

AN ANALYSIS OF STUDENTS' MENTAL READINESS IN OFFLINE LEARNING AT UNIVERSITAS NEGERI MAKASSAR

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Abstract

This study aims to explore students' mental readiness in facing offline learning after a long period of online learning. The research was conducted with fifth-semester students of the English Language Education Study Program at Universitas Negeri Makassar using a qualitative approach with a phenomenological research design. Data were collected through semi-structured interviews with ten students who had experienced the transition from online to offline learning. The results show that students generally have good mental readiness, which is reflected in their critical thinking ability, initiative and teamwork, sense of responsibility, adaptability, emotional control, and motivation to improve. Most students stated that offline learning helps them focus better, communicate more effectively with lecturers and their friends, and feel more motivated in the learning process.

Keywords: *Mental Readiness, Offline Learning, Students' Perception*

Introduction

Mental readiness is an important psychological factor that influences students' learning success. Mental readiness refers to a condition in which students are mentally prepared to engage in learning activities, including being focused, motivated, emotionally stable, and ready to respond to academic demands. Students who possess good mental readiness tend to participate actively in class, manage stress effectively, and take responsibility for their learning process. In higher education, mental readiness becomes increasingly important when students experience transitions in learning systems. One of the most significant transitions in recent years is the shift from online learning to offline learning after the COVID-19 pandemic. During online learning, students became accustomed to flexible schedules, limited face-to-face interaction, and heavy reliance on technology. When universities returned to offline learning, students were required to readjust their learning habits, communication styles, emotional conditions, and responsibilities. Offline learning demands direct interaction between lecturers and students, time discipline, active participation, and immediate responses in classroom activities. These demands can create pressure for students who are not mentally prepared. Some students may feel anxious, nervous, or afraid of being asked questions directly in class. Others may struggle with maintaining focus and adapting to the classroom atmosphere after a long period of studying from home.

However, offline learning also provides several advantages. It allows clearer communication, immediate feedback, and stronger social interaction. Many students feel that offline learning helps them understand materials better and become more engaged in the learning process. These different responses indicate that students' mental readiness plays a crucial role in how they experience offline learning. Understanding students' mental readiness in offline learning is important for improving learning quality and supporting students' adaptation. By understanding students' mental readiness, lecturers and institutions can identify challenges faced by students and provide appropriate support.

This study focuses on fifth-semester students of the English Language Education Study Program at Universitas Negeri Makassar because they have experienced both online and offline learning. The objective of this study is to analyze students' mental readiness in facing offline learning based on their experiences and perceptions. The transition from online learning to offline learning does not only involve changes in learning platforms but also affects students' psychological readiness. During online learning, many students developed learning habits that were different from traditional classroom settings. They often relied on recorded materials, flexible deadlines, and minimal direct interaction. As a result, returning to offline learning required students to reorganize their learning routines and prepare themselves mentally. Mental readiness becomes crucial because it influences how students respond to classroom demands. Students who are mentally prepared are more confident when expressing opinions, asking questions, and participating in discussions. In contrast, students who lack mental readiness may feel anxious, hesitant, and afraid of making mistakes in front of others. These conditions can affect students' learning performance and engagement. Therefore, examining students' mental readiness in offline learning is important to understand how students cope with learning transitions. This understanding can help lecturers design learning activities that are more supportive and responsive to students' psychological needs.

Mental readiness refers to an individual's condition that enables them to respond effectively to learning situations. Readiness is the willingness to respond or react. Mental is a concept that refers to the human soul and its ability to learn and respond to things. In this study, there are concepts of mental readiness that has been defined by the experts. Hamalik (2006) mentioned that readiness is a condition that exists in students in relation to certain teaching objectives. Mental readiness is a condition where a person has sufficient motivation and interest to carry out an activity. Dali (2000) pointed out that mental readiness is a point in psychological maturity at which certain behaviors can be accepted and practiced.

Furthermore, Dalyono (2005:52) defines that readiness as having sufficient physical, mental, and learning equipment. Physical readiness entails having enough energy and being in good health, while mental readiness entails having enough interest and motivation to carry out an activity. That is why students must have good mental readiness in order to produce good outcomes in receiving material in class. Kuswahyuni (2009) claimed that mental readiness is the overall state of a person's personality, not just the state of his soul. Mental readiness develops over time as a result of a person's growth and development, and it is reinforced by the person's daily experiences. Based on the explanation given above, it is possible to conclude that mental readiness is the ability to react to a situation in a particular way and possess the necessary physical, mental, and educational resources. In the context of this study, mental readiness refers to students' mental readiness for taking part in offline learning. Mental readiness is defined as a feeling in a person preparing to meet a specific situation.

Mental readiness in learning can be observed through several indicators:

- a. Logical Consideration
This refers to students' ability to think critically, analyze information, and make decisions based on evidence. Logical thinking helps students understand learning materials and solve problems effectively.
- b. Initiative and Teamwork Ability
Initiative reflects students' willingness to take active roles in learning activities, while teamwork ability shows their capacity to collaborate with peers. Both are essential in offline learning environments.

- c. **Courage to Take Responsibility**
Responsibility indicates students' awareness of their roles and consequences of their actions. Students who take responsibility tend to be more disciplined and accountable in learning.
- d. **Ability to Adapt**
Adaptability refers to students' capacity to adjust to changes in learning environments, teaching methods, and classroom situations.
- e. **Emotional Control**
Emotional control involves managing stress, anxiety, and pressure during learning. Students who can regulate their emotions are more likely to maintain learning stability.
- f. **Motivation for Progress**
Motivation drives students to continue improving despite challenges. Both intrinsic and extrinsic motivation contribute to students' persistence in learning.

Offline learning refers to a learning process conducted through direct face-to-face interaction between teachers and students in a physical classroom. Offline learning emphasizes direct communication, immediate feedback, and real-time interaction without relying on digital platforms as the main medium of instruction. Offline learning requires students to manage their time effectively, maintain focus, and participate actively in classroom activities. Unlike online learning, offline learning demands physical presence and immediate engagement. This condition can create challenges for students who are not mentally prepared, especially after a long period of online learning. According to Slameto (1995), learning is influenced by internal and external factors. Internal factors include motivation, readiness, and psychological condition, while external factors include learning environment and teaching methods. In offline learning, the classroom environment and direct interaction play an important role in shaping students' learning experiences. Sugiyono (2015) explains that offline learning allows more direct observation of students' responses and behaviors during learning. This enables lecturers to provide immediate guidance and feedback. However, offline learning also requires students to be mentally prepared to interact, respond, and take responsibility for their learning. Based on these explanations, offline learning in this study is understood as a face-to-face learning process that requires strong mental readiness. Students must be motivated, emotionally stable, adaptable, and ready to participate actively to achieve effective learning outcomes.

Research Methodology

This study employed a qualitative research approach using a phenomenological research design. This design was chosen because it focuses on understanding students' lived experiences related to mental readiness in offline learning. The research was conducted at the English Language Education Study Program, Universitas Negeri Makassar, in August 2025. The participants were ten fifth-semester students selected using purposive sampling. They were chosen because they had experienced both online learning during the pandemic and the transition back to offline learning. Data were collected through semi-structured interviews. The interview questions focused on students' understanding of offline learning, mental readiness, and indicators of mental readiness, including logical consideration, initiative and teamwork ability, responsibility, adaptability, emotional control, and motivation. The interviews were conducted face-to-face and recorded with participants' consent. The data analysis followed a qualitative analysis method, including data condensation, data display, and conclusion drawing. The researcher reduced the data by selecting relevant information, organized the data into categories based on mental readiness indicators, and drew conclusions based on recurring patterns and themes.

The qualitative phenomenological approach used in this study allows the researcher to explore students' experiences in depth. This approach is suitable because mental readiness is a subjective experience that cannot be fully measured using numerical data alone. Through interviews,

students were able to express their feelings, thoughts, and perceptions freely. Purposive sampling was applied to ensure that participants had relevant experiences related to the research topic. All participants had experienced online learning during the pandemic and the transition back to offline learning. This background allowed them to reflect on differences between learning modes and describe their mental readiness accurately. The semi-structured interview format provided flexibility during data collection. While the researcher prepared guiding questions, participants were encouraged to elaborate on their answers. This approach helped capture rich and detailed data related to mental readiness indicators.

Results and Discussion

Results

1. Students' Understanding of Offline Learning and Mental Readiness

The findings show that students generally understand offline learning as face-to-face learning conducted directly in the classroom without relying on technology as the main medium. They also understand mental readiness as preparing themselves mentally before learning activities begin.

"Offline learning is a face-to-face learning process without using technology, and mental readiness means preparing myself before learning so I can understand the material better."
(Student 1)

This shows that students are aware that learning effectiveness depends not only on physical attendance but also on mental preparation.

2. Logical Consideration

Students demonstrate logical thinking and decision-making during offline learning. They feel that offline learning helps them focus better and analyze information more clearly.

"Before making decisions, I usually check whether the information I get is valid and reliable."
(Student 1)

This indicates that students use facts and evidence in their learning process, reflecting good mental readiness.

3. Initiative and Teamwork Ability

Students show strong initiative and teamwork ability during offline learning. Face-to-face interaction encourages them to participate actively and communicate clearly.

"I often volunteer to be the team leader because working offline makes communication easier."
(Student 1)

This shows that students take initiative without being forced and understand their roles in group work.

4. Courage to Take Responsibility

Students demonstrate responsibility by accepting the consequences of their actions and completing tasks.

"When I submit my assignment late, I don't blame others because it is my responsibility."
(Student 3)

This reflects students' accountability and awareness of their academic roles.

5. Ability to Adapt to Changes

Students experience mixed emotions when returning to offline learning. Some feel nervous at first but gradually adapt to the classroom environment.

“At first I felt nervous, but after some time I became more comfortable in class.”
(Student 3)

This shows that students are able to adjust to changes in learning environments.

6. Emotional Control

Students manage stress using personal strategies such as writing, listening to music, or resting.

“Writing helps me reduce stress and feel better.”
(Student 1)

This demonstrates students’ ability to regulate emotions during learning activities.

7. Motivation for Progress

Students show strong motivation influenced by personal goals and family support.

“My family motivates me to keep improving my academic performance.”
(Student 2)

Motivation supports students’ persistence and readiness in offline learning

Discussion

This study aims to analyze students’ mental readiness in facing offline learning after a long period of online learning. Based on the findings, students’ mental readiness can be understood through seven main indicators, namely understanding of offline learning and mental readiness, logical consideration, initiative and teamwork ability, courage to take responsibility, ability to adapt to changes, emotional control, and motivation for progress. These indicators collectively reflect students’ readiness in offline learning environments.

1. Students’ Understanding of Offline Learning and Mental Readiness

Students’ understanding of offline learning and mental readiness shows that students are aware of the meaning and demands of face-to-face learning. Students understand offline learning as direct interaction without reliance on technology, and mental readiness as preparing themselves mentally before learning activities. This awareness indicates that students recognize the importance of psychological preparation in supporting effective learning. When students understand what is expected in offline learning, they are more likely to adjust their attitudes and behaviors accordingly.

2. Logical Consideration

Having logical consideration reflects students’ ability to think critically and make decisions based on facts and evidence. The findings show that students are able to evaluate information carefully before accepting it. This ability supports students’ academic performance because critical thinking helps them understand learning materials more deeply. Logical consideration also indicates that students are cognitively prepared to face academic challenges in offline learning.

3. Initiative and Teamwork Ability

Having initiative and teamwork ability demonstrate students’ willingness to participate actively and collaborate with others. Offline learning encourages direct communication, which makes it easier for students to take initiative, express ideas, and work together. The findings indicate that

students are more confident in participating during offline classes compared to online learning. This shows that mental readiness is closely related to social interaction and active engagement in learning.

4. Courage to Take Responsibility

Having courage to take responsibility reflects students' accountability for their actions in the learning process. Students who are mentally ready are willing to accept consequences, complete tasks, and admit mistakes without blaming others. This sense of responsibility is important in offline learning because students are directly observed by lecturers and peers. Responsibility supports discipline and commitment to learning.

5. Ability to Adapt to Changes

Having the ability to adapt to changes shows how students respond to the transition from online to offline learning. The findings indicate that although some students initially experienced nervousness and anxiety, they were able to gradually adjust to the classroom environment. This adaptability indicates psychological flexibility and resilience. Students who can adapt effectively are more likely to remain engaged and motivated in offline learning.

6. Emotional Control

Having emotional control plays a crucial role in students' mental readiness. Offline learning can create pressure due to direct interaction, classroom participation, and academic demands. The findings show that students use personal strategies such as writing, listening to music, or resting to manage stress. This ability to regulate emotions helps students stay focused and maintain positive learning experiences.

7. Motivation for Progress

Having motivation for progress reflects students' desire to improve and achieve academic goals. Motivation is influenced by personal ambitions, family support, and future aspirations. The findings indicate that motivated students are more persistent and committed to learning despite challenges. Motivation strengthens other aspects of mental readiness by encouraging students to remain engaged and proactive.

Overall, the discussion shows that students' mental readiness in offline learning is a multidimensional condition influenced by cognitive, emotional, social, and motivational factors. The seven indicators are interconnected and work together to support students' adaptation and engagement in offline learning environments. When students possess good mental readiness, they are better prepared to face academic demands, manage emotions, and participate actively in learning.

Conclusion

This study shows that students have a positive mental readiness in offline learning. Their mental readiness was reflected in several indicators: critical thinking ability, initiative and teamwork, responsibility, adaptability, emotional regulation, and motivation for continuous progress. Offline learning positively influenced students' engagement, responsibility, and academic motivation, making it more effective than online learning in several aspects. Although some students faced challenges in the early stages of transitioning from online to offline learning, most managed to adapt successfully through personal strategies and external support.

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