



**THESIS**

**THE ROLE OF ONLINE CLASSES DURING THE COVID-19  
PANDEMIC IN PROMOTING SELF-DIRECTED LEARNING:  
PERSPECTIVES OF STUDENTS AND TEACHERS**



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DIRECTED LEARNING: PERSPECTIVES OF  
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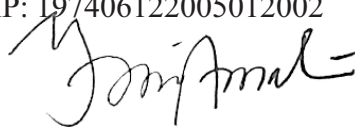
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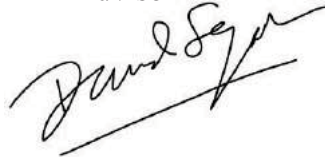
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### **DECLARATION OF AUTHORSHIP**

This thesis contained no materials which have been sent for the award of any other degree or diploma in any university worldwide. And best of this candidate's knowledge belief, it contains no material previously published or written by another person except where due to references are made in the text of the thesis.

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## ABSTRACT

The objective of this research was to explore the role of online learning during the COVID-19 pandemic in promoting self-directed learning skills from the perspectives of students and teachers. Participants were from different universities including students and teachers. Data was collected through a quantitative method including survey questionnaires and interviews. The factors used to examine the ability of SDL of students were generated from Knowles (1975) which was developed by Mentz (2019-2020) and her colleagues. In questionnaire data, the researcher examined SDL factors focused on the ability of students to identify learning goals, take initiative, evaluate learning progress, access learning resources, take responsibility for learning tasks, and overcome learning challenges. The findings suggested that the majority of students recorded positive results. The high score was 92% recorded in the factor of identifying learning goals and the lowest was 38% recorded in the factor of taking initiative. Where around 85% of teachers showed the ability to support the SDL of their students. In interviews, 4 out of 10 students showed a tendency toward SDL and 1 out of 4 teachers showed an ability to support SDL skills. These findings supported the hypothesis of this study which assumed that online learning and its platforms promote the skill of SDL and teachers could use these platforms not only to teach but also to support the SDL skills of their students is achieved.

**Keywords:** online learning, COVID-19, self-directed learning, students, teachers, promoting

## ABSTRAK

Tujuan penelitian ini adalah untuk mengeksplorasi peran pembelajaran online selama pandemi COVID-19 dalam mempromosikan keterampilan belajar mandiri dari persepsi siswa dan dosen. Peserta berasal dari berbagai universitas termasuk mahasiswa dan dosen. Data dikumpulkan melalui metode campuran termasuk kuesioner survei daftar pertanyaan dan wawancara. Faktor-faktor yang digunakan untuk menguji kemampuan SDL siswa dihasilkan dari Knowles (1975) yang dikembangkan oleh Mentz (2019-2020) dan rekan-rekannya. Dalam data kuantitatif, peneliti menyelidiki faktor-faktor SDL yang difokuskan pada kemampuan siswa untuk mengidentifikasi tujuan pembelajaran, berinisiatif, mengevaluasi kemajuan belajar, mengakses sumber belajar, bertanggung jawab atas tugas belajar, dan mengatasi tantangan belajar. Hasil menunjukkan bahwa mayoritas siswa mencatat hasil positif. Nilai tertinggi sebesar 92% pada faktor mengidentifikasi tujuan pembelajaran dan lebih rendah sekitar 38% pada faktor inisiatif. Untuk dosen, sekitar 85% menunjukkan kemampuan mendukung SDL siswanya. Dalam wawancara, 4 dari 10 siswa menunjukkan kecenderungan ke arah SDL dan 1 dari 4 dosen menunjukkan kemampuan untuk mendukung keterampilan SDL. Hasil ini mendukung hipotesis penelitian ini yang mengasumsikan bahwa pembelajaran online dan platformnya mempromosikan keterampilan SDL dan dosen dapat menggunakan platform ini tidak hanya untuk mengajar tetapi juga untuk mendukung pencapaian keterampilan SDL siswa mereka.

**Kata kunci:** pembelajaran online, COVID-19, pembelajaran mandiri, siswa, dosen, promosi

## **DEDICATION**

I honestly dedicate this research to my parents and lovely wife

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