



# An Analysis of Self Directed Learning of the English Major Students and the Non-English Major Students of IAIN Parepare in Learning English

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## ABSTRACT

Self-Directed Learning is Process in which learners take the initiative to manage their own plan in learning by using any resources, strategy or method to show their personal goals. This study aims to figure out how is the self-directed learning of the English major student and the Non-English major of IAIN Parepare in learning English and the dominant factor in influencing student's self-directed learning.

This research applied a qualitative descriptive as the research design. In collecting the data, the researcher applied interviews and documentation. The data analysis technique uses Miles and Huberman. Data Analysis, which has four steps the steps was data collection, data reduction, data display and conclusion and verification.

The results showed that students of English major and Non-English major similar in conducted self-directed learning by utilizing internet, listening music, translation applications, and watching movies. The researcher found that the students practiced it in their daily life which made them able to learn. Self-Directed Learning is very good to be applied in every situation because students can learn by themselves without the help of teachers or other people to learn English. only by using social media on their mobile phones and laptops to learn independently. Then, there were 2 dominant factors influenced self-directed learning of English major student and Non-English major students in learning English, they were: a) how to learn (internal factor), b) study time (external factor).

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## INTRODUCTION

Education is a process towards change that occurs in everyone. These changes occur maximally or not depending on the conditions around it. every human being has a responsibility to develop their knowledge or according to the context of life which he will choose. Because science in accordance with the context (contextual). Therefore, the measure of each person's ability is also adjusted to the context. Perhaps the context that developed between Indonesia and other countries is different. The knowledge developed in each country is also not same. This matter because basically learning is built by each individual with full awareness (learners), groups, nations, countries, so that the colors developed can not be separated from the history of the community. Suppose traditional society the context will be different from society modern, because of differences in culture and ways of developing theory. Therefore, learning today is not just gathering knowledge (transfer of knowledge). Because actually learning is self-transmission qualitative.

Many studies have already been conducted on the importance of learning development through teaching and instruction at higher education context to enhance learning rather than instructing and to

emphasize on assisting and simulating students to obtain knowledge by learning and as well as how to learn rather than being instructed especially in this 21st century; thus, instruction and education management has up to now pursued the concept that students should be capable of learning and also developing their knowledge by themselves and that the learner is undoubtedly the main and the most significant person in the process of learning. Additionally, the labor market nowadays demands graduates with sound attributes of problem solving capacity and individuals who are able to think creatively and critically. (According to Kurdi 2009) by using student-centered learning, the students will get a big motivation in learning because they will take responsibility for managing their goals. To achieve the students' goals, the roles of the teacher in student-centered learning are very needed to implement. The way that teacher uses to make the students are successful in achieving their goals using the appropriate curriculum based on the students' need and the appropriate curriculum is curriculum 2013 or K13 (Ningrum & Sobri, 2015). The style of learning is emphasized the students' ability in learning based on their needs and their interest.

Self-directed learning is a strategy of learning in which the learners emphasized the responsibility to manage their learning objectives to show their personal goals (Morris, 2019). Through this strategy, the learners will easier to develop their skills in the 21st century because the learners become the subject and not the object in learning. There are several skills that should be mastered by the students usually called 4C which are collaboration, communication, creativity, and critical thinking (Yu & Wan Mohammad, 2019). The study was conducted by (Humaira and Hurriyah 2018) has showed by applying real self-directed learning in the learning process, the students have high motivation and confidence in the learning because most of the students could be considered as having moderate self-direction. The next study was conducted by (Salleh et al 2019) has showed that self-directed learning has a good impact on the learning process, especially for life-long learning. In the other hand, autonomous learning has a similar concept with self-directed learning which is the process of constructing knowledge and roles of learners independently (Masouleh & Jooneghani, 2012). In autonomous learning, the learners take the responsibility to control their learning based on their directions or it can be said that learners autonomy is the ability to take control of their learning (Khotimah et al., 2019). Besides that, (Swatevacharkul and Boonma 2020) has stated that learning autonomy is very important to be applied because it can make the effectiveness and success of learning, and helps students develop more critical thinking and learning responsibility. (Garrison 1997) presents a comprehensive model of self-directed learning that includes the dimensions of self management, self-monitoring, and motivation. Apart from its importance for survival and competition in general, self-directed learning is also viewed as an effective mode of learning for college students in particular since college learning requires that learners be self-directed.

Related to this, self - directed learning or independent study is an effort of individuals whose autonomy to achieve competency academically. Knowles (in Esham & Abdul, 2010) suggests that self-directed learning is a " Process in which learners take the initiative, with or without the help of others, in identifying their learning needs, planning learning goals, choosing to learn resources, using suitable learning strategies, and assessing learning outcomes". This means that is self-directed learning is a process where students take the initiative, with or without the help of others, identifying the need to learn them, to a plan the purpose of learning, choosing a source of learning, using strategies learned that right, and assessing the results of learning.

However, many study have done similar research related to self-directed learning, but there is no study that find out about students' self - directedness of two different major in learning English. This study adds to the research by analysing students self directed learning of two major that is English major and non-English major who learn English.

## METHOD

This research is conducted using descriptive qualitative research is the research try to serve with systematic and accurate the actual facts and specific population and using no the calculation (Lexy J. Moleong, 2000). In rather specific, this qualitative research have the system in case study or the research that result the data of descriptive like written words or oral from persons and the behavior that capable of control the directed to individual or organization in variable and hypothesis, but then look on as a part of some totality. The kind of research target is how students between different major learn English by their self-directed learning.

The research subject of this study is students of English study program and Hukum Keluarga Islam program at IAIN Parepare. The researcher uses purposive sampling (judgmental sampling), according to (Sugiyono, 2018) purposive sampling is a technique to choose sample based on specific considerations.

To collect the data from the research, the researcher utilized 1) an observation checklist to track students that will become respondent on the research. 2) an interview is to know some information of students about their way in direct themselves in learning english. 2. Documentation is the past event

note. Usually document written note, picture, or monumental creation from someone (Sugiyono, 2014). In this research, would use the documentation like Recording Voice. Talking about the document, Bogdan

argued in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual who describes his or her own actions, experience and belief.

## RESULTS AND DISCUSSION

In this research, researcher investigated 10 students on 2022-2023 academic year of English Study Program and Hukum Keluarga Islam at IAIN Parepare who got higher grade in learning english. Then, researcher did interview with respondent to get the data. So the researcher analyzed 10 students who have been interviewed. The problems of the research were 1) How are self directed learning of the english major students and the non-english major students of IAIN Parepare? 2) What does the dominant factors influencing on student self-directed learning of the english major and the non-english major students of IAIN Parepare? Based on the finding would be discussed below:

For finding the students Self directed learning in learning english, the researcher investigates 10 students on 2022-2023 academic of English Study Program and Hukum Keluarga Islam Program at IAIN Parepare. Most of them had similar self directedness in developing learning English.

There is many similarities in students self directed learning of the English major student and the Non-English Major student in learning english. Based on the result of interview research that the english major students and the Non-English major students according to their self directed learning have many similarities such us they use internet, movie, music or some aplication to help them in learning English, but many of them prefer to study by depend on others. The most thing that motivated them in learning english also similar. They are motivated to learn english because they think english is such an importan thing that they need to know that can benefit them for their daily or their future, the answer of the question has related to each point of the characteristic of self directed learning.

### Self directed learning of the English major and Non-English major in learning English

Self directed learning describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing learning strategies, and evaluating learning outcomes (Elsa Mentz, 2016). According to Gharti self directed learning is a driving factor that makes students become autonomous learners, and also defined learning autonomy as the ability of students to understand and effectively regulate their own learning process. Self directed learning (SDL) is designed to nurture this momentum, to broaden and deepen it, to help students channel and refine it, this design has been enhanced by a flood of recent discoveries about the brain. We have found that the brain is a meaning making machine that thrives in rich environments, seeks out patterns, builds on previous experience, and functions best in nonthreatening situations. Not only is the brain a dynamic, self directed instrument of learning, it is highly individualized as well. Recent studies of intelligence, learning style, and talent or strengths affirm the great diversity in the ways people learn. Cognitive psychology has also focused on the importance of learning how to learn, that is, on developing the strategies that can be applied to any learning task. Such portable skills prepare any learner for the ultimate challenge of lifelong learning.<sup>31</sup> Self directed learning (SDL) is any increase in knowledge, skills, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time.

According to finding and theory about self directed learning to enhance students speaking skills, self directed learning is a very appropriate way for students to learn English. 2 major of IAIN Parepare who learn English conduct independent learning on their own, managing study time according to their wishes and evaluating their own learning process. Self-directed learning is a way for students to be more independent in learning, which shows that self- directed learning can help students to deal with problems in learning, especially to improve students' abilities. where students have better learning management skills, because in the process students have their own responsibility for learning according to what they want. And the result of the research they carry out the learning process by utilizing their cellphones and laptop are the media they use to learn in enhancing their English speaking skills and they carry out the learning process by watching movies, listening music and google translate to knew the new vocabulary or using voice speech to learn the pronunciation.

During the learning process, students can learn independently without the assistance of other people or teachers; students can learn independently by starting themselves, managing their own time, and evaluating their learning process; they do it themselves, and self-learning is very effective and beneficial to their english learning.

### The dominant factors influencing on self directed learning of the English major and the Non-English major students of IAIN Parepare

The second research question, the dominant factors influencing on student self-directed learning of the english major and the non-english major students of IAIN Parepare was how to learn (internal factor) and study time (external factor) . The first how to learn (internal factor). Based on the findings of interviewed

and appropriated with the questionnaire, all of the students stated they plan the strategy, media or application they use to help them in learning. The way each student learns varies, so it is necessary for students to understand the right way of learning to meet the learning needs of each individual individually (Aruan, 2013). and the second factor is study time (external factor). Based on findings of interviewed most student stated that in planning their study most of them plan their study with specific time when they feel good to study. One of the implementations of self-learning is that students organize their own learning needs plan, including arranging their own learning time (Aruan, 2013).

It can be concluded that students were practice self-directed learning in their daily life to learn English. Besides, there were 2 dominant factors influenced SDL of students in learning English there were 2 dominant factors influenced self-directed learning of English major student and non-English major students in learning English, they were: a) how to learn (internal factor), b) study time (external factor).

## CONCLUSION

According to the data which is the statement of the research subject the researcher concludes that independent learning provide a good help for student in learning English. There are some characteristic of self-directed learning that most of respondent have the first aspect is independence, responsibility. both major indicated that they could learn independently by using the help of technology such as laptops and Cellphone using Music, films and translator applications to learn to improve English skills. On the second aspect, namely self-discipline, it shows that both Major have fairly good learning discipline, where both students can manage their study time, plan their own learning and have a high enough curiosity as shown by the use of a translator application to find out the vocabulary that was just heard, It is also included in the third aspect, both students can develop their own learning plan, and also show that they enjoy their own learning process. And the dominant factor influenced student SDL is how to learn (internal factor) and study time (external factor). The results show that self-directed learning is quite effective and mostly similar in English learning process, even for 2 different major.

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