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College Students' Readiness for Online Learning: An Exploratory Study

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Abstrak

Perguruan tinggi melakukan berbagai penyesuaian dalam menyelenggarakan pendidikan untuk menghasilkan lulusan yang berkualitas. Salah satunya adalah perubahan metode belajar dari tradisional ke campuran atau sepenuhnya online. Perguruan tinggi harus memulai mempersiapkan mahasiswa untuk mengikuti pembelajaran online, terutama dimasa pandemi. Kesiapan mahasiswa untuk belajar akan menentukan keberhasilan pendidikan online. Tujuan dari penelitian ini adalah menilai kesiapan mahasiswa belajar online di perguruan tinggi. Metode kuantitatif digunakan dengan kuesioner online yang menggunakan Google Form yang dibagikan kepada 473 mahasiswa Universitas Al Washliyah Labuhanbatu. Temuan Kesiapan Belajar pada mahasiswa Universitas Al Washliyah Labuhanbatu menghasilkan skor rata-rata 69 persen. Dengan peringkat kesiapan 88,9 persen, kompetensi sosial antara mahasiswa menjadi faktor terpenting. Berdasarkan faktor tersebut, dapat dikatakan bahwa siswa dapat bersosialisasi secara efektif dengan teman sekelasnya disaat belajar online.

Kata Kunci: kesiapan belajar, pembelajaran online

Abstract

Universities make several alterations to their educational programs in order to generate high-quality graduates. One is a shift away from traditional blended learning toward entirely online learning. Universities must begin preparing students for online education, particularly in the event of a pandemic. The student's readiness to study is critical to the success of online education. The goal of this study was to determine students' readiness to pursue higher education online. A Google form was used to deliver an online questionnaire to 473 students at Al Washliyah University Labuhanbatu. Online Student Learning Readiness scores for students at Al Washliyah University Labuhanbatu averaged 69 percent. With an 88.9 percent readiness rating, social competency is the most critical criterion. Based on these variables, one may conclude that students can efficiently socialize with their classmates while studying online.

Keywords: readiness to learn, online learning

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INTRODUCTION

Higher education is the driving force behind nation-building. Higher education must be capable of producing graduates with the necessary capabilities for the workplace. Institutions of higher education must adapt to changes in their immediate environment, such as advances in technology. Higher education must be able to use technological advancements in order to develop high-quality human capital. Universities make several adjustments to the way they teach in order to generate high-quality graduates. One of them is the shift away from traditional education toward hybrid and entirely online modes of instruction (Laili & Nashir, 2021) (Samsir et al., 2021) (Tang et al., 2021).

Universities make a variety of adjustments to the way they deliver education in order to generate high-quality graduates. One of them is the shift in educational techniques from traditional to hybrid and entirely online (Sahir et al., 2021). Universities must begin by preparing students to participate in online learning activities. The readiness of students to learn will decide the success of online education. Students must report positively on their characteristics as online learners, time management, communication, and technical ability. Higher education is responsible for introducing e-learning and also for educating students for this type of learning (Firmansyah, 2021) (Rafique et al., 2021).

Students who are willing to participate in online learning will benefit from effective self-directed learning. Student achievement is mainly determined by self-directed learning. Students' willingness to learn online can also help enhance favorable opinions of education and student happiness. According to this theory, higher education must pay close attention to students' preparation for online learning. This rationale is that willingness to learn is a strong predictor of success in reaching learning objectives (Ritonga et al., 2022) (Jupriaman et al., 2021).



Figure 1. Students' Concerns Regarding Online Learning (Witherow, 2020)

Isolation measures and campus closures have a significant impact on universities, with lecture rooms and campus grounds previously filled with students now deserted. It is only logical that the change to online learning has had a significant influence on students' study abroad experiences because campus time is typically a key component. According to a survey (Witherow, 2020) in figure 1, students who have taken online classes so far have given it an average rating of 2.9 out of 5. In comparison, students presently studying abroad gave their experience a 4.2 out of 5 in our last poll. Some of their worries regarding online courses were highlighted as a reason for the positive reaction to these classes (Rafique et al., 2021).

Previous research on the preparation for online learning has included a number of studies. According to research conducted on 293 undergraduate students at public and private institutions in Indonesia, academic stress moderation has a considerable influence on online learning preparedness (Akmal & Kumalasari, 2021). If the connection between students' preparation for online learning and their desire to participate in it is not

thoroughly considered, then a mistake might be made. E-learning solutions can assist improve learning results by requiring less time and resources (Saeed et al., 2021).

In another study on class VII students in Simpang Tiga Laebingke District of Sirandorung North Sumatera, the readiness of online learning in the pandemic period resulted in an average readiness of students in online learning is 65.33 with less categories (Siagian et al., 2021). While the confidence dimension in using computers or the internet for learning activities, the control dimension in an online context, and the confidence dimension in conducting online communication are all less than the average dimensions, namely 8.77, 8.95, and 10.28, respectively, in the evaluation of new students in the IAIN Pontianak Dawah Management, the confidence dimension in using computers or the internet for learning activities, the control dimension in an online context, and the confidence dimension in conducting online communication (Syifa, 2021).

The goal of this study is to assess students' readiness for online education in higher education. The mixed-methods technique was combined with an online questionnaire generated on a google form survey and distributed to 100 students at Al Washliyah Labuhanbatu University. To enhance the application of online learning in higher education, it is required to assess students' readiness to engage in online learning activities.

RESEARCH METHOD

The purpose of this study is to determine how prepared students are to participate in online learning. For this study, a proportional stratified random selection procedure was used to pick 100 students from Universitas Al Washliyah Labuhanbatu. The Student Online Learning Readiness (SOLR) tool is used to gauge students' level of preparedness for online learning and subsequent course selection (Li et al., 2021) (Almahasees et al., 2021). Student Online Learning Readiness (SOLR) is assessed using four components (i.e., social competencies with the instructor, communication competencies, social competencies with classmates, and technical competencies). Researchers have confirmed the clear correlations between four of the SOLR model's components and learning outcomes or student satisfaction in an online classroom (Yu, 2018) (Solihat et al., 2020).

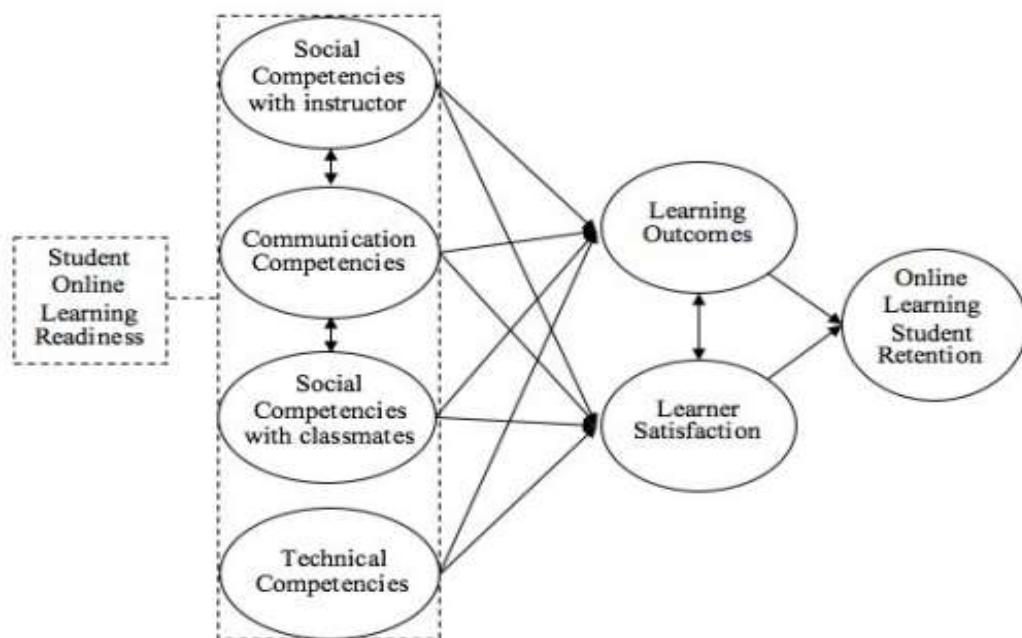


Figure 2. SOLR Model (Yu, 2018)

Furthermore, it has been shown that learning results and student satisfaction have a significant impact on student retention rates in online learning. A student's ability to interact with their teacher and peers, as well

as their ability to use technology, play an important part in enhancing student retention in online learning in the Student Online Learning Readiness Model (SOLR) (Yu & Richardson, 2015) (Frolova et al., 2021).

When doing this study, cluster stratified random sampling was employed as the sampling strategy. Intending to collect random samples from groups rather than individual people, cluster stratified random sampling was chosen as the method of choice. The Slovin formula was used to analyze data from 473 students at Universitas Al Washliyah Labuhanbatu, with an error rate of 8% (Elmanora et al., 2021).

RESULTS AND DISCUSSION

Student preparedness for online learning (SOLR) is assessed using four components (i.e., social competencies with the instructor, communication competencies, social competencies with classmates, and technical competencies). Researchers have confirmed the clear correlations between four of the SOLR model's components and learning outcomes or student satisfaction in an online classroom. The results of the questionnaire are then tabulated so that student online learning readiness can be known as shown in table 1.

Table 1
Student Online Learning Readiness Instruments

Factor	No.	Items	Yes %	No %	Readiness
Technical Competence	1	Do you have trust in your ability to use computer technology?	312	66	161 34
	2	Do you have a strong understanding of computer-based technology?	279	59	194 41
	3	Use a computer for convenience?	389	82.2	84 17.8
	4	Do you have the ability to explain the advantages of using computers in education?	298	63	175 37
	5	Is it possible for you to use computer technology as a tool in your personal education?	413	87.3	60 12.7
	6	Do you have an interest in participating in computer technology-related educational activities?	458	96.8	15 3.2
Social Competence with Lecturers	7	Does the lecturer create self - confidence to ask questions?	279	59	194 41
	8	Confidence in starting discussions with lecturers?	302	63.8	171 36.2
	9	Confidence in requesting help from lecturers?	289	61.1	184 38.9
	10	do you have faith in your ability to tell others in a timely manner when unforeseen circumstances arise?	176	37.2	297 62.8
	11	Do you have the confidence to express your thoughts to lecturers in a respectful manner?	287	60.7	186 39.3
Social Competence with Classmates	12	Do you confidence builds classmate relationships?	410	86.7	63 13.3
	13	Are you self-assured in your ability to pay attention to the social activities of other college students?	391	82.7	82 17.3
	14	Are you confident in your ability to adapt your social interaction abilities to different situations?	387	81.8	86 18.2

Communication Competence	15	Do you have the confidence to begin interactions with your classmates?	444	93.9	29	6.1
	16	Do you interact with your classmates in a respectful manner?	470	99.4	3	0.6
	17	Are you confident in expressing your thoughts in writing for the interest of others?	78	16.5	395	83.5
	18	Is it possible for you to give other people constructive and proactive comments, even if you disagree with them?	411	86.9	62	13.1
	19	Do you have the capacity to convey your thoughts in writing so that others can understand what you are trying to communicate?	143	30.2	330	69.8
	20	Is it possible for you to give other people constructive and proactive comments, even if you disagree with them?	411	86.9	62	13.1

Technical Competence

According to the tabulation findings of 473 students assessed on technical competence elements, an average of 359 participants showed confidence in their ability and an average of 113 was doubtful. Student Online Learning Readiness gets a score of 76 percent of all packaged students in this factor. As seen in Figure 1, the highest questionnaire response indicates a student's desire to use computers and technology to aid in their learning activities. While the lowest questionnaire score is in students' grasp of computer-based technology. Overall, this characteristic strongly opposes Student Online Learning Readiness.



Figure 3. Technical Competence Readiness

Social Competence with Lecturers

Table 1 shows the tabulation results of 473 students surveyed about their social competency with lecturers. An average of 266 students showed confidence in their competence, while an average of 206 was doubtful. Student Online Learning Readiness gets a score of 56.4 percent of all packaged students in this factor. Figure 2 shows that the highest questionnaire score is in the student's confidence to discuss with his lecturer. While the lowest rating is in students' inability to think critically in unexpected situations. This aspect is inconclusive in terms of Student Online Learning Readiness.



Figure 4. Social Competence with Lecturers

Social Competence with Classmates

According to the tabulation findings of 473 students surveyed for the Social Competence with Classmates factor, an average of 420 participants showed confidence in their competence, while an average of 52 was uncertain. Student Online Learning Readiness gets a score of 88.9 percent of all packaged students in this factor. Figure 3 shows that the greatest questionnaire score is in the students' confidence to interact actively with one another. While the lowest questionnaire score is due to students' inability to adjust their social interaction abilities in specific scenarios. Overall, this characteristic strongly opposes Student Online Learning Readiness.

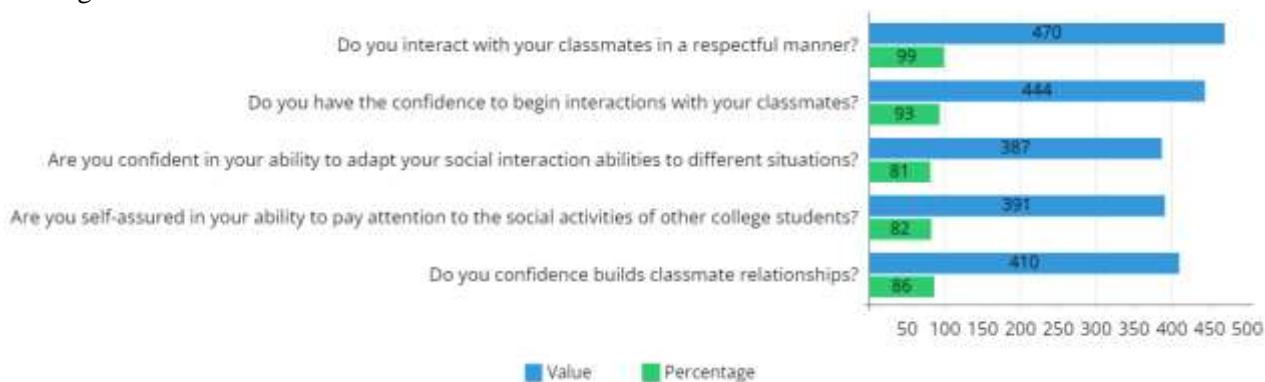


Figure 5. Social Competence with Classmates

Communication Competence

According to the tabulation findings of 473 students surveyed on communication competence, an average of 260 participants showed confidence in their competence and an average of 55 were doubtful. Student Online Learning Readiness gets a score of 55.1 percent of all packaged students in this factor. As indicated in Figure 4, the highest questionnaire score is in students' willingness to provide good suggestions to other students. While the lowest score is in the capacity of students to write and express ideas. This aspect is inconclusive in terms of Student Online Learning Readiness.

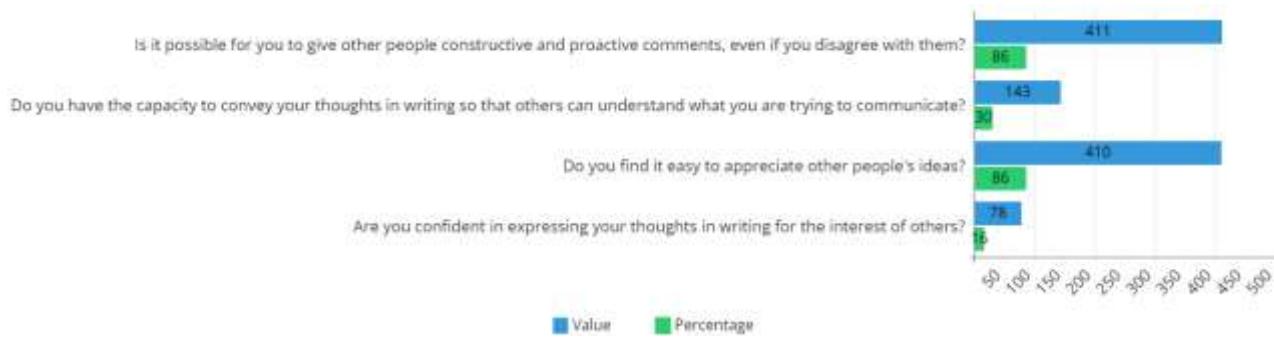


Figure 6. Social Competence with Classmates

Student Online Learning Readiness

The findings of a tabulation of Student Online Learning Readiness in 473 Al Washliyah Labuhanbatu University students produced an average score of 69 percent. With an 88.9 percent readiness rate, the element of social competence with classmates becomes the most valuable aspect. The lowest readiness percentage is in Communication Competence, which has a readiness score of 55.1 percent. Figure 5 depicts the entire findings of Al Washliyah Labuhanbatu University's Student Online Learning Readiness students.

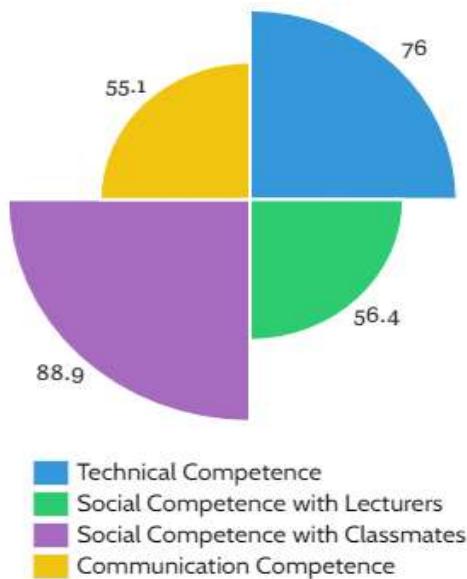


Figure 7. Tabulation of Student Online Learning Readiness

CONCLUSION

College Students' Readiness for Online Learning in Al Washliyah Labuhanbatu University students using student online learning readiness instruments is 69 percent. With a readiness rating of 88.9 percent, social competency with students was the most important factor. Based on this factor, it can be claimed that students can socialize effectively with their friends. The lowest factor, with a readiness rating of 55.1 percent, is Communication Competence. Based on this factor, it is possible to conclude that students' competency is lacking, particularly in communication and writing abilities.

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