

# PROMOTING STUDENTS' INDEPENDENT LEARNING STRATEGIES IN FACING ONLINE LEARNING: STUDENTS' VOICES

Ratih Inayah<sup>1</sup>, Sri Supiah Cahyati<sup>2</sup>

English Education Study Program, IKIP Siliwangi, Cimahi, West Java, Indonesia.

<sup>1</sup>ratih.inayah@ikipsiliwangi.ac.id

<sup>2</sup>srisupiahcahyati@ikipsiliwangi.ac.id

Corresponding author: Ratih Inayah, IKIP Siliwangi

Email: ratih.inayah@ikipsiliwangi.ac.id

Volume 7

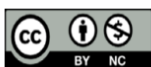
No. 2

March 2023

Page 702-709

## Abstract:

*This study, utilizing a narrative inquiry approach, explores the perceptions of eighth semester English education students regarding online learning activities facilitated by their instructors over a period of twenty months during the Covid-19 pandemic. The participants included 30 students who were engaged in online learning during the pandemic. The study employed three audio-recorded post-teaching conferences and three guided group interviews to gather data on the participants' online learning experiences during the pandemic. The qualitative data was analyzed using content analysis techniques. The results indicated that, in addition to the challenges that arise in online learning, such as mastery of learning materials and the volume of assignments given by instructors, students also expected more detailed feedback from their instructors across various teaching contexts, for several reasons. The findings suggest that differences in perceptions regarding online learning and the need for students to develop more independent learning strategies and recommendations are important topics for further discussion.*



**Keywords:** Independent learning strategy; online learning; narrative inquiry; students' voices.

Cite this as: Inayah, Ratih., Cahyati, Sri Supiah. (2023). Promoting Students' Independent Learning Strategies in Facing Online Learning: Students' Voices. English Journal Literacy Utama, <https://doi.org/10.33197/ej lutka.ma.vol7.iss2.2023.2655.4585>

## INTRODUCTION

Since the global proliferation of the Covid-19 pandemic (WHO, 2020), Indonesian schools and universities must implement online education. When we hear the term "online learning", we may imagine that teachers and students are learning together from different locations, but still engaging in the teaching and learning activities necessary to achieve the goals of the subject. Those activities in a subject delivered via a network to facilitate knowledge exchange and access. This learning, by definition, employs an internet-based learning-teaching strategy. Online learning could be interpreted as remote learning using electronic devices such as tablets, smartphones, laptops, and computers that require an internet connection (Milheim, Fraenza, & Palermo-Kielb, 2021; Serevina & Priane, 2021). The online learning environment facilitates student access to knowledge and materials, teacher interaction, and student collaboration (Zulfa & Effendi, 2021).

When we think about online learning then we also think about independent learning, what we have in mind is that we have to learn something with the resources that exist within ourselves. However independent learning also requires various kinds of resources that are outside of us. Independent learning also means that we must be able to maximize whatever potential is within us and we must also be able to maximize whatever resources are around us when we learn something independently, indeed everything will not run smoothly, but there must be things. What we don't understand is how this is the way so that we can open

our minds to new insights. Of course, in self-study we need learning media that can help us (Gill & Halim, 2007).

This Narrative Inquiry study contributes to the growing corpus of literature on online learning during the Covid-19 pandemic by examining how eighth-semester English education students perceive online learning activities conducted by their lecturers or instructors. The novelty of this research lies in using Narrative Inquiry in exploring the students' perspectives on online learning and their expectations of lecturers' feedback in different teaching contexts. The study also highlights the importance of developing independent learning strategies and recommendations in the online learning environment. By providing insights into students' experiences and perceptions of online learning, this study aims to contribute to the ongoing discussion on the future of education in a digital age.

## **LITERATURE REVIEW**

One of the most major responsibilities of a great college is to create an environment in which students can learn how to learn independently. "Learning to learn" is a complex process that requires students to assume responsibility and participate in the educational process (Bautista, 2019). When a boy or girl changes from saying "This is your assignment, sir" to "This is my task," he or she demonstrates a mental shift. In the end, school is not only about instructors delivering excellent teachings, but also about students learning and comprehending concepts (Danso, 2017).

Online learning activities should enhance students' independent learning abilities through multiple assignments assigned by teachers. The purpose of independent learning is to utilize the abilities that exist within us. These abilities are often referred to as basic skills, talents, or elements. However, independent learning also necessitates the use of other resources such as books or educational videos (Hendri & Setiawan, 2016). Independent learning is also often identified with self-taught learning where we learn a new knowledge from the emergence of curiosity and curiosity from within us about the science. For instance, when we are learning a new language, such as English, which is an international language, we may hear it being spoken on television, radio, or other media sources. As a result, we develop a desire to comprehend what the native speakers are saying. We start to analyze the language word by word, phrase by phrase, and sentence by sentence to satisfy our curiosity and eagerness to learn. We utilize the resources available to us, such as when a student encounters an unfamiliar word in English, they may refer to an English dictionary to understand its meaning. This can be classified as independent learning, as we have a desire to acquire new knowledge and utilize all available resources around us to aid us in the learning process. Of course, independent learning is not limited to one thing. We can learn anything in this world independently if we have a strong desire and sufficient resources to support us in fulfilling our needs and curiosity towards a subject.

Self-study is essential in online learning because it has the potential to foster our originality as well as our intellectual curiosity. Students must take an active role in their own education rather than playing an inactive role. It is more about those who are looking for solutions than those who are being informed. It is not a mentality like "that I'm doing this just because I want to pass an exam," but rather a desire to learn because of a desire to comprehend better that drives their motivation, rather than the desire to simply pass a test. The option of self-study is not a simple one, but rather one that is fraught with difficulties. But if we want students to develop the skills necessary to become self-directed learners, we need to motivate and encourage them to investigate the topic they are studying. In addition to this, we will offer them tasks that will stimulate their natural inquisitiveness and lead them to uncover previously unknown information. Along with the aphorism "Give a man a fish, and you feed him for a day; teach a man to fish, and you feed him for life," the idea of self-study is something that should be taken into consideration.

Educators have prioritized self-directed learning both during and after the epidemic, and teaching staff have been encouraged not to serve students but rather to coordinate challenging assignments for them. During the pandemic, self-directed learning was the primary emphasis of educators. It might appear to be counterintuitive to suggest to instructors that they should avoid being excessively helpful and should delay responding to students' questions. On the other hand, this method assists students in building resiliency and the ability to solve problems, which both serve to better prepare them for the difficulties they will encounter in their lives. Then it falls to us to assume the parental responsibilities;

you, on the other hand, have no business interfering at this point in time in your capacity as a parent. This year, in reaction to our move toward a more independent learning environment, there have been some parents who have voiced their disapproval through complaining. "My daughter has prepared a topic that she has not been instructed on before," the sentence begins. "Why did my son's grade decline from A to B?" and similar questions are asked all the time.

True education is full of challenges. True education will involve failure. Getting an A all the time is probably a rare thing. So, parents can support teachers to educate children to be more independent. Of course, patience is needed in guiding children to be independent. In simplified terms, the potential of independent learners to take responsibility for their own learning, discover their interests, and ask questions that are impactful is not only crucial for children throughout their educational journey, but it also serves as an essential life skill that prepares them for success in their adult life.

It is only natural that as children age and progress through school and life, they must become more independent. As children progress through the various levels of education, from junior high to high school to college and beyond, they will be required to progressively assume greater responsibility for their own learning and managing their responsibilities. Efforts should be made to actively promote independent learning from an early age, such as removing the bicycle's exercise wheel. It is essential for educators to know how to remove the training wheels while still providing ample support when necessary. Attempt to actively promote independent learning from an early age, such as by removing the bicycle's exercise wheel. It is essential for educators to establish a balance between supporting students and allowing them to learn independently without unnecessary interference.

There are numerous ways to foster independent learning in the home and classroom, as well as throughout daily life. In accordance with this, the investigation aimed to address the research questions.

1. How do students experience when they must learn English online?
2. What do they expect from teachers when having an online learning?

## **METHODS**

The framework of this research design is a Narrative Inquiry of identity and experience. Narrative inquiry is a "deeply relational method of inquiry" (Clandinin, 2007). In an account of lived experiences, it is "sensitive to subtle textures of thought and feeling" (Webster & Mertova, 2007, p. 7). It enables the most significant events to be highlighted in the accounts told by the participants. The focus of narrative inquiry is "not only on individuals' experiences, but also on the social, cultural, and institutional narratives within which individuals' experiences are constructed, shaped, and enacted" (Clandinin & Rosiek, 2007). The reason for choosing Narrative Inquiry was to allow participants the flexibility to share their experiences of learning English online during the pandemic through storytelling. We were curious to investigate not only the emotional connections of the participants to English but also to identify the sources of those connections such as social, institutional, familial, and other factors.

Additionally, we aimed to investigate the way each student perceived themselves as an English learner, such as whether they identified as an English major student, using autobiographical accounts. Therefore, this research design focused on providing participants with opportunities to contemplate their experiences, their connections to English, and their development of independent learning strategies. Hence, this research aimed to examine how their identities evolved in relation to the discipline. Adding this component to the research enhanced the accuracy of the oral and written data, as it provided visual representations of many of the topics discussed by the participants. However, some drawings created in response to the prompt "How do you feel when doing English class online?" showed emotions that contradicted participants' declared relationships with English. For instance, a participant who claimed to be confident when doing English class may have drawn something that conveyed a lack of confidence. The majority of the study's data was collected at a private university in Cimahi, West Java, and all participants volunteered.

Using qualitative analysis, the transcriptions of the interviews and the written and multimedia English autobiographies were analyzed. The transcripts were subjected to a qualitative analysis by the authors. As a starting point for understanding students' emotional experiences with mathematics, we analyzed participants' verbal responses to the interview

query, "How do you feel when you are taking English?" For the initial round of analysis, we focused on differentiating between the positive and negative relationships students have with English. When students reported feeling happy and/or confident about English, and when they found English to be entertaining, enjoyable, and/or thrilling, positive relationships were identified. In contrast, negative associations were established when participants reported confusion about English, distaste for the language, and/or difficulties, tedium, or struggle while learning it. We implemented the positive/negative distinction to provide a reasonably coarse initial overview of the affective relationships that students constructed in relation to English. We used the positive/negative distinction to provide a relatively coarse initial overview of the affective relationships students constructed in relation to English.

From the overview, we moved on to a more nuanced analysis that is attuned to the subtle nuances of students' voices. During this phase of analysis, students' narratives, as well as their drawings, were examined in their totality, with close attention devoted to the specifics of their experiences. This phase focused on the complex and, at times, contradictory affective connections pupils develop with English. This phase of our analysis revealed a blend of positive and negative attitudes toward English, as well as a gradual shift in the affective relationship of some participants with online English learning.

Narrative inquiry can elucidate distinctive perspectives and a deeper comprehension of a situation. Frequently providing a voice to marginalized populations whose perspectives are seldom sought. Narrative inquiry documents the experiences of an individual or small group, revealing the lived experience or unique perspective of that individual, typically through interviews that are documented and arranged in a chronological narrative. Often documented as a biography, life history, or oral history in the case of longer/ancient traditional narrative recording.

## **RESULTS AND DISCUSSION**

### *Experience and independence in online learning strategies for students.*

Due to the Covid-19 pandemic, students are now required to study online. Online learning provides students with the flexibility to manage their study time. Students could learn independently of time and location, at any time and place. Moreover, students could interact with instructors synchronously, i.e., simultaneously, using video conferences, the telephone, or live conversation, or asynchronously. (Sobri, Nursaptini, & Novitasari, 2020). Participation in online learning activities by students is extremely important because it fosters instructional skills and content-specific knowledge. (Myers & Rivero, 2019). Participants could increase their knowledge and skills in relation to the presented learning materials by utilizing the various learning resources and references available in online learning systems. Individuals who engage in independent learning would alter their study habits, specifically by arranging and organizing themselves to determine learning goals, learning requirements, and learning strategies that lead to the formulated goals. Individuals with the freedom to determine and manage their instruction materials, time, place, and use of various learning resources engage in independent learning. Individuals who have a strong sense of responsibility and are adept at employing learning resources would be able to manage learning methods if they had this level of autonomy.

Below are the responses from students' questionnaire about what they are expecting from teachers in learning English online. They expect teachers can do following activities:

1. Create routines and structure.

Establishing structures and routines for our children is one of the simplest methods to encourage independent learning. When it comes to completing coursework, a healthful routine will aid in the development of strong study habits.

2. Cultivate mutual curiosity.

Cultivating curiosity and a passion for learning helps illustrate what independent learning looks like in daily life and outside of the classroom. Consider methods to model this behavior by being inquisitive together. Teachers can engage students in a variety of activities, such as asking questions about the books they read, leading nature excursions and teaching students about the insects and animals they encounter, and much more.

3. Encourage inquiry.

Students are naturally inquisitive, and it is our responsibility as parents and

educators to encourage them to ask pertinent questions that will aid in their comprehension of the world around them.

In addition to demonstrating inquiry and problem-solving, it is prudent to provide our child with new learning opportunities whenever feasible. Consider providing your child with literature, activities, and other opportunities to investigate his or her curiosity if he or she displays an interest in a specific topic.

#### 4. Provide direction rather than solutions.

Similarly to the importance of encouraging thoughtful inquiries, it is also essential to give close attention to how these questions are addressed. Encouraging autonomous learning entails not only instilling in our children the confidence to pose significant questions, but also giving them the opportunity to independently discover the answers to those questions. Consider how we can assist our students in locating answers to their queries. Instead of merely supplying answers, guide their thought processes so that they can discover solutions through their own reasoning and investigation.

Provide necessary assistance by reminding students of the available resources and how to utilize their own. Ask your child what they already know about a specific topic or question in order to guide them to new information. Independent learners are encouraged at home and in school. Choosing a school that acknowledges the significance of academic institutions and encourages students to pursue their passions is another excellent method to ensure that our children feel empowered to reach their maximum potential.

Self-directed learning is predominantly an individual and student-driven process, but instructors and parents can take steps to facilitate the process. Promoting self-directed learning in a primary classroom can involve encouraging children to pursue information from a variety of sources and media, not limited to text but also including visual and auditory materials. Setting distinct objectives can provide parameters for completing tasks, thereby motivating children to search for pertinent information more efficiently. It is essential to emphasize time management skills to prevent distractions and squandered time from interfering with the learning process. Promoting a culture of reading, not only during study time but consistently throughout the day, can encourage a pattern of lifelong learning. Pre- and post-lesson discussions can provide children with opportunities to discuss their knowledge deficits, learning difficulties, and effective learning strategies.

Encouraging students to learn more independently requires finding a delicate balance between knowing when to intervene and help and when to allow them to solve their problems. There's nothing wrong with giving students a little helping hand here and there if they've been stuck on a problem for some time. There are many benefits gained from encouraging independent learning in children from a young age. Some of these include: enhancing time management and organizational skills, the ability to work flexibly, increasing initiative and creative thought, and assisting with reading and writing. In line with Gill & Halim (2007), some evidence of the benefits of self-study including: improvement of academic performance; increased motivation and self-confidence; students' greater awareness of their limitations and their ability to manage them; allows teachers to assign different assignments to students; and promote social inclusion by fighting alienation.

The authors found pervasive evidence of enhanced academic performance, but acknowledged that this could not always be attributed to self-directed learning. Another study investigated the effects of interventions intended to improve the education of African and Caribbean males in the London metropolitan area. It was determined that the teaching and development of learning skills, such as revision techniques, essay writing, and problem solving, were crucial, particularly when integrated with strategies aimed at combating alienation. Supporting students in self-regulation, providing feedback, and assisting them in highlighting their progress was essential for remedial readers and other students with special educational needs. Tekkol and Demirel (2018) claim that a self-directed learning strategy allowed teachers to increase the variety of activities in their classrooms and put teaching and learning ahead of classroom administration. For instance, it enables instructors to focus on smaller groups while letting the rest of the students work autonomously.

The results of this research also demonstrate that students who choose to learn independently perform better academically, are more motivated, and have greater self-esteem than their counterparts. Students learn to form views, handle issues, and employ a variety of learning methods by applying what they've learned. (Putra et al., 2017). Independent learning relies primarily on the concept of "transfer," in which the onus of education is passed

on from instructor to pupil. Students take responsibility for their education and work in tandem with their instructors to shape their classroom's curriculum in light of current trends and demands. According to their research, instructors play a crucial part in facilitating and promoting independent learning, such as by organizing group work (O'Donoghue, 2017).

The review emphasizes the relevance of a trustworthy connection between the instructor and the pupil as a cornerstone of independent study. Also necessary is a more collaborative approach to education that encourages students to rely on their own life experiences as they learn. (Nikmah et al., 2021). The abilities thought to be required for productive self-directed learning are explored.

- Cognitive abilities include the ability to construct informal norms for problem-solving, classify objects based on given criteria, form hypotheses, and reason logically. These abilities are essential for developing "learner readiness." According to the review, a study on early years education revealed that, with appropriate support, students can typically engage in dialogue using the "language of thinking" by the age of seven.
- Metacognitive skills: The review uncovered evidence that sixth graders were able to describe how they learn and identify critical learning activities, such as listening, remembering, employing previously acquired knowledge, and using formal language.
- Affective abilities: These skills pertain to feeling management. According to the studies reviewed, motivation is the most important affective factor for independent learning. How do educators foster independence in learning? How do teachers promote independent learning? The review identified many skills that students need to acquire in order to successfully engage in independent learning (Harmanto et al., 2022):

This study highlights the critical role of instructors in fostering learner independence by ensuring that students are actively engaged in the learning process. Learning activities, especially in the planning stage of learning principles, can provide boundaries that allow knowledge of theories and principles of meeting learning to make it easier for teachers to choose actions during the learning process (Oishi, 2020). By knowing the principles of learning, teachers have attitudes and can use them in order to improve the quality of student learning, several principles to be mastered and developed by teachers in optimizing learning activities, namely the principle of attention in the learning process. triggering learning activities to elicit students' attention, it is necessary to arrange a way to seek students' attention in the learning process.

So, in the learning process, attention functions as an initial capital that explains optimally to obtain maximum processes and results. According to John Locke and Berliner based on the study of information processing learning theory (Harvey & Wolfe, 2007) we also need to learn about the nature of learning. The process of learning involves the individual's interaction with all the situations that surround them. Learning is also a process of seeing, observing and understanding something in line with the concept.

Witherington (2021) mentions that learning is a change in personality that is an achievement which is manifested as a pattern or pattern of responses in the form of skills, attitudes, habits, what understanding of some of the quotes above, it can be concluded several things concerning the understanding of learning as follows: one learning is a process namely continuous activities Starting from birth and continuing throughout life 2 in learning there is a change in behavior that is relatively permanent three learning outcomes are shown by behavioral activities as a whole the role of personality in the learning process includes aspects of emotional motivation, attitudes and so on the occurrence of the learning process can be viewed from the cognitive side as stated by that is related to changes in the strength of the hypothetical variables the strengths of the associations of relationships and habits or tendencies The reflection of selective behavior in this relationship states that the learning process occurs when the individual is faced with a situation where he cannot adapt in the usual way or when he has to overcome obstacles that interfere with the desired activities. thinking a lot about What is done in this case the student who is trying to learn independently tries to carry out the habit or behavior that has been formed Until he reaches a satisfactory response.

Learning involves a complex internal process that involves various elements, including individuals as active learners, needs that drive learning situations, and opportunities for learning activities. The resulting changes in behavior, which are specific to the type of behavior change, are the manifestations of learning. Behavior in this learning process and it states that the actions of learning outcomes produce changes in the form of behavior in the

ability to distinguish concrete concepts, defined concepts, values, high-level rules, cognitive strategies, verbal information strategies, attitudes, and motor skills. Philosophically, learning reminds humans of the meaning of life through the processes of imitating, understanding, observing, feeling, studying, doing, and believing in everything is genuine. This facilitates the achievement of human aspirations, and while individuals require learning, they must also actively engage in the process. By learning, humans can seek and prove the truth of their hopes, which philosophers have long sought to understand. Through the acquisition of knowledge, humans can enjoy all the truths of the universe and realize the nature of their existence. It is through the contemplation of human thought that philosophy has come to be. They are like a site through which humans can learn about everything, philosophy is related to learning,

Through learning activities, thoughts about learning continue to evolve, bringing colour to life and fostering the innovation of human ideas and thoughts throughout the ages. its relation to learning is like a site that with philosophy humans can learn or learn about everything and vice versa with learning activities, thoughts about learning continue to grow and found so that it brings color to life. innovation of human ideas and thoughts throughout the ages.

Psychologically, human behavior can change due to learning. However whether humans understand their behavior or realize what they should behave like if they are or are faced with different situations and conditions, the behavior that is still being sought can be related to the study of psychology as a science that studying psychiatric symptoms which ultimately study the product of these psychological symptoms in the form of behavioral behaviors that are visible and very much needed in the learning process among many and indeed still survive to be the primary foundation in the world of education and learning, namely cognitive psychology and behaviorist psychology, there are still many other schools of psychology. The field of psychology has a significant influence on shaping human activity during the learning process.

Humans are individual and social creatures, through learning, individuals can learn to socialize with friends living together and eventually build society up to the state and nation in learning without any direction on the meaning of human life as social beings. Though humans are both individual and social creatures, learning can facilitate the development of social skills necessary for living with friends and eventually building society up to the state and nation level. However, without any direction on the meaning of human life as social beings, learning may lack purpose or direction.

Education and communication are like three money pairs, one gives meaning to the other in practice the learning or learning process will produce a condition where individuals, in this case students and teachers, students with students or even complex interactions, will undoubtedly find a communication process. This communication will serve as the foundation for various approaches to learning methods and strategies, as well as patterns of learning innovation and other scientific foundations. As a result, it will bring diversity and richness to the field of learning.

Media or humans directly will be able to be captured, understood, digested, processed and defined in human memory and become the result of understanding the learning process. This process is still developing today in the world, namely how a teacher can make variations of communication in the learning process, of course, by paying attention to other learning components. especially the students and the learning model used.

Various studies show that independent learners will be more successful in learning new things, they are not afraid of challenges when faced with a new condition and situation, it is a challenge that independent learners like. The principle of individual differences in individual differences in learning is that the learning process that occurs in each individual is different from one another both physically and psychologically for that in the learning process implies that every student must be helped to understand his strengths and weaknesses then receive treatment and care. services under the abilities and needs of the students themselves. In order to effectively help students learn, teachers need to know their students well enough to tailor their lecture plans, classroom activities, and individual coaching sessions accordingly.

The principle of direct involvement or experience This principle is related to the principle of activity that each individual must be directly involved in to experience this is in line with the statement in English "I hear and I forget, I see and I remember, I do and I

understand". A learning approach that can involve students directly will result in more effective learning so that it can achieve learning objectives. Associated with the concept of activity, every learning activity must involve oneself or each individual to experience. Therefore, it is appropriate that Edgar Dale through his classification of learning experiences or the cone of experience states that "the best learning is through direct experience". Ideally, every learning should occur an internalization process for those who learn because learning is not just a process of memorizing several concepts, principles or facts that are ready to be remembered. A learning approach that can directly involve students actively doing learning actions results will be more effective than an approach that only pours information knowledge.

Possessing self-learning strategies is an extremely valuable asset, not just for fulfilling educational requirements in schools and colleges, but also for professional settings and beyond.

## CONCLUSION

The Covid-19 pandemic has led to the adoption of autonomous learning and teaching in online English classes, which students perceive to have both benefits and drawbacks, especially for those residing in remote regions. Despite the use of advanced technology to facilitate the learning process, students from isolated areas encounter challenges due to the unstable network connectivity and insufficient data credits. They also expect more helpful feedback from teachers after submitting many assignments. However, online learning also allows them to develop their independent skill in learning English.

## References

- Bautista, L. N. N. (2019). *Asian EFL Journal Research Articles*. Vol. 23 Issue No. 3.3 May 2019. 23(3), 142–154.
- Danso, J. (2017). *Developing students' independent skills through the use of Assessment for Learning strategies: How does this affect engagement? MSc Learning and Teaching 2017*.
- Gill, G. K., & Halim, N. (2007). The "I" in Independent Learning: The Rise of Self-Managing Learners. *AARE 2007 Conference, Fremantle Research Impacts: Proving or Improving*, 1–17.
- Harmanto, H., Yulianto, B., Sholeh, M., Subekti, H., & Sueb, S. (2022). Strategies to Implement Independent Learning Programs: A Reflective Study on Ministerial Programs. *Proceedings of the Eighth Southeast Asia Design Research (SEA-DR) & the Second Science, Technology, Education, Arts, Culture, and Humanity (STEACH) International Conference (SEADR-STEACH 2021)*, 627, 346–352. <https://doi.org/10.2991/assehr.k.211229.054>
- Harvey, V. S., & Wolfe, L. A. C. (2007). Working with Students to Promote Independent Learning. *Fostering Independent Learning: Practical Strategies to Promote Student Success*, 1–23.
- Hendri, S., & Setiawan, W. (2016). *the Development of Earth Quake Teaching Material for Junior High School By Four Step Teaching Materials Development Method Pengembangan Bahan Ajar Tema Gempa Bumi Menggunakan Four Step Teaching Materials Development*. 12(1), 65–76. <https://doi.org/10.15294/jpfi>
- Nikmah, R., Fitriawan, F., & Witasari, R. (2021). Vol.1 No.2 (2021). 1(2), 161–167.
- O'DONOGHUE, G. (2017). Starting self-starters: Strategies to support independent learning. *University of Sydney Papers in TESOL*, 12, 81–121. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=125098451&site=ehost-live>
- Oishi, I. R. V. (2020). Pentingnya Belajar Mandiri Bagi Peserta Didik Di Perguruan Tinggi. *IKRA-ITH Humaniora*, 4(2), 50–55.
- Putra, R. A., Kamil, M., & Pramudia, J. R. (2017). PENERAPAN METODE PEMBELAJARAN MANDIRI DALAM MENINGKATKAN HASIL BELAJAR PESERTA DIDIK (Studi pada Program Pendidikan Kesetaraan Paket C di PKBM Bina Mandiri Cipageran). *Jurnal Pendidikan Luar Sekolah*, 1(1), 23–36.
- Tekkol, I. A., & Demirel, M. (2018). An investigation of self-directed learning skills of undergraduate students. *Frontiers in Psychology*, 9(NOV), 1–14. <https://doi.org/10.3389/fpsyg.2018.02324>