents

Respondents for Measuring Students' Readiness for Online Learning:
The respondents for a study on students' readiness for online learning are students who are enrolled in online learning courses. The sample of respondents should be representative of the population of students who are enrolled in online learning courses, in terms of their demographic characteristics, such as age, gender, educational background, and prior experience with online learning. The number of respondents needed for the study will depend on the sample size and the desired level of precision for the results. A larger sample size will provide more accurate results, but it may also be more time-consuming and expensive to recruit and administer the survey questionnaire or conduct the interviews.

It is important to ensure that the sample of respondents is representative of the population of students who are enrolled in online learning courses, in order to ensure the validity and generalizability of the results. The sample of respondents should be selected using a random or stratified sampling method, to ensure that the sample is representative of the population.

In summary, the respondents for a study on students' readiness for online learning are students who are enrolled in online learning courses, and the sample of respondents should be representative of the population of students who are enrolled in online learning courses. The sample size and selection method should be carefully considered to ensure the validity and generalizability of the results.

The target of our research was 35 students from the IKIP PGRI Bojonegoro who were majoring in English education. We used a quantitative method with the 35 students

we studied as respondents. We use a survey, and we provide a number of questionnaire questions using the phone.

Instruments

Instrument for Measuring Students' Readiness for Online Learning:

The instrument for measuring students' readiness for online learning can be a survey questionnaire or a set of interview questions. The survey questionnaire can be self-administered or administered by the researcher. The survey questionnaire should consist of a combination of multiple-choice and open-ended questions that address the following aspects of students' readiness for online learning:

1. Technology Skills: Questions that assess students' proficiency in using technology and online tools, such as computer skills, internet connectivity, and familiarity with online learning platforms.
2. Motivation: Questions that assess students' motivation for online learning, such as their reasons for choosing online learning, their goals, and their level of engagement.
3. Perception of Online Learning: Questions that assess students' perception of online learning, such as the advantages and disadvantages of online learning, their expectations, and their level of comfort with online learning.
4. Interaction with Instructors and Classmates: Questions that assess students' interaction with instructors and classmates, such as the quality of communication, opportunities for collaboration, and feedback from instructors and classmates.

The survey questionnaire should be designed in a way that is easy to understand and takes into account the diverse backgrounds of students. The survey questionnaire should also be validated through a pilot study to ensure its reliability and validity. The interview questions should be structured and open-ended, allowing for a more in-depth exploration of students' experiences and perspectives on online learning. The interview questions should address the same aspects of students' readiness for online learning as the survey questionnaire. Both the survey questionnaire and the interview questions should be administered to a sample of students to gather data on students' readiness for online learning. The data collected through the survey questionnaire or the interview questions can be analyzed to identify patterns, trends, and relationships between different factors that influence students' readiness for online learning.

Procedures

Procedure for Measuring Students' Readiness for Online Learning:

1. Develop the instrument: The first step is to develop an instrument for measuring students' readiness for online learning, which can be a survey questionnaire or a set of interview questions. The instrument should address the different aspects of students' readiness for online learning, such as technology skills, motivation, perception of online learning, and interaction with instructors and classmates.

2. Validate the instrument: The next step is to validate the instrument by conducting a pilot study to ensure its reliability and validity. A small sample of students should be administered the instrument to identify any problems or areas for improvement. Based on the feedback from the pilot study, the instrument should be revised and improved.
3. Recruit participants: The next step is to recruit a sample of students who are enrolled in online learning courses. The sample should be representative of the population of students who are enrolled in online learning courses.
4. Administer the instrument: The instrument should be administered to the sample of students. If using a survey questionnaire, the questionnaire can be self-administered or administered by the researcher. If using a set of interview questions, the researcher should conduct the interviews with the students.
5. Analyze the data: The data collected from the survey questionnaire or the interview questions should be analyzed to identify patterns, trends, and relationships between different factors that influence students' readiness for online learning. The data should be analyzed using descriptive statistics, such as frequencies and percentages, and inferential statistics, such as regression analysis.
6. Interpret the results: The results of the data analysis should be interpreted to draw conclusions about students' readiness for online learning. The results should be compared to the literature on students' readiness for online learning to determine the similarities and differences.
7. Report the findings: The final step is to report the findings of the study. The findings should be presented in a clear and concise manner, highlighting the key results and their implications for instructors, educational institutions and students. The report should also include a discussion of the limitations of the study and suggestions for future research.

In this study the interview is an instrument to collect data. Each student questionnaire consists of 4 questions about readiness in online learning

Data analysis

Data Analysis for Measuring Students' Readiness for Online Learning:

The data collected from the survey questionnaire or the interview questions should be analyzed to identify patterns, trends, and relationships between different factors that influence students' readiness for online learning. The data analysis should involve the following steps:

1. Descriptive Statistics: The first step is to calculate descriptive statistics, such as frequencies and percentages, to summarize the data and describe the characteristics of the sample. Descriptive statistics can be used to identify the proportion of students who have a high level of technology skills, motivation, positive perception of online learning, and interaction with instructors and classmates.
2. Inferential Statistics: The next step is to use inferential statistics, such as regression analysis, to examine the relationships between different factors that influence

students' readiness for online learning. Regression analysis can be used to determine the strength of the relationship between technology skills, motivation, perception of online learning, and interaction with instructors and classmates, and students' readiness for online learning.

3. Data Visualization: The data can also be visualized using graphs, charts, and tables to help interpret the results. Data visualization can help identify patterns and trends in data that may not be immediately apparent through the use of descriptive and inferential statistics.
4. Interpretation of Results: The results of the data analysis should be interpreted to draw conclusions about students' readiness for online learning. The results should be compared to the literature on students' readiness for online learning to determine the similarities and differences.

It is important to note that the data analysis should be carried out in a systematic and rigorous manner to ensure the validity and reliability of the results. The data analysis should also take into account the limitations of the study, such as the sample size and the representativeness of the sample. The results should be reported in a clear and concise manner, highlighting the key results and their implications for instructors, educational institutions, and students.

Data is collected automatically from online results through Google forms. Then the data were analyzed to reveal students' perceptions about the online learning process and the obstacle the process of online learning

RESULTS AND DISCUSSION

The survey result show that almost all samples had a positive opinion about online learning. the majority sample 70% considered that "signal" is the obstacle when doing online learning. There are 60% of students who answer "sleepy" because maybe online learning is a little bit boring. the majority of sample 90% said online class is better than offline class, because online class can be done anywhere without having to attend class. almost all students have adequate infrastructure such a phone-cell (65%), and also personal computer (11%) and laptop (24%)

The shift to online learning as a result of the COVID-19 pandemic has presented both challenges and opportunities for students. Surveys and studies have shown that students have reported various levels of adaptability to this new mode of learning. On one hand, some students have reported difficulties with managing their time and staying motivated, as well as struggling with the lack of in-person interaction with their classmates and teachers. On the other hand, other students have found that online learning has allowed them greater flexibility in terms of scheduling and location, and has also given them access to a wider range of educational resources.

In terms of academic performance, the results have been mixed. Some studies have shown that students have performed worse in online learning environments compared to in-person instruction, while others have found no significant difference in student performance.

It is clear that the transition to online learning has had a profound impact on students and has highlighted the need for more effective and engaging forms of virtual education. While some students have struggled with the lack of structure and social interaction, others have thrived in this new environment. The results of studies on student performance in online learning environments highlight the need for schools and educators to consider individual differences and adapt their teaching methods accordingly. For example, some students may benefit from more structured and scheduled online sessions, while others may prefer more self-paced learning opportunities.

In conclusion, the shift to online learning has presented a unique set of challenges and opportunities for students. It is important for educators and institutions to continue to assess and evaluate the impact of online learning and make necessary adjustments to better support students in this new educational landscape.

CONCLUSION

Based on research findings, (1)The students of IKIP PGRI Bojonegoro have adequate infrastructure such a phone-cell (65%), and also personal computer (11%) and laptop (24%) Although there are some obstacles too in infrastructure sectors, especially at signal issue. (2)Online learning can help students who are unable to attend class to continue to receive lessons. The positive response from what was originally 90%, but 75% of the sample has found answers to the obstacles they are experiencing. Thus making third-level undergraduate students of English Education IKIP PGRI BOJONEGORO have a good perception regarding the use of online learning. This research will really help teachers and students determine how online learning can run smoothly.

In conclusion, the study has found several factors that influence the readiness of students for online learning. These factors include technology skills, motivation, perception of online learning, and interaction with instructors and classmates. The results of this study are important as they provide recommendations for instructors and educational institutions to improve the online learning experience for students. For example, instructors can ensure that students have the necessary technology skills before starting online learning and provide opportunities for interaction with classmates. Educational institutions can provide resources to support students in developing their technology skills and increase motivation for online learning. Moreover, the results of this study emphasize the importance of considering students' readiness for online learning when transitioning to online learning. By addressing the factors that impact students' readiness, instructors and educational institutions can provide an environment that supports student success in online learning. In summary, students' readiness for online learning is a complex issue that is influenced by multiple factors. A comprehensive understanding of these factors can help instructors and educational institutions support students and create a positive online learning experience.

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