

## SELF DIRECTED LEARNING READINESS DISTANCE TRAINING PARTICIPANTS AT BALAI DIKLAT KEAGAAMAN BANDUNG

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### Abstract

This study aims to assess the readiness of participants for self-directed learning (SDL) in technology-based distance training at Balai Diklat Keagamaan Bandung, focusing on three key aspects: personal attributes, processes, and learning context. The research employs a quantitative descriptive approach, involving a sample of 60 participants selected through simple random sampling from a population of 120 trainees. Data was collected using a questionnaire, and the analysis employed percentage formulas to assess readiness. Results showed that participants exhibited a high level of readiness for self-directed learning in all three aspects: (1) personal attributes, (2) learning processes, and (3) learning context. These findings suggest that participants are well-prepared to engage in independent learning within the framework of distance training, thus supporting the effectiveness of technology-based training in enhancing workforce skills.

**Keywords:** distance training, e-learning, learning readiness

### Abstrak

Penelitian ini bertujuan untuk menilai kesiapan peserta dalam melakukan pembelajaran mandiri (self-directed learning / SDL) dalam pelatihan jarak jauh berbasis teknologi di Balai Diklat Keagamaan Bandung, dengan fokus pada tiga aspek utama: atribut pribadi, proses, dan konteks pembelajaran. Penelitian ini menggunakan pendekatan deskriptif kuantitatif, dengan sampel sebanyak 60 peserta yang dipilih melalui teknik pengambilan sampel acak sederhana dari populasi 120 peserta pelatihan. Pengumpulan data dilakukan dengan menggunakan kuesioner, dan analisis data menggunakan rumus persentase untuk menilai kesiapan peserta. Hasil penelitian menunjukkan bahwa peserta menunjukkan tingkat kesiapan yang tinggi dalam melakukan pembelajaran mandiri pada ketiga aspek: (1) atribut pribadi, (2) proses pembelajaran, dan (3) konteks pembelajaran. Temuan ini menunjukkan bahwa peserta siap untuk terlibat dalam pembelajaran mandiri dalam kerangka pelatihan jarak jauh, yang mendukung efektivitas pelatihan berbasis teknologi dalam meningkatkan kualitas sumber daya manusia.

**Kata kunci:** pelatihan jarak jauh, pembelajaran elektronik, kesiapan belajar

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### INTRODUCTION

Human resources are a very central factor in organizations, whatever their form and purpose, organizations are created based on various visions for the benefit of humans. Human resources are the most important thing in an organization because of their role as the subject of implementing policies and operational activities of an organization. (Pakpahan, 2014) The importance of human resources in an organization requires that each organization get qualified and productive employees to run the organization. (Kalangi, 2015) It is advisable for every

organization to optimize employee performance in providing optimal contributions, among others by providing training programs. Training as an effort to improve the quality of human resources according to job requirements. The implementation of good training can lead participants to change attitudes and behavior in carrying out their duties and responsibilities, and for the achievement of organizational goals. (Nasution, 2015)

Technological advances bring changes in many things, including in the field of education. Information technology has revolutionized the way of learning today, where learning at this time is not limited to classrooms but has transcended geographical and time boundaries. E-learning is a necessity in the field of education. In this case e-learning also helps achieve educational goals and assists organizations in building skills related to improving human resource performance (Purwandani, 2017). Permendikbud No. 109/2013 states that E-learning is a teaching and learning process carried out remotely through the use of various electronic communication media.

E-learning is under the umbrella of distance education where there is no face-to-face between the student and the participants (student centered) (Priyanto, 2009). Today's technology allows the development of open learning ideas that give participants the opportunity to reach teaching materials anytime and anywhere. Participants become the creators of one's learning process and active participation (Vilkonis et al., 2013). There are many ways to implement e-learning in distributing learning materials using electronic media or the internet so that participants can access them anytime and anywhere. The characteristic of e-learning learning is a flexible learning environment (Fadhila & Istiyono, 2019)

In the field of education, e-learning can be applied to education and training activities (Saekow, 2011). Distance training is held in response to demands that employees are very busy with daily work, but on the other hand, employees must also improve the quality of their human resources, if they attend classical training by coming to the training place, they must leave work and automatically many services are reduced to the local community, while their labor is needed in each of these workplaces. Based on these challenges, Balai Diklat Keagamaan Bandung held PJJ in accordance with the Decree of the Minister of Religion.

Distance training has been carried out in several generations, the training goes well and is said to be successful, the participants have readiness to take part in the training. Judging from the activeness of the participants during the learning process, the number of participants who asked questions, and expressed their opinions when the training was taking place, participants were able to operate computers and the internet properly, participants were always on time in uploading assigned tasks, participants were able to manage their own learners like when they have to take part in training, make assignments and carry out public services, participants get a lot of good training experience and participants are very confident in their ability to take part in online training. The success of the participants in this PJJ activity is largely influenced by the Participants' Learning Readiness in technology-based learning. Training participants must be ready to face e-learning so that strategies can be achieved are coherently tailored to meet their needs so that they can be implemented properly (Kaur & Abas, 1978) The perfection of distance learning by means of e-learning technology requires readiness related to appropriate technology and independent, self-learning conception. (Vilkonis et al., 2013) The readiness of adults to learn using e-learning, is analyzed in three aspects: technology (self-assessment in computer literacy), an attitude towards learning and) experiences in using other electronic services (Vilkonis et al., 2013) as for the factors that influence student learning readiness in elarning, namely the ability to operate computers, the ability to operate the internet, self-efficacy, independent learning, the ability to manage learners and motivation (Yilmaz, 2017). The key to effectiveness from to e-learning success is in the participants. Participants in this case are required to be more active because the main process of learning lies with the participants as learners. One of the proven strategies for improving participant outcomes in e-

learning is by giving participants the opportunity to measure their readiness (self-assessment) to take part in the e-learning learning process (Suwarsono, 2015) Looking at the conditions above, the authors are interested in measuring readiness learn participants in following learning using e-learning so as to create good and quality education and training graduates.

## **METHODS**

The Based on the problems and research objectives, this study is a descriptive study because it describes everything about the object as it is. The population of this study were 120 participants of the Education and Training Center at the Keagamaa Education and Training Center in Bandung. The sample is the smallest group of the population from the whole. The sampling technique in this study was simple random sampling. Simple random sampling is a technique for obtaining samples that are directly carried out in the sampling unit (Margono, 2004) The sample included in this study was 50% of the sample population of 60 people. The data collection technique in this study uses a questionnaire or questionnaire technique, a questionnaire is a set of questions or a written statement addressed to the research sample to be answered. (Sugiyono, 2017) The collection tool is a list of questions / statements addressed to training participants, composing a questionnaire using alternative answers in the form of a Likert scale with alternatives that have been determined by the researcher. The data analysis technique used is the percentage calculation. Namely using a formula

$$P=FN \times 100\%$$

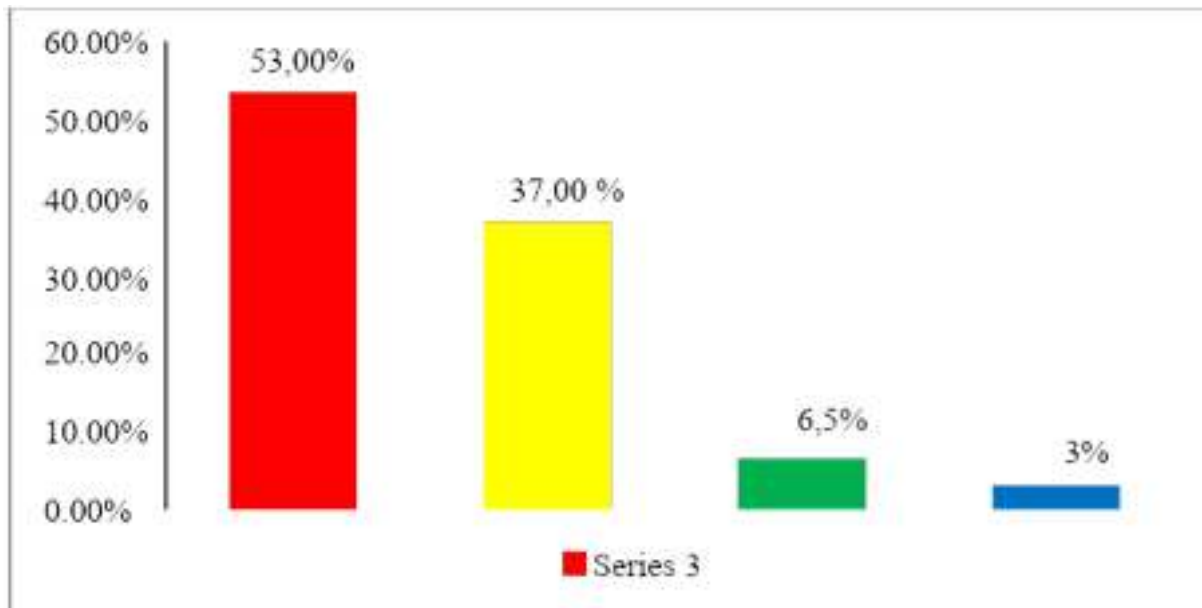
## **RESULTS AND DISCUSSION**

### **Results**

The purpose of this study was to describe the independent learning readiness of distance training participants. With the aim, 1) to describe the independent learning readiness of distance training participants in the personal attribute aspect, 2) to describe the distance training participant's independent learning readiness in the Processes aspect, 3) to describe the distance training participants' independent learning readiness in the Learning Context aspect. For more details, the researcher will describe the research findings as follows.

### **Description of Distance Training Participants' self directed Learning Readiness on Personal Attribute Aspects**

Data on distance training participants' readiness for independent learning on the aspects of personal attributes were collected by 60 respondents. The data are grouped based on the score value, and the percentage is calculated, as shown in the following histogram

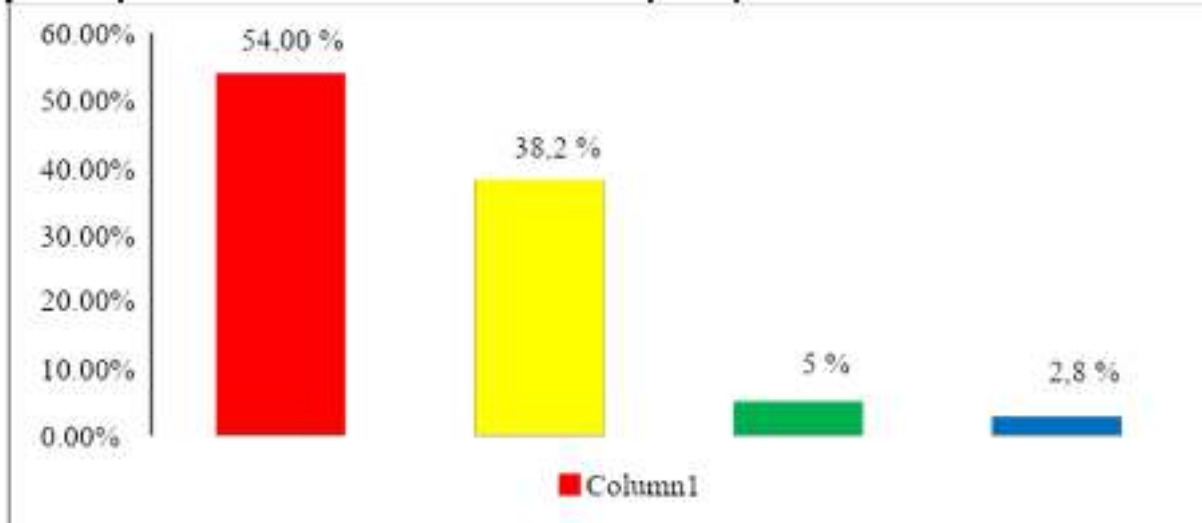


**Figure 1.** Distance Training Participants' Self directed learning Readiness Histogram on Personal Attribute Aspects

So, from the histogram above, it can be seen that the Readiness for Independent Learning of Distance Training Participants in the Personal Attribute Aspect, is included in the very ready category, it can be seen from the percent calculated that respondents who chose alternative answers always reached 53.00% in the very ready category, Respondents who chose frequent alternative answers, namely 37.00% were categorized as ready, respondents who chose rare answers, namely 6.5% were categorized as quite ready, and respondents who chose never answers, namely 3% were categorized as unprepared.

**Description of Distance Training Participants' self directed Learning Readiness on proces Aspects.**

Data on the readiness for independent learning of distance training participants in the Processes aspect were filled with 60 respondents. The data are grouped based on the score value, and the percentage is calculated, as shown in the following histogram

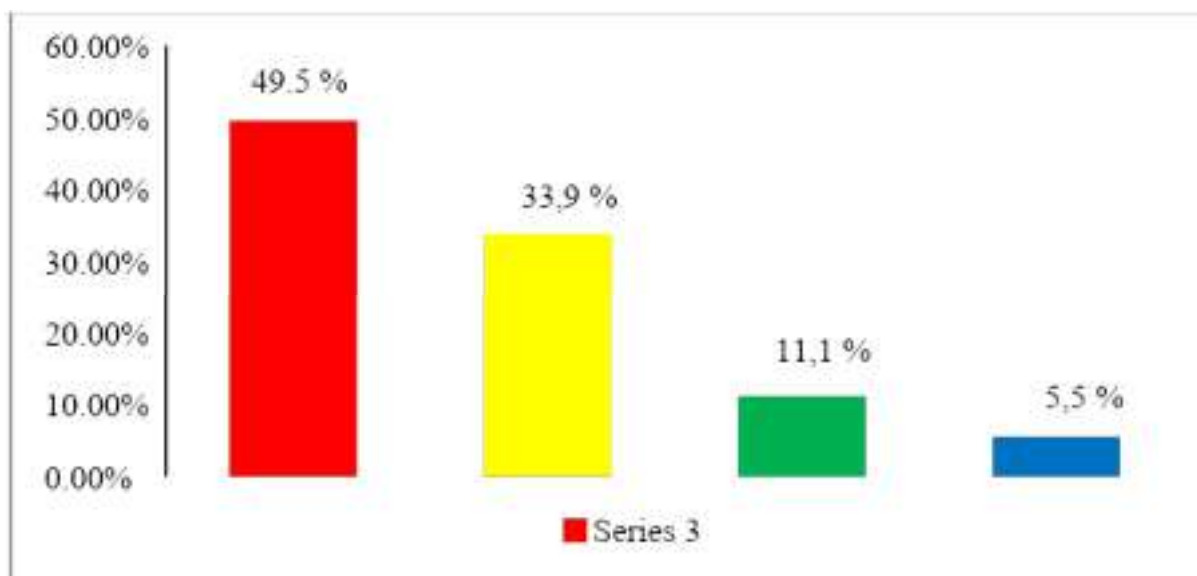


**Figure 2.** Distance Training Participants' Self directed learning Readiness Histogram on Procces Aspects

So, from the histogram above it can be seen that, Distance Training Participants' Readiness for Independent Learning in the Processes Aspect falls into the very ready category, as seen from the percent calculated that respondents who chose alternative answers always reached 54% in the very ready category, respondents who chose alternative answers are often 38.2% in the ready category, respondents who choose rare answers, 5% are categorized as quite ready, and respondents who choose never answers, namely 2.8% are categorized as less ready.

### Description of Distance Training Participants' self directed Learning Readiness on learning context Aspects

Data on the readiness for independent learning of distance training participants in the aspect of Learning Context were filled with 60 respondents. The data are grouped based on the score value, and the percentage is calculated, as shown in the following histogram



**Figure 3.** Distance Training Participants' Self directed learning Readiness Histogram on learning context Aspects

So, from the histogram above, it can be seen that the Description of Distance Training Participants' Self-Study Readiness in the Learning Context Aspect falls into the very ready category as seen from the calculated percent of respondents who chose alternative answers always reaching 49.5% in the very ready category. Respondents who chose frequent alternative answers, namely 33.9% were categorized as ready, respondents who chose rare alternative answers, namely 11.1% were categorized as quite ready, and respondents who chose never answers, namely 5.5% were categorized as unprepared.

### Recapitulation Description of Distance Training Participants' Self-Study Readiness

The distance training participant's independent learning readiness variable has three sub-variables, namely: a) Personal Attributes, b) Processes, and c) Learning Context. Following are the results of the recapitulation of the distance training participant's independent learning readiness variables based on the three sub-variables previously described.

**Table 1.** Recapitulation of Results

No	Subsections Variable	Alternative Answers (%)			
		always	often	rarely	Never
1	Personal Attributes	53%	37%	6,5%	3%
2	Processes	54%	38,2%	5%	2,8%
3	Learning Context	49,5%	33,9%	11,1%	5,5%
<b>Total</b>		<b>156,6%</b>	<b>109,1%</b>	<b>22,6%</b>	<b>16,3%</b>

From the table above it can be concluded that the Distance Training Participants' Self-Study Readiness can be categorized as very ready. This can be seen from the respondents tend to give answers always, according to the recapitulation of the variables above, namely 53% Personal Attributes, 54% processes, and 49.5% learning context. From these results, the one with the highest value is Process.

## Discussion

Based on the research findings that have been stated in the previous section, this section will discuss the research findings using the theory that has been put forward in the theoretical study as well as other relevant theories. For more details, it will be discussed one by one in the following discussion: 1) to describe the learning readiness of distance training participants in the Personal Attributes aspect, 2) to describe the learning readiness of distance training participants in the Procces aspect, and 3) to describe the learning readiness of distance training participants deep into the Learning Context aspect. For more details, it will be discussed one by one in the following discussion.

### *1. Description of Distance Training Participants' self directed Learning Readiness on Personal Attributes Aspects*

Based on the research data that has been presented in the percentage graph and the results of the research analysis above, it shows that the Distance Training Participants' Readiness for Independent Learning in the Personal Attribute Aspect can be said to be very ready, this is evidenced by the number of training participants who answer alternative answers always and often. Independent Learning Readiness for Distance Training Participants on the Personal Attribute Aspect, which relates to the motivation of the participants, the use of learning resources, and learning strategies. in attending training. Motivation to learn is a desire that exists in someone that stimulates learners to carry out learning activities. The characteristics of motivation according to Worrel and Stillwell in Harliana (1998) include: (a) responsibility (those who are motivated to learn feel responsible for the task they are doing and do not leave the task before successfully completing it), (b) perseverance in the task ( concentrating on completing tasks and not giving up easily), (c) time to complete tasks (trying to complete each task as quickly and efficiently as possible), (d) setting realistic goals (being able to set realistic goals according to their abilities, being able to concentrate on every step to achieve the goal and evaluate every progress that has been made.

Activities that need to be accommodated in self-learning training (Haris, 2008) There are competencies that participants set themselves to achieve the final goals set by the training program for each training subject, there is a learning process set by the participants themselves, There are learning inputs that are determined and searched for themselves, these activities are carried out by the participants, with or without the guidance of a widyaiswara, and there are self-evaluation activities carried out by the participants.

Participants who have independent learning are those who are able to determine their own learning competencies, are able to find their own learning input, and carry out self-evaluation and reflection on the learning process that students are undergoing. According to the researcher, the participants have readiness to learn in the personal attribute aspect, it has been seen that the participants already have motivation to take part in the training, participants can take advantage of various learning resources available, and participants have their own learning strategies in participating in the training.

## ***2. Description of Distance Training Participants' self directed Learning Readiness on Procces Aspects***

Based on the research data that has been presented in a percentage graph and the results of the research analysis above, it shows that the Readiness for Independent Learning of Distance Training Participants in the Personal Process Aspect can be said to be very ready. This is evidenced by the large number of training participants who answer alternative answers always and often. Independent Learning Readiness for Distance Training Participants on the Procces Aspect with regard to the autonomy of the learning process carried out by learners includes planning, monitoring, and evaluating learning. (Song & Hill, 2007) Planning activities include: (a) managing time effectively (making study schedules, compiling a study calendar to write or mark important dates in studies, submission dates for papers, homework assignments, and other important dates, prepare books, stationery, and other learning equipment), (b) determine priorities and organize oneself (find out which ones are most important to do first and when they should be done).

Monitoring activities in learning include, (a) actively conducting group discussions (b) having the courage to express opinions during the discussion, (c) actively asking questions when having difficulties with both friends and teachers, (d) taking notes if needed, (e) ) continue to carry out learning activities even though the teacher is not present. Whereas those included in learning evaluation activities include (a) paying attention to feedback from tasks that have been carried out so that the location of the mistakes can be found, (b) reworking the questions / tests at home, and (c) trying to correct mistakes that have been made (Song & Hill, 2007).

So it can be concluded that the readiness of participants to learn independently in the aspect of process can be said to be very ready, according to the researcher, this shows that the participants are able to manage their own learning starting from planning, monitoring and evaluation, participants can also manage when to take part in learning and when to perform public services. (work)

## ***3. Description of Distance Training Participants' self directed Learning Readiness on Learning Context Aspects***

Based on the research data that has been presented on the percentage graph and the results of the above research analysis, it shows that the Readiness of Independent Learning for Distance Training Participants in the Learning Context Aspect can be said to be very ready. This is evidenced by the large number of training participants who answer alternative answers always and often. Independent Learning Readiness for Distance Training Participants on the aspects of the learning context focused on environmental factors. The environment itself is a learning environment. The learning environment is an environment that includes the family environment, the school environment, the community environment, the three environments are a trip center that affects humans in various ways (Watoyo, 2008). There are several factors in the context of learning that can affect the independent experience of learners, among others, the structure and nature of the task. Structures and assignments in this learning context, for

example, students learn in a structured way of working with a structured learning model and do group assignments in modules. (Song & Hill, 2007) The learning environment factors according to Azwar (in Ningrum, 2013) include: a) a good place to study, b) learning media, c) discipline, d) environmental cleanliness.

So it can be concluded that the readiness of participants to learn independently in the learning context aspect can be said to be very ready, according to the researcher, this shows that the surrounding environment and available facilities support the learning of participants starting from the family environment, work environment and the surrounding community environment.

## **CONCLUSION**

Based on the results of research and discussion as described, the following conclusions can be drawn:

1. Participants' readiness to self directed learning in participating in distance at Balai Diklat Keagamaan Bandung seen in the personal attribute aspect is categorized as very ready
2. Participants' readiness to self directed learning in participating in distance at Balai Diklat Keagamaan Bandung seen in the process aspect is categorized as very ready
3. Participants' readiness to self directed learning in participating in distance at Balai Diklat Keagamaan Bandung seen in the learning context aspect is categorized as very ready

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