



## **LEARNER'S AUTONOMY IN LEARNING DURING PANDEMIC COVID-19 AT UNIVERSITY**

**Teguh Imam Saputra<sup>1</sup>, Elmiati<sup>2</sup>, Herfya Asty<sup>3</sup>**

Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas PGRI Sumatera Barat

Email: [imamt2892@gmail.com](mailto:imamt2892@gmail.com)

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### **ABSTRAK**

Kemandirian Belajar sangat diperlukan bagi manusia sepanjang hidupnya. Namun mahasiswa belum memiliki kemandirian secara optimal dalam belajar. Penelitian ini bertujuan untuk mengetahui kemandirian belajar mahasiswa Universitas PGRI Sumatera Barat jurusan bahasa Inggris pada saat pandemic. Sehingga mahasiswa dapat belajar di rumah dengan menggunakan kemandirian belajar. Pendekatan yang di gunakan di dalam penelitian ini adalah kualitatif dan kuantitatif dengan jenis penelitian deskriptif dan menghitung jumlah pada kuesioner. Teknik pengumpulan data menggunakan kuesioner atau angket kemudian menggunakan skala likert. Subjek penelitian adalah mahasiswa jurusan bahasa inggris tahun 2019-2021 dengan jumlah 24 orang. Bentuk kemandirian belajar mahasiswa yang di kembangkan di Universitas PGRI Sumatera Barat di antaranya percaya diri, mampu bekerja sendiri, mampu mengambil keputusan, bertanggung jawab, hasrat bersaing maju, disiplin dan aktif dalam belajar. Berdasarkan hasil penelitian dapat di simpulkan bahwa kemandirian belajar siswa pada masa pandemic di universitas PGRI Sumatera barat berkembang dengan sangat baik dan sangat terstruktur sehingga kemandirian belajar sesuai dengan yang di harapkan.

***Kata kunci : Belajar Online, Kemandirian Belajar***

### **INTRODUCTION**

The Covid-19 pandemic that has been going on since the end of 2019 brings its own paradigm to the learning system that takes place in schools and universities. The Covid-

19 pandemic has led to restrictions on social interaction between the community and has led to face-to-face restrictions in the learning process. This face-to-face restriction in the learning process requires teaching staff to look for alternatives



through an online learning system which is initially an emergency and then develops. Alternative learning with an online system that is commonly used by teaching staff, among others, is through the WhatsApp application, which is around 37% Zhafira et al., (2020, p. 1). The WhatsApp application can be used for several aspects, such as establishing two-way communication (even without face-to-face), sending lecture files (*soft copy*), or short audio/video recordings. However, the learning process using the WhatsApp application is not good enough to bring up learning interactions as is done in conventional learning.

However, the WhatsApp application has not been able to meet the needs of students for a proper learning process. Therefore, many teaching staff turn to online applications that are able to provide virtual face-to-face systems that can monitor student activities, such as using *electronic educational*

*resources* that are able to provide video connections to connect with their students Irina et al., (2016, p. 1). However, some universities have not been able to provide adequate distance learning. Meanwhile, if educators try to meet the need for a decent video connection in their online learning, they will have to pay quite a lot of money.

Based on the results of previous research related to obstacles in online lectures carried out at the Islamic University of North Sumatra, especially at the Faculty of Teacher Training and Education, it is known that some information, among others: 15.63% of students are constrained in sufficient online learning facilities, 46.88% of students are constrained in accessing the internet network, 34.38% of students are constrained in mastering the online learning system, and 53.13% of students are constrained in mastering the material provided online Adlina et al., (2021, p. 2).



Among the problems above that need to be considered is the mastery of the material in online learning. Mastery of subject matter can be influenced by internal aspects that exist within students and also external aspects that encourage students to learn. These two aspects are indirectly closely related to student learning autonomy. Learning autonomy is not only the ability of students to learn on their own, but also the will to make a study plan which includes study time, doing assignments and reading related enrichment materials; initiatives for continuous learning; take responsibility for what is learned; think logically, openly, and critically about what is learned; and confident in communicating Tresnaningsih et al., (2019, p 1).

Mulya ningsih stated that learning autonomy can be seen from student activities which include: the ability to meet their own needs for science; the ability to do routine task

autonomy have the ability to take initiative in decision-making; have the ability to solve problems through structured, open and critical logic of thinking; and confident in what they do (Ayundhaningrum & Siagian, 2017, p. 2). Therefore, the purpose of this study was to determine the learning autonomy at Universitas PGRI Sumatera Barat students during the Covid-19 pandemic.

#### *A. The Concept of Learner Autonomy*

In the 1980s learner autonomy was first introduced and described by Henri Little & Dam, (1998, p. 5).. Henri Holec describes learner autonomy as the learner's ability to take charge of his or her own learning. This includes taking responsibility for setting learning objectives, interpreting content and development, selecting methods and techniques to be used, and correcting what has been achieved. After that, Benson defined autonomy as the capacity to control one's own learning Arkorful & Abaidoo, (2015,



p. 5). In essence, in philosophy and psychology, autonomy has been associated with the personal capacity to act as a responsible member of society because the learner cannot be free because of others. In fact, the main idea of learner autonomy is that learners should be responsible for their own learning, rather than depending on the teacher Little & Dam, (1998, p. 5). Autonomous learners construct their knowledge from direct experience, rather than responding to someone's instructions. In addition, learner autonomy gives learners the ability to take responsibility for their own learning for themselves. Students can make decisions about what and how they should study on their own. Adlina et al., (2021, p. 2).

argue that those who want to have autonomy in the learning process must be creative, because by having creativity someone can develop their ideas so that students not only accept what is given by the teacher, but also make constructive contributions.

Huda et al., (2019, p. 6) believe that student autonomy is not only independent in learning that comes from textbooks and is independent in learning what has been given by the teacher. Therefore, students are given the opportunity to freely choose learning resources Learning autonomy is one of the factors that influence students' learning outcomes. According to Ningsih & Nurrahmah, (2016, p. 6) learning autonomy is very necessary and must be a concern for all parties involved in the field of education. Students' ability in self-regulate in learning makes students more aware of what is needed to support the learning process and achieve learning goals. Based on the opinion of Ningsih & Nurrahmah, (2016, p. 6) because of their autonomy, a person tends to do everything possible to achieve high academic achievement and fulfill their expectations.

According to (Astuti, 2019, p. 6) learning autonomy is a sense of not being autonomy on others, followed



by confidence in making decisions by considering the consequences that will be obtained. Learning autonomy can be seen from the daily learning habits of students starting from planning, implementing and evaluating the learning process. From the description above, it can be concluded that learning autonomy is a learning activity based on one's own will and can regulate oneself with or without the help of others to achieve the best learning outcomes. Learning autonomy also teaches students to be responsible for solving problems that arise in the learning process. Therefore, making the ability to learn independent must be owned by students.

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#### *Online Learning*

Online Learning (direct learning) according to (Susanti & Putra, 2021p, 22) can be defined as an effort to connect learners (participants students) with their learning resources (databases, experts / instructors, libraries) physically separated or even far apart but can communicate, interact or collaborate with one another (directly / synchronously and indirectly direct / asynchronous). Meanwhile, the advantages and



limitations of online learning according to (Susanti & Putra, 2021,p. 8) is as follows:

1)Advantages:

a) The Internet can contain text, audio, graphics, video animation etc.

b) Can be updated information and students can access unlimited information.

c) Students can access information anywhere without going far.

d)Students can consult with experts and exchange opinions with other students.

e) Communicate easily.

f) Not too expensive (Cheap).

## **METHOD**

Research design is a framework that helps researchers in research that provides an outline and details of each research procedure from questions (independence questionnaire) to research problems to data analysis. M. Huda et al., (2021, p. 28) Qualitative research is a research procedure that

uses descriptive data in the form of written or spoken words from observable people or actors. Researchers used qualitative research to determine student autonomy in learning during pandemic covid 19At University PGRI Sumatera Barat .

In descriptive qualitative the research instrument or tool is the researcher himself. Researchers as human instruments determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, interpret data, and make research conclusions.The instrument used is an independence questionnaire. The research was conducted using google form. The learning independence questionnaire is entered into the google form and then filled in by students by first being given a link via the whatsApp group. The questionnaire used in this study is the standard learning independence questionnaire.

This learning independence questionnaire has been prepared based on indicators of learning



independence, and there are several statements that must be adapted to the conditions and situations of online learning. The data obtained from the results of the questionnaire is still raw data if it has not been processed. In order for the data to have meaning, data processing is carried out by carrying out techniques and steps including correcting existing data collected by questionnaire research, classifying data aiming to obtain an overview of the answers contained in each question given to the sample and analyzing learning independence data. students using the Likert scale.

According to Sugiono the Likert scale is a measurement method used to measure attitudes, opinions of a person or group. *Scoring* is a scoring step or a step giving a category for each item of answers from respondents in Sugiyono's questionnaire. *scoring* used in this processing is as follows:

$$P = \frac{f}{n} \times 100\%$$

P : percentage

f : the frequency of each answer to the questionnaire

n : the number of ideal scores  
100: a fixed number

Furthermore, the scores that have been obtained are then entered into the *rating scale*. The *rating scale* serves to determine the results of the questionnaire data (questionnaire) with the following conditions.

**Table 1. Skoring Kuesioner Learner Autonomy**

KRITERIA	Skor
Always	4
Often	3
Rarely	2
Never	1

From the formula above the researcher changed the score model, because the sample amounted to 24 people, if used, the results obtained did not match and only reached the very good criteria, only 50.

**Table 2. Characteristic and Questions Learner Autonomy**

No	Indicators	Sub Indicators
1.	<b>Self-Confidence</b>	-Dare to appear in public -Believe in one's own abilities -Dare to ask -Dare to express opinions -Speak fluently when in front of a crowd -Eager to participate in group discussions -Be calm evrything -Trying to do the task
2.	<b>Indenpendent</b>	-Performtasks without being instructed by others -Complete the tasks -Satisfied with the results obtained
3.	<b>Decision</b>	-Be careful in making decisions -Able to solve problems on their own
4.	<b>Responsibility</b>	-Dare to admit mistakes -Dare to accept the risk of actions that done -Learn from failure -Is responsible for completing
5.	<b>Desire</b>	-High sense of knowledge -Like new things -Have high creativity
6.	<b>Dicipline</b>	-Comply with the rules in the classroom and at school -Prepare your own textbooks without having to tell -Do not do anything that can violate regulation
7.	<b>Active on Studies</b>	-Communicating the results of his opinion -Trying to find knowledge on your own -Do something to understand the lesson -Dare to make conclusions based on explanations lecturer

**Table 3. Skoring Kuesioner Learner**

Autonomy	
KRITERIA	Skor
Always	4
Often	3
Rarely	2
Never	1

**Table 4. Grade Percentage Category**

Answer	Category
<b>81 – 100</b>	Very Good
<b>61 – 80</b>	Good
<b>41 – 60</b>	Fairly Good
<b>21 – 40</b>	Not Good
<b>0 - 20</b>	Very Poor





**FINDING AND DISCUSSION**

The findings of the research are briefly reported below. The result of the study are presented based on the

research question that is addressing to this study. Table 4 show the result of questionnaire respondents.

No	Indicators	Score	Criteria
1.	Self-Confidence	74,3	Good
2.	Indentpendent	77,7	Good
3.	Decision	82	Very Good
4.	Responsibility	85,75	Very Good
5.	Desire	75,7	Good
6.	Discipline	89,5	Very Good
7.	Active on Studies	74	Good
	The Mean Score	79,85	Good

Based on the above, the average result of 79,85 means that students' learning autonomy has been formed with very good criteria. The confidence indicator obtained a score of 74,3 with good criteria. Someone who has more self-confidence, feels confident in his own abilities so that it can be seen the high independence, social relations, responsibility and self-esteem. On the indicator of being able to work alone, a score of 77,7 was obtained with the criteria of good. Humans as social beings cannot live

alone, of course they need other people in carrying out this life. Defines independence as the ability to direct and control oneself in thinking and acting, and not feeling emotionally dependent on others. In essence, an independent person is able to work alone and does not depend on others.

In the category of being able to make decisions from calculations, the scores obtained are 82 with very good criteria. In everyday life, people cannot be separated from various



problems that must be solved properly. According to a student who has learning independence must be able to make wise decisions and always have the initiative to solve the problems he faces. This will lead to a process of independence. The indicator responsible for the calculation shows that the score is 85,75 which is good criteria. According to Bunandar,(2016p, 25) reveals the characteristics of people who have the nature of responsibility as follows: 1) Oriented to the future, 2) Have a high commitment to the task or work, 3) learning from fail, 4) The ability to lead and believe in himself . With the formation of student responsibility, it can help increase learning motivation and cognitive abilities of students, so that it can be used as a solution to improve the success of learning outcomes.

In the category of competitive desire, forward from the calculation shows the score is 75,7 on good criteria. Students who have an

attitude that is not easily discouraged in the face of various obstacles, always work hard to realize a goal, all for the sake of their own good. Willingness and desire to always want to move forward in order to achieve what is desired is in line with the opinion of Suryo BUDI SUSANTO, (2013, p. 38), independent people have the characteristics of having a desire to compete ahead. In the discipline category, the calculation shows that the score obtained is 89,5 which is in very good criteria. In the field notes, students' activities regarding learning independence were in accordance with the indicators of learning discipline achievement. Student discipline in the learning process can be observed based on five aspects, namely being responsible for the given task, enthusiasm and enthusiasm in learning, high commitment to the task, overcoming difficulties that arise in him and the ability to lead. According to Ariananda et al., (2016p, 21),



discipline is important and must be owned by every student. Discipline helps students in the process of forming attitudes, behavior and will regulate a student's success in learning.

The active indicator in learning shows a score of 74 which is good criteria. According to Suryo Subroto in journal BUDI SUSANTO, (2013 p, 26) active in learning if there are characteristics, namely students make something to understand the subject matter, knowledge is learned, experienced and discovered by students, students communicate the results of their thoughts, Huda et al., (2019, p. 6) Rosida said active learning as an approach to learning that leads to independent learning, teaching and learning activities designed must be able to actively involve students. So that students not only listen to information from the lecturer, but also see what the lecturer explains and the last student activity is to do or try it directly.

The conclusions is the lecturer's efforts in developing the students' learning autonomy are by providing rules that they must carry out every day. Familiarize students to do everything by trying themselves without the help of lecturers on campus. From this habituation, it makes the character of student learning independence that is closely attached to students so that it will make it easier for students to carry out thematic learning so that the expected learning objectives are achieved.

## **CONCLUSIONS**

Based on the results of student questionnaire analysis, it can be concluded as follows: There is a positive influence of learning independence on English language education students at UPGRISBA whose average results are 79,86 with good criteria. Students with high levels of independence have a better chance to achieve better performance. On the other hand, students with low levels of



independence also have a smaller chance of achieving learning achievement. The higher the student's independence, the higher the learning achievement. Therefore, learning independence greatly affects student learning achievement.

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