ANALYSIS OF STUDENTS' READINESS LEVELS ON ONLINE LEARNING READINESS

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Abstract

In the current condition of the Covid-19 pandemic, it requires people to do activities from home or often referred to as work from home (WFH) in order to minimize the spread of Covid-19. Likewise with teaching and learning activities, all educators, students, and administrative staff at schools / campuses must be willing to carry out their activities from home. One of the limitations of the implementation of online learning is for example facilities and infrastructure such as boards, Wi-Fi, computers / laptops, library books and so on. This can be an obstacle to the learning process of students. Therefore, students' readiness for online learning needs to be considered or evaluated to find out how ready they are to use online learning to evaluate the success of online learning. Online learning readiness in this case is the willingness and ability of students to actively participate in online learning. In this study, it describes the students' readiness level towards online learning readiness of Informatics Engineering students, UM Jember. Analysis of students' readiness level towards online learning readiness carried out in this study includes readiness for e-learning, acceptance for e-learning, and training for E-learning. This type of research uses a qualitative descriptive approach. Based on the results of the analysis and discussion that has been carried out, the readiness level for implementing e-learning which is divided into the categories of readiness for e-learning, acceptance for e-learning, and training for e-learning for Informatics Engineering students has fulfilled the level of readiness. This is indicated by the average value of readiness for e-learning is 3.64, the average value of acceptance for e-learning is 3.57, and the average value of training for e-learning is 3.50.

Keywords: Online Learning; Readiness for E-learning; Acceptance for E-Learning; Training for E-Learning.

The process of teaching and learning activities is usually held at schools / campuses, where students and teachers/ lecturers are in one room equipped with facilities and infrastructure that have been provided by the institution. However, for current conditions there is no longer such a view due to Covid19. With conditions like now, many people require people to do activities from home, in other words, minimize activities that are usually done outside the home to be done at home or often

referred to as work from home (WFH) in order to minimize the spread of Covid-19.

Online learning activities are actually not only carried out because of Covid-19 as it is today, but online learning is currently the most appropriate choice. Dabbagh and Ritland (2005: 15) argue that online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful actions and interactions. . In other words, online learning focuses more on technological sophistication such as the internet and software such as computers/ laptops/ smartphones. Therefore, students' readiness for online learning needs to be considered or evaluated to find out how ready they are to use online learning to evaluate the success of online learning. Online learning readiness in this case is the willingness and ability of students to actively participate in online learning.

According to Akaslan and Law (2011) there are 3 factors in online learning that can be taken into consideration for students, including readiness for e-learning, acceptance for e-learning, and training for e-learning. Readiness for e-learning includes technology (hardware, software, stability), people (experience, confidence, attitude, traditional skills), content (theory, practice), institutions (unniversities, faculty, departments). For acceptance for e-learning include two things, namely perceived usefulness and perceived ease of use. Meanwhile, training for e-learning includes training teachers, training learners, training personel and improving facilities. From Akaslan & Law's research show that the students are quite ready for e-learning. The previous researches Tubaishat & Lansari (2011); Moftakhari (2013); Fujiawati & Raharja (2019) also show that positive results where students were ready to learn online.

Based on the observations result on students in Informatics Engineering class 2020/2021, they come from different economic backgrounds, and different regions so that online learning readiness are also different. Because of this, every college that want to implement a learning system that uses e-learning needs to pay attention to the readiness level of e-learning implementation. According Lopes (2007), it necessary to do so can be obtained benefits are actually from the application of learning system (e-learning). Seakow & Samson (2011) add that readiness which should be considered is composed of two sides, namely the mental and physical. Because of the mental readiness can affect e-learning use by prospective users, while on the othe side, the physical can affect the sustainability of the learning method to teach the e-learning use as expected.

METHOD

This research type uses a qualitative descriptive approach. In this study, it describes the students' readiness level towards online learning readiness of Informatics Engineering students, UM Jember. The research subjects used were Informatics Engineering students classes A, B, C, and D reguler morning 2020/2021.

Purposive sampling technique is used in this research. According to Satori & Komarah (2009) is a sampling technique which is determined by adjusting to the research objectives or certain considerations. In Informatics Engineering styudy program, there are 173 students based on SIA (Academic Information System) so that it is considered to represent most of the student readiness group responses to online learning readiness, especially in the Faculty of Engineering. The techniques used in data collection include observation, interview, and questionnaires. Observations are made on each online learning process to see what factors are the obstacles to online learning. To ensure that these constraints

are true, interview are conducted to support the observation data. Furthermore, a questionnaire consisting of 39 questions by using Likert scale 1-5, where 1 indicates "very not agree", while 5 indicates "very agree", it was given to the students via google form. The instrumen used in this research must get validation from the expert before the instrument is distributed to the research subject. This aims to show how valid the instrument is. And a questionnaire needs to be validated. It is used content validity. After that, it is analyzed by using SPSS. An analysis of students' readiness towards online learning readiness is adjused to the criteria of students' readiness such as those in Akaslan & Law (2011); Unal, Alir, & Soydal (2014) who refer to the online learning readiness assessment model as shown in Figure 1.

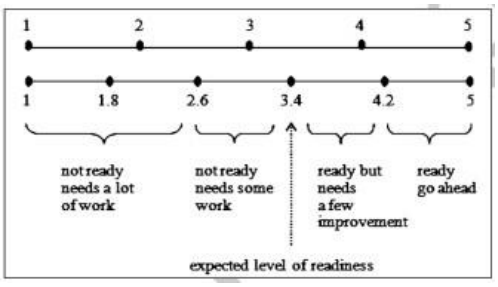

Figure 1 Online learning readiness assessment model

Online learning readiness assessment model above describes the level of readiness, it is said to be ready if it reaches an average value of 3.4.

RESULTS AND DISCUSSION

Based on validity abd reliability test using Pearson product moment, it was obtained value r-tables at 0.3610 with significance level 5%, then the cronbach's Alpha value (.900) > r-table (0.3610) which meant the questionnaire are declared reliable.

The criteria for online (e-learning) learning readiness assessment are investigated is readiness for e-learning, acceptance for e-learning, and training for e-learning. Each item questionnaire has been classified in accordance with the criteria that are shown in Table 1.

Table 1. grouping the questionnaire item criteria

Quesyionnaire item number	Criteria
1, 2, 3, 4, 5, 6	*Avaibility of technology*
7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	*Use of technology*
18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29	*Self Confidence*
30, 31, 32, 33, 34, 35, 36	*Acceptance*
37, 38, 39	*Training*

The analysis result for all groups of items at the readiness for e-learning criteria shows the value of each criteria, for the avaibility of technology category value was 3.30 which meant it was not fulfilled the online learning readiness implementation, for use of technology category was 3.75 which meant it was fulfilled the online learning readiness implementation but needs a few improvement, and self-confidence category was 3.87 which also meant it was fulfilled the online learning readiness implementation but needs a few improvement. This result can be seen in Figure 2. The overall average resullts on the readiness for e-learning level is at 3.64 that mean it has fulfilled the the online learning readiness implementation.

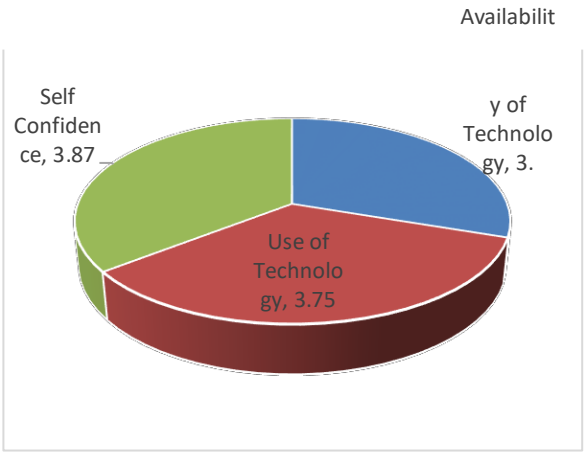

Figure 2. Graph of the overall results of group items on readiness for e-learning.

The analysis results for all groups of items at the criteria level of acceptance and

training for e-learning were 3.57 (acceptance) and 3.50 (training for e-learning) which meant that were fulfilled the online learning readiness implementation but needs a few improvement. Those can be concluded that for all categories of readiness for e-learning, acceptance for e-learning, and training for e-learning are already fulfilled the online learning readiness implementation that can be shown in Figure 3.

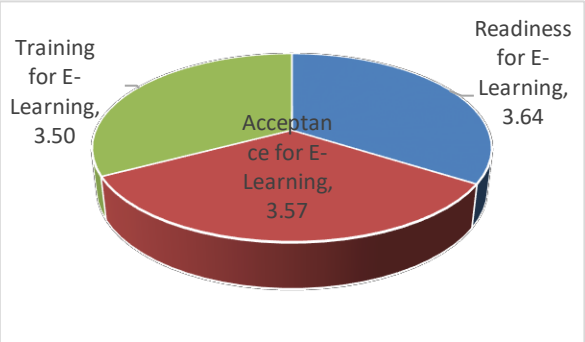

Figure 3. Graph of the overall results of group items on readiness for e-learning (online learning)

CONCLUSION

Based on the results of the analysis and discussion that has been carried out, the level of readiness for implementing e-learning which is divided into 3 categories namely readiness for e-learning, acceptance for e-learning, and training for e-learning in Informatics Engineering students has fulfilled the level of readiness. This is indicated by the average value of readiness for e-learning was 3.64, acceptance for e-learning was 3.57, and training for e-learning was 3.50.

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