

READINESS TO LEARN: PRINCIPLES, CONTRIBUTING FACTORS AND HOW IT AFFECTS LEARNING

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Abstract

This study attempts to inform definition of learning readiness, the principle of readiness, factors contributing to readiness to learn and how readiness affects learning. This study is theory-based research or library research. This study used secondary data. The technique used for collecting the data is literature study. This study concludes that the principles of readiness are not only affected by one's physical development but also his/ her mental development since they are closely interrelated. Moreover, the suitability of the learning experiences that will be given or the existing (prior) experiences become crucial to result in learning readiness and simultaneously, and the adaptation process of basic readiness for certain activities is considered as a natural thing when it is in the formation period at the time of development. Factors contributing to readiness to learn are maturation, Intelligence, and motivation and readiness can generate active self directed learner, improve learning outcome/achievements, grow responsibility in learning, and influence students' activeness in learning.

Keywords: learning, readiness

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Introduction

Learning is a knowledge-seeking effort to increase insight for multifaced aspects in lifetime. In a broader way, R. Gagne (1985, p.2) in Smith and Ragan (1999) defines that learning as "a change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of Growth. It points out that learning is a constantly-undertaken endeavor of direct and indirect self-immersion for the growth of knowledge / ability both physically and psychologically (cognitively).

As far as the learning is concerned, many argue that there are several factors behind the success or failure of learning. Wood (2007) explains that the learning can be successful as long as the learners have 4 characteristics to gain the

maximum benefit from his/her time and effort. They are (1) the disposition to learn consisting of a desire to learn, a positive attitude towards learning situations, a willingness to invest the time and effort required to learn and the ability to endure and an understanding of the importance and value of learning. (2) adequate cognitive function, (3)adequate knowledge base and (4)adequate study skill. Furthermore, Oxford (1990,p.140) in Agustiani (2017, p. 75) said that the affective side of learners is probably one of the very biggest influences on language learning success or failure. It gives some understanding that the great or little success of learning can be determined by to what extent a learner wants to set aside his/her time and whether the learning experience

proposed match with one's proficiency level and need cognitively.

Besides, Sugihartono (2007) cited in Winarso (2016) explains that two factors influencing the learning success or learning failure in schools influenced by some factors. It falls into followings (1) student factors as the basis for the similarity of abilities, talents, interests, motivation, as well as attitudes and learning abilities, (2) factors originating from outside the student's condition such as the physical environment, infrastructure, social environment, family environment, school environment and community environment.

Similarly, Slameto (2003.p.54-72) also writes that there are two factors; internal factor and external factor contributing to the process of successful learning. Those are as follows :

- (1) external factors: factors coming from outside the student such as family environment, school and community,
- (2) internal factors comes from three factors namely fatigue factor, physical factors (health, disability) and psychological factors (intelligence, attention, talents, motives, maturity, skills and learning readiness).

Seen from the internal factor, Slameto (2003) includes that readiness is an important and determining factor to avoid learning failure. He also adds that readiness needs to be considered in the learning process, because if students are ready to learn, then the learning achievement will be better (p.59). Promethean (2018) explained that Learning readiness refers to how well students are equipped to learn, including environmental conditions and factors. A student with low learning readiness may be burdened by difficult personal circumstances in his life, or lower

emotional or physical maturity. It can indicate external interference or personal obstructions. In other words readiness can be considered as the initial step to equip every student for all majors before they are truly engaged in the real learning activities.

The investigation in this topic is needed because it gives some understanding that internal factors of students must be highlighted to support learning. There are some studies confirmed that there are correlation studies between readiness to some factors such as achievement, activeness, etc. Then, the writers hope that this study will give contribution to teaching and learning aspect not only for English Language Teaching but also for other studies, especially to remind or to realize the educators that learning readiness is one of the key factors in teaching and learning process since it supports student-centered learning. Therefore, the writers formulated the problems into following questions

- (1) What are the principles of Readiness?
- (2) What factors contribute to readiness to learn?
- (3) How does readiness affect learning process?

Methodology

This article is library research. The secondary data was used. The literature study was used for a technique for collecting the data. Some sources from previous reports/researches related to the topic of this study were searched to meet the needs of this study objectives. The data then explained descriptively based on the problems of this study, The procedures used for accomplishing this study are as follows

- (1) Reading some sources related to learning readiness
- (2) Contemplating the findings gathered

- (3) Classifying the discoveries based on the topic discussed
- (4) Summarizing
- (5) Answering the problems formulated in this study

Result and Discussion

Based on the study of literature, the formulated problems in this paper were tried to answer by elaborating some reported researches relevant to this topic.

What are the principles of Readiness to learn?

Slameto (2013) explains that there are 4 principles of Readiness. They are (1) All aspects of development interact or influence each other, (2) Both psychological maturation and psychical maturation is required to feel the benefits of experiences (3) Learning Experiences have positive influence on readiness and (4) The basic readiness for a particular activity is formed in a certain period during the formative period in the developmental period.

In addition to the third principle above Gray (2016) explains that "there are two basic factors that determine the extent to which a student is prepared for the experience of learning. First a student must have the competences. For example, in order for a student to understand how to balance chemical equations, they will first need to be able to perform simple calculations, such as adding and multiplying, as well as an understanding of algebraic thinking and terms, like coefficients. The other factor that impacts academic readiness is knowledge specifically related to the topic. For example, to balance chemical equations students will need specific knowledge about elements on the periodic table, atomic properties of the elements, and some basic information

about chemical reactions, such as the Law of Conservation of Mass.

It can be inferred that the principles of readiness to learn are not only affected by one's physical development but also his/ her mental development since they are closely interrelated. Moreover, the suitability of the learning experiences that will be given or the existing (prior) experiences /knowledge become crucial to result in learning readiness and simultaneously, and the adaptation process of basic readiness for certain activities is considered as a natural thing when it is in the formation period at the time of development.

What Factors Contributing to learning Readiness?

Slameto (2013 : p. 115) writes that two factors influencing learning readiness are maturation and intelligence. The former can be defined as a process that causes changes in behavior as a result of growth and development. Growth underlies development, while this development is related to functional functions (body and soul) so that differentiation occurs. Range of exercises given at the time before the child is mature will not give results. The latter is explicated by four periods of developments of intelligence proposed by Piaget; sensorimotor period, preoperational period, concrete operational period and formal operating period.

By comparison, Achterberg (1988) echoes that there are four affecting factors contributed to the learning readiness in brief one-on-one interactions. They are information processing capacity, affective state, prior learning and experience, and the learner's "way of knowing" or learning philosophy. Next, he/she writes down important aspects of the factors that can

be expressed quickly with respectful and interested questions for 2 to 3 minutes to determine whether the learner is in a negative mood or depressed affective state and to determine his background and approach. . experience or knowledge or reactions to learning new material. The most common mistake educators make is "information overload". Human capacity to process information is limited. Instruction should be tailored to the learner's capacity (ie, a maximum of seven +/- two concepts must be covered in a 15 minute period). Thus, those statements give some understanding that the number of learning tasks and learning materials displayed to the students must be taken into consideration in terms of the mental states; thought, mood, emotion in order to support leaning readiness.

Slightly different from Slameto, Writework (2010) writes maturity is not merely readiness but motivation is also a factor contributing to readiness. Specifically Maturity and motivation provide a catalyst for one's readiness to learn. One's maturity level depends on the individual uniqueness based on experiences, personal preferences, and situations. However, motivation can be more easily identified and labeled. This motivation triggers a person to take advantage of learning opportunities when presented. Combined with maturity, motivation enables a person to succeed in their educational endeavors. Where does this motivation come from?, and why does it provide an important element in the decision to pursue learning? One of Knowles' assumptions states that "a person who is mature in readiness to learn becomes increasingly task-oriented towards developing his or her social role" (Smith 1999). These social tasks in many cases also form the backbone of motivation Maturity and motivation provide a catalyst for a person's readiness to learn. The level of

maturity of each person depends on the uniqueness of the individual according to life experiences, personal preferences, and situations. However, motivation can be more easily identified and labeled. This motivation triggers a person to take advantage of learning opportunities when presented. Combined with maturity, motivation enables a person to succeed in their educational endeavors. Where does this motivation come from?, and why does it provide an important element in the decision to pursue learning? One of Knowles' assumptions states that "a person who is mature in readiness to learn becomes increasingly task-oriented towards developing his or her social role" (Smith 1999). These social tasks in many cases also form the backbone of motivation

How Readiness to learn affects learning process?

To answer those research questions in this study , the writers compiled several previous studies and theories from some sources. Then listing the benefits of readiness to learns into followings

1. Readiness to learn can improve students' outcome

There are some studies explaining that there are correlation between achievement/ learning outcomes and readiness. A study conducted by Mulyani (2013) reported that the correlation between student learning readiness and learning achievement was 0.540 with a significant 0.000. The data from the results of this study indicates* a fairly strong relationship at the level of information between students' learning readiness and learning achievement. From the results of this study, it can be seen that the better the students' learning readiness, the better their learning achievement will be.

A study done by Winarso (2016) reveals that there was the positive influence of the student's activeness to the student's achievement. His finding shows that the effect of learning readiness on student learning outcomes is obtained by the path coefficient (ρ_{xy1}) of 0.282 and the t-test value of 2.339 with Sig. 0.021 to determine the value of Sig. 0.021 is smaller than the proportional value of 0.05. This means that (H1) is accepted while (H0) is rejected, so the hypothesis "Learning readiness has a positive effect on student learning outcomes" is statistically accepted and states learning readiness significantly. The magnitude of the effect on student learning outcomes is 0.080 or 8%. This means that 8% of student learning outcomes are influenced by student learning readiness.

The finding of study conducted by Kan'an & Osman (2015) showed that there was a significant positive correlation between Self-Directed Learning Readiness (SDLR) and the NE science subjects scores ($p = .049$, $r = .218$) while Race, nationality and age did not show differences significantly in SDL. Therefore, SDLR were recommended to be factors having contribution towards the higher academic achievement in science. Furthermore, they also concluded that the SDL component in teaching and encouraging the development of SDL skills among students can be beneficial and beneficial for students to succeed academically not only in science subjects but also other subjects as well as to be successful in the business of life.

A study conducted by Imal And Wexler (2018) concluded that The increase of Concentration and Self Control is considered having connection to The training on cognitive skill. It was believed that CST had underlying effects on the rise of learning readiness. Then, it gave better impact on

achievement. Based on the previous studies above the writers assumed that students' outcome or achievement is noticeably affected by readiness to learn.

2. Readiness to learn can generate self-directed learners

Tomlinson in Bolitho et al. 2003 cited in Fotos and Nasaji (2007) concluded that the main principle is that most learners do best when they are affectively engaged, and when they voluntarily invest their energy and attention in the learning process. Another principle is that paying deliberate attention to the features of the language used can help learners to see the gap between their own performance in TL, and the performance of proficient language users. This attention can give importance to the feature, make it more visible for future input, and thereby contribute to the psychological readiness of the learner to acquire the feature.

Gray (2016) also explains that students can build readiness for learning new academic skills by working within their zone of proximal development (ZPD). The zone of proximal development is an instructional level that is slightly more challenging than where a student is able to work independently. Teachers scaffold instruction, or offer support, within the student's ZPD to help their students move towards being able to perform this more challenging work independently. Gradually, scaffolds, or supports, are lifted so that the higher instructional level (ZPD) now becomes the independent level. Gray's explanation related to independent level above seems to support Pratt's Model of Readiness to learn explained that the higher of students' learning readiness the little support they need although they still need direction. The highest level of readiness to learn is the characteristics of self-directed learners. It indicates that

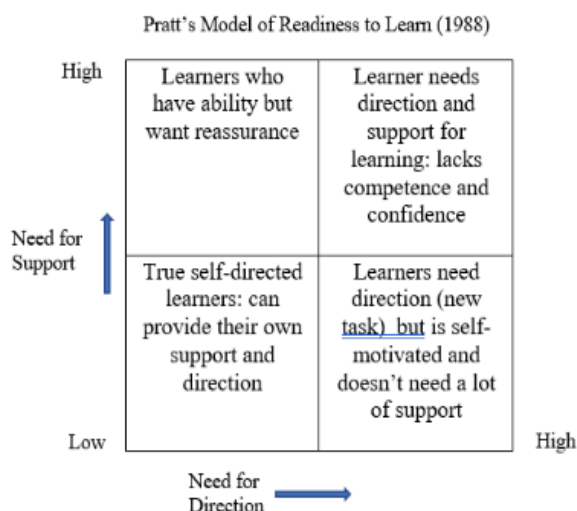
when the students' readiness is at the highest level, they tend to have high motivation and occupy themselves to find solution to learning. Then can be called a self-directed learner.

3. Readiness to learn grows responsibility in learning

Thorndike's Law of Readiness refers to a series of preparations on the organism parts for learning. This shows that a person learns only when he is ready physically and mentally. Another way to say, the preparation made by the organism is an important condition for learning. When an organism is ready to do a job, the act of doing it is satisfying, and not doing it is annoying. On the other hand, when he doesn't want to work, forcing him to work is unsatisfactory. If students don't want to learn, forcing them to learn will lead to dissatisfaction and irritation. Many children suddenly have low interest in learning, because they are pushed to learn when they are not ready physically and mentally.

Next, Tomlinson in Fotos & Nassaji (2007: p. 179) illuminates that a number of SLA researchers have suggested that language learners best acquire language features when they are mentally ready to do . and he also explains that "... if learners need and want to learn about a particular language feature, they will make efforts to do so and their discoveries will help them to understand and make use of this feature when they meet it again. This will reinforce and / or to modify the generalizations developed in the learner's brain and aid acquisition. From those statements , the writers assumed that students who have initiative to learn by connecting the prior knowledge to contemplate the novel material means they have used their metacognitive strategies in learning. It is believed that students who tend to have executive

control for their own learning. It means unconsciously they have been responsible for enhancing their insights.



4. Readiness influences the activeness in the classroom

The result of the study done by Winarso (2016: p.89) also reported that there is a strong correlation between students' activeness and their readiness in learning. His finding showed that student learning readiness is 56.2% contributed to students learning activeness. The result of that study gave an understanding that there is a high contribution of readiness to students' activeness in learning. Since there is limitation study explaining about this correlation . Then other researchers need to do investigation to support this finding.

Conclusions and Suggestion

Based on the explanations from previous parts, the writers concluded that First, the principles of readiness to learn are not only affected by one's physical development but also his/ her mental development since they are closely interrelated. Moreover, the suitability of the learning experiences that will be given or the existing (prior) experiences become crucial to result in learning

readiness and simultaneously , and the adaptation process of basic readiness for certain activities is considered as a natural thing when it is in the formation period at the time of development. Second, Factors contributing to readiness to learn are maturation ,Intelligence, and motivation and last, the readiness affects learning in multifaced sides; it can generate self directed learner, improve learning outcome/achievements, grow responsibility in learning ,and influence students' activeness in learning. All in all,the influence of readiness on learning is something noticeable from some findings gathered in this study. Then, to assist the student to be ready to learn, the teachers are suggested to gauge students entry point before determining the teaching and learning materials or activities which are relevant to students' ZPD.

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