



Student Perspective of the Liberating Learning Model Implementation to Increase Their Learning Independence

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Abstract. This study aimed to find students' perspective on how a Liberating Learning Model implementation impact their independence learning. This research was conducted on two phases. The first phase (2020) found out about their attitudes towards liberating learning. Meanwhile, the second phase (2021) was studied students' perspective of liberating learning model to improve their independence in learning. The Liberating Learning Model used in this study was developed using Dick & Carey method which had been stated valid and feasible by the experts. It consisted of 10 development steps, namely, identify instructional objectives, conduct instructional analysis, analyze student characteristics and context, formulate specific instructional objectives, develop assessment instruments, develop instructional strategies, develop and select appropriate instructional materials, design and conduct formative evaluation, conduct revisions of learning, and design and conduct summative evaluation. The research population were students of FIP UNY, and the subject were randomly selected. Data was collected online using questionnaires as instrument that developed using the Friedenberg Method. The data collected from this research were in the form of both quantitative and qualitative data that were analyzed using qualitative descriptive techniques. The quantitative data were used to find the trends. Based on the results of the study, it was found that of student perspectives is 3.97 that included in "agree" category. So, students tended to have a positive perspective on the Liberating Learning Model impact to increase their learning independence. It envisaged that the students inclined to agree that liberating Learning Model can increase their independent in learning.

Keywords: Students' Perspective · Independence Learning · Liberating Learning Model

1 Introduction

The concept of learning is described with a paradigm that does not reflect the nature of learning comprehensively [5]. The practice of learning colored by the bribery of inaccurate theoretical and conceptual foundations. Schools tend to glorify the formation

of uniformity of attitudes that are expected leading to order, discipline, obedience, and certainty [8]. This education pattern is followed by the implementation of educational policies that force students to follow instructions, there is no independence and freedom in learning. This can result in the shackles of creativity, innovation, flexibility, potential, and no initiative.

This condition needs to be examined in depth, how to manage learning to produce reliable graduates who are in accordance with the development and demands of society without taking away their independence in learning. In fact, teachers need to have a paradigm shift related to the concept of learning and learning. According to the development of science and innovation in learning, the concept of teaching is no longer relevant to be applied in the classroom [1]. The change in the meaning of teaching to learning is expected to result in the provision of as much stimulus/knowledge as possible or the process of delivering material through activities to regulate the environment so that the learning process occurs according to the characteristics, abilities, and potential of students. The learning process requires teachers to understand learning democracy that marked by the recognition of the uniqueness, behavior diversity, abilities, socio-cultural context, and students background [6].

Learning democracy through the application of learning settings encourages students to explore, take initiative, experience successful learning, and develop thinking skills. In other words, teachers need to enter the student's world and bring it to theirs, and usher in the teacher's world into their world. The further the teacher can enter the student's world, the further influence the teacher can give them in order to achieve learning objectives.

The Freedom of Learning Policy issued by the Minister of Education and Culture of the Republic of Indonesia is very appropriate because it follows the needs of the community in the era of 21st century disruption and the Covid-19 pandemic. Freedom of learning can develop creativity, critical thinking, and innovative students. National and international education leaders have studied various pedagogic knowledge, learning, and learning theories that support learning independence, such as constructivism theory and humanism theory. In constructivist learning theory, students are motivated to actively carry out learning activities such as thinking, formulating concepts, and giving meaning to the things being studied.

To ensure that learning goes well, the teacher plays a role in managing environment that provides optimal opportunities for learning interactions, even though the control of learning is entirely on the students. The teacher's role in learning interactions are growing the independence of students by providing opportunities, growing the ability of students to make decisions and actions, by increasing their knowledge and skills, providing a support system that provides convenience learning so that students have optimal opportunities to practice with relevant materials, media, equipment, environment, and other facilities [4]. In addition, the teacher plays role in liberating students to express opinions and thoughts, so that they can be more accustomed and trained to think for themselves; able to solve the problems independently, critically, and creatively; and able to think rationally.

Humanistic theory views the learning process as an activity that aims to humanize humans, so that its nature tends to be more abstract and closer to the fields of philosophy, personality theory and psychotherapy than the field of learning psychology. In fact, this

theory is more concerned with the content studied than the learning process and discusses more about educational concepts to shape humans or the learning process in an ideal form. So, this theory is more interested in understanding learning in its most ideal form than understanding the process as other theories examine it. Furthermore, this theory viewed as eclectic because it argues that any learning theory can be utilized, if the goal is to humanize humans to achieve self-actualization, self-understanding, and optimal self-realization.

Independent learning is a learning pattern that prioritizes individual abilities in achieving their goals. In terms of learning, everyone has different needs and characteristics. It is a form of effort that independently formed by a person using various methods and sources to improve their abilities. They are also encouraged to think creatively and innovatively to solve problems or to learn new things.

Moreover, students can independently learn where the learning process relies on their responsibility. So, the person can solve every problem he met. A study has been conducted on students who had difficulty in speaking English. It was found that the independent learning method was effective in improving students' speaking skills [7]. Other study found that learning independence had a significant positive effect on learning outcomes for vocational school students [10]. Therefore, learning independence is an ability that is needed by the generation of the 21st century disruption era because it clearly improves students' abilities.

The student's perspective in implementing a learning model is very critical. It involves how students view a learning process, especially in liberating learning that places students at the center. Moreover, when a new learning model is applied, students will be the first encounter [2]. As a new learning model, the application of a liberating learning model is certainly still new for students. Therefore, researchers are interested in examining how the perspective of university students on the use of liberating learning models in increasing their learning independence.

2 Method

Data collection was carried out in two stages online, namely Stage I in August 2020 and Stage II in July 2021. The first stage was carried out to collect data related to their learning experiences about liberating learning theory and their opinions on the views of educational leaders regarding liberating learning. The second stage is carried out by presenting a Liberating Learning Model to the students. Then, they were asked to fill out a questionnaire to measure their perspective about the learning model. The researcher developed questionnaire as instrument, which was distributed randomly to 60 students. The preparation of the instrument follows Friedenberg's provisions in his book entitled "Psychological Testing: Design, Analysis, and Use". He stated that a good instrument must meet the requirements of design properties and psychometric properties. The four basic requirements in design properties are to have a clearly defined purpose, a specific and standard content, a standardized administration procedure, and a set of scoring rules.

Meanwhile, three important things included in the psychometric properties are: reliability, validity, and item analysis. To meet Friedenberg's requirements, the development procedure went through two stages, namely the preparation and testing. Researchers

Table 1. Guidelines for converting quantitative to qualitative data

Range	Category
$X > 4.01$	Very Agree
$3.34 < X \leq 4.01$	Agree
$2.26 < X \leq 3.34$	So so
$1.99 < X \leq 2.26$	Disagree
$X \leq 1.99$	Strongly Disagree

compiled 40 statement items that measure students' perspectives on the liberating learning model.

Seminars are held to get consideration from competent parties, called Judges. They have the right educational background or are considered to understand the aspects explored in the instrument. This consideration is carried out as a form of content validation, namely providing rational judgment or professional judgment regarding the suitability of the questions/statements provided for the research objectives. In this process, Judges assured whether the instrument contents are relevant to the area of the object to be excavated; if the content reflected the characteristics of the attributes to be measured; and whether the content is still within the scope of the measurement objectives. From the seminar and the judgments of the judges, 30 statements were produced to measure students' perspectives regarding the liberating learning model.

Instruments that have met these requirements were randomly distributed to 60 students of FIP UNY, which responded by 38 students. Data were analyzed using quantitative and qualitative descriptive techniques. Quantitative data analysis was carried out using mean and percentage (tendency) to obtain an overview of the trends. Qualitative data analysis was carried out through the steps namely abrupt data, data coding, data selection, data recording and data organization, and interpretation of results. The final assessment criteria for quantitative data are obtained based on the results of converting quantitative data to qualitative data with a scale of 4 in Table 1.

3 Finding and Discussion

Research phase I focused on finding out how students' learning experiences relate to liberating learning and what their opinions are about the views of educational leaders regarding liberating education. The questionnaire instrument that has been developed using the Friedenbergl Method is distributed to 60 students randomly, which 38 students then respond to. Based on the first phase of the study, it was found that 26.9% of respondents received learning experience from the Learning Strategy course, 30.8% from the Learning Theory course, 38.5% received learning experience from the two courses, and 3.85% from other sources. In addition, it was found that 58% of FIP UNY students tended to agree with the thoughts and ideals of educational leaders about "liberating education" obtained with an attitude questionnaire.

Table 2. The tendency of students' perspectives

Characteristics of a liberating learning model	Indicator	Mean
Fundamentals and principles	Active learning (SCL)	3.93
	Constructivist	4.03
	Humanistic	3.92
	Reflective learning	3.87
Learning procedure	Orientation	4.22
	Exploration	3.93
	Interpretation	3.91
	Recreation	4.05
	Reflexion	3.85
	Evaluation of the process	3.87
	Evaluation of learning outcomes	4.04
Average		3.97

The 2nd Phase of the research carried out to measure students' perspectives using 30 items of 5-scale questionnaire statements. This questionnaire measured their attitudes towards how the Liberating Learning Model influenced their independence in learning. The students was given the Liberating Learning Model that had been developed. The development is carried out using the Dick and Carey [3] method which consists of 10 steps. The main steps are identifying instructional objectives, conducting instructional analysis, analyzing student characteristics and context, formulating specific instructional objectives, developing assessment instruments, developing instructional strategies, developing, and selecting appropriate instructional materials, designing and conducting formative evaluations, revising learning, and designing and conducting summative evaluations. The learning model used in this study had been declared valid and feasible by experts.

The results are then analyzed quantitatively to find trends in student perspectives that are presented in Table 2.

Table 2 shown that the mean of student perspectives is 3.97, namely "agree" category. It means students tend to have a positive perspective on the liberating Learning Model impact to increase their learning independence. This result envisaged that the students inclined to agree that liberating Learning Model can increase their independent in learning.

Students' perspective of liberating learning model was measured using questionnaire as instrument that has been developed with Friedenberg's stages. The questionnaire was developed form the Liberating Learning Model characteristics to ensure its impact to increase the students' independence in learning. Based on the first phase of the study, students tended to agree with the educational leaders of the liberating learning and also have learning experience of the learning model. In order to grow to be a democratic learner, students must have an informed action [9]. Informed action can be viewed as the

key to transformative learning outcomes. As future educators, students need to be familiar with the democratic learning that valued in liberating learning models or strategies that can be applied in the classroom later.

To understand liberating learning, students need to study academically in the Learning Theory course as the starting point for the development of learning models, and the Learning Strategy course that discusses and examines the body of knowledge. Thus, their perspective of the liberating learning will be shaped by experience in learning [9].

The liberating learning model is developed to prepare students for life, so that they can be independent in learning as it centered on the learner. The development of the liberating learning model concept was adopted from Constructivism Theory and Humanism Theory. Although, this passage is often misinterpreted as radical or liberal learning. Therefore, the learning model developed in this study used pedagogical communication in the form of exchange, interactive and collaboration. Learning materials are associated with skills that can be directly applied to student life. In addition, the learning strategy applied must encourage students to ask various questions or practical problems, then carried it out independently or with groups in the form of projects. The length of the study is carried out on the basis of agreement, requests and student needs. Thus, this learning model supports a global community using a network (web), also can be applied both online and blended because it is created to encourage student to learn independently.

The learning evaluation is prioritized in a formative manner, namely, conducting self-evaluation with personalized assessment criteria for each student. So, this Liberating Learning Model is moderate in nature, developed from constructivism theory and humanism theory and feasible to increase the learning independence of FIP UNY students.

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