

Contribution of Self-Directed Learning in Maximizing Learning Outcomes of Students in Schools

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Abstract

There are several aspects that can affect the learning outcomes of learners in the learning process one of them is self directed learning. Self directed is a form of students' activities or activities that want to study voluntarily without compulsion. Self directed learning is influenced, such as the environment. Self directed Learning is expected to foster students' responsibilities in the face of learning tasks, including learning difficulties. This study is a literature study on the contribution of self directed learning in maximizing learning outcomes for students in schools. The results of this literature study also included characteristic of self directed, self directed urgency, and literature from earlier studies. Previous studies have suggested that the learning results are contributed from self directed learning which is in research conducted by Rizal (2015) which concludes that there is a positive relationship between learning independence and cognitive learning outcomes, so that it will indirectly affect the outcome of the learning. This study is also expected to be theoretical basis in conducting study independence research and learning outcomes.

Keyword: self-directed learning

1. INTRODUCTION

Self directed learning can train and familiarize learners to take good action and disciplinary action in the learning process of learners. The independence of learning is also very important, because the independence of learning has the aim that the students are directed in a positive direction that supports the success of learning Learners (Prasetyo, 2013). Therefore, self-reliance learning is important to improve learning outcomes for learners.

This modernization learning trend requires students to study in HOTS (High Order Thinking) where there are several assumptions that underscore the concept of learning that is self-contained and can directly study alone and with full Awareness, as well as having learning needs related to social role changes, and more motivated to learn internally than externally (Nurulia, 2018). Based on the share of the learning results include several domains that are commonly called with the taxonomy Bloom. This learning taxonomy is a framework for classifying statements that are used to determine and measure the ability of students after undergoing the learning process. Bloom (1956) classifies learning outcomes into three fields, one of which is the cognitive domain (Domain) relating to learning outcomes. Suryabarata (2002, p.233) explain that student-learning outcomes are influenced by external factors and internal factors. External factors are factors that come from outside the students that include social and nonsocial environments. While the internal factor is a

factor that comes from the state of the student's self, covering the physical and spiritual/personality including in this case is the discipline and independence of student learning. It is very close to the phenomenon found by the authors in the field that is where the students when teachers who teach in class can not be present in because a thing and have left the task, the learners are just cool Play around, chat in loud voices, and get out in the classroom with her mind. Thus a phenomenon that is shown to impact that there is no self-reliance attitude in the learners.

The authors argues that in this study, students who are required to be independent in order to achieve goals in completing the task of futher development, which is in the independence of learning students also need support and encouragement that is useful so that th achievement of learning independence becomes optimal, so that it will be very influential with the learning outcomes students get. The assumption is supported by the opinion of Prasetyo (2013) which suggests that if the demands for self directed learning are not responded appropriately it can cause an unfavorable impact to the psychological development of learners in the future. If the learning activities go well then the learning will also be very influential with the learning outcomes that the students get.

2. RESEARCH METHOD

This study is a literature research so that the data collection method used is the documentation, i.e. track written sources that contain a variety of themes and topics covered, data that has been collected. The first step of this research is to do research and study results conducted by researchers before. In one study, researchers should give priority to the primary data source. Because the writers found it difficult to find the source of primary data, the author uses the existing reference. The data source used is the journals relating to the independence of the study. Add data to support this research also carried out a search via the internet and journals. After the data is collected, the data processing is done. Then do the analysis with descriptive analysis.

3. RESULTS AND DISCUSSION

3.1 Self Directed Learning

Every human being needs to develop self directed learning and implement responsibility according to its capacity and development stages. Therefore, all age levels are very important for Self directed learning including children/learners. Naturally learners have the urge to be Self directed learning and responsible for themselves. The assumption was also supported by Darmayanti, Islam & Asandhimitra (2004) that independence is learning as a form of learning that has the responsibility to plan, implement and evaluate its business. According to Tirtahardja (2005) says that independence of learning is a learning activity that is driven with its own sense of responsibility, self-choice, and also the self-willingness of ongoing learning. Then according to Mudjiman (2011) the independence of learning is the intention to have the competencies mastered can be a driving for the learning activities of learners that are more directed and creative intensively. Of the three assumptions the author draws the conclusion that the independence of learning is an activity/learning activity that is consciously that the students do that is driven on the basis of responsibility as a self-choice, and the willingness to From ongoing learning.

There are several indicators that can be used to measure Self directed learning namely: 1) Learning initiatives, 2) Diagnosing learning needs, 3) Setting goals and learning objectives, 4) Monitoring, regulating and controlling learning progress, 5) Looking at Difficulties as challenges, 6) Utilize and search for relevant sources, 7) Choose and implement a learning strategy, 8) Evaluate the process and learning outcomes and 9) Have self-concept or self-concept (Sumarmo, 2004, p.5).

Responsibility and discipline resulting from the independence of learning students can also develop attitudes such as the development of learning willingness and learning ability of learners. So learning ability is a person's ability to do learning activities with full confidence and responsibility for the sleep. Independence learns according to Nur (2000) that one who has knowledge of effective learning strategy and how and when to use that knowledge. It is further revealed

that someone with self-reliance learning has the ability to set his or her motivation, not only external motivators but also internal motivators and they are able to keep the long-term tasks up to the task was resolved.

3.2 The Characteristics of the Learning Independence

Children who have the independence of learning can be seen from his studies, he does not need to be told when studying and learning activities carried out on the initiative himself. To find out if students had learning independence then I need to know the characteristics of the learning independence.

Sardiman the argues that as quoted by Achmad (2008, p.45) States that the independence of the characteristics studied, namely include:

- a. The presence of a tendency to argue, behaving and acting on his own will.
- b. Have a strong desire to achieve goals.
- c. Planning and trying with a tenacious and persevering to realize expectations.
- d. Able to think and act creatively, full of initiative and not merely mimic.
- e. Have a tendency to achieve, namely to enhance learning achievements.
- f. Able to find out for yourself about something that should be done without expecting guidance and without the direction of others.

Based on the above exposure can be drawn the conclusion that any change behavior in resolving problems faced by learners based on the skills that produced from the learners learn self-reliance. Any change in the behavior of their learning independence so that learners have an increase in thought.

3.3 The Urgency of Independence Study

Learning habits both in terms of learning time, learning, learning atmosphere and learning regularity is a factor supporting the success of learning learners. In everyday life there are good habits and there are also bad habits done by learners. Bad habits are usually caused by the inability of learners from the meaning of learning for themselves. The provision of reinforcement in learning success can reduce the habit of lack of good and raising the studentss self-esteem to the habit of learning should be established early on so that this factor can continue to adulthood (Rohani & Ahmadi, 1991).

It was strongly supported based on the previous research proposed by Yamin (2008) which reveals how important Self directed learning, that learning independence applied by learners can bring positive change Intellectuality or his mindset. Also according to Ali & Asrori (2009) which reveals that if lack of Self directed exists among teenagers/learners related to poor learning habits, such as; Not durable in learning and new learning after the exam.

The growing independence that exists in the students, making learners can do everything according to their abilities optimally and not to rely on others. Students with high Self

directed learning will always strive to complete all exercises or assignments provided by the teacher with their own abilities.

Thus the invention found by the author on the topic of Self directed learning, in which a student who is chatting and playing around while in a classroom that is no teacher shows that the absence of Self directed learning on learners It is an urgency of the independence of students learning and also related to the quality of its teaching.

3.4 Learning Outcomes

A person who has done the learning activity, in him will occur a change of behaviour called the learning outcomes. Sudjana (2012, p.3) explained that the outcome of learning is essentially a change of behaviour in students after following the learning process. In addition, Abdurrahman (2003, p.37) defines the outcomes of learning as the ability of students to get through learning activities.

Based on the opinion, it can be concluded that the learning result is an ability to be obtained by students, characterized by a change in behavior after undergoing the learning process. Changes in individual behaviour are relatively settled as a result of interaction with the environment. In other words, a person is declared to have achieved a learning outcome if a certain change occurs through the learning process. The study results also showed the level of kemam \rightarrow Puan and mastery of each subject that is essential and functional for students, making it possible for them to learn more in order to form personality. The results of learning according to specific objectives and areas can be measured or known by conducting assessments that demonstrate the extent to which an ability has been achieved whether expressed by numbers, letters or statements. In formal education, learning outcomes can be seen from the report.

Rapor is a book report of the teacher's assessment of the students after following the learning process in a certain period. The report can be used to view student progress and development; Materials to map and improve learning activities for maximum learning outcomes; And as a form of communication of the school with the parents to review the progress of student learning outcomes (Jacobsen, Eggen & Kauchak, 2009).

The sharing of learning includes several domains commonly referred to as the Bloom's taxonomy. The learning taxonomy is a framework for classifying statements that are used to determine and measure students' ability after undergoing the learning process. Bloom (1956) classifies learning outcomes into three fields, one of which is the cognitive domain (Domain) relating to learning outcomes. Suryabarata (2002, p.233) explains that student learning outcomes are influenced by external factors and internal factors. External factors are factors that come from outside the students that include social and nonsocial environments. While the internal factor is a factor that comes from the state of the student's self, covering the physical and spiritual/personality including in this case is the discipline and independence of student learning.

In line with this, research conducted by Rizal & Bachtiar (2015) which concluded that there was a positive relationship

between Learning with cognitive learning outcomes. Also the results of research conducted by Al Fatihah (2016) that concluded that the relationship between Self directed learning With student learning achievements. As well as in research from Salima (2019) that concludes students who have high self-reliance will try to accomplish the task With its own abilities. The form of self-reliance developed in SD Bintaro is supported with the attitude of responsibility, confidence, discipline and active in learning.

Based on the exposure of these relevant studies the independence of learning here has a strong influence with the results of learning. Students with strong self-reliance will not easily give up. The attitude of Self directed learning can be demonstrated by the ability to solve problems faced with behavior. The personality of the students with self-reliance has a positive effect on his learning achievement. This can happen because learners begin by cultivating confidence in their own abilities in a conscious, orderly and disciplined effort. Learners are not feeling inferior and ready to solve problems that arise in ongoing learning. If learners already have Self directed learning, learners will no longer be difficult in evaluating the evaluation process. So it will also influence the learning outcomes obtained by learners in the process of teaching.

The habit of learning both in terms of time learning, learning, learning atmosphere as well as the regularity of the supporting factors of success is learning learning learner. In daily life there are good habits and bad habits conducted by the learners. A bad habit is usually caused by do not understand learners from learning the meaning for yourself. Granting of reinforcement in learning habits can reduce the success of less well and evokes the self-esteem that learners to study habits should be established early on in order to start this factor can continue into adulthood (Rohani & Ahmadi, 1991).

It is based on research supported earlier expressed by Yamin (2008) regarding how the importance of Self directed learning, that independence of learning applied by the learners can bring positive change against the intellect or the pattern she thought. In addition, according to Ali & Asrori (2009) which revealed that when lack of independence that exists amongst teenagers/students associated with the habit of learning outcomes i.e. like; not durable in learning and new learning after exams.

The independence of the learners, learners can work on making everything in accordance with ability assets optimally and organize themselves to others. Learners who have a high learning independence always will attempt to resolve any exercises or tasks assigned by the teacher with his own ability.

Thus the invention found by the author on the topic of self-reliance, in which a student who is chatting and playing around while in a classroom that is no teacher shows that the absence of self-reliance on learners It is an urgency of the independence of students learning and also related to the learning outcomes of learners.

4. CONCLUSION

Self directed learning is a unity that becomes an important aspect that can affect the quality of learning. Because why? It is because the students who have high independence of learning will always strive to be able to complete all forms of training and assignments provided by the teacher with all the skills that the learners have. So that, indirectly will be able to affect also in the learning outcomes of learners.

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