Assessing Students' Learning Readiness Toward Student-Centered Learning

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Abstract

This research examined the readiness of English Education students at Esa Unggul University towards the student-centered learning (SCL) approach, focusing on three main aspects of learning readiness: physical, mental, and cognitive. With the increasing adoption of SCL in educational settings, understanding students' readiness across these dimensions was crucial for its effective implementation. Through a qualitative descriptive analysis, this study employed questionnaires and interviews with 43 freshmen to explore their readiness. The research methodology integrated a purposive sampling technique, aiming to gather in-depth insights from participants with direct experience in SCL environments. Findings revealed a moderate level of overall readiness, with variances across the three examined aspects. Physically, students felt somewhat prepared, particularly in terms of self-assessment capabilities, albeit less so for cooperative learning. Mentally, a general trend towards moderate agreement was observed, with strengths in reflective practices and collaborative skills. Cognitive readiness highlighted a strong inclination towards engaging in authentic learning tasks yet revealed gaps in connecting new learning with prior knowledge. These insights suggested that while there was a foundational readiness for SCL, targeted interventions were needed to bridge identified gaps, particularly in learning autonomy and prior knowledge connections. The study concluded that enhancing student readiness for SCL required a multifaceted approach, addressing the pedagogical and environmental factors influencing physical, mental, and cognitive readiness.

Introduction

In recent years, there have been several research conducted on the topic of learning readiness. Previous research has placed significant emphasis on various aspects related to learning readiness in students. For instance, learning readiness is crucial for the improved educational performance of the students in the learning process (Dangol & Shrestha, 2019; Deyo et al., 2011). The significance of students' readiness outside curriculum and instruction, emphasizes the need to cultivate students' learning competency and intellectual character (Chorrojprasert, 2020; Duncan et al., 2007; Webster-Stratton et al., 2008). It is correlated to experiential learning, stressing the need for students to have the necessary attributes, abilities, and orientation for active learning (Maddox et al., 2000). Furthermore, there is a vital correlation between students' academic achievement and their learning readiness, demonstrating that improving learning readiness is critical to attaining higher educational outcomes (Dangol & Shrestha, 2019). Moreover, underlining the importance of learning readiness, including parental motivation and attention, can achieve learning success (Laugi, 2019).

As the education system changes, students must be able to adapt to the approaches in the teaching and learning process. One of the approaches that has recently been applied is the student-centered learning approach implemented in the classroom. Several previous studies have discussed the topic of student-centered learning approaches based on their significance in several contexts and perspectives. The student-centered approach in teaching and learning is a common term used in the education field at this time to point out a vital shift in education from that which is teacher-centered (Tang, 2023). The concept of student-centered learning comprises a movement in authority from teachers to students, accentuating the active role of students in the learning progression (Nanney, 2020; Nuckles, 2000; O'Neill & McMahon, 2005). This can be illustrated that Student-Centered Learning (SCL) places students at the heart of the learning process, with teachers replacing them as facilitators and it emphasizes authentic (Nanney, 2020; Whiting, 2021) , desires-based instruction (Greener, 2015; Tangney, 2014), cooperative and collaborative learning (Hoidn, 2017), and an active (Dangol et al., 2019), self-governing (Hesson & Shad, 2007; Wright, 2011), and child-friendly approach (Singh, 2011). Therefore, Student-centered learning

concentrates on students' needs, abilities, interests, and learning styles with the teacher as a learning facilitator (Larasati, 2018). Besides, student-centered learning augments learning to acquire and learning how to increase skills such as critical thinking, problem-solving, and introspective thinking (Çubukçu, 2012). Hence, with the concepts, characteristics, and advantages of this student-centered learning approach, the quality of learning will be greatest if the learning process tends to be student-centered rather than teacher-centered (Purnamasari et al., 2020).

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Based on several studies about learning readiness, numerous significances have been investigated that are related to learning readiness. Deyo et al. (2011) investigated learning readiness to improve educational performance, Chorrojprasert (2020) explored the development of learning competencies and intellectual character, Maddox et al. (2000) investigated the correlation between learning readiness and experiential learning, Dangol & Shrestha (2019) highlighted that

academic achievement is related to learning readiness, and Laugi (2019) explored parental motivation and attention to learning success. In summary, these studies jointly argued that learning readiness has varying characteristics. Learning readiness has not only an impact on academic readiness but also on personal attributes, experiential learning, and external support for optimal educational outcomes.

Apart from that, several studies also have discussed about student-centered learning approach with its different contexts and significances. Tang (2023) proposed a definition for the term "student-centered learning approach," while O'Neill & McMahon (2005) highlighted the strategy's emphasis on a change in authority. Singh (2011) outlined the core of student-centered learning, while Larasati (2018) emphasized how student-centered learning may be customized, Purnamasari et al. (2020) suggested optimal learning quality, while Çubukçu (2012) discussed the development of student-centered learning skills. To recap, these studies collectively discussed the student-centered learning strategy entails defining the term, stressing a change in authority, laying out fundamental ideas, tailoring instruction to each student's needs, promoting the highest possible standard of learning, and talking about the acquisition of necessary skills. Collectively, these features demonstrate how the approach can improve learning through customized, interesting, and skill-focused methods.

The association between students' learning readiness and the student-centered learning approach has fascinated researchers with the importance of understanding learning readiness to adapt to the student-centered learning approach. However, there are still slight studies that focus specifically on students' learning readiness for student-centered learning approaches. Hence, the research question of this study was to "How do students majoring in English education of Esa Unggul perceive their readiness for engaging in a student-centered learning approach in higher education settings?. Therefore, this research pursues to investigate the learning readiness of students majoring in English education regarding the application of a student-centered learning approach in higher education, by utilizing a review of relevant literature from the field of education and other related fields. This study examined the criteria of learning readiness and the characteristics of a student-centered learning approach which will then be linked to the concepts of learning readiness by considering the characteristics of a student-centered learning approach. To obtain concrete information regarding learning readiness for student-

centered learning approaches in students, this research uses observations through interviews conducted with several students in the class.

Research Methodology

The study explored and investigated the learning readiness of English education of Universitas Esa Unggul students toward a student-centered learning approach. Therefore, this study applied a qualitative research approach with a descriptive qualitative design. Qualitative research is interpretive research in which researchers are frequently involved in continuing and intensive experiences with participants (Cresswell, 2008). An extensive, relatable summary of particular events that people or groups of individuals encounter is the aim of qualitative descriptive investigations (Holly, 2018). Therefore, qualitative data primarily be measured through interviews, and the interview results are transcribed afterward.

Through investigating and exploring the learning readiness of English language education students toward the student-centered learning approach, the researchers applied two theories regarding the criteria for learning readiness and the student-centered learning approach. The first theory about the criteria of learning readiness that is conducted by (Winarso, 2016) mentioned three criteria for students' learning readiness: physical readiness, mental readiness, and cognitive readiness. These criteria are a consideration for students' learning readiness. Besides, the researchers associated these criteria with several characteristics of the student-centered learning approach. Additionally, TEAL Center staff's (2012) theory showed that several characteristics exist in the student-centered learning approach, namely: active learners, learning autonomy, prior knowledge, self-awareness, independent learning, cooperative learners, and authenticity. To investigate and discover the criteria for students' learning readiness toward student-centered learning

43 English Education freshman students from at Esa Unggul University, Tangerang Campus, Jakarta Campus and Bekasi Campus, participated in this study. These students were selected because they have direct experience with the Student-Centered Learning (SCL) approach implemented in classroom instruction and learning activities. It is suitable for the students to participate in this research in light of this. It will be possible for these students to share their experiences on learning readiness in Student-Centered Learning (SCL) since the participants have been present and experienced the implementation of the SCL approach in the classroom.

Purposive sampling was used in the selection of these participants. In this study, purposeful sampling was employed to select participants based on their qualifications and willingness to share information about their knowledge and experiences (Etikan, 2016) English Department students who were used as participants in this research had direct experience regarding their learning readiness regarding the student-centered learning approach, so they were suitable to provide the data needed for the research.

In this study, the researchers utilized a questionnaire as a research instrument to answer research questions related to the learning readiness of English language education students regarding the student-centered learning approach. The questionnaire explored how participants' learning readiness related to student-centered learning approaches in higher education. The questionnaire is distributed via Google Form and the answers were analyzed. All questionnaire questions were translated into Indonesian to make it easier for participants to recognize and answer questions and ensure participants could express themselves clearly and comfortably. Researchers analyzed each response and answer from each participant. In addition, researchers can find out how students' learning readiness regarding the three learning readiness criteria (physical, mental, and cognitive) is related to the seven characteristics of a student-centered learning approach based on the experiences of each respondent.
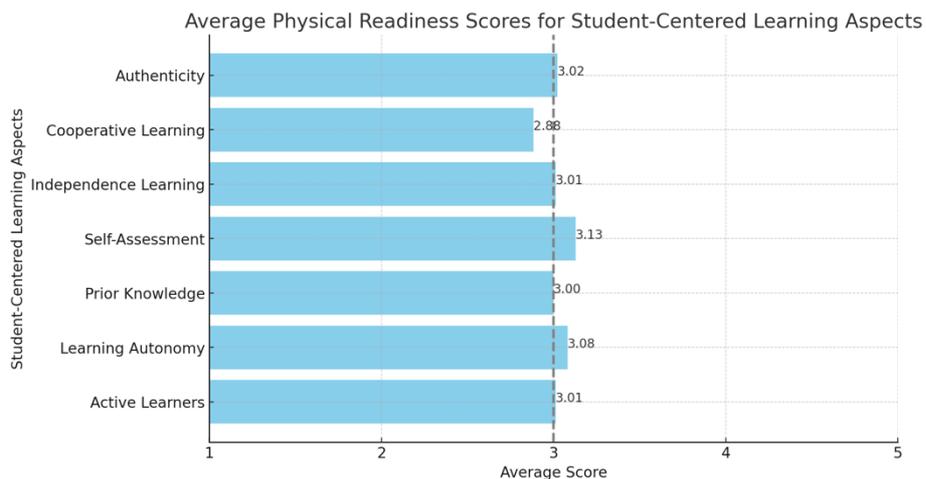
Findings and Discussion

Findings

This report explored into the multifaceted dimensions of readiness—physical, mental, and cognitive—that English education majors at Esa Unggul University bring to student-centered learning (SCL) in higher education contexts. Through the lens of 43 participants, Researchers explore student self-assessed readiness to embrace the demands and opportunities of SCL, a pedagogical approach that emphasizes active learning, autonomy, collaboration, and real-world relevance. Our findings reveal a landscape of moderate readiness across these dimensions, with variances that spotlight areas of strength and potential growth. This nuanced analysis not only sheds light on the current state of student preparedness but also seeks to answer the pivotal question: How do these students perceive their readiness to engage with SCL, and

what does this mean for the implementation of such methodologies in higher education?"

Physical readiness

Figure 1 Physical Readiness toward Student Centered Learning

The visualization of the average physical readiness scores for student-centered learning (SCL) aspects, based on data from 43 participants, presents a nuanced perspective on students' perceptions of their readiness to engage in SCL. This analysis is particularly insightful as it spans various dimensions critical to the effectiveness of SCL, including Active Learners, Learning Autonomy, Prior Knowledge, Self-Assessment, Independence Learning, Cooperative Learning, and Authenticity. The data suggest a moderate level of positivity among participants regarding their physical readiness for SCL. Most scores cluster around the neutral to slightly agreeable range on the Likert scale, with no aspect falling below 2.88 or exceeding 3.13. This indicates a general trend of moderate agreement with statements related to physical readiness for SCL, albeit with notable variations among different aspects.
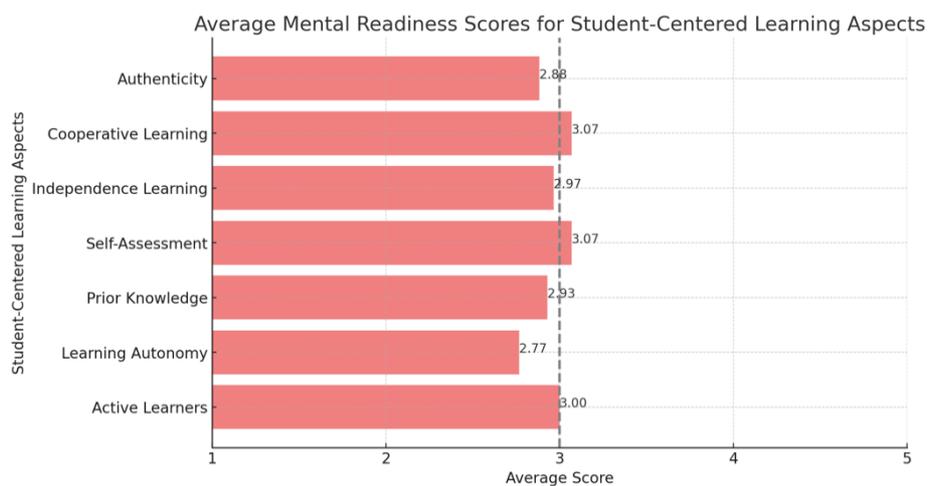
The highest readiness score was recorded for Self-Assessment (3.13), signaling a relatively stronger sense of preparedness among participants to engage in reflective practices and evaluate their own learning progress. This is an encouraging finding, as self-assessment is a cornerstone of SCL, enabling students to take responsibility for their learning journey, recognize areas for improvement, and set personalized goals. Similarly, Learning Autonomy received a high score (3.08), suggesting that participants feel reasonably equipped to manage their learning

activities. Autonomy is crucial in SCL, as it empowers students to make choices about their learning path, tailor their learning experiences to their interests and needs, and develop self-regulation skills.

In other hand, the lowest readiness score was for Cooperative Learning (2.88), underscoring a potential area for enhancement. This aspect involves students working together to achieve shared learning objectives, fostering skills such as communication, teamwork, and mutual support. The relatively lower score indicates that some students may feel less prepared for the physical aspects of collaborative learning, possibly due to limitations in the learning environment, access to resources, or personal comfort levels in group settings.

Mental Readiness

Figure 2 Mental Readiness toward Student Centered Learning

Average Mental Readiness Scores for Student-Centered Learning Aspects

The average scores suggest a general trend towards moderate agreement or neutrality concerning participants' mental readiness for SCL, with no aspect receiving an average score below 2.77 or above 3.07. This indicates a level of ambivalence or moderate confidence among participants regarding their mental preparedness for engaging in SCL practices.

Notably, Self-Assessment and Cooperative Learning both achieved the highest average scores (3.07), indicating a relatively stronger sense of mental readiness in these areas. The readiness for self-assessment suggests that participants feel somewhat confident in their ability to engage in reflective practices, evaluate their learning progress, and identify areas for improvement. This is crucial in SCL settings,
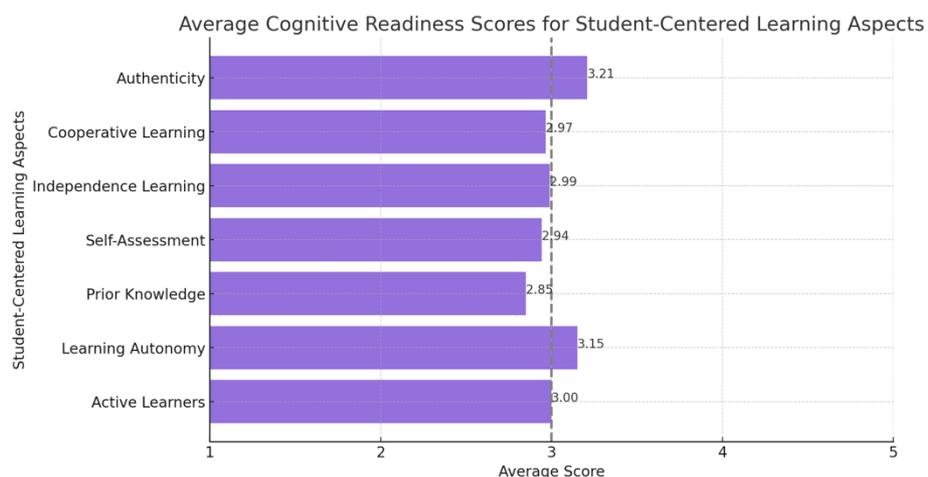
where learners are expected to take an active role in monitoring their learning journey and adjusting their strategies as needed.

Similarly, the readiness score for cooperative learning suggests that participants are relatively prepared for the mental aspects of collaborative work, including engaging in group discussions, negotiating meaning with peers, and collectively solving problems. This readiness is essential for SCL environments that emphasize teamwork and peer learning as methods for deepening understanding and developing social skills.

Conversely, Learning Autonomy received the lowest average score (2.77), signaling a potential area for improvement. This aspect of mental readiness pertains to the students' ability to direct their learning processes, set personal goals, and pursue learning opportunities independently. The lower score suggests that participants may feel less confident in their capacity to navigate learning autonomously, potentially due to uncertainties about making effective learning choices or managing their learning activities without direct guidance.

Cognitive Readiness

Figure 3 Cognitive Readiness toward Student Centered Learning

The visualization of cognitive readiness across different aspects of student-centered learning (SCL) not only illustrates a broad spectrum of preparedness among participants but also reveals intricate layers of readiness that are pivotal for navigating the complexities of modern educational environments. With Authenticity and Learning Autonomy scoring relatively high, there's an indication that participants

possess a foundational readiness to engage with learning experiences that are both relevant to the real world and empower them to take control of their learning journey.

The highest score in Authenticity (3.21) underscores a significant readiness among participants to engage in learning that mirrors real-world challenges and applications. This readiness is particularly relevant in today's rapidly changing educational landscape, where the ability to apply theoretical knowledge to practical situations is increasingly valued. Authentic learning tasks, such as project-based learning, simulations, and community-based projects, not only make learning more engaging but also help students develop critical skills needed in the workforce, such as problem-solving, critical thinking, and adaptability. The readiness for authenticity suggests that students are cognitively prepared to tackle complex tasks that require them to synthesize information, apply knowledge in novel contexts, and reflect on their learning processes.

Similarly, the readiness for Learning Autonomy (3.15) reflects a positive stance towards self-directed learning, where students feel equipped to set their learning goals, identify resources, and evaluate their progress. This autonomy is a cornerstone of SCL, emphasizing the shift from a teacher-directed to a learner-directed approach. As students navigate through the autonomy in learning, they cultivate self-regulation, time management, and independent problem-solving skills. However, achieving true autonomy in learning requires more than just readiness; it necessitates an environment that supports exploration, provides access to diverse resources, and offers guidance when needed. Educators play a crucial role in facilitating this environment, guiding students in developing learning strategies that empower them to take charge of their educational journey.

On the flip side, the lower score for Prior Knowledge (2.85) signals a perceived gap in the ability to connect new information with existing cognitive frameworks. This aspect is vital for deep learning and critical thinking, as it enables students to build upon their existing knowledge base, making learning more meaningful and integrated. The concern over prior knowledge may stem from a variety of factors, including teaching approaches that do not adequately scaffold new information onto existing knowledge or learning environments that do not encourage reflection and exploration of pre-existing concepts. Addressing this gap requires deliberate instructional strategies that help students make connections between past and new

learning, such as through concept mapping, thematic discussions, and problem-based learning scenarios that draw on students' prior experiences.

Discussion

In exploring the readiness of English Education students at Esa Unggul University for student-centered learning (SCL), our study investigated physical, mental, and cognitive dimensions, revealing a complex landscape of preparedness that aligns with and diverges from previous findings in the literature. physically, The investigation revealed that the highest readiness among students pertained to their self-assessment abilities (scored at 3.13), echoing the seminal work of Zimmerman (2002), which underscored the critical role of self-regulation and reflective practices in the efficacy of SCL. This finding suggests that the students possess a robust confidence in their capacity for self-assessment, an essential component of self-regulation, underscoring the importance of reflective practices as foundational to successful student-centered learning.

The study also highlighted moderate readiness scores in the area of learning autonomy, corroborating the discourse in the literature, particularly the insights of Deci & Ryan (1981) , which suggest that while students acknowledge the significance of autonomy in learning, they encounter challenges in fully embracing autonomous learning practices. These challenges stem from constraints related to the availability of resources and the conduciveness of the learning environment, suggesting that autonomy, though desired, is not fully actualized by students due to environmental and resource-related barriers.

Conversely, our findings in cooperative learning readiness, which scored lower (2.88), spotlight an area necessitating improvement. This aligns with the research of Johnson and Johnson (1994), which posits that the effectiveness of cooperative learning is contingent upon several factors, including group dynamics, the physical learning environment, and instructional support. This suggests that students' readiness for cooperative learning is hampered by challenges that are external to their control, such as insufficient spaces conducive to group work or a lack of facilitative skills

among instructors, underscoring the complex interplay between environmental, logistical, and pedagogical factors in the successful implementation of SCL.

In the area of mental readiness, the relatively higher scores observed in self-assessment and cooperative learning resonate with findings from the literature that highlight the value of reflective practices and collaborative skills in SCL contexts, as discussed by Dweck (2015). These findings suggest that participants feel adequately prepared to engage in self-assessment and value cooperative learning, indicating a recognition of and preparedness for the collaborative dimensions of SCL. However, the study also brought to light a notable gap in learning autonomy, pointing to a potential discrepancy between the theoretical ideals of SCL and the lived experiences of students, thus highlighting the necessity for educational strategies aimed at enhancing autonomous learning capabilities.

Cognitively, our study found high readiness scores in authenticity and learning autonomy, signaling a preparedness among students to engage with learning activities that mirror real-world scenarios and to direct their learning processes. These findings underscore the recognized value of authentic learning experiences in fostering engagement and motivation, as well as the critical role of autonomy in enhancing learning quality. However, the observed concern regarding the integration of new information with prior knowledge underscores a pivotal challenge, suggesting the need for instructional strategies focused on making connections between new and existing knowledge.

Our investigation into student readiness for SCL at Esa Unggul University reveals a landscape where students exhibit foundational readiness but also face significant challenges that must be addressed to fully realize the potential of SCL. The study underscores the importance of addressing both pedagogical and environmental challenges to enhance cooperative learning, support learning autonomy, and facilitate the integration of new knowledge with prior understanding. To this end, we advocate for targeted educational interventions, including the development of cooperative learning environments, structured support for autonomous learning, and explicit strategies to connect new and existing knowledge. Further research is imperative to deepen our understanding of these dynamics across diverse educational settings, ensuring that SCL not only promises but also delivers a transformative learning experience for all students.

Conclusion and Suggestion

The objective of this study was to explore the readiness of English Education students at Esa Unggul University for adopting a student-centered learning (SCL) approach, assessing their physical, mental, and cognitive readiness. Our investigation revealed a moderate level of readiness across these dimensions, with specific strengths in areas such as self-assessment and engagement in authentic learning tasks. However, challenges were identified in cooperative learning and connecting new information with prior knowledge, highlighting areas for improvement. This study was not without its limitations. The research relied on a relatively small sample size of 43 freshmen from a single university, which may affect the generalizability of the findings to other contexts or educational settings. Additionally, the study's qualitative nature, while providing in-depth insights, limits the ability to quantify levels of readiness or to establish causal relationships between specific educational interventions and outcomes in student readiness.

The result of study proposed several actions to be taken. To optimize student readiness for student-centered learning (SCL), educators are encouraged to adopt pedagogical strategies that not only promote cooperative learning and facilitate the integration of new knowledge with existing understandings—through methods like structured group work, peer teaching, and concept mapping—but also to provide structured support for students transitioning towards learning autonomy. This support could manifest as workshops on goal setting, time management, and strategic learning, supplemented by mentorship programs to guide students in their learning journeys. Additionally, the evident strong inclination among students towards authentic learning tasks suggests a need for educators to enrich the curriculum with more real-world projects and problem-solving opportunities that resonate with students' prior knowledge and experiences. Recognizing the limitations of this study, further research involving larger and more diverse samples is imperative to gain a deeper understanding of the various factors that influence student readiness for SCL. Such studies should aim to quantitatively assess the effectiveness of specific interventions designed to enhance SCL readiness, thereby providing a more nuanced understanding of how-to best support students in this educational approach.

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