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Student readiness in the transfer of online learning to face-to-face learning after the Covid-19 Pandemic

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ABSTRACT

During the Covid-19 pandemic, many researchers flocked to examine students' readiness to participate in online learning. Furthermore, after the Covid-19 Pandemic, it provides motivation to examine the readiness of students in face-to-face learning after the Covid-19 Pandemic. This article aims to determine the readiness of students in changing online learning to face-to-face learning after the Covid-19 pandemic. This research is a mixed methods research, where strengthening the results of the research hypothesis using qualitative data from interviews with respondents selected based on certain criteria from the questionnaire results. The sampling technique used random sampling. The data for this study were obtained from filling out a questionnaire distributed to undergraduate students at two private universities and one state university in the city of Yogyakarta involving 172 respondents via Google Form. The data obtained was then processed through structural model evaluation with the SmartPLS application. Data collection was carried out through questionnaires and interviews to obtain qualitative data. Data validity tests were carried out using reliability, normality, and construct validity tests. Data were analyzed using a descriptive analysis model of structural evaluation or inner model and outer model. The results in this study found that there was no significant positive effect of institutional readiness on student readiness and there was a significant positive effect of learning experience on student readiness. This research is expected to trigger research with other similar themes that are better with a wider research object.

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INTRODUCTION

The Covid-19 pandemic that spread at the end of 2019 in Wuhan changed the order of human life patterns. A total of 5,267,419 people were confirmed positive for the virus in early 2020, and 341,166 people died (Onuora et al., 2021). Physically and psychologically, the Covid pandemic has disrupted human life patterns with restrictions on activities during the pandemic. Regarding education implementation policies, learning must be done remotely (online) by referring to the joint decree of four ministers, number 516 of 2020 (Alyamani & Aleid, 2021). The online learning system is learning that is carried out remotely using digital technology in the form of computer devices, laptop cellphones with online technology in the form of internet connections, and applications such as Zoom Meeting, Google Classroom, etc. Habituation must be done using online-based learning technology for lecturers and students. Not all lessons can transition to an online learning environment (Mithhar et al., 2021).

The passing of the Covid pandemic was marked by the issuance of one of the rules of the Joint Ministerial Decree number 01/KB/2022 concerning the implementation of 100% face-to-face learning. In the latest SKB, the implementation can be done face-to-face while complying with health protocols (Ministry of Education and Culture of the Republic of Indonesia, 2022). It is further explained in the SKB that educational units that are at PPKM level 1 and level 2 with vaccination achievements of educators and education personnel (PTK) above 80% and the elderly above 60% are required to organize 100% face-to-face learning (PTM) every day with learning hours (JP) according to the curriculum. For those whose vaccination rate for PTK is below 80% and for the elderly is below 60%, they are also required to hold 100% PTM every day with a learning duration of at least six JP. Learning preparation needs to be done to improve the effectiveness of the learning process, especially face-to-face learning after online learning in the Covid-19 pandemic era. Learning readiness is a condition in which an individual makes it possible to learn, and learning readiness can make students able to learn well in class (Ningsih & Suniasih, 2020).

In recent years, researchers have focused on developing learning readiness. According to Hung et al. (2010), two primary factors can predict student success in the online learning process: individual management of learning and comfort in online learning. Reinforcing the previous statement, Martin et al. (2020) explained that students' readiness to participate in learning is based on three factors: students' preference for course modality, competence and confidence in communication, and ability to participate in independent learning. This makes it clear that internal and external environmental pressures encourage universities to adapt to improve their responsiveness to the needs of individual students. Therefore, the external factor that influences students' readiness for learning is institutional readiness.

According to Weiner (2009), institutional readiness is the readiness of an organization to change, in which there is a determination of organizational members to implement change and a shared belief in their collective ability to make these changes. Some challenges must be faced in achieving these organizational goals. According to Ibrahim et al. (2021), several things must be done to achieve it. These include collaboration, innovation, adaptation, mastery of technology, and managing the intellectual assets of the educated and skilled academic community to become more valuable. It is important to note that based on existing facts, organizations that innovate can provide competitive advantages to these organizations (Ibrahim et al., 2021).

Institutions provide internal support by improving face-to-face learning support facilities in a structured manner to minimize potential technical support problems. One of the problems that arise in the implementation of the transition from online learning to face-to-face learning includes the need for adequate health facilities and infrastructure. As educational service institutions, universities are obliged to provide supporting infrastructure for health services, safety of education unit residents, regulation of learning facilities, regulation of the number of students, and the duration of time for each subject every day (Fitriansyah, 2022).

Furthermore, the preparations made by universities and faculties are very important in providing professional facilities to lecturers and students. Budur et al. (2021) explain that lecturers' preparation regarding applications, programs, or network facilities and lecturers' communication with students impact lecturers' and students' perceptions of online education. As a result, institutions need to provide support for online learning where they can solve connectivity problems well (Martin et al., 2019).

In relation to students' readiness to carry out face-to-face learning after the pandemic, researchers also assessed students' ability to learn independently. Self-learning is important in various educational environments, including formal and non-formal education (Owen, 1999). Online environments have dramatically expanded self-learning opportunities for all learners with an internet connection (Bonk & Lee, 2017). Thus, with the advent of web-based learning resources and tools, global collaboration and self-directed learning are now parallel and simultaneous.

Independent learning provides many benefits for students. Research conducted by Fitriatien and Mutianingsih (2020) showed that students' self-learning can significantly improve their learning ability. A more detailed operational definition of self-directed learning is further explained by Zhu et al. (2020) in defining highly independent learners as follows:

"A highly self-directed learner is one who exhibits initiative, independence, and persistence in learning; one who accepts responsibility for his or her own learning and views problems as challenges, not obstacles; one who is capable of self-discipline and has a high degree of curiosity; one who has a strong desire to learn or change and is self-confident; one who is able to use basic study skills, organize his or her own time, set an appropriate pace for learning, and develop a plan for completing work; one who enjoys learning and has a tendency to be goal-oriented".

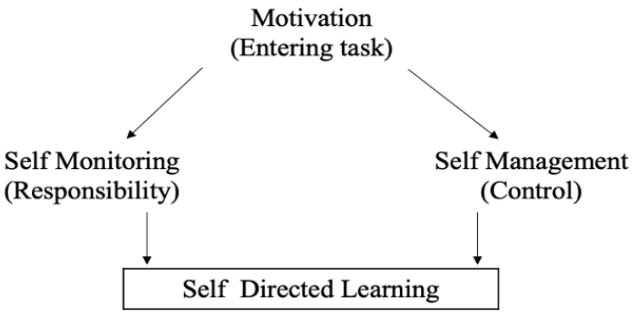

Figure 1. The student self-study dimension model (Knowles (1977) in Zhu et al. (2020))

Based on Figure 1, the three-dimensional model of student self-learning, according to Knowles (1977) in Zhu et al. (2020), is the three aspects of self-learning including self-management, self-monitoring, and motivation. The first dimension is self-management which relates to task control. This dimension focuses on external activities that influence the learning process, such as setting learning goals and managing learning resources and support. These activities are continuously assessed and negotiated.

The second dimension of the model is self-monitoring. This involves cognitive and meta-cognitive processes that include the ability to monitor one's learning strategies and the ability to think. According to Garrison (1997), self-monitoring means that the learner is responsible for constructing personal learning. Internal self-monitoring alone is not enough to promote cognitive improvement. Therefore, to effectively build SDL skills, instructors must provide external feedback to support learners' self-monitoring. Garrison (1997) considers self-monitoring of cognitive and metacognitive processes an important SDL component.

The third dimension of the motivation model includes entry motivation and task motivation. Motivation can initiate and sustain efforts to learn and realize cognitive goals. Most importantly, these three dimensions - self-management, self-monitoring, and motivation - are closely related. Based on Garrison's (1997) model, students' motivation can influence their self-monitoring and self-management. The cognitive components of self-monitoring and self-management influence each other. Garrison (1997) in Megawati (2018) explains that the relationship between self-monitoring and self-management can be complicated. Theoretically, the relationship should be reciprocal.

Several studies have been conducted previously, which are a source of reference in this study. Previous research conducted by Palaoag et al. (2020) related to college readiness in relation to flexible learning. Then, a literature study was also conducted by Blacer-Bacolod (2022) related to institutional readiness for e-learning. Another research was conducted by Mathien (2022), which examines institutional readiness for online learning readiness. Furthermore, research conducted by Sa et al. (2023) focused on institutional readiness for social accountability, and Bokolo et al. (2020) looked at the managerial perspective on the readiness of institutional administration in diffusing blended learning. This research has differences related to the research theme, where students' readiness to move to face-to-face learning after the Covid-19 pandemic in higher education is the main theme that has yet to be chosen as a research theme by other researchers. Thus, this research examines students' readiness to implement face-to-face learning after online learning in the Covid-19 pandemic era.

METHOD

The research conducted is a type of mixed quantitative research, in which strengthening the results of the research hypothesis using qualitative data from interviews with respondents selected based on certain criteria from the results of filling out the questionnaire. The targets and objectives of this study are the readiness of students from three public and private universities that have been accredited A institutions from BAN-PT. The research subjects in this study were undergraduate students (S-1) from three A-accredited universities in the city of Yogyakarta, including Universitas Negeri Yogyakarta (UNY), Universitas Muhammadiyah Yogyakarta (UMY), and Universitas Islam Indonesia (UII). The research was conducted during the post-pandemic face-to-face learning period in March-April 2023.

The questionnaire consists of statements related to student personal data about the gender of the respondent, the semester currently taken by the respondent, and the alma mater of the respondent. The main questionnaire to explore the required data consists of two exogenous and one endogenous variable. The first exogenous variable (X1), namely institutional readiness, consists of three items, independent learning (X2) four items, and the endogenous variable of student readiness (Y) consists of two items. The data collection technique uses a random sampling method, and the questionnaire is distributed via Google Forms to study program administrators at three universities: UNY, UII, and UMY. The data obtained was then processed using the SmartPLS 3 application. The research data analysis used descriptive analysis methods, including the respondents' characteristics based on gender, the semester currently taken, and the respondent's alma mater. After data analysis, interviews were conducted via WhatsApp in a sampling manner to students with deviant answers, in general, to find out other factors that influenced student readiness.

Table 1. Operational Definition of Variables

Variables	Item	Size/Scale
Institutional Readiness	1. The university has a clear vision for face-to-face learning 2. The university has created a supportive environment for face-to-face learning. 3. The university has clear objectives for face-to-face learning 4. The university facilitates infrastructure needs in the implementation of face-to-face learning. 5. In implementing the transfer of online learning to face-to-face learning, the university provides adequate facilities in terms of facilities and infrastructure. 6. The university has provided good support regarding the implementation of face-to-face learning for students. (Scherer et al., 2021)	Likert
Learn independenly	1. I organize my study plan independently 2. I seek help when facing problems in studying 3. I can manage my time well 4. I set my learning objectives 5. I set my learning objectives (Knowles, 1977)	Likert
Student readiness	1. I know the health procedures for conducting face-to-face learning in class. 2. I feel that learning must be done face-to-face to catch up with the learning material. (Scherer et al., 2021)	Likert

RESULTS AND DISCUSSION

Results

The results of the descriptive analysis of the research conducted, which can be seen in Table 2, show the distribution of research respondents who are said to be representative, seen from the representation of the three universities used as the research object. From the results of distributing questionnaires, 172 respondents filled out the questionnaire. It can be seen based on the distribution of gender, almamater, and current semester in Table 2.

Table 2. Distribution of Questionaires

No.	Almamater	Frequency	Percentage
1	UNY	114	66.3%
2	UMY	41	23.8%
3	UII	17	9.9%
	Total	172	100%

Table 3. Characteristics of Respondents Based on Gender

No.	Respondent Characteristics	Frequency	Percentage
1	Male	70	40.7%
2	Female	102	59.3%
	Total	172	100%

Table 3 shows that the distribution of research respondents is dominated by respondents female gender, with 102 respondents with a percentage of 59.3%. The number of male respondents was 70 respondents, with a percentage of 40.7%. According to Scherer et al. (2021), substantial gender differences in men have lower learning readiness and tend to be inconsistent. This is supported by the results of quantitative research that men have longer adaptability to face-to-face learning after online learning.

Table 4. Characteristics by Semester

No.	Respondent Characteristics	Frequency	Percentage
1	4th Semester	98	57%
2	Over 4th semester	174	43%
	Total	172	100%

Table 4 shows that the semester distribution of student respondents is mostly in the fourth semester, with a total of 98 students with a percentage of 57%. Another 74 students, with a percentage of 43%, are currently taking more than the fourth semester or the fifth, sixth, or seventh semester. According to Nidhom et al. (2015), the length of learning done by students does not affect student readiness directly. However, student readiness is influenced by other things besides the length of learning they do.

Convergence Validity

Convergent validity occurs when the scores between the two instruments measure the same construct and have a high correlation. The convergent validity test is assessed based on the loading factor or indicator that measures the construct. Indicators can be declared valid through convergent validity if the loading factor value is > 0.7 or 0.6 is acceptable. Table 5 shows that all indicators have a loading factor value above 0.70, which means that all indicators in this study are valid or can be used in research.

Table 5. Convergence Validity Test Results

Latent Variable	Loading Factor	Description
Institutional readiness	0.707	valid
	0.864	valid
	0.776	valid
	0.749	valid
	0.773	valid
	0.717	valid
Learn independently	0.763	valid
	0.837	valid
	0.836	valid
	0.720	valid
Students readiness	0.874	valid
	0.736	valid

Composite Reliability

A variable can be reliable if the composite reliability value of the variable is greater than 0.7. The composite reliability value of each variable in this study can be seen in Table 6. Based on Table 6, all variables in this study have a composite reliability value of more than 0.7, which means that all variables tested can be valid and reliable and can be further tested for structural model testing.

Table 6. Composite Reliability Test Results

Variables	Composite Reliability	Criteria	Description
Institutional readiness	0.895	> 0,7	Reliable
Learn independently	0.869	> 0,7	Reliable
Student Readiness	0.845	> 0,7	Reliable

Structural Test

The results of the research on student readiness in face-to-face learning are described to obtain an overview of student readiness and to see other reasons that affect student readiness. A variable can significantly influence if the probability value or (p-value) is smaller than 0.05 (5%). On the other hand, if the probability value or p-value is greater than 0.05 (5%), it can be concluded that there is no significant influence. Suppose the statistical value is greater than 1.6534. In that case, it means a significant influence between variables, while if the t statistic is smaller than 1.653, it means no influence between variables. The results of the direct effect between constructs are presented in Table 7.

Table 7. Description of Student Readiness Research Results

No.	Variables	Original Sample	Sample Mean	Standard Deviatiom	P-value
1	Institution Readiness --> Student Readiness	0.146	0.152	0.080	0.067
2	Learning Independence --> Student Readiness	0.261	0.250	0.112	0.020

In Table 7, the effect of institutional readiness on student readiness can be seen from the original sample value of 0.146, p-value 0.067 > 0.05, and t-statistic value 1.833 > 1.653. Therefore, institutional and student readiness have no positive and significant influence. Then, related to the effect of learning independence on student readiness, it can be seen from the original sample value of 0.261, p-value 0.020 < 0.05, and t-statistic value 2.325 > 1.653. Thus, learning independence and student readiness have a positive and significant influence.

Discussion

Effect of Institution Readiness on Student Readiness

In testing the second hypothesis related to the effect of institutional readiness on student readiness, it was found that institutional readiness did not influence student readiness. This result is shown from the original sample value of 0.146. The relationship between face-to-face learning displacement variables on student readiness has a t-statistic value of 1.833 and a two-tailed value of 1.653 with a significance of 5%, which means that the t-statistic value criteria must be greater than 1.653 and a p-value of 0.067, the p-value criteria must be < 0.05, which means that there is no influence between institutional readiness on student readiness. Based on this, institutional readiness preparation does not positively influence student readiness.

The analysis shows that institutional readiness toward student readiness has a negative effect. Students feel that the institution must prepare for face-to-face learning after online learning. UNY students stated this:

> *"I answer based on my experience in the fifth semester, especially in the FBSB PBI area. At that time, in my opinion, the faculty was not ready for face-to-face learning. Starting from the schedule that is still uncertain between entering and not entering, then the infrastructure that has not been fixed again, such as the damaged projector, damaged ac. Then also worship needs such as mukenahs that have not been washed and water that is dead. In the bathroom also not all of them have soap or hand sanitizer...*
>
> *.... The problem is that during the fifth semester, it is still considered quite vulnerable, sis. Meanwhile, things like water, soap, and sanitizers are not well prepared by the faculty ... ".*

Another opinion states that students need more awareness in filling out this questionnaire due to students' negative perceptions of implementing face-to-face learning, where these students prefer online learning. As stated by UNY students:

> *"Due to a transition process in terms of online lectures to offline lectures, there have been many changes and more cost savings if it is done online and if the students themselves are more comfortable with online lectures than offline lectures, in my view, yes mas..."*

Continuing the previous statement, students feel that the objectives given by the institution in carrying out face-to-face learning need to be clearer, which leads to the consistency of lecturers in conducting face-to-face learning. UNY students, when asked about their disagreement with the institution having a clear goal in face-to-face learning, then said:

> *"Because it's the same thing, when we got to the room, the lecturer said we'll just study online, so mas."*

The findings in this study provide another picture that can affect students' readiness to carry out face-to-face learning after the Covid-19 pandemic. From the results obtained from the interview process, there needs to be further attention related to institutions' readiness to organize face-to-face learning after the pandemic. Some inputs, among others, related to the commitment of lecturers in organizing face-to-face learning must be assessed in terms of consistency. Several problems were found, where lecturers needed help to provide face-to-face learning for 16 meetings, some of which were still conducted online. This affects the good impression of learning that students expect.

The Effect of Independent Learning on Student Readiness

In testing the fourth hypothesis related to the effect of independent learning on student readiness, it was found that it influences student readiness. These results are shown from the original sample value of 0.261. The relationship between independent learning variables on student readiness has a t-statistic value of 2.325 and a two-tailed value of 1.653 with a significance of 5%, which means that the t-statistic value criteria must be greater than 1.653 and a p-value of 0.020, the p-value criteria must be < 0.05, which means that there is an influence between independent learning on student readiness. Based on this, the fourth hypothesis (H4) is accepted and states that independent learning influences student readiness.

In the analysis obtained, the results of students' ability to learn independently affect student readiness. By independent learning, students can prepare a supply of knowledge for the courses taught before learning begins. The study corroborates the results from Kafi and Husna (2021), which state that learning independence can foster students' awareness of the importance of learning, and learning independently can minimize existing problems related to the courses taught.

This research was conducted on UNY, UII, and UMY students to prove the existence of a theory that will be used to test the hypothesis. Based on these data, the fourth hypothesis (H4) is that there is an influence between independent learning and student readiness.

CONCLUSION

From the results of the research conducted, it can be concluded that institutional readiness does not have a positive influence on student readiness. The negative influence found in institutional readiness is indicated by the inconsistency of educators in conducting face-to-face learning. The next conclusion is that learning independence has a significant positive effect on student readiness. Learning independence owned by students provides more motivation for students to understand learning themes both in class and outside the classroom. Institutions must focus more on student learning independence than on preparing facilities and infrastructure to support learning activities. Thus, high student learning independence is expected to improve the quality of learning and improve student learning outcomes.

We have not found any research with the same theme that analyses student readiness in face-to-face learning after online learning during the Covid-19 Pandemic. So, the results of this study cannot be compared with the results of other studies with the same theme. The small number of respondents interviewed is one of the areas for improvement in this study. Future research needs to examine other variables that influence student readiness in conducting face-to-face learning..

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