



## Analysis of Cadets' Online Learning Readiness at PIP Makassar.

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**Abstract.** This study was designed to see the readiness of online learning of cadets at PIP Makassar during the Covid-19 period with a quantitative approach. This research uses a descriptive research method. For data processing, by grouping the data from the questionnaire/questionnaire according to the variables studied, looking for the average value in each group of research variables, determining the level of readiness for each group of variables, determining the level of readiness to apply online learning at the institutional level. The research was conducted at PIP Makassar, which was held at the end of June. The subjects in this study were 362 cadets from 3 majors in Nautika, KALK and Teknika. This study used a questionnaire containing 30 questions based on predetermined reference factors. From the results of the questionnaire, it will be assessed using a 0-2 rating scale. Dari on data obtained showed the lowest scores were entered in the category of 11-25 are six people, which indicates that the cadets must take the time and effort to prepare and adapt to online learning. While the cadets with a score of 51-60 are 92 people who show the level of readiness that is very ready for online learning, while gender does not affect online learning readiness.

**Abstrak.** Penelitian ini dirancang untuk melihat kesiapan pembelajaran online taruna di PIP Makassar pada saat covid-19 dengan pendekatan kuantitatif. Penelitian ini menggunakan metode penelitian deskriptif. Untuk pengolahan data, dengan mengelompokkan data hasil angket/kuesioner sesuai dengan variabel yang diteliti, mencari nilai rata-rata pada setiap kelompok variabel penelitian, menentukan tingkat kesiapan untuk tiap kelompok variabel, menentukan tingkat kesiapan penerapan pembelajaran online pada level institusi. Penelitian dilakukan di PIP Makassar yang dilaksanakan pada akhir bulan juni. Subjek dalam penelitian ini adalah sebanyak 362 taruna yang berasal dari 3 jurusan Nautika, KALK dan Teknika. Penelitian ini menggunakan kuesioner yang berisi 30 pertanyaan berdasarkan faktor acuan yang telah ditetapkan. Dari hasil kuisisioner akan dinilai menggunakan skala penilaian 0-2. Dari hasil data yang diperoleh menunjukkan Skor terendah yang masuk pada kategori 11-25 adalah 6 orang, yang menunjukkan bahwa taruna tersebut harus meluangkan waktu dan usaha untuk mempersiapkan dan menyesuaikan diri untuk pembelajaran online. sedangkan taruna yang memiliki skro 51-60 adalah 92 orang yang menunjukkan tingkat kesiapan yang sangat siap untuk pembelajaran online,

sedangkan jenis kelamin tidak memberikan pengaruh terhadap kesiapan pembelajaran online.

**Keywords:**

*online learning,  
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**INTRODUCTION**

In the first quarter of 2020, the world was hit by the covid 19 pandemic, which caused human activity and movement to be limited. This has a real impact on our world of education, where traditional learning implemented in the classroom turns into online learning suddenly and without careful planning. Therefore, the Indonesian government, through the Ministry of Education and Culture, issued this circular letter Number 15 to strengthen the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period to issue guidelines regarding learning during the pandemic period with distance learning.

The learning rules during this pandemic require all educational institutions, including PIP Makassar, to carry out online learning, where lecturers and cadets interact with each other using various kinds of technological equipment. However, online learning has some drawbacks, such as the level of social involvement one experiences while in class and direct eye contact between lecturers and cadets. (Chung et al., 2020).

The application of online learning is not a new thing in the world of education. Several institutions have invested heavily in the development of online learning because of its many benefits (Weiner, 2003). Research on online learning has been widely carried out, such as that done by (Hamdani, 2011) that learning with technology media can increase students' scores, attitudes towards learning, evaluate their learning experiences and also improve their skills (Nurhikmah et al., 2018). In addition, online learning provides many benefits such as practicality (Hersch et al., 2008), convenience (Hsu &

Chang, 2013), flexibility (Chizmar & Walbert, 1999), and the savings and opportunities to work with others saving time, teamwork, and opportunities to collaborate with others without having to be in the same place (Hung et al., 2010). In addition, the application of online learning can create a competitive and creative and innovative environment (Gotthardt et al., 2006).

Success in learning consists of several factors, one of which is the readiness of the students themselves because readiness is very important in the learning process (Bloom et al., 2018), Likewise, with online learning, online learning readiness is also very important, because it will greatly support success of learning itself. Readiness for online learning means being prepared mentally and physically (Borotis & Poulymenakou, 2004). With the development of research on online learning readiness, the dimensions of each element in measuring online learning readiness are increasingly complex such as the ability to see independent learning, student control, self-efficacy, and the surrounding environment (Hung et al., 2010). Several recent studies have been conducted to determine students' online learning readiness (Afrianti & Aditia, 2020; Chung et al., 2020; Herguner et al., 2020; Joosten & Cusatis, 2020).

The level of readiness is significant if cadets are to get the maximum benefit from this online learning mode. This raises the question of whether the cadets at PIP Makassar are ready to carry out online learning and how to overcome the challenges of the cadets' unpreparedness for online learning. In addition, this study will also see whether there are differentiating factors between the readiness of cadets at the lower and final semester levels and the gender of the cadets themselves in online learning readiness so that it can be a reflection for the

improvement of online learning in the future at PIP Makassar in particular.

#### ***Self-directedness / Self-directedness***

There are many personal effects of cadets on the willingness to learn online, which in turn impacts their ability to absorb online learning. Self-awareness is included in the dimensions described by Goleman, (2005) in emotional intelligence, namely self-awareness; self-control (self-regulation); motivation (motivation); empathy (empathy); and social skills (social skills).

#### ***Learning preferences***

Taruna, as students at a higher level, is led to have broad insights and increase knowledge which is more easily achieved by meeting information needs quickly and efficiently using technology and information. According to tools. Djaali (2014), "habits learning are away or a technique that settled on students at a time to accept the lesson, read a book, tasks, and the timing for completing the activity.

#### ***Study habits/study Habits***

learning habits can be defined as a method or technique that settled on students receiving learning, reading books, doing tasks, and timing to complete activities (Magfirah et al., 2015). Study habits are someone's actions repeatedly for the same thing and take place without thinking again. Study habits will affect learning itself, which aims to gain knowledge, attitudes, skills and skills in learning (Siagian, 2015).

#### ***Skills Technology / Technology Skills***

The utilisation of information technology for education is categorised into three groups: the first group used a computer to deliver teaching material itself, the second is for the distribution of teaching materials through the Internet, and the third is as a communication medium. With the development of technology and information in the world of education, at that time, it was possible to hold distance learning using internet media to connect students with their lecturers, view cadet grades online, view class schedules, send assignment files given by lecturers, etc. (Budiman, 2017)

#### ***the ability of computer***

#### ***equipment/computer equipment capabilities***

one of the benefits of information technology is in education. With the development of technology, especially computers in the world

of education, at that time, students and educators are required to have the ability to operate computer devices. The ability of computer users is the ability of users in terms of computer applications, computer operating systems, file handling and hardware, data storage and the use of keyboard keys (Indriantoro, 2000). According to Compeau & Higgins, (1995), expertise is defined as a judgment of a person's capability to use computers/information systems/information technology.

## **METHODS**

This research uses a quantitative approach. This research uses a descriptive research method. Where. Descriptive research seeks to describe a symptom, event, or event that is happening at present (Nana Sudjana, 2001)

This study aims to provide an overview of Makassar PIP readiness in implementing online learning during the COVID-19 pandemic. The model used in this study is to measure the readiness to implement online learning using five factors. The five factors are self-awareness, study tendencies, study habits, technological abilities, and computer skills, adapted from the Online Readiness Assessment by Vicki Williams Vicki Williams and The Pennsylvania State University. This model will provide a score or value of readiness for each factor and readiness for the application of online learning at PIP Makassar.

For data processing, by grouping the data from the questionnaire/questionnaire according to the variables studied, looking for the average value in each group of research variables, determining the level of readiness for each group of variables, determining the level of readiness to apply online learning at the institutional level. This research was conducted at PIP Makassar, which was held at the end of June. The subjects in this study were 362 cadets from 3 majors in Nautika, KALK and Teknika. This study used a questionnaire containing 30 questions based on predetermined reference factors. From the results of the questionnaire, it will be assessed using a rating were scale 0-2. The rating scale is divided into four categories, namely Not yet ready, but you should prepare for online learning, If you take the time and effort to

prepare and adapt to online learning, you may find a way to learn online, With some adjustments to online learning, you must be successful in online learning, you seem almost

ready for online learning but you have to focus on one area, and you are ready for online learning.

**Tabel 1.** Score Range based on instrument scores Score

Range	Category
0 - 10	Not ready, Must prepare for online learning
11 - 25	Must take time and effort to prepare and adjust to online learning
26 - 40	Needs some adjustments in preparing for learning online
41 - 50	ready for online learning
51 - 60	Very ready for online learning

## RESULTS AND DISCUSSION

The profile of the respondents came from 3 majors, namely KALK, NAUTIKA and TEKNIKA, with the percentage of all cadets coming from 0.3% semester 1, 2.6% semester 2, 38.8% semester 3, semester 4, 2.9% semester 5, 6th semester, 18.1% of 7th semester and 37.4% of 8th semester with the majority of the male gender dominating with 86.2% while the female was 13.8% of the total 362 Taruna.

From the data results, the lowest score in the 11-25 category is 6 people, which indicates that these cadets must take the time and effort to prepare and adapt to online learning. While cadets who have a score of 51-60 are 92 people who show a very ready level of readiness for online learning.

The distribution of the readiness of Makassar PIP cadets is at most 41-50 with a total of 144 people, which based on the score indicates that cadets still need improvement based on their readiness in online learning because good organisational and time management skills are very important for online learning. Therefore cadets must work independently. Independent at all times, cadets must be prepared to pace their learning, find out for themselves and communicate with others online. Cadets generally seem to realise that online learning is more time consuming and requires more discipline than face-to-face classes. So that cadets as a whole cadet need a little extra effort and PIP Makassar prepares these facilities through the cadets section of each department.

**Tabel 2.** Average readiness of cadets in online learning by major.

Factors	Department of		
	NAUTIKA	TEKNIKA	KALK
<i>Self-directedness</i>	8.22	8.08	8.64
<i>Study preferences</i>	10.57	10.76	10.99
<b>Study habits</b>	10.25	10.71	10.63
<b>Technological Skills</b>	6.98	6.93	7.13
<b>The ability of computer equipment</b>	7.32	7.35	8.19
<b>Score</b>	22.52	43.83	45.58

As for 120 cadets who have a score of 26-40, it shows that cadets need some adjustments in preparing themselves with online learning, which is very different from face-to-face learning, while cadets must prepare for online learning, such as self-directedness, study preferences, learning habits of technology skills, and computer equipment abilities.

When broken down by major and gender, the average level of readiness of cadets can be seen in table 2 and table 3 below.

From table display 2. shows the readiness of the 3 majors, KALK and TEKNIKA majors have a readiness level for

online learning with scores in the range of 41 - 50, which indicates that the KALK major is almost ready for online learning with a little more focus so that cadets can really be ready. While majoring in NAUTIKA, scores were in the range 11-25. Must take the time and effort to prepare and adapt to online learning

From the gender side, there is no significant difference between the two which is on a score of 41 - 50, which indicates that both are almost ready for online learning with a little more focus so that cadets can really be ready for online learning.

**Tabel 3.** Average readiness of cadets in online learning by gender

FACTORS	Gender	
	Male	Female
<i>Self-directedness</i>	8,18	8.73
<i>Learning preferences</i>	10.73	10.56
Study habits	10.43	10.71
Technological skills	7.04	6.71
Computer equipment abilities	7.51	7.40
<b>Score</b>	43.88	44.10

## CONCLUSION AND SUGGESTIONS

Based on the findings and data processing, it can be concluded that: (1) most of the cadets in PIP Makassar are almost ready for online learning. There are only six cadets who have to spend more time and effort to prepare and adapt to online learning and who are very ready. There are 92 cadets and 144 cadets who are almost ready for online learning, and the remaining 120 cadets need to readjust to be ready for online learning. (2) Department TEKNIKA and KALK have an average score of being ready for online learning, and the NAUTIKA department's average score is in the must spend category. Time and effort to prepare and adapt for online learning. (3) There is no difference between genders on the level of online learning readiness of Makassar PIP cadets.

Based on the research findings described, the Makassar Shipping Science Polytechnic (PIP) is expected to reflect according to the recommendations proposed by the researchers. PIP Makassar must periodically measure the level of readiness to implement online learning with more complex instruments as evaluation material for continuous improvement, especially for new cadets. For further research, it is necessary to develop an instrument that assesses various dimensions as used by Hung et al., (2010) namely the Online Learning Readiness Scale (OLRS). ) which looks at five dimensions of online learning readiness: independent learning, learning motivation, computer/Internet self-efficacy, student control, and online communication self-efficacy.

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