THE LEVEL OF LEARNING AUTONOMY OF ENGLISH STUDY PROGRAM STUDENTS IN UNIVERSITY OF JAMBI

Ravial Fandi

University of Jambi

Email: ravialfandi18@gmail.com

Abstract

The present study identified the level of learning autonomy of English study program students at the University of Jambi. The quantitative method with the explanatory design was the method of the research. There was one instrument that was used to obtain the data, namely questionnaires. There were 403 in the academic year 2016, 2017, 2018, and 2019 but only 120 students participated in this research. Based on the discussion, there were 2 categorized of the level of learning autonomy students of the English study program at the University of Jambi. There are high levels and moderate levels of learning autonomy. The majority of all students in the English study program of the University of Jambi who answered the questionnaire were at a high level of learning autonomy.The percentage of the level of learning autonomy students of English education program at university of Jambi were seventy nine percent a high level of learning autonomy and twenty one percent a moderate level of learning autonomy. Meanwhile no one students identified a low level of learning autonomy.

Keyword: *Autonomy, Learning Autonomy, Autonomy level, Learner autonomy*

INTRODUCTION

Student autonomy can be explained as the student's ability to take control and responsibility for their learning. Take responsibility in here means that they can manage everything that they learn from the teacher and they can develop it with their own way. Students should be able to manage the time, decision, material and also find a good strategy.

Learning autonomy in language defined as "ability to take charge of one's own learning" (Holec 1981). Every student has the ability to learning something by their own way. It is required to students to be active and creative in order to building their knowledge. Students can practice in many ways as long as it encourages and enables them to take greater control over their learning.

According to Benson (2003) point of view, he argues that autonomy will make students taking more control over their lives - individually and collectively. Learning autonomy is about how people can greater to take control of their learning in classroom and outside. And for learner autonomy is taking control over the goals for which study that they learn and how they find the way to learn it.

In the process of building autonomous learner, metacognitive abilities are required. According to Flavel (1979) metacognitive is known as speculation how to think. Flavel (1979) additionally expressed that metacognitive alludes to an individual's information to direct his intellectual capacities and learning exercises.metacognitive assists an individual with getting something and control his cognitive ability.

At this time under the minister education that lead by NadiemMakarim, he made a new breakthrough called "merdeka belajar" or freedom of learning. According to nasional.tempo.co, Friday 2019 December 13.Nadiemmakarim as a leader of the minister education in Indonesia said that freedom of learning is interpreted as freedom of thought.

According to the policy on "Merdeka Belajar" was explained by the Ministry of Education and Culture on December 11, 2019, The concept of "Merdeka Belajar" is not only focused on developing students' cognitive abilities but also other skill such as affective and psychomotor. All of these programs made by the minister is have a purpose in developing the education system in Indonesia. The government also supported making the education system in Indonesia to be further.

In 2019 there is a pandemic that happened in the world. It called COVID-19 (Coronavirus disease 2019). This pandemic obstructs a lot of activity in the world including education field. Based on data obtained from UNESCO, more than 160 countries have implementednational closures, affecting more than half the world's student population. The latest statistics from UNESCO (25/03/2020) mentioned that 1,524,648,768 students were affectedby the covid-19 virus from 87,1% of the total students enrolledand in Indonesia per Wednesday (25/3) as many as 68,265,787 students affected byCovid-19 (UNESCO, 2020). The policies taken

by many countries including Indonesia by dismissing all educational activities make thegovernment and related institutions must present alternative educational processes for students and students who cannot carry out the educational process in educationalinstitutions.

In this case, learning autonomy are expected to become a solution in facing any education system problem in Indonesia. With the ability to determine the appropriate way of learning, students are Prepared to think and be responsible for their learning activities.

METHOD

The quantitative method with the explanatory design was the method of the research.The aim is to collect rich narrative data from a small sample population and analyze the data using broad thematic content analysis methods.This study adapted the questionnaire from Williamson SN (2007) The Development of Self-Rating Scale of Self-Directed Learning. Nurse Researcher 14(2): 65 – 72. It consisted of close-ended statement which had to be chosen based on the student's experience.Cohen et al (2007) defines that scale contains degree of agreement which was to set gain the expression of opinion, value, problems to react to, or statement to agree or disagree by the Likert scale. The respondent was given 5 options to each statement on the questionnaire which are never, seldom, sometime, often and always.The students' responses to the SRSSDL will be summarized in frequencies and percentages to compare the results of all of the English study program students of the University of Jambi to identify the level of their learning autonomy by seeing the highest progress of the questionnaire.

Williamson (2007) illustrates that the tool comprises of sixty learning behavior statements under five broad categories: (1) Awareness: 12 items relating to learners' awareness of the factors concerning becoming self-directed learners. (2) Learning strategies: 12 items identifying the various strategies learners should adopt in order to develop SDL skills. (3) Learning activities: 12 items specifying the learning activities learners should actively engage in to help become self-directed learners. (4) Evaluation: 12 items revealing learners' specific attributes that help them monitor their own learning progress. (5) Interpersonal skills: 12 items relating to learners' skills in interpersonal relationships.

The location of this research was in Universitas Jambi and specifically in the English Education Study Program of Faculty of Teacher Training and Education. The location is in Jl. Raya Jambi – Muara Bulian KM.15, Mendalo Indah. The total student who participated in this research is 120 students from four academic year such as 2016, 2017, 2018 and 2019. Forty students in academic year 2016. Thirty one students in academic year 2017. Nineteen students in academic year 2018 and the last thirty students in academic year 2019.

In this research, questionnaire is the instruments used to collect data. An adapted questionnaire used to collect quantitative data from the respondents.The instrument for questionnaire is the list of question that researcher create on link of google form that given to the students.

FINDING AND DISCUSSION

There is one major topics: (1) findings the level of learning autonomy of English study program studentsin university of Jambi.

In academic years 2016, only 40 from 138 students that answered the questionnaire. As can be seen from figure 1.1, there are no one students reported in low level of learning autonomy. Only 10% of the students reported in moderate level of learning autonomy. There are 4 students which have score ranged between 160 to 218. Meanwhile, 90% of students are reported in high level of learning autonomy. There are 36 students which have score ranged between 224 to 287.

In academic years 2017, only 31 from 86 students that answered the questionnaire. As can be seen from figure 2.1, there are no one students reported in low level of learning autonomy. There are 48% of the students reported in moderate level of learning autonomy with score ranged between 153 to 219. There arefifteen students. In other hand, 52% of students are reported in high level of learning autonomy. There are six teen students. The score ranged between 221 to 275.

Only 19 from 81 students answered the questionnaire in academic years 2018. In this academic year also no one who reported as a low level of learning autonomy. There are 68% SHL students and 32% SML students. The scores of SHL are between 238-256. Meanwhile, the scores of SML are 184-245.

There are 30 from 98 students answered the questionnaire in academic years 2018. In this academic year, all of them reported highlevel students of learning autonomy. The scores of SHL are between 234-259.

According to the result of this research, the level of English education study program students were 79% students in a high level of learning autonomy and only 21% in a moderate level of Learning autonomy. On other hand, there are no students who have a low level of learning autonomy.

CONCLUSION

There is main conclusions derived from the data obtained based on research questions; what is the level of learning autonomy of English education's students in university of Jambi? Based on the results of the questionnaire, the level of learning autonomy of English study program in University of Jambi identified in two level. There are high and moderate level of learning autonomy. The majority of them were in high level of learning autonomy.

The percentage of the level of learning autonomy students of English education program at university of Jambi were seventy nine percent a high level of learning autonomy and twenty one percent a moderate level of learning autonomy. Meanwhile no one students identified a low level of learning autonomy.

Furthermore, it will be better for the future researcher to examine other aspects such as gender factors, the effect of changes in learning systems due to the pandemic that occurred in 2019 or about specific subjects. Future researchers are also recommended toprovide a more modern instrument of student autonomy to measure students' level of learning autonomy. And then forthe lecturer can provide a strategy that is in accordance with the student's level in learning autonomy. lecturers are advised to give assignments which can motivate students to be more active so that they can increase the level of their learning autonomy.

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