Factors Influencing Teachers' Intention to Implement the "Independent Learning" Policy (Case study on vocational teachers in Cirebon)

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ABSTRACT

Teacher decision-making regarding the implementation of the "Free Learning" policy is of great concern to policymakers. Changes in education policy in Indonesia so far have not thought about how teachers can effectively implement these policies. Following the policy change in the policy of "Free Learning", it is hoped that teachers will no longer be burdened by the administration which has been a burden on teachers. This study aims to provide insight into the drivers of teachers' intentions to follow the "Freedom of Learning" policy and to understand how intentions can drive behavior change. Using the theory of planned behavior (Theory of Planned Behavior). Survey data were collected from a sample of SMK teachers in Cirebon Regency. The results show that the intention to follow the Freedom Learning policy is mainly driven by perceptions of behavioral control (ease / difficulty), then followed by subjective norms (social pressure) and finally the attitude (negative / positive evaluation) towards following the Freedom Learning policy. These results provide a comprehensive understanding of the variables that drive teachers' intention to follow the "Independent Learning policy and explain the importance of socio-psychological and institutional variables in teacher decision analysis.

Keyword: Theory Planned Of Behavior, "Free Learning" Policy

1. Introducing

The low quality of the quality of each level of education in Indonesia is one of the reasons behind the education minister Nadiem Makarim to issue a policy of "Free Learning". This can be proven based on data from the Research Program for International Student Assessment (PISA) in 2018 which states that Indonesia has experienced a decline in student assessment results including literacy, numeracy, and character surveys. The results show that the assessment of Indonesian students is only in the sixth position from the bottom for mathematics and literacy, Indonesia is in the 74th position out of 79 countries.

Through circular number 1 of 2020 on February 7, 2020, the policy program "Free Learning" was issued. Its contents define four main educational policies including, National Standard School Examination (USBN), National Examination (UN), Learning Implementation Plan, and Zoning New Student Admissions Regulations. The issuance of the "Free Learning"

policy is expected that education in Indonesia has clear directions and goals. He proclaimed this policy intending to improve the quality of education, starting from improving the quality of education, the quality of students, and education personnel. So that they can build human resources who are ready to be competitive in facing the competition in the era of globalization. Based on the explanation, it can be concluded that the educational policy. Merdeka Belajar is a grand design in the national education system which aims to fundamentally change the birth of Indonesian human resources that are superior, have character, are intelligent, and are competitive.

Teacher interest and ability form the initial capital that determines the teacher's reaction to the policy. Change is a subjective process in which teachers personally interpret the meaning of the changes they naturally experience (Minjeong Park, 2013). The meaning that teachers feel about change plays an important role in driving their intention to follow the change. Therefore, teacher decision-making in implementing policies will be influenced by perceptions and influences of the surrounding environment.

Theory of Planned Behavior as a theory used to explain the intention of teachers to follow or not follow the "Independent Learning" policy. The intention to follow can be predicted from attitudes, subjective norms, and behavioral control (Azjen, 1991). By bringing up teacher behavioral intentions and then analyzing the factors that influence their intentions is an effort to determine their desire to follow (Ryan Dunn, 2018).

The intention is the motivation behind the behavior. The teacher's behavior in this study is to implement an effective "Independent Learning" policy. The intention is defined as thought or motivation (Ayesha Sadaf, 2020). How hard people are willing to try, how much effort they plan to put forth, to carry out the behavior. Behavioral intention is the most important factor in predicting decisions to take specific actions (Ajzen, 1991). Given the close relationship between intention and behavior, previous studies (Astrid de Leeuw, 2015) have used behavioral intention to predict behavior and found a positive relationship between teacher intention and subsequent behavior.

Attitudes are defined as individual beliefs about performing certain behaviors (Ajzen, 1991). Attitude refers to the teacher's positive or negative beliefs about implementing the "Freedom to Learn" policy. Previous research has found a strong relationship between positive teacher attitudes and behavioral intention (Joseph Mintz & Peter Hick, 2020). The effect of attitude on intention is much higher than the intention to use it (Strelowa, 2020). Minimal knowledge seems to be a necessary prerequisite, but knowledge alone is not sufficient to change one's intention

H1   : Attitudes have a positive influence on teachers' intentions to implement the Freedom Learning policy

H4   : Subjective norms have a positive influence on teachers' attitudes to implementing the Freedom Learning policy

H5   : Subjective norms have a positive influence on teacher behavior control to implement the independent learning policy

Subjective norms are a person's motivation to meet the expectations of the relevant group regarding behavior (for example the principal expects me to implement the "Independent Learning" policy according to educational rules). Subjective norms refer to people's perceptions about whether other people believe that they should or should not perform certain behaviors (Ajzen, 1991).

H2   : Subjective norms have a positive influence on teachers' intentions to implement the Freedom Learning policy

Teachers may feel more control if they have the necessary resources such as the "Free Learning" policy implementation manual, and training will influence the teacher's intention to implement the policy. (Azjen, 1991) explains that perceived behavioral control is a person's ability to handle certain situations (for example, I can follow a policy of learning independence well). Previous research (Underwood, 2012) explained that behavioral control represents the degree to which a person considers himself to have control over the skills and resources to carry out the behavior. For example, when teachers consider themselves eligible to implement an independent learning policy and face fewer obstacles to implementing it, they will feel that they have more control over how to implement it

H3   : Perceptions of behavioral control have a positive influence on the intention to implement the Freedom Learning policy.

2. Literature Review

Previous research (Jodi J. Haney, 1996) used the Theory of Planned Behavior to determine the factors that influence the teacher's intention to apply the four-step competency-based science model, namely (inquiry, knowledge, conditions, and applications). The results of this study indicate that the three dependent variables including attitudes, subjective norms, and behavioral control have the greatest influence on teacher intentions. Research (Astrid de Leeuw, 2015) shows that TPB is a very good model in predicting behavioral intention.

Other research using TPB has been conducted by (Underwood, 2012) using TPB to investigate the impact of curriculum changes, in the context of teaching English in Japan. The results of this study indicate that the three main TPB variables have a positive impact on the intention of teachers to learn grammar. (Ryan Dunn, 2018) This research adopts the TPB to examine the factors that influence the teacher's intention to engage in professional learning in mathematics learning. TPB is used for teachers' intentions towards professional learning. The intention was predicted significantly. Meanwhile, (Koschmieder, 2019) reviews and predicts

factors that influence teacher intentions and implementation of primary school student support. The results of this study indicate that the variables in TPB affect teacher behavioral intentions.

(Knabe, 2012) in his dissertation entitled "Applying Ajzen's Theory of Planned Behavior to a Study of Online Course Adoption in Public Relations Education". This study uses the Theory of Planned Behavior to examine the intention of teaching public relations study programs online. The results of this study explain that of the three TPB variables, Subjective Norms are the strongest predictors of intention. Collectively, Subjective Norms, Attitudes, and Behavioral Controls explain 49% of the variants of Intention to teach online Public Relations majors. There was no significant relationship between the demographic variables age, gender, and experience of teaching PR and intention to teach online public relations courses. Additional analysis revealed the crossover effect, a relationship between Attitudes toward Action and Subjective Norms.

This study (Strelowa, 2020) uses the TPB to determine the effect of teacher intention in using classroom management strategies (CMS) which are applied to students' attention deficit/hyperactivity disorder (ADHD). The results of this study indicate that of the three independent variables of TPB, attitude is the most influential on the intention to implement CMS, Subjective Norms do not have a significant effect on intention. The reason is to understand why higher psychological stress will lead to decreased attitudes towards teachers. The more stressed the teacher is, the fewer deserts involved in completing the assignment he has to do, and the worse the attitude toward intentions. (Strelowa, 2020).

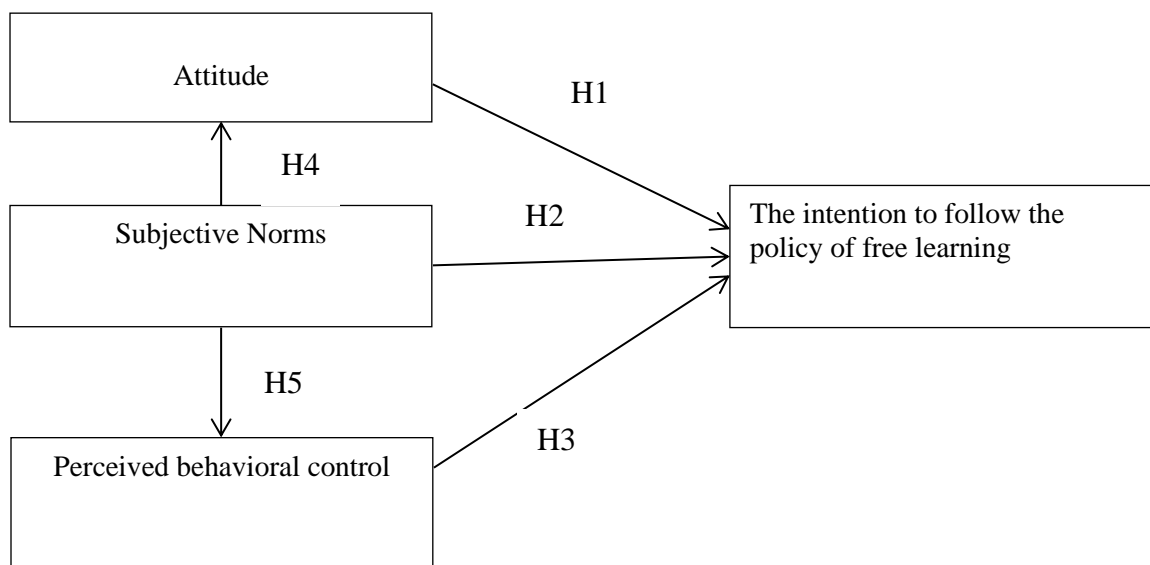The research design model has illustrated in Figure 1.

Figure 1. Research Model

3. Research Methodology

This research uses quantitative research with a cross-sectional approach. The population of this study was all Vocational High School teachers in Cirebon Regency, using the simple random sampling method with a total sample of 91 people. The independent variables in this study are attitudes (X1), subjective norms (X2), perceived behavioral control (X3), the dependent variable is the intention to follow the independent learning policy (Y). Variable Measurement. The research instrument used a questionnaire on a Likert scale with a score range of 1-5. Data were analyzed using Regression Analysis with the SPSS program.

4. Result

4.1 Reliability and validity analysis

Reliability test using Cronbach's Alpha. The statement item is said to be reliable if the r alpha value is greater than r table (0.361). Validity test using Pearson Product Moment. The calculated r value is greater than r table (0.797) with a significance level of 0.07. This shows that all questionnaire statement items in this study are reliable and valid.

Table 1. Reliability Test Results

	Cronbach's Alpha	N of Items
X1	.702	4
X2	.794	10
X3	.877	6
Y	.797	5

Table 2. Validity Test Results

	Person Correlation	N of Items
X1	(0.571-0.834)	4
X2	(0.370-0.763)	10
X3	(0.713-0.864)	6
Y	(0.561-0.896)	5

4.2 Ordinary Least Square

4.3 Normality test

The results of the analysis of the normality test using the Kolmogorov-Smirnov show that the Asymp. Sig. (2-tailed) or the p value of Standardized Residual (0.921)> 0.05 or p> 0.05, then the standardized residual value curve is said to be spread normally, so that the data is normally distributed.

Table 3. Normality Test

		Standardized Residual
N		91
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	.98319208
Most Extreme Differences	Absolute	.074
	Positive	.074
	Negative	-.063
Kolmogorov-Smirnov Z		.706
Asymp. Sig. (2-tailed)		.701

a. Test distribution is Normal.

b. Calculated from data.

The results of the analysis of the normality test using the Kolmogorov-Smirnov show that the Asymp. Sig. (2-tailed) or the p-value of Standardized Residual (0.701)> 0.05 or p> 0.05 then the standardized residual value curve is said to be spread normally, assuming normality is met

4.3.1 Multicollinearity test

Multicolonierity can be seen from (1) the tolerance value and its counterpart (2) Variance Inflation Factor (VIF). Based on the table, it can be concluded that the regression model does not occur multicollinearity. This value is under the terms of multicollinearity (tolerance> 0.10 or VIF <10). Or in other words, the independent research variable is free from symptoms of multicollinearity, because of the VIF value <10.

Tabel 4 Multicollinearity test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.507	1.384		3.257	.002
Sikap	.304	.142	.270	2.149	.034
Norma Subjektif	.151	.070	.281	2.165	.033
Kendali Perilaku	.188	.088	.267	2.141	.035

a. Dependent Variable: Niat

4.4   Regression Analysis
4.4.1   Coefficient of determination

From the calculation, the coefficient of determination (adjusted) is obtained at 0.562. This means that 56.2% Y will be explained by the variation of the variables X1 X2 and X3 while 42.8% will be explained by factors other than the three independent variables.

Tabel 5.Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759[a]	.576	.562	1.659

a. Predictors: (Constant), Control Behavior, Attitudes, Subjective Norms

4.4.2 Uji pengaruh simultan (F)

The variables X1, X2, X3 simultaneously affect Y, simultaneously or together it shows the results of the calculated F value of 154,675 with a significant F of 0,000 or the p-value is less than 0.05 (5%), thus stating that simultaneously all independent variables affect Y.

Table 6. Uji pengaruh simultan (F)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	282.461	1	282.461	154.675	.000[b]
Residual	162.528	89	1.826		
Total	444.989	90			

a. Dependent Variable: ATTITUDE

b. Predictors: (Constant), SUBJEKTIVE NORM

4.4.3 Multiple Linear Regression Analysis

The multiple linear regression test was used to determine how the variable effect of perceived susceptibility (X1), attitude (X2), subjective norms (X3), behavior control on the intention to follow the independent learning policy (Y).

Tabel 7 Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.507	1.384		3.257	.002
Attitude	.304	.142	.270	2.149	.034
Subjective Norms	.151	.070	.281	2.165	.033
Behavior Control	.188	.088	.267	2.141	.035

a. Dependent Variable: INTENTION

Table 7 shows the results that the attitude variable (X1), subjective norm (X2), perceived behavioral control (X3), \ has a significance value of $p < 0.05$. This shows that this variable has a positive effect on the intention of teachers to follow the independent learning policy

5. Discussion

Discussion

Understanding the social psychology of the teacher's decision-making process in following the independent learning policy is very important. This is related to the effectiveness of implementing the policy. Without understanding the complexities of forming subjective attitudes and norms as well as perceptions of behavioral control that affect teachers, it will be

difficult to determine effective ways to design policy and behavior change solutions. (Jodi J. Haney, 1996), (Astrid de Leeuw, 2015) The results of this study indicate that all hypotheses can be validated by the use of the TPB as a theoretical framework that can understand the teacher's intention to follow the "Independent Learning" policy when a teacher believes that following the policy " Freedom of learning "can provide positive things for them, so their attitude towards this behavior will show a sense of liking (Astrid de Leeuw, 2015).

Previous research has shown that subjective norms are important determinants of teachers' intentions to follow (Underwood, 2012). (Astrid de Leeuw, 2015) also explained that the subjective norm variable has a significant effect on the intention to engage in the behavior. Then (Knabe, 2012) subjective norm is a significant predictor of behavioral intention. The results of this study indicate that other people can influence one's behavior. Apart from that, the results of this study also confirm the important influence of subjective norms on teachers' intention to follow the "independent learning" policy.

The effect of subjective norms on perceived control behavior has also been confirmed by previous research. (Amar Daxini, 2019). Subjective norms are about a person's perception of what other people think related to the perceptions of the views of others (fellow teachers, school principals, and families) so that other people's references to teachers can help provide their understanding and opinions about the policy of independent learning (Ryan Dunn, 2018). A teacher following a policy of free compulsory learning will be more likely to feel higher social pressure and behavioral control to follow the policy. The results of this study answer the hypothesis which states that subjective norms have a positive effect on behavior control which in turn raises the intention to follow the "Independent Learning" policy.

Perceptions of behavioral control significantly influence the intention to follow the independent learning policy. The results of this study are in line with previous research conducted by (Ryan Dunn, 2018) that perceived behavioral control is the most significant predictor of intention. The importance of control factors as predictors of intention suggests the importance of resources and time for teachers when implementing independent learning policies. Teachers feel that following the policy of independent learning they are in full control of the abilities that exist within them. The results of this study answer the hypothesis that perceived behavioral control has a positive effect on the intention to follow the independent learning policy.

6. Conclusion

Based on the research results, there is an effect of attitude, subjective norms, and perceived behavioral control on the intention to follow the independent learning policy. The limitation of this study is the lack of a recent literature review regarding the use of Theory Planned Of Behavior in educational policy.

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