Exploring Students' Online Learning Readiness during Covid-19 Pandemic: A Case of an English Class in an Indonesian Junior High School

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ABSTRACT

Online learning readiness has become crucial and needs to be considered to support E-learning from various perspectives. This article sought to discover the E-learning Readiness (ELR) factors from students' perspectives during the Covid-19 Pandemic. Fifty-two seventh-grade Junior High School students in Indonesia participated in this study. This quantitative research used thirty-nine items in a questionnaire as the data collection instrument modified from Teddy and Swatman's (2006) model known as E-learning Readiness (ELR) factors. The model utilized six factors, namely (1) students' readiness, (2) teachers' readiness, (3) internet access supports, (4) management supports, (5) school culture, and (6) E-learning tendencies. The findings indicated that the students' readiness toward E-learning had an ELR score of 69%, which means they were ready for E-learning but needed slight improvement. The results showed students experienced difficulties (i.e., they were untrained in operating electronic devices, the devices lagged during the online teaching-learning process, and they had trouble following the English material due to the lack of instruction from English teachers) in implementing E-learning. The writer concluded that the student readiness towards E-learning was considered capable and ready but required some improvement from various aspects.

Keywords: covid-19 pandemic; e-learning; online learning; students' readiness; readiness factors

INTRODUCTION

The online learning system has been implemented because schools are impacted by a virus known as Covid-19. Those policies were implemented to close schools and replace the teaching and learning process with an online system, commonly known as E-learning or online learning. E-learning is a teaching-learning process that utilizes the internet and digital media to deliver the learning content. E-learning or online learning is a type of distance learning that uses electronic devices, internet networks, and online platforms for educational purposes (Adedoyin & Soykan, 2020). Online learning allows teachers to share and deliver teaching-learning materials or activities using digital tools. Students can access specific online platforms anytime and anywhere without physically attending the classroom (Alimyar & Lakshmi G, 2021). Various online applications were used in this school, such as Google Meet, Google Classroom, and WhatsApp. It is supported by using the internet so that students can quickly get broader information (Joosten & Cusatis, 2020).

Online learning aimed to facilitate various parties, from schools, teachers, and students. It increases teacher-student interactions and provides various information and learning content in an organized online learning environment (Alimyar & Lakshmi G, 2021). With online learning and the internet, students were expected to follow the learning process without any obstacles, especially for English subjects.

Many benefits of using E-learning were inseparable from the challenges faced, particularly harming students' academic performance, affecting students' economic situation, and unprepared teachers to deliver high-quality teaching-learning materials (Adedoyin & Soykan, 2020). Online learning is dependent on internet access and supported electronic devices. A bad internet connection may impact the teaching-learning process (Adedoyin & Soykan, 2020). The inadequate development of technological facilities is also a problem for learners. The education units or the government should provide sufficient equipment to set up and operate the E-learning system. Both teachers and students were inexperienced with electronic devices and lack of technology understanding (Adedoyin & Soykan, 2020; Howard et al., 2021). Therefore, both teachers and students require guidance or training for online learning (Smith, 2005), and it would help to increase the success in using the E-learning system (Joosten & Cusatis, 2020).

The implementation of E-learning cannot be directly used in the school environment without considering the aspects or proponent factors needed to support the implementation of E-learning in schools. It requires an analysis process to measure E-learning readiness and needs a measurement tool (Sunarno et al., 2020;

Teddy & Swatman, 2006). The model was developed by Teddy and Swatman, known as E-learning Readiness (ELR) factor. There are six E-learning Readiness (ELR) factors, namely, 1) Students' readiness, 2) Teachers' readiness, 3) Internet access support, 4) Management support, 5) School culture, and 6) E-learning tendency. The main factors were students' readiness, which was modified based on the writer's needs. Other factors such as teachers' readiness, internet access support, management support, and school culture were crucial (Teddy & Swatman, 2006). These factors were necessary to measure because they influenced the students' readiness towards online learning. Students' preferences toward online learning are essential to add the sixth factor: E-learning tendency towards online learning (Teddy & Swatman, 2006).

Similar studies were conducted by Rohmah (2016) and Sunarno (2020). Rohmah (2016) analyzed a descriptive study that aimed to determine the schools' readiness to implement online learning (E-learning) at SMA Negeri 1 Kutowinangun and determine the substantial factors to be maintained. The results showed that the ELR score of SMA Negeri 1 Kutowinangun was ready to use E-learning but needs a slight improvement. From Sunarno (2020), the study aimed to reveal the students' readiness to implement E-learning in junior high schools using the ELR Factor. The results indicated that Indonesian Junior High School was ready to be used E-learning but needed improvement.

This study was critical and needed to discover the seventh-grade students' readiness toward online English learning using ELR factors. It showed how previous research has occurred and purposely for the writer's references. This study adopts a descriptive method to use online English learning during the Covid-19 Pandemic at SMPN in Ketapang. The school was please and allowed the researcher to conduct research. The school showed gratitude and openly accepted to be part of the study. The writer chose students' readiness for online English learning because the writer focused on the seventh-grade students' ability and knowledge of English education using Online learning. The research is different because the previous writers focused on schools' readiness and teachers' readiness. Meanwhile, the student's point of view, which is the focus of the study, is also essential to analyze online learning readiness. Students' knowledge and understanding using electronic devices (e.g., laptops, smartphones, tablets) need to be considered to know the scope of online learning is inseparable from using technology.

The Junior high school in Ketapang has been chosen because the school is one of the famous leading schools in Ketapang, West Kalimantan. The writer took a school in Ketapang City because it is one of the largest regions in West Kalimantan

(Pemerintahan Provinsi Kalimantan Barat, 2019). The E-Learning Readiness (ELR) of Junior High School students at SMPN 1 Ketapang can be one of the studies that current issues during the Covid-19 Pandemic, specifically online English learning. This research was a descriptive approach where the writer described the students' readiness obtained by adapting the E-Learning Readiness (ELR) factors into the research instruments. These research questions were to what extent were the seventh-grade students of SMPN 1 Ketapang ready for online English learning and the preferences for online English learning of the seventh-grade students of SMPN 1 Ketapang.

METHOD

The writer used a Quantitative approach to analyze the students' readiness to learn English online during Covid-19. This research identified and analyzed the social behaviors, values, perspectives, and communities (Creswell, 2012). It was intended to investigate a social situation or events that the results would be presented in written form. The study produced descriptive data to describe the values in written form (Taylor et al., 2016). The results provided an understanding of the responses of all participants. It was considered the primary phenomenon that needs exploration and understanding (Taylor et al., 2016).

The research site of the study was one of SMPN in Ketapang, West Kalimantan. The school was using E-learning as a learning media during the Covid-19 Pandemic. The writer seeks to establish the meaning of a phenomenon from participants' views (Taylor et al., 2016). The total research participants were fifty-two seventh-grade students in SMPN in Ketapang who conducted online learning or E-learning during the Covid-19 Pandemic. The writer purposefully selected the participants' criteria in this research. Participants would best help the writer understand the problem and the research question (Taylor et al., 2016).

The technique of collecting data was used as a measurement technique. The writer did the technique by giving respondents a set of questions or written statements to answer (Taylor et al., 2016). The writer used a form of checklists from the Likert Scale with the scoring system. This questionnaire aimed to collect data about the participants' responses based on the research questions and purposes. The questionnaire was distributed through an online platform, Google Forms. The writer compiled the items in the questionnaire as many as 39 questions ranging from a close questionnaire type used a scoring system from Likert scale divided into two kinds of statement such as positive statements and negative statements, the Likert scale modified can be seen in the table below,

Table 1. Likert's scale scores system

Category	Positive statement	Negative statement
SS	4	1
S	3	2
TS	2	3
STS	1	4

The questionnaire items were divided into six factors of ELR factors, namely 1) Students' readiness, 2) Teachers' readiness, 3) Internet access support, 4) Management support, 5) School culture, and 6) E-learning tendency, which have been discussed in the literature review.

Data collection in this study used a Likert scale. This scale is one of the scales used for social science and educational research in various research fields (Wray & Bloomer, 2006). The writer used the Likert scale to measure the data to obtain accurate and proven data results. This scale was intended to measure the attitude held by respondents. The data analysis technique was used as a descriptive analysis to process and analyze the participants' responses to the questionnaire. It was only to calculate the percentage of answers to the research questionnaire. After the average score for each topic, the score then categories by using scale proposed by Sugiyono (2017) was:

$$P = \frac{\sum x}{\sum x_1} \text{ X } 100\%$$

Note:

P = percentage

$\sum x$ = total number of respondents' answer scores

$\sum x_1$ = total number of the highest answer scores

The method and the data obtained from the data collection process were described in the instrument. After the final score was released, the writer classified the final score results, categorized them into a range score and categories table, and described them with sentences. The writer used a range score and categories table developed by Wray and Bloomer (2006). The table consisted of 4 categories followed by scores. The writer modified the range score and classes based on the research instrument and data analysis. The following table was a range score and categories table:

Table 2. Range score and Categories

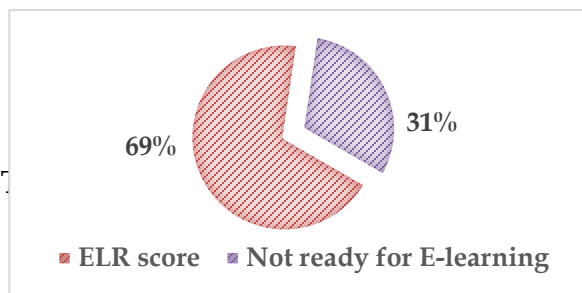| Range score	Category
76% - 100%	Ready for E-learning
50% - 75%	Ready for E-learning but require improvements
26% - 49%	Less ready for E-learning and require improvements
0% - 25%	Not ready for E-learning and require improvements urgently

RESULTS AND DISCUSSION
Students' Readiness

Teddy and Swatman (2006) identified six indicators assessed in the factor, namely (1) students' understanding towards online learning, (2) students' parents' support for the use of online learning at home, (3) students' capability of self-discipline in online learning, (4) students' potential in IT skills, (5) students' preparedness of online learning, and (6) students' ability to use online media platforms.

Sixteen items were created to evaluate students' readiness based on the indicators mentioned. The items were about students' knowledge towards online learning, parents' supports towards online learning implementations, students' self-discipline in online learning implementation, students' abilities in basic knowledge for using computer/smartphone, students' abilities to follow instructions on computer/handphone screen, students' abilities to use software, and students' difficulties in obtaining internet access. The following table illustrates the ELR score of students' readiness.

Table 3. ELR score of Students' readiness

No	Statements	Score	%
1	*Saya tau apa itu E-learning/sistem belajar daring dan paham bagaimana cara menggunakannya*	167	80%
2	*Orang tua saya tau apa itu E-learning/sistem belajar daring dan paham bagaimana cara menggunakannya*	163	78%
3	*Orang tua saya mendukung saya dalam penerapan E-learning/sistem belajar daring*	164	79%
4	*Orang tua saya memfasilitasi saya dengan perangkat elektronik (laptop/smartphone/tablet)*	176	84%
5	*Saya merasakan berbagai manfaat dari penerapan E-learning/sistem belajar daring, khususnya di mapel bahasa inggris*	162	77%
6	*Selama daring, saya bisa menguasai praktek reading/membaca pada mapel bahasa inggris*	151	72%
7	*Selama daring, saya bisa menguasai praktek speaking/berbicara pada mapel bahasa inggris*	142	68%
8	*Selama daring, saya bisa menguasai praktek listening/mendengar pada mapel bahasa inggris*	145	69%
9	*Selama daring, saya bisa menguasai praktek writing/menulis pada mapel bahasa inggris*	157	75%
10	*Selama daring, saya bisa menguasai vocabulary/kosa kata pada mapel bahasa inggris*	154	74%
11	*Saya menemukan berbagai kendala dari penerapannya E-learning/sistem belajar daring, khususnya di mapel bahasa inggris*	119	57%
12	*Saya merasa materi mata pelajaran Bahasa Inggris sulit dipahami selama daring*	117	56%
13	*Saya merasa kesulitan karena kurang bimbingan dari guru mapel bahasa inggris*	118	57%
14	*Saya merasa kesulitan apabila ada tugas praktek di mapel bahasa inggris*	112	53%
15	*Saya tidak bisa mengatur waktu dengan baik saat E-learning/sistem belajar online*	124	60%
16	*Saya tidak mengerti dalam menggunakan perangkat elektronik seperti laptop/smartphone/tablet*	154	74%
	total	2.325	69%

Students' readiness has an ELR score of 69%. Based on the range score & category table 2, the results indicated that students were in the ready category but needed a minor improvement. It showed that students' resources were adequate. Although it was in the ready category, the score obtained cannot be considered good enough to implement online learning. The most critical obstacles for using E-learning were unfamiliar students with electronic devices and the lack of technology understanding (Adedoyin & Soykan, 2020). Students need to improve basic computer skills (e.g., accessing the internet, editing files, and downloading the lesson files). Students need guidance to learn E-learning, machine usability, and internet use (Joosten & Cusatis, 2020). The students' readiness ELR score was presented in the figure below.

understanding towards E-learning, (2) teachers' point of view toward the merit of online learning in enhancing the teaching-learning process, (3) the necessity for the online learning implementation, (4) teachers' preparedness of integrating online learning in the classroom, and (5) teachers' competences in IT competency to produce the online learning material.

The indicators above have been adjusted to students' circumstances and changed due to limitations in student perspectives. Six items based on the indicators above implied the teachers' readiness towards students' perspectives. The items were around the teachers' understanding of online learning, the teachers' abilities to use computers/smartphones, and use some online platforms. The following table illustrates the ELR score of teachers' readiness.

Figure 1. ELR score of Students' readiness

Teachers' readiness toward students' perspectives was the next topic in the second factor. Teddy and Swatman (2006) mentioned five indicators for teachers' readiness, namely (1) teachers'

Table 4. ELR score for Teachers' readiness

No	Statements	Score	%
17	*Guru mapel bahasa inggris saya tau dan mengerti apa itu E-learning*	173	83%
18	*Saya pikir guru mapel bahasa inggris saya siap untuk menerapkan E-learning dalam pembelajaran sehari-sehari*	171	82%
19	*Guru saya memiliki kemampuan dalam bidang teknologi*	169	81%
20	*Guru mapel saya bisa menggunakan perangkat elektronik seperti laptop/smartphone/tablet dengan mahir*	176	84%
21	*Guru mapel saya menggunakan berbagai macam media online (google classroom, google form/formulir, meet, whatsapp, moodle, edmodo, dll) dalam mapel bahasa inggris*	152	73%
22	*Mapel bahasa inggris yang menggunakan media online (google*	158	76%

classroom, google form/formulir, meet, moodle, edmodo, dll) menarik dan merupakan hal baru bagi saya			
total		999	80%

ELR score of teachers' readiness was 80%. Based on the range score & category table 2, E-learning at SMPN in Ketapang showed teachers were ready for E-learning. Teachers mastered various online platforms (e.g., google classroom, google forms, meet, WhatsApp, etc.). To improve the skills of teachers, the school could conduct training for educators in using various kinds of online platforms to make the teaching-learning process more diverse and less tedious, and making E-learning successful required E-learning training for teachers (Smith, 2005). The following figure was presented the teachers' readiness ELR score.
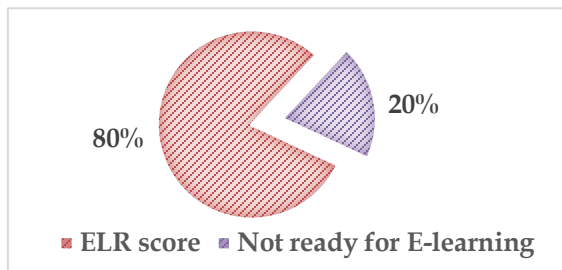
Figure 2. ELR score for Teachers' readiness

Internet access support

Teddy and Swatman (2006) initially called the third-factor 'infrastructure'. They mentioned there are three main indicators constructed in the factor, namely (1) IT infrastructure could ensure

the implementation of online learning, (2) The schools' operators have adequate support for the implementation of online learning, and (3) The school can afford the financial support for online learning in the teaching-learning process. The writer changed the factor into 'Internet access support' because the writer only focused on the internet network.

Based on the two indicators, four items have been formulated based on students' experiences toward governments' data plans/internet access, the promptness of internet access, the stability of internet access, and the internet package for accessing online media platforms. The following table illustrates the ELR score of Internet access support.
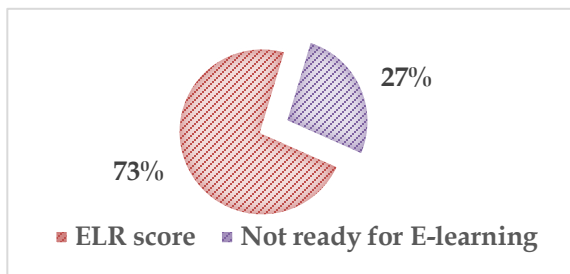
Table 5. ELR score for Internet access support

No	Statements	Score	%
23	*Sekolah saya menyediakan kuota internet pemerintah ke semua siswa*	158	75%
24	*Kuota internet yang diberikan selalu datang tepat waktu*	150	72%
25	*Jaringan internet kuota bantuan pemerintah lancar*	148	71%
26	*Kuota yang saya dapatkan adalah kuota belajar khusus untuk mengakses media online saja (google classroom, google form/formulir, meet, moodle, edmodo, dll)*	158	76%
	Total	614	73%

ELR score obtained in internet access support was 73%. Based on the range score & category table 2, it means that the result of E-learning at SMP Negeri in Ketapang showed the internet was ready for E-learning but required improvements. Government internet plan assistance always came on the time indicated that it was prepared for E-learning

implementation but required improvement. The availability of internet infrastructure, the internet network, and adequate internet connection were needed to be considered for the use of E-learning (Firat & Bozkurt, 2020). It also applied to the internet network from government internet plan assistance that the government internet plan assistance was ready to support E-learning but required improvement. The internet access' transmission also affects the success of the implementation of E-learning (Firat & Bozkurt, 2020). The promptness of internet access depended on the type of internet card students use, the weather, and the internet provider's tower around the student's environment. The following figure was presented the Internet access support ELR score.

Figure 3. ELR score for Internet access support

Management support

Teddy and Swatman (2006) mentioned three leading indicators constructed in this factor, namely (1) the headmaster and employees understand what online learning is, (2) the headmaster and employees support the

implementation of online learning, and (3) the school have online learning plans. The writer has modified the indicators into five items about the headmaster and employees' awareness about E-learning. The headmaster and employees' supports for online learning implementation specifically provides electronics devices and school websites or online platforms for E-learning support. The following table illustrates the ELR score of management support

Table 6. ELR score for Management support

No	Statements	Score	%
27	*Kepala sekolah dan staff TU tau dan mengerti apa itu E-learning dan cara menggunakannya*	179	86%
28	*Sekolah saya memfasilitasi perangkat elektronik (laptop/smartphone/tablet) untuk siswa yang tidak punya*	163	78%
29	*Perangkat elektronik (laptop/smartphone/tablet) yang digunakan lancar*	157	75%
30	*Sekolah saya mempunyai website khusus/grup whatsapp untuk warga sekolah*	172	82%
31	*Grup whatsapp sekolah dipergunakan untuk: 1) pemberian informasi/pengumuman, 2) tanya jawab seputar pembelajaran online, dan 3) menjadi alat untuk melapor apabila ada kendala dalam pembelajaran daring*	190	91%
	Total	861	82%

Management support has an ELR score of 82%. Based on the range score & category table 2, it showed that the result of E-learning at SMP Negeri 1 Ketapang indicated the management support was ready for online learning. The school principal and employees have sufficient knowledge and ability to conduct an E-learning training or socialize for teachers at SMP Negeri in Ketapang. Communication was the most important

thing to support the teaching-learning process (Martin et al., 2020). The following figure was presented the management supp ort ELR score.
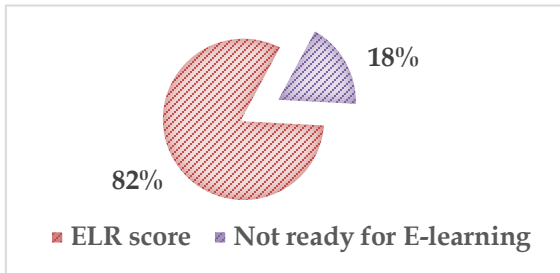
Figure 4. ELR score for Management Support
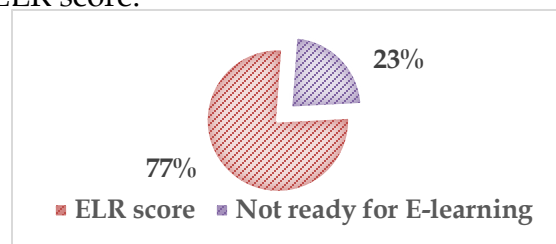
School culture

Teddy and Swatman (2006) mentioned four indicators, namely (1) teachers' co-workers understand what online learning is, (2) both teachers and the colleagues have the same online learning goals, (3) the school has a collaboration culture, and (4) the colleagues have IT competency to implement E-learning.

The writer constructed five items regarding students' peers' understanding of E-learning implementation from these indicators. Students' peers know what E-learning is. They have IT skills, the ability to use online media platforms, operate electronic devices (e.g., laptops, smartphones, and tablets), and solve problems during the online learning process. The following table illustrates the ELR score of school culture.

Table 7. ELR score for School Culture

No	Statements	Score	%
32	*Teman sekelas saya tau dan mengerti apa itu E-learning dan cara menggunakannya*	163	78%
33	*Teman sekelas saya memiliki kemampuan dalam bidang teknologi*	154	74%
34	*Teman sekelas saya mengerti dalam menggunakan media online (google classroom, google form/formulir, meet, moodle, edmodo, dll)*	169	81%
35	*Teman sekelas saya mengerti menggunakan perangkat elektronik seperti laptop/smartphone/tablet*	174	83%
36	*Teman sekelas saya bisa memecahkan masalah apabila ada kendala yang bersangkutan dengan perangkat elektronik seperti laptop/smartphone/tablet*	148	71%
	Total	808	77%

School culture has an ELR score of 77%. Based on the range score & category table 2, this means that the result of E-learning at SMP Negeri 1 Ketapang showed the students' peers were ready for E-learning. Peers' understanding of basic technology can be interpreted as being prepared for E-learning but requiring improvements. To improve students' basic technology skills, the school could provide socialization and basic training for students (Alimyar & Lakshmi G, 2021; Howard et al., 2021). There would be a significant change in understanding basic techniques to increase school culture to implement online learning. The following figure was presented the school culture ELR score.

Figure 5. ELR score for School Culture

E-learning tendency

The last factor was initially called 'Face-to-Face Learning tendency', and it was an indicator of teachers' preference and teachers' point of view toward their students. The student's tendency towards conventional learning becomes a consideration for the E-learning readiness in schools where students prefer to apply E-learning or face-to-face learning. Teddy and Swatman (2006) mentioned two leading indicators assessed in the factor: the teachers prefer Face-to-Face Learning, and the students prefer Face-to-Face Learning.

The researcher took three questions from the indicators to focus on students' preferences. Two questions were about the students who were pleased with the implementation of online learning, and the students were ready to implement E-learning, especially for English subjects. The last question was about students' preferences on E-learning or Face-to-Face learning.

five other factors where the school was prepared to implement E-learning needed with a slight increase. The increase in the ELR factor was to overcome the result on this factor and increase the ELR score for each factor that required improvement. The E-learning readiness ELR score was presented in the figure below.
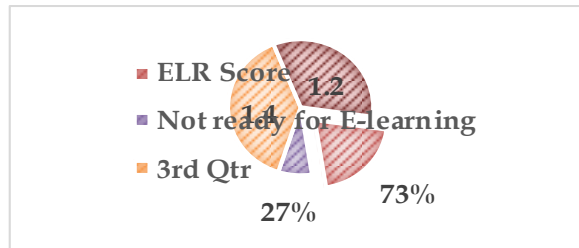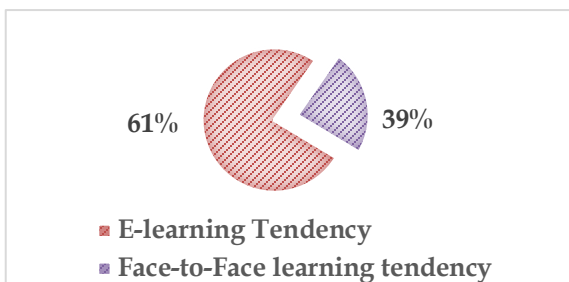

Figure 6. ELR score for E-learning Tendency

The table below shows the students' preferences toward online English learning to answer the second research question.

Table 9. E-learning tendency ELR score

No	Statements	E-learning	F-2-F learning
39	*Berdasarkan apa yang saya pilih di pertanyaan-pertanyaan sebelumnya, saya lebih memilih ... untuk sistem belajar di sekolah*	32	20

Table 8. ELR score for E-learning Tendency

No	Statements	Score	%
37	*Saya senang dengan penerapan E-learning/belajar daring khususnya di mata pelajaran bahasa inggris*	150	72%
38	*Saya siap dengan penggunaan E-learning/sistem belajar daring khususnya di mata pelajaran bahasa inggris dalam jangka panjang*	156	75%
	Total	8306	73%

The higher the score obtained, the more students tend to learn E-learning. The ELR score received was 73%. The E-learning tendency factor was followed by

As many as 52 participants, 32 participants prefer E-learning, while other 20 participants Face-to-face learning. The result specified that 61% of the respondents prefer E-learning, and 19% prefer Face-to-face learning. The following was a figure of the ELR score for E-learning Tendency. The E-learning tendency ELR score was presented in the figure below.

61% 39%

- E-learning Tendency
- Face-to-Face learning tendency

Figure 7. ELR score for E-learning statements

Based on Figure 7. ELR score for the E-learning statement above shows that from the E-learning tendency factor, 61% of respondents prefer to use E-learning, whereas 39% of respondents prefer to use Face-to-Face learning. According to Smith (2005), The differences between students' preferences who live in more modern resources environments may be slightly similar to students living in more traditional learning environments. Most of the participants have various characteristics and different socio-economic situations. The results of this preference certainly cannot be denied related to the conditions and circumstances of each participant. These results can be caused by various possibilities that are part of the components of e-learning (e.g., electronic communication preferences, self-time managed preferences, and students' learning preferences) (Smith, 2005).

CONCLUSION

This study looked into students' points of view towards online English learning during the covid-19 pandemic. As a result, students experienced difficulties

(i.e., they were untrained in operating electronic devices, the devices lagged during the online teaching-learning process, and they had trouble following the English material due to the lack of instruction from English teachers) in implementing E-learning. The writer concluded that the student readiness towards E-learning was considered capable and ready but required some improvement from various aspects.

This study has several weaknesses. The use of qualitative approaches and modest research instruments has unsatisfactory results. Using the form of questionnaires could provide optimal results if interviews can also be conducted. Due to the current situation (i.e., Covid-19), the writer could not conduct interviews with the participants because of the limitations of time and place and various reasons that the interview could not apply during the study. Thus, the result of the study became less optimal.

In addition, due to the scarcity of good quality research articles on students' online learning readiness using the ELR factor model, the literature used to compare the findings of this study may come from different participant sources and different fields. It led the writer to modify based on the research needs. This study has high potential and can provide various possibilities to investigate a more expansive impact (i.e., habits, culture, perspectives, and academic disciplines).

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AUTHOR CONTRIBUTION STATEMENT

In writing the manuscript, FF was assisted by YGSY and YSR. YGSY and YSR were the thesis supervisors of FF. YGSY and YSR provided advice and feedback regarding the writing of the manuscript.

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