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ANALYSIS OF THE FACTORS INFLUENCING THE OFFLINE LEARNING READINESS DURING THE COVID-19 PANDEMIC

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Research Report

A B S T R A C T

Introduction*:** *Since the end of 2019, the COVID-19 virus has turned into a global health problem and has changed various aspects of life, including education. The government felt compelled to close down the school and encouraged students to carry out online learning. During the online learning process, there are numerous arising obstacles. Thus, the government considered changing it to offline learning in 2021. In its implementation, however, there were many factors regarding learning readiness that must be taken into account, such as physical, psychological, and material readiness. This study aims to analyze the factors influencing offline learning readiness during the COVID-19 pandemic.* ***Methods*: This study is quantitative research carried out by employing a cross-sectional approach. There were 49 respondents obtained through a total sampling technique. A questionnaire was utilized as the research instrument and the Chi-Square test was used as the bivariate data analysis.* ***Results****: The result revealed that most respondents (73.5%) were females and the mean value of respondents' age was 20.88 years. Furthermore, the respondents had high offline learning readiness (67.3%) and physical readiness, psychological readiness, and material readiness classified under the "ready" category with (81.6%), (57.1%), and (57.1%), respectively. The results of the Chi-Square test showed that physical, psychological, and material readiness influenced offline learning readiness.* ***Conclusions****: The present study also concluded that physical readiness was the most dominant factor which affects offline learning readiness.*

A R T I C L E I N F O

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INTRODUCTION

The cases of COVID-19 have spread to 226 countries around the globe. On December 2, 2021, there were 262,866,050 confirmed positive cases and 5,224,519 deaths due to COVID-19 infection across the world (WHO, 2021). Indonesia is among the countries infected with COVID-19 and ranked 20th in the world. On December 2, 2021, there were 4,256,998 confirmed cases of COVID-19 in Indonesia, 4,105,352 of whom recovered, and 143,850 died (Kementrian Kesehatan, 2021). The COVID-19 pandemic has spread to 34 provinces in Indonesia, particularly Central Java, which has the 3rd highest case of COVID-19 infection. Out of 486,405 confirmed cases of COVID-19 recorded in Central Java, 454,833 recovered, and 30,224 died. Meanwhile, on 4th December 2021, Klaten City is classified under the moderate risk zone with 36,464 confirmed positive cases, 33,414 of whom recovered, and 2,963 (Dinkes Klaten, 2021).

Covid-19 has generated many negative impacts on various aspects of human life, including health, religion, politics, and even education. The changes can be directly observed, such as the decline to the cessation of trade and industrial activities, changes in human behavior by implementing health protocols, the reduction in religious worship activities, the increasingly tense political wars, and teaching and learning processes that are stopped or replaced with online learning. Education is one of the areas most affected by the COVID-19 pandemic. The data obtained from UNESCO (2020) exhibited that as of April 17, 2020, approximately 1.5 billion (91.3%) students across the world were unable to carry out school activities due to the COVID-19 pandemic. 3% (45 million) of the total population of students affected globally were Indonesian (BPS, 2021). Besides being obliged to close down schools, the government also encourages students for conducting distance learning at home or known as online learning. On March 17, 2020, the Minister of Education and Culture issued Circular Letter Number 36962/MPK.A/HK/2020 concerning online learning policies and new policies related to working from home (WFH) to increase awareness in preventing the spread of COVID-19. Universities are advised to carry out work from home (WFH), and students are advised to study from home (SfH).

The ever-widening of COVID-19 forced students to conduct online learning. However, many obstacles were found including uneven internet access across Indonesia, gaps in teachers' qualifications, quality of education, as well as the lack of skills in information, communication, and technology (ICT). Hence, new learning innovations

are urgently needed to anticipate the educational decline in Indonesia. After 2 years of living side by side with COVID-19, the government considered changing the online learning process to offline learning in 2021 through the Joint Decree Number 03 of 2020. In the Decree that has been agreed upon by the four ministers above, there are guidelines regarding the permit to conduct offline learning activities in the 2021/2022 academic year during the COVID-19 pandemic. In a later implementation, offline learning activities will be carried out in stages (Azzahra , 2020)

Offline learning is considered to be more effective than online learning. Interviews were also targeted at teachers and data stated that 62% of teachers said offline learning was more effective, and 38% said that online learning was more effective. The ineffectiveness of online learning was due to poor signaling, internet quota, and lack of understanding. In addition, the students are located separately from teachers during the online learning activities, causing the teacher to be unable to give direct supervision to the students. Moreover, there is no guarantee that students listen to the teacher's explanation, so online learning can reduce students' level of understanding in learning.

Offline learning is an "outside the network" learning type carried out without utilizing the internet, or the implementation of face-to-face learning between teachers and students while still complying with the health protocols (Malyana, 2020). Its implementation must apply the health protocols such as doing physical distancing, wearing masks, and regularly washing hands using soap or hand sanitizer to break the COVID-19 chain of transmission. In practice, however, many factors concerning the readiness of conducting offline learning need to be taken into account.

Readiness can be defined as a person's preparedness or willingness to do something (Sahara, 2018). According to Muryati (2021), readiness is the physical or mental ability to learn along with the expectations of skills possessed and the background to do something. Learning is the process of behavioral change done through training or practice (Muryati, 2021). Learning readiness is a person's overall condition that makes him ready in responding or in answering to the situation in a certain way. Adjustment of conditions done at some point will influence or will affect the tendency to respond. Factors concerning learning readiness are things that contribute to the learning process and learning outcomes. Therefore, those factors need to be considered when implementing offline learning in the future in order to achieve the success of learning. The factors influencing learning readiness are physical, psychological, and material readiness. Various factors of readiness can come from students, teachers, and educational institutions where the learning process takes place (Utama, 2017).

Physical readiness is a condition when students have the physical ability in receiving responses or answers in learning. This type of readiness consists of having a healthy body, being far from drowsiness, and not being lethargic. Body with a healthy condition will enable the students to learn more easily (Jumasrin, 2020). Meanwhile, their physical readiness in learning shows how mentally prepared students are in carrying out learning activities, including their desire to learn, ability to concentrate, satisfaction, desire or motivation to learn, attention, and awareness in learning. Psychological readiness provides a fairly important contribution for students in undergoing learning at school, making it easier for them to master the subject matter presented easily and effectively(14). Then, material readiness is a state when students possess material abilities to support their learning activities such as the materials being studied or worked on in the form of reading books, notes, and package books, as well as the equipment or kits needed when the learning process takes place. Learning activities supported by various equipment will help the students in undergoing the learning process (Jumasrin, 2020).

MATERIALS AND METHODS

The current research is quantitative research carried out by utilizing a cross-sectional approach and analytical method. The population in this study were all third-level students of the Nursing Study Program, University of Muhammadiyah Klaten, in the 2021/2022 academic year, with 53 students in total. 49 students were obtained using a total sampling technique based on the exclusion criteria applied. A questionnaire was utilized as the data collection instrument. The data obtained were then analyzed using the Chi-Square test and multiple logistic analysis.

RESULTS

Table 1. Frequency Distribution of Gender

Variable	Frequency (f)	Percentage (%)
Male	13	26.5
Female	36	73.5
Total	**49**	**100.0**

The proportion of the male and female respondents can be shown in Table 1. It reveals that most respondents (73.5%) were female with 36 people, followed by males with 13 people (26.5%).

Table 2. The Frequency Distribution of Offline Learning Readiness and the Factors Influencing the Learning Readiness

Categories	Frequency (f)	Percentage (%)
Offline Learning Readiness		
High	33	67.3
Low	16	32.7
Physical Readiness		
Ready	40	81.6
Not Ready	9	18.4
Psychological Readiness		
Ready	28	57.1
Not Ready	21	
Material Readiness		
Ready	28	57.1
Not Ready	21	42.9
Total	**49**	**100**

Based on Table 2, the majority (67.3%) of respondents had a high level of readiness in carrying out offline learning.

Table 3. The Influence of Physical Readiness on the Offline Learning Readiness

Physical Readiness	Offline Learning Readiness				p-value
	High		Low		
	f	%	f	%	
Ready	31	77.5	9	22.5	
Not Ready	2	22.2	7	77.8	0.001
Total	**33**	**67.4**	**16**	**32.6**	

The Chi-Square test conducted in this study obtained a p-value of 0.001 (Table 3). It pinpoints that p-value ≤ 0,05, indicating that physical readiness influenced the readiness of carrying out offline learning

Table 4. The Influence of Psychological Readiness on the Offline Learning Readiness

Psychological Readiness	Offline Learning Readiness				p-value
	High		Low		
	f	%	f	%	
Ready	23	82.1	5	17.9	
Not Ready	10	47.6	11	52.4	0.011
Total	**33**	**67.3**	**16**	**32.7**	

The Chi-Square test obtained a p-value of 0.011, as can be seen in Table 4. This suggests that the p-value ≤ 0.05, meaning that psychological readiness influences the readiness of carrying out offline learning.

Table 6. Modeling 1

Variables	B	Sig	OR
Physical Readiness	-2.054	0.028	0.128
Psychological Readiness	-0.756	0.407	0.469
Material Readiness	-0.756	0.407	0.469
Constant	**1.691**	**0.056**	**5.427**

As can be seen in Table 6, material readiness had the highest significance value of all variables with 0.407. Therefore, this variable was removed from the regression model and continued to the second stage of analysis.

Table 7. Modeling 2

Variables	B	Sig	OR
Physical Readiness	-2,126	0,021	0,119
Psychological Readiness	-1,228	0,086	0,293
Constant	**1.594**	**0,063**	**4,925**

The current research found that the significance value of physical readiness (0.021) is lower than that of psychological readiness (0.086), making physical readiness the most dominant variable which affects the readiness of conducting offline learning (Table 7). Based on the result of the OR (Odds Ratio), the value of the physical readiness (0.119) indicates that students with physical readiness classified into the "ready" category are 0.119 times more likely to possess high offline learning readiness compared to those who are physically unready.

DISCUSSION

Respondents who participated in this study were third-level students of the Nursing Study Program at the University of Muhammadiyah Klaten in the 2021/2022 academic year. Their age ranged between 19-24 years and was classified under the late adolescence category. This age category can affect students' thinking processes and comprehension. The older the students, the higher their level of thinking maturity (Fadhila A & Asriyadi , 2020). Similarly, Purnamasari, et al (2021) also stated that there is a relationship between the increasing age and one's readiness to learn independently; the more mature a person, the greater his learning responsibility. Moreover, the readiness to conduct self-learning is a concept of adult learning so that as one gets older, it will increase his or her readiness in learning (Purnamasari , Siregar SM, Isnayanti D, & Suhaymi , 2021).

The proportion of the male and female respondents can be shown in Table 1. It reveals that most respondents (73.5%) were female with 36 people, followed by males with 13 people (26.5%). The researcher assumes that the result was dominated by women because the proportion between the number of both genders was not the same. In this study, the majority of respondents used were female (73.5%), which was higher than that of males. The result is in accordance with that conducted by Suranadi (2017) who found that most students in the health faculty of Udayana University were female (71.1%). Basically, girls are better at performing tasks related to verbal, fine motor, and perceptual skills than boys, while boys are better at spatial, abstract math, and scientific reasoning than girls (Santrock, 2012).

Based on Table 2, the majority (67.3%) of respondents had a high level of readiness in carrying out offline learning. Learning readiness is defined as an effort made by a person in perfecting his ability by responding to what he is experiencing in learning (21). According to Muryati (2021), the Indonesian word "Luring" is an abbreviation of to replace te term face–to-face lectures which is currently gaining popularity to substitute the word "Offline" (Muryati, 2021). Therefore, offline learning readiness is defined as an effort made by someone in perfecting his ability by responding to what he is experiencing in learning activities outside the network or offline (Sinta, 2017). Meanwhile, research conducted by Zanthy, et al (2021) on the level of learning readiness based on the profile of the COVID-19 pandemic zone revealed that most respondents prefer doing "daluring" (blended learning), rather than other types of learning mode (only online or only offline)) (Zanthy , Senjayawati, & Nadia, 2021).

In the green zone, 46% of respondents chose blended learning, 13% chose online learning, and 41% chose offline (face-to-face) learning. In the non-green zone (red zone, orange zone, and yellow zone), 39% of respondents chose blended learning, 51% chose online learning, and 10% chose offline learning (face-to-face). Thus, it can be concluded that the level of readiness for carrying out online learning was higher than that of other learning methods, but the percentage was still relatively small. It illustrates that if blended learning will continue to be carried out, the campus needs to review other factors of readiness besides student readiness, lecturer readiness, the infrastructure and institution

culture including the local government support, well-organized lecture scheduling by determining the maximum class size rule to avoid piled up students on campus, as well as the downward trend of the Coronavirus spread (Zanthy , Senjayawati, & Nadia, 2021). Most respondents (81.6%) had a physical readiness factor classified under the "ready" category. Physical readiness is the student's ability to receive answers and react when the learning activities take place. A healthy body will make it easier for the students to learn properly (Jumasrin, 2020). Similarly, Wahyuni (as cited in Verina 2019) also argued that physical condition is one of the things that students must really pay attention to. A body that is healthy and is not easily gotten sick will support a person in comprehending the learning materials. On the other hand, weak body organs will reduce cognitive quality so that fewer materials or no materials will be learned (Verina, 2019).

Furthermore, 57.1% of respondents had psychological readiness classified under the "ready" category. Psychological readiness makes an important contribution to students' learning activities on campus and supports them in mastering the learning materials given more easily and effectively (Jumasrin, 2020). Psychological readiness is the same as mental readiness. Wahyuni (as cited in Verina, 2019) also suggested that a good mental condition will make the students feel happy and relaxed to participate in the learning activities. The learning materials delivered by the teacher will be easy to comprehend and will leave an impression on the student so that at the end of the lesson those materials will be imprinted in the memory and will be easy to remember (Verina, 2019). Meanwhile, 57.1% of respondents had material readiness classified under the "ready" category. Material readiness is defined as a material capability in carrying out learning activities. Various equipment and materials will support the student in the learning process (14). Material readiness is the same as readiness for needs. Meeting students' needs will influence the students' success (Wahyuni, as cited in Verina, 2019). This is related to whether or not student needs are met, such as books and learning equipment needed by students to support their learning activities which will affect their learning outcomes (Verina, 2019).

The Chi-Square test conducted in this study obtained a p-value of 0.001 (Table 4). It pinpoints that p-value ≤ 0,05, indicating that physical readiness influenced the readiness of carrying out offline learning. Based on the results of the physical readiness questionnaire, most respondents answered "Strongly Agree" on statements number one, two, and seven which include "I took offline learning in good health", "I did not experience hearing problems (ears)", and "I tried to maintain my health", respectively. The result is in congruence with that of Jumasrin's research (2020) which stated that physical readiness includes a healthy body, being far from drowsiness, and not being lethargic. When students have a healthy body, it will be easier for them to learn. Similarly, Nurhoiriyah (2017) also mentioned that factors related to physical conditions were illness, lack of health, and physical disabilities. A person who is sick or unwell will experience physical weakness, leading to weak sensory and motor nerves which then cause the stimuli received through the senses to not be transmitted to the brain. Furthermore, an unhealthy person will experience learning difficulties because he will get tired easily, feel dizzy, feel sleepy, experience a decrease in concentration ability, and have less learning enthusiasm (Nurhoiriyah, 2017). Likewise, Kitchie (2016) also argued that anything that affects physical comfort can affect students' ability and willingness to learn; the information will not be absorbed if the learner is not ready (Kitchie, 2016).

The Chi-Square test obtained a p-value of 0.011, as can be seen in Table 5. This suggests that the p-value ≤ 0.05, meaning that psychological readiness influences the readiness of carrying out offline learning. Based on the results of the psychological readiness questionnaire, most respondents answered "Strongly Agree" on statements number one, two, and four which include "I have the desire to learn to increase my knowledge", "I am aware that learning is important to train thinking skills", and "I am not afraid to accept new lesson delivered by lecturer", respectively. Correspondingly, Jumasrin (2020) argued that psychological readiness includes a desire to learn, the ability to concentrate, satisfaction, the desire or motivation to learn, attention, and awareness in learning (Jumasrin, 2020). Psychological readiness plays a pivotal contribution to students' learning activities at school so that it helps the students master the material presented more easily and effectively. Psychological readiness can be influenced by anxiety levels, support systems, motivation, risk-taking behavior, thinking framework, and stage of development. Anxiety can affect a person's ability to improve their cognitive, affective, and psychomotor. If they are disturbed, their ability to concentrate and retain information will also be affected. Some levels of anxiety may become a hindrance to learning new skills or achieving learning motivation (Kitchie, 2016). Similarly, Dalyono (2012) mentioned that poor psychological or mental conditions, such as experiencing mental disorders and feelings of disappointment, can interfere with or reduce the spirit of learning. Psychological or mental readiness is necessary for the learning process to increase passion for learning to obtain maximum results (Dalyono, 2012).

The Chi-Square test conducted in this research obtained a p-value of 0.011 (p ≤ 0,05), which implies that

material readiness influences the readiness of carrying out offline learning. According to the results of the material readiness questionnaire, the majority of the respondents answered "Strongly Agree" on statements number two, eight, and eleven which include "I use a hand sanitizer to keep my palms clean", "I use internet assistance in doing assignments from the lecturer", "I use a uniform according to the campus rules". The result is in congruence with that of Jumasrin's research (2020) which mentioned that material readiness includes the material being studied or done in the form of reading books, notes, package books, and the availability of tools or equipment needed during the learning process (Jumasrin, 2020). The supporting equipment will be able to aid the students in learning. Furthermore, Kusuma & Muhsin's (2016) also argued that one of the external factors (factors outside the students themselves) which influence learning readiness in terms of materials was the teaching materials being used. They play a pivotal role in the learning process because without learning materials students will not have standards that they need to follow, and as a result, they will face problems in the learning process. Those who have learning materials will be better prepared to accept the lessons (Kusuma & Muhsin, 2016). Likewise, Winarso (2016) also suggested that students' readiness to master the learning materials delivered by the lecturer will make it easier for these students to optimally master the next materials. Following the next learning activities will be difficult if the students have not mastered the materials being delivered (Winarso, 2016).

Students' material readiness can be determined from several indicators such as the stationeries, notebooks, and package books owned. Notebooks are one of the equipments which support students' learning readiness so that it will be more optimal. The number of materials that can be comprehended by the students is also associated with their memory. Notebooks can play an important role in the recording and reviewing process. Students will be able to reopen their notebooks to help them remember the subject materials. Hence, notebooks and stationeries are regarded as supporting learning equipment that the students need to prepare before taking part in learning (Ferdian & Maryam , 2018). Besides that, the use of internet technology is another material readiness that has changed the paradigm in obtaining information and communicating without being restrained by space and time. The presence of the internet enables students to obtain the needed information wherever and whenever. Moreover, the internet network development makes it easier for both lecturers and students to find learning resources so that the learning process will turn out to be more interactive because there are more options for using and utilizing learning resources (Wardinur & Mutawally , 2019).

The current research found that the significance value of physical readiness (0.021) is lower than that of psychological readiness (0.086), making physical readiness the most dominant variable which affects the readiness of conducting offline learning (Table 8). Based on the result of the OR (Odds Ratio), the value of the physical readiness (0.119) indicates that students with physical readiness classified into the "ready" category are 0.119 times more likely to possess high offline learning readiness compared to those who are physically unready. Students' physical readiness has a dominant influence on offline learning readiness. This is because based on the results of the physical readiness questionnaire, most respondents answered "Strongly Agree" on statements number one, two, and seven which included "I took offline learning in good health", "I did not experience any hearing disorders", and "I try to maintain my health". This result is in line with that of Jumasrin's research (2020) which revealed that physical readiness is closely related to health, which then affects learning outcomes and social adjustment (Jumasrin, 2020). Students with poor health will not have the energy to study. There are several examples of physical readiness, such as a healthy body, being far from drowsiness, and not lethargic. Students with healthy bodies will be able to learn more easily.

Similarly, Nurhoiriyah (2017) also stated that factors of physical conditions include illness, lack of health, and physical disabilities. A person who is sick or unwell will experience physical weakness, which leads to weak sensory and motor nerves. This causes the stimuli received through the senses cannot be transmitted to the brain. Someone with an unhealthy body will experience learning difficulties because he will easily get tired, dizzy, sleepy, reduced concentration ability, and be less enthusiastic about learning (Nurhoiriyah, 2017).

Regarding physical readiness, educators need to consider five main components including students' level of ability, task or learning complexity, environmental effects, health status, and gender (Kitchie, 2016). According to Bintang (2018), the male has higher learning readiness than female because female feel more anxious than male; the higher the anxiety, the lower the learning readiness (Bintang, 2018).

There is a significant relationship between nurses' knowledge and their compliance in the inpatient ward of the PDHI Yogyakarta Islamic Hospital. The correlation coefficient value of 0.387 indicates that the relationship between nurses' knowledge on fall risk and their compliance in carrying out patients fall risk reassessment in the inpatient ward of the PDHI Yogyakarta Islamic Hospital has an average level of closeness. The implementation of a fall risk reassessment at the PDHI Yogyakarta Islamic Hospital showed that there is a relationship between knowledge and compliance, that is

to say that the implementation of a fall risk reassessment is the duty and obligation of ward nurses in reducing the incidence of falls. Knowledge can be increased by conducting training to improve knowledge and technical skills as well as to increase knowledge and to achieve the expected goals in nursing. The higher a persons level of knowledge, the better the knowledge that person. Education and training can be seen as forms of intervention. Therefore, organizations or agencies that wish to develop themselves need to pay attention to their employees education and training. skills as well as to increase knowledge and to achieve the expected goals in carrying out nursing care.

CONCLUSIONS

There was an influence of physical readiness, psychological readiness, material readiness on the offline learning readiness of the third-level students of the Nursing Study Program, University of Muhammadiyah Klaten. Physical readiness is the most dominant variable which influences the readiness of conducting offline learning.

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