

Self-Learning strategies: The Power of Maximizing Personal Autonomy for English Teaching in the Online Era

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Abstract. The didactic creativity based on Self-Learning Strategies (SLS) maximizes the learners' learning outcomes and the tendency of their learning activities on the concept of practical reaction in the free era of online learning. With Didactical Design Research (DDR), the research developed the phenomenon of "scientific imagination" followed by apperception exploring learners' knowledge and autonomy. The implementation of the didactic design shows the importance of the lecturer's anticipation of diverse learners' responses to achieve learning objectives. Thus, SLS is expected to elaborate student-centered learning which brings out relevant and elaboratively didactical creativity. It is also used to vary the creativity of the didactical process to learn English as a Foreign Language (EFL) at the master level. In short, encouraging the creation of innovative conditions for learners to help themselves learn reflectively as well as productively is the relevant target.

Keywords: Self-Learning Strategies, learning outcomes, didactic creativity

1 Introduction

Observing the practical context of teaching and learning English in the Master of English Education Program at FKIP UNTAN, it was revealed that both the hope of high level achievement on English mastery and the real target of achievement do not cover the effective one. Most of the students still depend themselves on the instructions given by the lecturers rather than on the power of their inner awareness in learning independently. In fact, the empirical experience of independent learning with the concept of Self-Learning Strategy (SLS) has evolved even since the early 1980s and has become one of the main features in

education at the beginning of the 21st century, especially in the era of autonomous awareness to learn online. SLS-based self-learning has many variations, including independent learning and self-access learning ([1]. Ranabahu and Tamala, 2006). That's why this study meets the reasonable situs on its urgent context to promote independency in the students' didactical creativity.

In deep conceptualized understanding, language skills learning and SLS have a philosophical term on ideas which learners should learn authentically, reflectively, and maximally based on self-potential creativity that has been recognized. At the same time, learners become critical thinkers and learners to develop themselves as creative didactic learner as well as active and productive citizen of the modern world. This learning philosophy emerged as a reaction to programmed mechanical individual learning, where language learning is considered a mechanical process in which drill practice and exercise learning are considered a new way to learn a language. In the independent era of online learning, didactic creativity based on independent learning, SLS increasingly finds a holistic and integrated construct. [2] Peters (2000) shows that the term self-learning is defined as a potential ability that learners must determine their learning on a contextual situation of development which is awakened by the influence of technological progress and paradigm change of humanity through education that is increasingly well-being, placing lecturers as co-learners. [3] Gatot (2017) confirms that the role of collaboration between lecturers and learners in developing problem-learning-based strategies becomes constructive support for partnership learning which is relevant. Modern linguistic research has also claimed that learning foreign languages is very complicated. This is a process of cognitive development. The lecturer must guide and train learners to learn by planning, goals, and options to evoke learners to self-learning strategies.

Furthermore, in modern linguistics, the cultivation of learning strategies must be done in the class and is divided into five parts: presentations, in which the lecturer tells learners the strategy they have to do; strategy of modeling, in which the lecturer shows how the strategy work; training, where the lecturer provides relevant material to test the strategy; evaluation, where the lecturer checks how well learners have mastered the new and final strategies; expansion, [4] Sparrow and Swan (2000) consider self-learning as one of the several teaching strategies that have much in common. This strategy is collaborative learning, experiential learning, authentic learning, problem-based learning, constructivist learning, and effective learning based on student-centered activities.

However, some authors point out slight differences between these terms, but researchers consider self-learning strategy as any of the different strategies employed to achieve the main goal which is to motivate learners to be much more responsible on their learning. Reflecting on this realm, SLS-Based Didactic Creativity Research has empirical and observative references to be deepened and carried out accordingly within the context of the independent era of online learning which became a paradigm for the growth and development of the potential of learners of the English education master program to live in a digital era that continues to advance rapidly. To further optimize graduates' achievements, through lecturer research in synergy with student actors learning becomes very urgent, authentic, and prospective. Thus, this research is expected to be able to develop an awareness of self-potential strategy in contextual and integrative meaningful learning which in the end will have an impact on the graduate-level master's programs researchers, professional educators, and technology-minded creators and future-oriented didactic creativity. Restrictions on shades online as a complement to the offline learning development target which conventional is working.

2 Research Methodology

This research was conducted through Didactical Design Research (DDR) ([5] Hudson, 2011). DDR is one of the revealing research design models learning obstacles (learning obstacle) in the learning process and aims to anticipate and eliminate learning barriers in learning. In line with this understanding, this research is multidisciplinary research that combines a variety of knowledge to solve everyday problems.

The Hudson model places more emphasis on didactical development, meaning that in compiling learning designs the lecturer focuses on the relationship between students and teaching materials (Didactic Relations). Hudson's didactical design process adapts the instructional design model, which includes the following stages: (1) analysis; (2) design (design); (3) development, (4) interaction and (5) evaluation. To understand more clearly how the implementation of the didactical design research model of Hudson (2008), below is a research heuristic that can be carried out which includes examples of questions asked at each stage of research.

3 Findings dan Discussion

Focusing on the issues of the research questions about what SLS-based didactic creativity that was implemented by the students of the English Language Education Masters Program in the era of online learning independence and what SLS tendencies that are at the heart of the development of Didactic Creativity for students of the English Language Education Masters Program in the era of online learning independence, this study indicated the relevantly context of self-regulation learning autonomy. The performance of developing and improving learning strategies in English as a foreign language (EFL) is still the center of research and practical academic performance in many years to strengthen the Master of English Education study program at FKIP UNTAN. Development in understanding language learning strategies, pedagogical processes, and contextual curriculum implementation is relevantly in line with learning strategies, mainly in self-creativity and autonomy. It also still has many aspects to simulate the potentially internal role of foreign language learners and teachers. Some important areas of theories, researchable topic, and practical language performance are very relevant with language learning strategies. Even these are running as self-creativity and autonomy which are realistic and stimulative

Referring to the focus of the SLS model for its relevance in learning activities, it is adaptably constructed to cover the clearest process terms and the most relevant creation to the EFL achievement in the Master of English Education program. At the beginning of the research on this SLS ideas centered on the work as it is touching and maximizing EFL field of the target. In the inspiration of particular intention for EFL learning performance, this research integrates the conventional model with other EFL updated models and related research, with particular attention to oriented development of strategy, autonomy, and self-learning awareness. The era of SLS implementation presents, specifically as it is engaged with contextual model, into meaningful practical learning activities of EFL learning authorities. That was one of the maximum targets of this research. An additional target is to realize how this reaserachable topic area affect the teaching of English language of high educational program, particularly in self-access learning and the implications of other English language programs around.

Following data display shows that the self-learning strategy works very well to facilitate the learners, that are learners of English language education in the master program of FKIP

UNTAN. The purposive sample of this research is the master of English Language education program of 25 students. Most of the learners found themselves maximum by elaborating on self-learning strategy and achieving the target of learning productively. Only on the role of artificial intelligence/technology and SLS do the learners claim to be average in balance. They tend to synergize and integrate artificial intelligence/technology in SLS. Here is the data display to illustrate the findings:

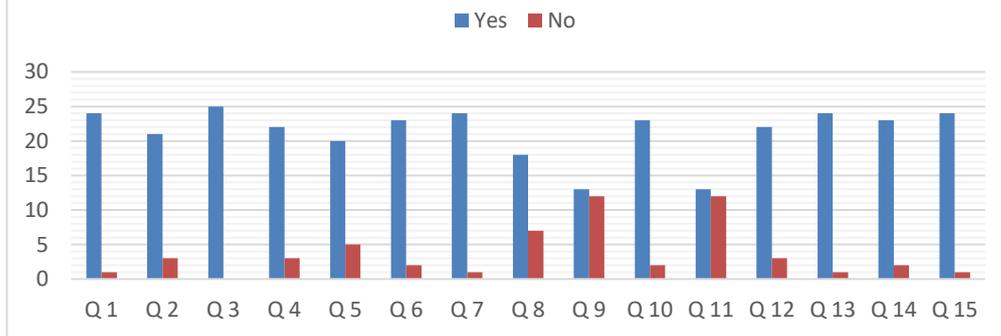
TABLE 1: Learners' Responses on the Questionnaires on SLS Implementation			
No	Questions	Answers	
		Yes	No
1	During the EFL learning process in the Masters Study Program, do students learn about the importance of "inner awareness" as a motor for learning performance in Self-Learning Strategy (SLS)?	24 (96%)	1 (4%)
2	During the EFL learning process in the Masters Study Program do students maximize "inner awareness" self-awareness in SLS learning?	22 (88%)	3 (12%)
3	During the EFL learning process in the Masters Study Program, do students motivate themselves to succeed in SLS?	25 (100%)	0
4	Do students discipline themselves during the EFL learning process in the Masters Study Program to perform through SLS?	22 (88%)	3 (12%)
5	Is the self-awareness that occurs in SLS sustainable and consistent in student learning performance?	20 (80%)	5 (20%)
6	Do students explore their own moods to be able to keep performing optimally in SLS?	23 (92%)	2 (8%)
7	Do students need personal suggestions to be able to	24 (96%)	1 (4%)

	perform optimally in the SLS process?		
8	Do students find forms of reflective effort that are able to optimize the performance of the SLS process?	18 (72%)	7 (28%)
9	Can every learning material in the Masters study program be approached with SLS?	13 (52%)	12 (48%)
10	Does the management of the learning process with SLS facilitate interest in maximum performance?	23 (92%)	2 (8%)
11	Is the management of the learning process with SLS able to shift artificial intelligence/technology from the tendency to enjoy learning and easy?	13 (52%)	12 (48%)
12	Does managing the learning process with SLS improve student HOTS performance?	22 (88%)	3 (12%)
13	Does the management of the learning process with SLS form innovative literative behavior in students?	24 (96%)	1 (4%)
14	Do students feel free to manage enthusiasm, interest, and creativity in the learning process through SLS?	23 (92%)	2 (8%)
15	Do students feel more autonomous and independent to manage the learning process through SLS in an elaborative way?	24 (96%)	1 (4%)

The reflection of the data above can be seen as the following diagram. It is clear that the indication of implementing self-regulation in learning effects positive result in maximizing the power of individual autonomy in learning.

Figure 1: The display of SLS Implementation by the learners

Self-Learning Strategy Performed by the Learners



Self Learning Strategy makes learning maximum

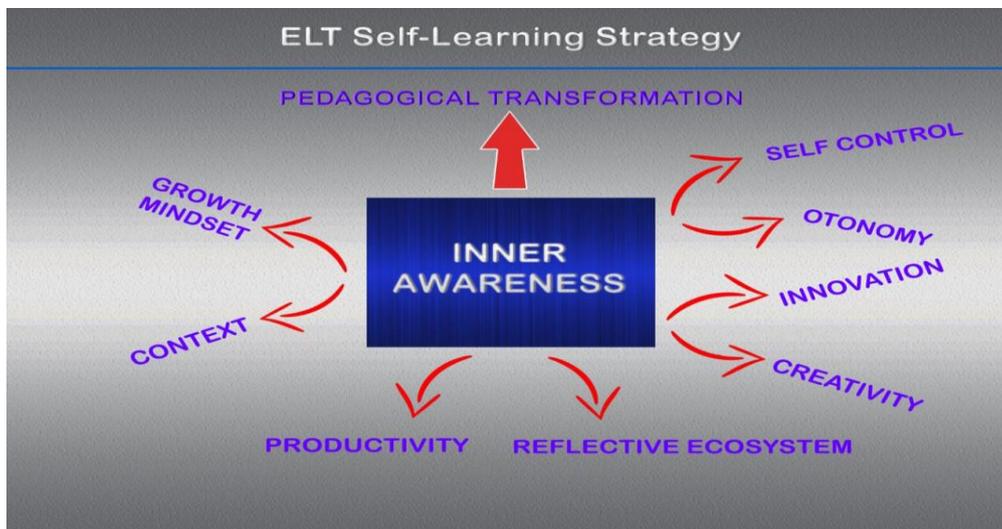
During the investigation and the analysis of the contextual learning data, much of the success of SLS model is in the flexibility of cognitive advantages associated. To some cases, cognitive psychology offers several explanations for the advantages. It helps language learners optimize their educational experience, allowing them to focus effort on useful information that they don't already possess and exposing them to information that they do not have access to through passive observation. The natural authenticity of SLS also helps them to encode information and retain it over time comprehensively. However, many cognitive biases and heuristics that they rely on help them make decisions which can also influence what information they pay attention to and, ultimately, learn. The researcher reveals that some computational models commonly used adaptably in the area of learning research which can promote a framework for learning process of how learners evaluate different sources of information and decide about the information they seek out and attend to. ([6] Grover and Miller, 2014)

Futhermore, it is also recommended that maximizing machine of learning can also help identify the benefits of independent exploration and the situation in which such exploration will confer the greatest benefit for learners. Identifying learning goals is to learn at the first step of the process. The other will be, questioning the significance of things. This means

habituating of considering things for futuristic value and asking questions to pursue the autonomus feedback. Beside that, seeking out interesting challenges is useful to elaborate on the alive mood. Additionaly, identifying a problem by solving it is also contextual inner reflection and even intuitive stimulation. This reflects what autonomy in learning is performed comprehensively. In some other deep learning activities, monitoring own learning process and trying to adapt progress against own personal learning goals is a continuous step toward productivity. Moreover, understanding own approach, style, and preferences and taking some practical activities of learning to consider what format or medium helps learn best is also revealed for use. This also implies that using game-based motivation strategies gives fun learning to challenge and maximize the positive process. This can be starting with background on a topic, and sharing context before diving into details.

Cultivating intrinsic motivation and enjoying learning process by optimizing evidential facts or planning to perform is useful to deepen the fighting spirit of learning. Then, sharing with peers and mentors in learning what has been learned with other co-learners makes a very innovative specification of learning target and this brings some renewed activities of learning. Both receive a boost by picturing relayed new material to another person. To support this, creating adaptable environment of learning activities also creates habitualism of creativity which can cover something multi entries of learning performance with relevant material needed. To be more synergic, building own personal learning syllabus on what is wanted, when being wanted, and how to pursue the wants is fruitful in terms of meaning. Therefore, being able to use the quality time to complete a potential autonomy of interest and to pursue knowledge to be the feasible learning target and achievement.

Figure 2: Self Learning Strategy in among the interrelated components



Creatively creating personal learning records to have some learning process with fun digital learning portfolio needs to be updated and developed. Thus, verbalizing achievements, to reflect on what has been learned vs. what actually learned makes learning enjoyable personally. This can be done by creating concrete target of learning which is relevant to the level and environment adapted process. Practicing through using what has been mastered to propose an effort on how to implement it, and to vary opportunities to apply values progress over the performance of many aspects on why SLS can stand as one of the various learning activities.

This is also reflecting that keeping the goals realistic to maximize the perspective self-learning and to create relevant standard that might be achieved progressively but comprehensive. Building a learning community to collaborate is able to strengthening learning by nature and take advantage of online and in-person social environment that will optimize the learning process and help the learners create their own path of learning. Learning alone with SLS is not a simple task but simply to organize comprehensively. It takes an experiment of new learning methods, knowing how to learn, and having the motivation to keep going. While this all sounds simple in an article, it's important to note learners' overall mood toward learning. For many learners, flexibly SLS is good to realize that through SLS the focus on learning is renewed relevantly. It is observable on what learning is and on what learning target is in terms

of realizing that school learning automatically was not the most optimal. SLS can be a great tool to help continue lifelong learning for futuristic language learners.

4 Conclusion

Referring to the discussion in the previous part, it can be inferred that self-learning strategy can be a great stimulation to help continue learning English as a real means of communication and professional development of English language teachers through promoting the power of self-autonomy and the strength of inner awareness with maximum individual regulation. This is related to learning performance, self-active formulation, and individual potency in English language skills targeted by learners, strategic instruction, or feasible research that can explain how the teaching practitioners can use technology in self-access tutoring with full control of self-learning strategy. Therefore, there are more stimulation for further research and implementation regarding special cases of implementation of SLS. Clearly, there is a lot of practical best performances that inspire and continue to build the best resources for learners to learn. However, this short discussion only provides the audiences with SLS powerful models for use in self-access tutoring, relevantly actual evidence to support SLS that can inspire a maximum and relevant role for learners to be self-active learner, and demonstrate that all of this is closely linked to renew the research target in the field of language teaching, specifically the strategic and self-autonomy language learning ([7] [8] Oxford, 2011, 2017).

Master of English Study Program encourages learners to study independently, optimize the nuances of how the SLS concepts fit together, train learners in it and inspires lecturers on the basics of how to enable learners to be independent, self-activated, autonomous, and strategic ones. In addition, it should also establish a learning resource that stimulates language studies through integrating technology and updated resources that allow learners learn out of the box and also able to adapt the power of environment to maximize their learning outside and create learning resources in own perspectives. By incorporating these elements in SLS activities and its practical design, learners can be supported to perform their authenticity of autonomy power and self-learning strategy as they independently maximize the principles of self-direction and strategies in language learning.

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