

English Language Learning and Teaching in Indonesia in the Period of Covid-19 Out Break (Challenges and Opportunities)

Gabriel Fredi Daar
{freddydaar@gmail.com}

Universitas Katolik Indonesia Santu Paulus Ruteng

Abstract. This study explores challenges and opportunities experienced by both teachers and students in the teaching and learning activity during this covid-19 outbreak. It is a literature study by reading the literature sources, and the data were obtained from articles of online journals, e-book, law regulations, and other relevant sources. The study identified some challenges teachers and students encountered in teaching and learning activities as follows 1) Learning Facility to support online learning, 2) Teacher's ability to use technology, 3) Challenge in preparing the suitable material suits to online learning during the covid-19 pandemic, 4) Students' difficulties to understand the subject materials. On the other hand, it's obvious that the implementation of online learning brings some opportunities for teachers and students that can't be denied. Some important opportunities are 1) Teachers and students engage to learning technology, 2) Students More Engage the Independent Learning, and 3) Changed Practices and Perspectives. Further task that should be undertaken is to take responsibility on keeping a balanced in order that the challenges are reduced and the opportunities are taken maximally to make the learning objectives achieved as planned prior to the teaching and learning activity.

Keywords: English language teaching and learning; Covid-19; Challenges; opportunities

1 Introduction

The Ministry of Education and Culture of Indonesia issued a decree in 1967 explaining the functions and purposes of teaching English in secondary schools in Indonesia. It's in lights of the importance of English in Indonesia and worldwide. According to the decree, English is functioned to (1) accelerate national development since a great deal of modern science resources is only available in English; (2) create relationships with other nations; and (3) implement national foreign policy. More than that, teaching English in secondary schools is oriented to equip students with the mastery of four English language skills such as reading textbooks, communicating with and learning from foreigners, and promoting Indonesian culture to other nations [1].

It's also can be said that the goal of learning English is that at least learners can use English passively at the end of learning activities. More than that, learning English aims to optimize skills in English and other components that can be utilized in daily communication, more specifically in the world of work. At this level, planning, process and evaluation of English learning activities need to be designed in such a way. That way, considerations related to the

material being taught, the media used in learning activities, learning methods, and evaluation techniques are prepared and adjusted to the level and learning.

During the Covid-19 pandemic, the process of teaching and learning activities including learning English in schools in Indonesia experienced significant dynamics and changes. School for a while is no longer a safe and comfortable place for teachers and students to carry out learning activities. [2] stated that the emergence of covid-19 pandemic changes the teaching-learning process in education institutions and has influenced the interaction between teachers and students. However, during the Covid-19 pandemic it became an essential element for maintaining the activity of schools and universities.

Thus, teachers and students are jointly responsible for solving the spread of Covid-19 by avoiding face-to-face meetings that involve large number of people. [3] showed that both teachers and students are burdened due to technology limitation and their inability to organize the devices. However, it's not a good idea to provide the students opportunity to involve in mainstream teaching and learning activity. Hence, Internet-based learning is considered an option, an alternative to traditional learning by using some learning applications provided [2]. It's taken into account as the alternative since it can help schools keep going.

More than that, the available evidence suggests that the use of information technologies is intended to expand access, improve instructional quality and reduce costs associated with traditional instruction [4]. Therefore, the Indonesian Ministry of Education and Culture supports efforts to prevent the spread of COVID-19 by issuing a Decree of the Minister of Education No. 4 of 2020. The important point of this regulation is that it requires all schools at all levels (Kindergarten to Higher Education) in Indonesia to keep carrying out learning activities from home by implementing online learning to provide students learning experience.

The emergence of the reality of online learning during pandemic of covid-19 has challenges and opportunities that simultaneously affect the achievement of students' English learning goals. Teachers and students not only experience challenges in carrying out learning activities. They also found many advantages that should be appreciated through various opportunities and uses of technology that might not be known before. In reference to this concept, it's important to explore the challenges that English teachers and students experience in carrying out learning activities during the Covid-19 pandemic as well as opportunities that can be taken to improve English language skills and develop digital skills and competence of teachers and students.

2 Research Method

2.1 Research Design

The type of this research is literature study. It is conducted to obtain the necessary data by reading the literature sources. The data of this study were taken from articles of online journals, printed textbooks, e-book, law regulations, and other relevant sources.

2.2 Data Collection Procedures

The purpose of this literature study is to explore challenges and opportunities in the English teaching and learning activities during the COVID-19 pandemic. The data were obtained from online journal articles, electronic books, government regulations, and other references related to the research conducted. The search keywords include online learning during the covid-19 pandemic in Indonesia, challenges and opportunities in English language teaching and learning during covid-19 pandemic in Indonesia. The inclusion criteria used in this study were online

English teaching and learning journals during the covid-19 pandemic in Indonesia, published 2019-2021. However, it is also open to journals or e-books published in 2010 - 2019. Data were obtained from national and international journals.

2.3 Data Analysis

In analyzing the data, the researcher followed the steps developed by Miles and Huberman (1994). The researcher collected the online journals, e-book and regulation related to teaching and learning activity in the period of covid-19 pandemic. Then the researcher did the data coding by classifying the data into categories and gave the code to each of them. There were four categories, namely journals discussed about challenges in online learning during the covid-19 pandemic in Indonesia (JC), Journals discussed about opportunities online learning during the covid-19 pandemic in Indonesia (JO), E-book discussed about online learning application (EBO), and government regulation related to teaching and learning in the period of covid-19 pandemic (GR). After classifying the data, it was made the data reduction by focusing on the data to answers to the research questions. At the next step, the researcher displayed the data in the form of a descriptive text. The final step is drawing conclusion.

3 Result and Discussion

During the Covid-19 outbreak, it's obvious that online learning has become an inevitable choice for education institutions. Teachers can still teach, and students can still study from their own homes. Many studies on language teaching and learning in Indonesia have been conducted during Covid-19. Most of the studies revealed that either teachers or students find obstacles during teaching and learning process [5]. However, through the study, the writer is trying to explore other perspective of teaching and learning activity during this covid-19 pandemic. The impact of Covid-19 pandemic is not only to emerge problems. From other perspectives, the emergence of Covid-19 brings opportunities or benefits to teachers and students in the context of teaching and learning activity.

3.1 Challenges

Currently, Indonesia is known as developing country. One of the indicators that refers to the label is that the development of information and technology is in the progress to sustain and help Indonesian people undertaken various activities in every aspect of lives. Teaching and learning activity are one of the activities that using technology during this current situation. It's obvious that, both teachers and students as the main actors in the teaching and learning activity face challenges due to the emergence of Covid-19 pandemic. Based on some empirical studies that have been conducted in Indonesia context, the writer identified some findings on the challenges teachers and students encounter in English language learning and teaching during this covid-19 pandemic as follows

3.2 Learning Facility to support online learning

Learning facility is one of the keys determining the success of English language learning and teaching activity during this covid-19 outbreak. The absence of learning facility affects the achievement of learning objectives that have been set up at the beginning of teaching and learning process. Some common and most facilities that are used for online learning during covid-19 pandemic are video, audio, internet data, e-book, online journal, websites, online

learning applications or platforms, computer, Smartphone and other facilities related to internet. However, some students don't possess computer or Smartphone as the media to support online learning due to their parents' financial problems. Other problems are also related to locations where students live. Students who live in the remote places have very limited even no access to internet networking which hinders the application of online learning. [6] through her study found that some students do not have devices such as gadgets or computers to support them in applying online learning. Some of them used their parents' devices, but they have to take turn in using the devices. It becomes a great problem for the students whose parents get home from work at night.

They hold the devices when teaching and learning activity is over. Other studies also mentioned that the absence of internet quota and phone low battery are the challenges students face in the online learning during Covid-19 outbreak [7]. If it refers to the findings through some studies conducted by the researchers, it can be said that learning facility is the major problem that hinder the implementation of online learning during covid-19 outbreak. The absence of learning facility causes the absence of teaching and learning activity. It's due to various obstacles in the macro scope such as having different of information and technology infrastructure in different areas in Indonesia, parents' financial problems, and school's readiness to shift from offline learning to online one.

Based on this perspective, the writer hesitates whether online learning helps students achieve their learning objectives maximally during this covid-19 pandemic. In Indonesia context, the presence of English teacher as role model and facilitator determines the success of students learning goals. Returning to direct face-to face meeting is the option to overcome the problems and challenges related to facilities encountered in online teaching and learning activity during covid-19 while consistently and strictly following health protocols.

3.3 Teacher's Ability to Use Digital Technology

The use of technology is the only option to make the learning and teaching occurs during this covid-19 pandemic. This is applied to assist reducing the spread of viruses in the crowd. By using technology, it's supposed that interaction between teachers and students are taking place, materials are delivered and students obtain what they need from the learning process. The problem is that not all teachers are able to use computer and gadget in online learning. Teachers who had never engaged in any form of online learning felt hopeless and faced difficulties to deliver materials through online learning to their students.

In order to overcome the difficulties, they called the students who had smart phones and gave the students take home assignments [8]. Some of the teachers are unable to access information from internet, use various learning applications, and make media for lesson video [9]. [10] through their study on Strategies and Problems Faced by Indonesian Teachers in Conducting E-Learning System During COVID-19 Outbreak found that some of the teachers were categorized as an old teacher. It also affects their effort and ability in struggling with e-learning technology.

Those old teachers, then tend to turn over the assignment to the homeroom teacher. [2] also showed teachers' disability to adapt their teaching style, or to properly interact with students in the online environment in order to assure high standards of the teaching process. Teachers didn't have technical skills that can be shown in their ability to use different functions of E-learning platform.

Teachers' ability to use technology is one of the key factors determining the success of teaching and learning activity during online learning in the covid-19 pandemic. Moreover, teachers' ability to innovate in designing and gathering materials, learning methods, and

choosing the best applications in line with the material and techniques will examine their success in conducting online learning in the Covid-19 pandemic situation. Creativity is the key to a teacher's success to be able to motivate students to keep their enthusiasm in learning online [10]. If the teachers aren't able to use technology, they can't manage the classroom and aren't able to deliver materials to the students.

To this extend, teachers' technological knowledge is needed as their prior exposure to online learning. By having adequate knowledge on technology, they are not only able to manage the classroom and deliver the materials but also transfer the technological knowledge to their students. Since the need for education cannot be postponed during covid-19 pandemic, school authorities all over Indonesia engage the teachers with learning technology application through training or workshop on the use of learning technology which help them and their students achieve the learning objectives.

3.4 The Challenge in Preparing the Suitable Material suits to Online Learning during the Covid-19 Pandemic

Younger generation known as "digital native" because they are closer to "new language" of computer and have positive attitude toward the use of ICT in the classroom, and it surely will influence their motivation and achievement. Therefore, it is the challenge for the lecturers to determine and to prepare digitalized material which is interesting and motivating for the students during this Covid19 pandemic [10]. Challenges are related to the difficulties of pedagogies with technologies, designing interactive activities, enhancing formal learning, gaining students' support, and dealing with problems in the use of technology [11].

These difficulties then affect students' commitment to stay focus on the learning materials. Students honestly mentioned online learning weakens their commitment in learning. They are getting lazy when they are less of control and guidance by their teacher. They also mentioned that it easy for them to get distracted when they are learning or doing the assignments. [12] stated that there are some other difficulties that can be found in fully online learning. They deal with maintaining persistent engagement, becoming a self-directed learner with high motivation, and socializing.

Some studies also have investigated that it's needed a bigger investment in online learning than face to face class. It's also spending more time to make better preparation [13]. It's also related closely to teachers' difficulty in explaining the materials. [3] through their study found that there was a total of 85.7% of the teachers complaining the way they had to explain online. Some of the lessons had to be explained very clearly during the normal meeting. The teachers got frustrated in explaining them online for it was not easy to make sure that the students understood the explained materials.

To this extend, the teacher must be skillful since online students can feel like in isolation and disconnection. Students should be more responsible and autonomous. They have to be self-directed learners with high motivation who spend time effectively to prepare. It becomes a new challenge on how to teach students with low cognition and various learning style in online learning environment. Teachers found it difficult to deliver the materials to the students who need extra guidance in learning. It happens to the students with low cognition.

Moreover, teachers found it difficult to provide learning experience in accordance with their learning style. Consequently, students cannot achieve mastery on the subject optimally since they are not provided with learning experience which suits their learning style. It is hard and takes lots of time to prepare various learning experiences based on each student learning style in online learning environment. Even some students complain about the workload they have to do in online learning. They suffer from lots of tasks and projects assigned to them with

deadlines. It's a complex task for teachers to make the learning objectives achieved along with this challenge. English teacher is supposed to improve English competency, digital skill, learning method and techniques to cope with this challenge.

3.5 Students' difficulties to understand the subject materials

During teaching and learning activity within this covid-19 plague, online learning is the only suitable method to deliver teaching materials to the students. Teachers use various kinds of learning media such as video, e-book, power point and other relevant media which help students understand the materials learnt.

However, some studies revealed that students are having difficulties in understanding the subject matter comprehensively by using such kinds of online learning media. [6] found that the problems that students encounter in online learning are that they understand the materials learnt in accordance with their own interpretation and point of view. A number of students make a phone call to their teachers to ask for further explanation about the material that had been presented online. Even it's more extremely said that, online learning system is only effective for giving assignments and quizzes to students. If it refers to this study finding, the objective of language learning and teaching is hardly ever achieved optimally.

It's supposed that students understand the materials given by the teacher in the classroom setting in order to be able to undertake further learning activities such as doing assignments, quizzes or implement the materials in daily interaction or communication. [1] identified that students find it difficult to understand the learning materials because of lack of interactions and feedback given by the teachers. If the teacher is not able to choose and apply suitable and effective method or strategy in giving instruction and delivering the material, it's difficult to accommodate the learning to run as what expected.

The choosing of appropriate method and strategy is one of the key factors determining whether the materials delivered and students understand the subject matter. To this extend, both English teachers and students are supposed to prepare all facilities that support and help them deliver and accept the materials smoothly.

Moreover, they should be able to operate the technology in particular learning applications in order to create learning circumstances that possibly gain the learning objectives. Students are also supposed to possess the commitment to conduct self-directed learning. It's important for students to possess positive motivation for Self-Directed Learning. It helps them initiate effort to carry out SDL strategies, to find resources and to persist when they encounter difficulties [14].

4 Opportunities

4.1 Teachers and students engage to learning technology

Technological integration in the teaching and learning has been introduced which is known as SAMR (Substitution - Augmentation - Modification - Redefinition). It offers four levels of selecting, using, and evaluating technology in education. By using SAMR teachers are encouraged to share the presentation materials through website and develop their uses of technology by moving from substituting technology to redefining their teaching and students' learning [8].

By the condition of covid-19, teachers and students who previously never knew how to use technology in language learning and teaching become familiar with online learning system. By

using technology to deliver teaching materials teachers automatically learn how to use it. By using technology to receive the materials from their teacher, students as well learn how to use it. Both teachers and students achieve the benefits from language teaching and learning activity during covid-19 is that the more time they use learning technology the more they familiar with it. Fitriah through her study revealed that the teacher she interviewed proposed the opportunity teachers and students obtained from online teaching and learning activity during covid-19 outbreak.

The benefits they obtained are 1) Online learning system helps learners to learn English. It's an excellent system. 2) Students are motivated to learn by applying online learning system. 3) Online learning system is helpful. It's possible to be applied when a face-to-face meeting is unable to be conducted. 4) Online learning system guides the lecturers to handle subjects efficiently and effectively from a distance. 5) By using online learning, students are more motivated to ask more questions than when learning in the classroom. It will be beneficial and useful to help the students understand the materials more effectively [9].

Some of the free online platforms were beneficial for language learning such as WebEx Meeting, Zoom, Google Meet and Jitsi Meet. They are the solutions for teachers and students who have lack of direct interactions during the online learning. It's even suggested that the government or the university provide a certain application for teachers and students to support the online learning during Covid 19 outbreak. By experiencing using technology in online classroom, teachers were found literate with the various search engines to compile materials and enhance language learning [5]. Teachers have the capability of using various learning apps. They as well are more confident to use technologies in the classroom. In organizing online classroom, teachers are seen to bring engaging tools such as Kahoot, Quizziz, and Menti to the classroom. It shows teachers' preparedness to shift from offline classroom to online one from the students' perspectives [15].

4.2 Students more Engage the Independent Learning

In reference to the policy made by Minister of Education and Culture, students learn from their own home to reduce the spread of covid-19. Students obtain information or learning materials from any places as long as they are connected to internet. They don't have to go to school and have direct face to face interaction with their teachers. In this condition, students become independently manage time to do learning activity by their own. Most of the teacher's role is to be facilitator that mediates students learning objectives. This condition gives opportunity to students and teachers to implement independence in learning. Students and teacher become free to explore [16].

They can do learning activity anywhere, from the house, the room, the garden, the boarding room, or dormitory as long as the desire to think from humans is contained. Some studies even try to correlate the positive impact of the emergence of covid-19 outbreak with the policy of "Merdeka belajar" made by Indonesian Minister of Education and Culture. During this challenging situation, students are encouraged to implement Merdeka Belajar in specific context which means freedom of learning. Students are given opportunity to learn as freely and freely as they can to learn calmly, relax and happily.

They are as well given the opportunity to learn with paying attention to their natural talents. They are not forced to learn a field of knowledge outside their hobbies and abilities. It's further stated that if freedom of learning is fulfilled, it will create "independent learning" or "independent learning" and the school is called an independent school or a free school [16]. Independent learners are able to plan, monitor and evaluate their own learning [17].

For adult learners, the implementation of independent learning encourages them to be responsible for their own learning for the improvement of their learning objectives. Independent learning or Self-directed learning is the way of acquiring new information, ideas, abilities, attitudes and experiences for most adults. Self-directed individuals can display moral autonomy and diverse emotional and intellectual characteristics [18]. If it refers to that concept, adult students in Indonesia obtained more opportunity to engage and undertaken independent learning during covid-19 pandemic. Adult or university students are more prepared than learners from elementary to senior high schools.

However, by following government's policy to learn from home and undertake online learning elementary students and high school students gain the opportunity to engage independent learning. It's teachers' role to have students stay motivated. It's as well teacher's role to always monitor students learning activity which is conducted in their own plan, monitoring and evaluation.

4.3 Changed Practices and Perspectives

During covid-19 pandemic there are many things changed in every aspect of human's life either positively or negatively. Through this current article, the writer focuses on the positive change of covid-19 pandemic in particular dealing with practices and perspectives on English language learning and teaching in Indonesia context. Some changed practices that can be identified are as follows; The characteristics of online learning which is mostly implemented within covid-19 pandemic are no time zones, location, and distance. In asynchronous online learning, students can access the online materials anytime [10].

In synchronous online learning, students can involve in real-time interaction between students and teacher. Students can use the internet to access up-to date and relevant learning materials, and can communicate with experts in the field which they are studying. Furthermore, tutoring can be done anytime and anywhere. Students can see and obtain online materials that have been updated. They also can see the changes. Moreover, students are provided more online learning resources that can be accessed easily. The Ministry of Education and Culture has joined forces with seven online learning platforms namely Smart Classes, Quipper, Google Indonesia, Sekolahmu, Zenius, and Microsoft.

Teachers and students take the advantage of these facilities since they are accessed publicly and freely. Some online learning platforms that can be accessed by students and teachers to increase learning resources include Google Indonesia, Sekolahmu, Smart Classes, Zenius, Quipper, and Microsoft [16]. Other changed practice is redesigning course strategies. It's conducted to support the use of interactive learning in online settings with the use of multimedia tools. The incorporation of online tutorials, automated feedback, small discussion groups, and a supportive learning community to assist students in content mastery are the key components of course redesign [3].

By using and integrating technology in everyday teaching and learning activity, it's considered that technology play an important role in making education run well in facing problems of pandemic. Technology becomes an important thing in the processes of English language learning and teaching [9]. The students can certainly learn English by using technology, where there are many different types of technology, both new and old, which support English language teaching.

4 Conclusion

The application of English language Teaching and learning during covid-19 pandemic is greatly facing dynamic and complexity. Both teachers and students are forced to resolve the challenges in order to achieve learning objectives. Some challenges that have been identified are 1) Learning facility to support online learning, 2) Teacher's ability to use technology, 3) Challenge in preparing the suitable material suits to online learning during the covid-19 pandemic, 4) Students' difficulties to understand the subject materials. However, the emergence of covid-19 pandemic doesn't only bring challenges to English language learning and teaching in Indonesia.

Some studies have revealed that there are also opportunities that can be taken from the plague which are in the latter stage used by both teachers and students to maximize the application of language learning and teaching to possess the language skills and language aspects as the objectives of English language learning and teaching. The opportunities that have been identified are as follows; 1) Teachers and students engage to learning technology, 2) Students More Engage the Independent Learning, and 3) Changed Practices and Perspectives. Further task that should be undertaken by the teacher is to take responsibility for keeping a balanced in order that the challenges are reduced and the opportunities are taken maximally to make the learning objectives achieved as planned prior to the teaching and learning activity.

References

- [1] A. E. P. Atmojo and A. Nugroho, "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia," *Regist. J.*, vol. 13, no. 1, pp. 49–76, 2020.
- [2] C. Coman, L. G. Țiru, L. Meseșan-Schmitz, C. Stanciu, and M. C. Bularca, "Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective," *Sustain.*, vol. 12, no. 24, pp. 1–22, 2020.
- [3] R. Lestiyawati and A. Widyantoro, "Strategies and problems faced by Indonesian teachers in conducting e-learning system during covid-19 outbreak," *J. Cult. Lit. Linguist. English Teach.*, vol. 2, no. 1, pp. 71–82, 2020.
- [4] M. Bakia, L. Shear, Y. Toyama, and A. Lasseter, "Understanding the Implications of Online Learning for Educational Productivity," *Educ. Technol.*, pp. 1–75, 2012.
- [5] N. Nartiningrum and A. Nugroho, "Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials," *ENGLISH Fr. Acad. J. English Lang. Educ.*, vol. 4, no. 2, p. 115, 2020.
- [6] L. Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution," *J. English Lang. Teach. Lit.*, vol. 2, no. 1, p. 39, 2021.
- [7] A. Ariyanti, "EFL Students' Challenges towards Home Learning Policy During Covid-19 Outbreak," *IJELTAL (Indonesian J. English Lang. Teach. Appl. Linguist.)*, vol. 5, no. 1, p. 167, 2020.
- [8] A. Lie, S. M. Tamah, I. Gozali, K. R. Triwidayati, T. S. D. Utami, and F. Jemadi, "Secondary School Language Teachers' Online Learning Engagement During the Covid-19 Pandemic in Indonesia," *J. Inf. Technol. Educ. Res.*, vol. 19, pp. 803–832, 2020.
- [9] T. N. Fitria, "Teaching English through Online Learning System during Covid-19 Pandemic," *Pedagog. J. English Lang. Teach.*, vol. 8, no. 2, p. 138, 2020.
- [10] R. P. Rahayu and Y. Wirza, "Teachers' Perception of Online Learning during Pandemic Covid-19," *J. Penelit. Pendidik.*, vol. 20, no. 3, pp. 392–406, 2020.
- [11] T. M. Gureckis and D. B. Markant, "Self-Directed Learning: A Cognitive and Computational Perspective," no. September 2012, 2014.

- [12] A. Nugroho, D. Ilmiani, and A. Rekha, "EFL Teachers' Challenges and Insights of Online Teaching amidst Global Pandemic," *Metathesis J. English Lang. Lit. Teach.*, vol. 4, no. 3, p. 277, 2021.
- [13] P. Scroll and D. For, "Why Are Students' Self-Initiated Contributions Important? A Study on Agentic Engagement," vol. 8, no. 3, pp. 291–315, 2020.
- [14] P. Van Deur and R. Murray-harvey, "The inquiry nature of primary schools and students' self-directed learning knowledge," vol. 5, no. 5, pp. 166–177, 2005.
- [15] K. Situmorang, D. Y. Nugroho, and S. M. Pramusita, "English Teachers' Preparedness in Technology Enhanced Language Learning During Covid-19 Pandemic – Students' Voice," *Jo-ELT (Journal English Lang. Teaching) Fak. Pendidik. Bhs. Seni Prodi Pendidik. Bhs. Ingg. IKIP*, vol. 7, no. 2, p. 57, 2020.
- [16] A. Abidah, H. N. Hidaayatullaah, R. M. Simamora, D. Fehabutar, and L. Mutakinati, "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of 'Merdeka Belajar,'" *Stud. Philos. Sci. Educ.*, vol. 1, no. 1, pp. 38–49, 2020.
- [17] M. Aktivitas, K. B. Mahasiswa, and I. K. Suardana, "Implementasi Model Belajar Mandiri Untuk," pp. 56–65, 2010.
- [18] M. B. Turan, P. Education, and P. Education, "The Impact of Self-Directed Learning Readiness on Critical Thinking and Self-Efficacy among the Students of the School of Physical Education and Sports," vol. 7, no. 6, pp. 98–105, 2018.