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ABSTRACT

The slowing spread of Covid-19 infections has brought positive changes in the education sector. The issue of implementing limited face to face learning begins to excite students in gaining knowledge. Online learning effects for approximately two years was relatively difficult to keep students away from themselves. This study aims to determine how the level of student learning readiness in facing offline learning. This was quantitative research with a survey type. The population were State vocational high school 2 Kendari students, totaling 558 students. The sample was drawn randomly with a magnitude estimated using the Slovin formula at a significance of 5% so that the total sample size was 233 students. Data were collected by learning readiness scale. Data were analyzed descriptively and comparative statistics. The results showed that the learning readiness of State vocational high school Negeri 2 Kendari students was in the high category and female students had a higher level of learning readiness than male students.

INTRODUCTION

Since the announcement of the findings of the first case of Covid-19 infection in Indonesia, early March 2020, the implementation of education in this country has changed. Students who meet with teachers and other school officials every day, due to health considerations are instructed to study from home. This
activity is known as online learning or learning from home. The Instruction for online learning stated in Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease Emergency Period.¹

Online learning is a learning method that uses technology and internet networks, ranging from the use of Google Classroom, E-learning, YouTube, WAG, Edmodo, Zoom, Googlemee and other platforms.² Online learning is carried out by utilizing internet technology with a distance learning system, so that learning activities are not carried out face-to-face. Online learning can be done using several media, both print media (modules) and non-print media (audio or video), computers or the internet, radio and television broadcasts.³ Online learning is a learning system that is carried out but virtual⁴. The purpose of online learning is to provide quality learning services in a massive and open network to reach more and more learning space,⁵ and make it easier for students to learn⁶. In general, online learning can be practical because it can be completed without having to go to school, especially for students who demographically live far from school. People in the area need a flexible learning model.⁷

The advantages of efficiency offered by online learning then do not match reality. Various problems have arisen since the implementation of online learning due to the Covid-19 infection. It was reported that 95.2% of students in Padang City experienced academic stress during this distance learning.⁸ Students feel

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⁸ Mutiara Fitriani, "Description of Academic Stress of Middle School Students During Online Learning in Padang City," *Socio Humanus* 3, no. 1 (2021): 76–85.
bored because they do not meet their friends and teachers directly. There was learning saturation, low learning activities, and decreased concentration and motivation to learn among students. In general, of course the desire to immediately learn face to face is something that every student and teacher want.

The longing on face-to-face learning is starting to show a spark of hope. Covid-19 infections in the country are slowly being declared slanting. Weekly Covid-19 cases and deaths in Indonesia continued to decline after the emergency PPKM was implemented as of August 23. In a report, it was stated that in the past week there were 106,050 new national cases, a decrease of 27% compared to the period 14-20 August 2021. The number of deaths continued to experience a significant decline compared to that period, which was 23.5%. Even as of October 30, 2021 it was stated that 96.3 percent of infection cases were declared cured and Indonesia’s active cases were at a level below one percent. So that the Center of Disease Control and Prevention (CDC) declared that Indonesia is safe and allowed to be visited.

The slowing down of Covid-19 infections in Indonesia is starting to change policies in many sectors of life, including the education sector. According to the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs regarding to the Guidelines for the Implementation of Learning in the 2019 Coronavirus Disease (Covid-19) Pandemic, that the face-to-face learning is restricted by meeting health protocol standards. It was also emphasized in that joint decree that face-to-face learning is allowed, not required. This means that for regions which have met the requirements set by the government such as educators and

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education staff who have been vaccinated and areas are already in the green zone, face-to-face learning is allowed to be carried out.

Kendari City, in instance, was designated as a green zone in early October 2021, with a vaccination program rate of 62 percent. A total of 82.75 percent of instructors have been fully vaccinated.\(^{18}\) The basic conditions for holding face-to-face learning on a limited basis were declared satisfied by these requirements. Limited face-to-face learning will be available in Kendari City until September 6, 2021.\(^{19}\)

In particular, the City of Kendari, in early October 2021 has been stated as a green zone with a vaccination program rate of 62% \(^{20}\). And 82.75% of educators have undertaken complete vaccination.\(^{21}\) These requirements have been deemed to have reached the initial requirements for holding face-to-face learning on a limited rate. Until September 6, 2021, limited face-to-face learning be hold in Kendari City \(^{22}\).

The transition of learning activities from online learning to restricted face-to-face learning, although desirable, this is like two sides of a coin. The complacency of students during online learning has the potential to be maintained in face-to-face learning. It may be that the enthusiasm in students is only a form of satisfaction with the release of boredom from staring at the screen for too long during online learning.

State Vocational High School / SMKN 2 Kendari as one of the schools that has implemented the restricted face-to-face learning, faces this the same problem. Based on the results of an interview with an informant in mid-October, it was revealed that students go to school only to meet friends. They go to school only because they will get pocket money, take a walk, or because they haven't seen friends for a long time. According to that informant that students did not bring any study tools to school, they did not bring sports equipment, they were reluctant


to do assignments. The point is that students went to school without preparing anythings related to learning. With a limited learning system, students go to school only when they want. There were even students who were lazy to attend school. The main element needs to be considered in this phenomenon is how students are prepared to learn in the face of face-to-face learning.

Readiness to learn is often used to determine a learner's ability to acquire knowledge and initiate behavioral changes that lead to effective and successful learning outcomes. Readiness to learn is essential to successful learning when it is driven by the act of acquiring and sharing knowledge. Readiness to learn has an influence on learning achievement, academic resilience and learning satisfaction, as well as learning motivation. It can be said that readiness to learn will guide the student to the level his academic performance in learning activities.

The descriptions about aspects of learning readiness which every single student must possess’ it in facing restricted face-to-face learning, need to be explored more deeply. For this reason, the problem of this research is how high is the readiness of students in facing face-to-face learning in SMK Negeri 2 Kendari. While its purpose is to obtain a picture of how high is the readiness of students in facing face-to-face learning in SMK Negeri 2 Kendari. This research is expected to be a reference for stakeholders in schools, homeroom teachers, subject teachers, and Guidance and Counseling teachers to take preventive and curative steps in relation to readiness of student in learning.

Methods

This research was conducted at SMK Negeri 2 Kendari, stating from August to October 2021. This research is a quantitative research with a survey type. The population of this research were all students of class X SMK Negeri 2 Kendari i.e. 558 students. The sample of this research was drawn randomly with the estimated sample size using the Slovin formula at a significance level of 5%. According to this, the sample in this study amounted to 233 students consisting of 214 male students and 19 female students.


Datas of this research were collected through a scale technique. The scale intended in this research is the scale of learning readiness with a total of 30 statements. Scale distributed via google form on the link https://forms.gle/8bv6zn76XELqPi9H6. The datas were analyzed descriptively by using ordinal categorization norms. The estimation of the results of the research is that if the student's score is < 60, then the student's readiness to learn is in the low category. If the student's score is 60 - 90 then the student's readiness to learn is in the medium category. And if the student's score is > 90 then the student's readiness to learn is in the high category. To see if there are differences in students' learning readiness in facing face-to-face learning, in terms of gender, the Mann-Whitney test was carried out with using Statistical Product and Service Solutions.

RESULTS AND DISCUSSION

This section will explain the results of research in relating to the student learning readiness in facing face-to-face learning. The results of the research are presented in the form of a frequency distribution table and SPSS output. The following is an overview of the level of learning readiness of students at SMK Negeri 2 Kendari in facing face-to-face learning.

<table>
<thead>
<tr>
<th>Learning Readiness Score</th>
<th>Category</th>
<th>F</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 60</td>
<td>Low</td>
<td>42</td>
<td>18.03</td>
</tr>
<tr>
<td>60 – 90</td>
<td>Medium</td>
<td>112</td>
<td>48.07</td>
</tr>
<tr>
<td>&gt; 90</td>
<td>High</td>
<td>79</td>
<td>33.91</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>233</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on table 1, we can obtain information that 42 (18.03%) students have a low level of learning readiness, 112 (48.07%) students have a medium level of learning readiness, and 79 (33.91%) students have a high level of readiness. From the frequency distribution point of view, we can understand that the level of student learning readiness is in the moderate category. To obtain an overview of the level of student learning readiness, the average score is calculated using the SPSS which is presented in table 2 below.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Readiness to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>missing</td>
</tr>
<tr>
<td>mean</td>
<td>90.30</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>17.802</td>
</tr>
<tr>
<td>Minimum</td>
<td>41</td>
</tr>
<tr>
<td>Maximum</td>
<td>118</td>
</tr>
</tbody>
</table>

29 Yusuf, Research Methods: Quantitative, Qualitative, and Combined Research.
Based on table 2, we can obtain information that the lowest sample value is 41 and the highest value is 118. The standard deviation value is 17.802 with an average score of 90.30. If the average score is converted into a predetermined categorization norm, it can be understood that the level of learning readiness of students at SMK Negeri 2 Kendari in facing face-to-face LEARNING is in the high category. Students are basically ready to take part in restricted face-to-face LEARNING.

In terms of gender, the acquisition of student learning readiness scores is presented in table 3 below.

<table>
<thead>
<tr>
<th>Learning Readiness Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 60</td>
<td>Low</td>
<td>39</td>
<td>18.22</td>
</tr>
<tr>
<td>60 – 90</td>
<td>Medium</td>
<td>109</td>
<td>50.93</td>
</tr>
<tr>
<td>&gt; 90</td>
<td>High</td>
<td>66</td>
<td>31.84</td>
</tr>
</tbody>
</table>

Based on table 3, we know that for the male gender with 214 students as sample, there are 39 (18.22%) students who have a low level of learning readiness, 109 (50.93%) students who have a medium level of learning readiness, and 66 (30.84%) students with a high level of readiness to learn. For female gender with a sample of 19 students, there are three (15.79%) students with low and medium levels of learning readiness, and there are 13 (68.42%) students with high levels of learning readiness.

The description of student learning readiness based on gender, is presented in table 4 below.

Table 4. Output of Descriptive Statistics of Student Readiness in terms of Gender

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Male Learning Readiness</th>
<th>Women’s Readiness to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>214</td>
<td>19</td>
</tr>
<tr>
<td>missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>mean</td>
<td>88.93</td>
<td>105.63</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>17,774</td>
<td>8.726</td>
</tr>
<tr>
<td>Minimum</td>
<td>41</td>
<td>92</td>
</tr>
<tr>
<td>Maximum</td>
<td>118</td>
<td>118</td>
</tr>
</tbody>
</table>

Based on table 4, we can obtain information that the lowest score for learning readiness for the male gender is 41, while for the female it is 92. The highest score for the male gender is 118, equal to the maximum score for the female gender. The average score for male is 88.93 while for female it is 105.63. These results illustrate that the learning readiness of female students is higher than that of male students. To find out whether the difference is significant or not, the
Mann-Whitney test was carried out. The test was carried out with the help of SPSS which is presented in table 5 below.

**Table 5. Mann-Whitney Test Output**

<table>
<thead>
<tr>
<th>Test Statistics</th>
<th>Readiness to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>878,000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>23883,000</td>
</tr>
<tr>
<td>Z</td>
<td>-4.103</td>
</tr>
<tr>
<td>asymp. Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>

*a. Grouping Variable: Gender*

Based on table 5, it can be seen that the asymp value sig. (2-tailed) of 0.000. The significance value set in this study is 0.05. With a probability value of 0.000 <0.05, it is stated that the difference in learning readiness between male and female students is significant. This means that there is a significant difference between the learning readiness of male and female students. The average score of female learning readiness which is greater than the score of male learning readiness indicates that female students are more prepared to face face-to-face learning than male students.

The readiness factor should be considered in the LEARNING. It is something important. With readiness, the learning outcomes of learning will be better for students. With learning readiness, students are expected to achieve good academic performance. Without learning readiness, students will find it relatively difficult to achieve the best academic performance. Even so, there are six general things that need to be prepared in relation to restricted face-to-face learning plans, i.e.: (1) Preparing a face-to-face learning (PTM / Pembelajaran Tatap Muka) readiness list; (2) Statement of the ability of teachers and education officials to do a face-to-face learning (PTM); (3) License from parents stating that their children allowed to do a face-to-face learning (PTM); (4) PTM and daring learning schedule; (5) Class arrangement; and (6) Seating distance arrangement.

The high level of learning readiness among students should be supported by the availability of supporting facilities and infrastructure from the school as the organizer of face-to-face learning in the Covid-19 pandemic. It can be carried out with careful plans, starting from the preparation of a learning plan by adjusting

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30 Yulikasari and Pramusinto, "The Influence of Learning Readiness, Teacher Professional Competence, and Learning Environment on Motivation to Learn Archival Subjects."


on conditions of the Covid-19 pandemic. The implementation of planned learning as well as learning evaluation. The learning implementation plan is made by the teacher independently, with training and discussions in the Teacher Working Group so that a learning implementation plan is prepared that is suitable for use during the Covid-19 pandemic. The implementation of learning is carried out by dividing class shifts to avoid violating government regulations.34

Relating to the implementation of Guidance and Counseling services, it should be carried out by an innovative services. Service challenges that can be blended learning need to be addressed by preparing service strategies that need to be developed. The combination of face-to-face service practices and online services also needs to be carried out. Service practices by prioritizing social media such as video conferencing, Facebook, and WhatsApp can be prioritized.35 These activities are expected to be able to support and support the performance of Guidance and Counseling teachers (BK) in addition to do face-to-face activities learning. The high learning readiness among students should be kept to maintain student academic success.

CONCLUSION

This research concluded that the readiness to learn in face-to-face way was in a high condition among students. The learning readiness of female students was higher than that of male students. These results need to be explored deeply to find out the factors made female students having a higher level of learning readiness. Finally, innovative educational practices among educators should be carried out to maintain the consistency of student learning readiness. As recommendation, the high level of learning readiness among students should be supported by the availability of supporting facilities and infrastructure from the school as the organizer of face-to-face learning in the Covid-19 pandemic. It can be carried out with careful plans, starting from the preparation of a learning plan by adjusting on conditions of the Covid-19 pandemic. The implementation of planned learning as well as learning evaluation. The learning implementation plan is made by the teacher independently, with training and discussions in the Teacher Working Group so that a learning implementation plan is prepared that is suitable for use during the Covid-19 pandemic.
REFERENCES


Fitriani, Mutiara. "Description of Academic Stress of Middle School Students During Online Learning in Padang City." *Socio Humanus* 3, no. 1 (2021): 76–85.


