

Regi Esa Sura Pratama

by Jurnal Buana Pendidikan

Submission date: 05-Jan-2023 09:42PM (UTC+0700)

Submission ID: 1988853348

File name: 4._manuscript_20230204.pdf (773.51K)

Word count: 6040

Character count: 34873



Student Learning Independence in Online Learning of Economic and Business English Course using Moodle

Regi Esa Sura Pratama
STIE Kesumanegara, Blitar, Indonesia
Email: regi@stieken.ac.id

Articles Information

Abstrak

Keywords:

Learning Independence;
Online Learning;
Business and Economic
English Course;
Moodle

Penelitian ini bertujuan untuk mendeskripsikan kemandirian siswa dalam pembelajaran online mata pelajaran bahasa Inggris Ekonomi dan Bisnis. Pendekatan penelitian yang digunakan adalah penelitian kualitatif deskriptif. Subjek dan objek penelitian berfokus pada mahasiswa semester 2 Jurusan Akuntansi dan mahasiswa semester 3 Jurusan Manajemen di STIE Kesumanegara Blitar. Pengumpulan data dalam penelitian ini dilakukan melalui wawancara, kuesioner online, dan studi pustaka. Hasil penelitian menunjukkan bahwa: (1) 50 dari 67 responden sering atau kadang-kadang meminta bantuan orang lain ketika belajar online; (2) Menurut inisiatif mereka menunjukkan hasil yang tergolong “kesadaran mahasiswa rendah”; (3) 47 mahasiswa meminta bantuan dosen dan teman ketika mereka mengalami kesulitan belajar; dan (4) tingkat kedisiplinan mahasiswa dalam pembelajaran online tergolong baik. Dapat disimpulkan bahwa tingkat kemandirian mahasiswa dalam pembelajaran bahasa Inggris secara online masih rendah dan termasuk dalam kategori dependen / belum mandiri.

Submitted:

02-08-2022

Accepted:

05-01-2023

Published:

26-02-2023

Abstract

This study aims to describe student independence in online learning of English subjects. The research approach used is descriptive qualitative research. The subject and object of research focusing on 2nd-semester students of the Accounting Department and 3rd-semester students of the Management Department at STIE Kesumanegara Blitar. Data collection in this study was carried out through interviews, online questionnaires, and a literature study. The study results show that: (1) 50 out of 67 respondents often or sometimes ask for help from others when online learning; (2) According to their initiative shows results that are classified as low student awareness; (3) 47 students asking for help from lecturers and friends when they have difficulty learning; and (4) the level of student discipline in online learning is classified as good. It can be concluded that the student independence level in online English learning is still low and is included in the dependent category.



INTRODUCTION

The corona pandemic around the world 2 years ago impacted all aspects of life. Since early 2020, the coronavirus has been indicated to enter Indonesia and make all aspects of change in Indonesia. This case has made the government act quickly to suppress the spread of this virus in Indonesia, one of which is by implementing social distancing and Large-Scale Social Restrictions (PSBB). This restriction is done by allowing people not to congregate in an area. The efforts made by the government also have an impact on all sectors in Indonesia. The impact felt from the existence of social distancing is also felt in the education system in Indonesia. The Minister of Education and Culture of the Republic of Indonesia issued circular letter Number 3 of 2020 regarding corona prevention in academic units. The existence of this circular letter is a form of the government effort to reduce the level of crowds including in the teaching and learning process in Indonesia. This change in the education system is that learning is carried out online (in the network). The rapid development of technology, information, and communication impacts better information services for the development of the world of education today.

By utilizing information and communication technology, Economic and Business English subjects require a high level of creativity and innovation to achieve learning objectives in terms of technology use (Kurtanto, 2017). Online learning allows education in Indonesia to support learning suitable for industrial development 4.0 (Sobri et al., 2020). Online learning is thoroughly conducted online, namely all forms of teaching materials, assignments, discussions, practice questions, and exams conducted through the internet network (Kurniawan, 2017). For students, online learning is an alternative method; they do not need to come directly to class to carry out the learning process (Fauzan et al., 2020). Technology can support online learning to connect lecturer and students with communication. Thus, online learning can utilize internet networks that allow accessibility, connectivity, and Independence to bring about various interactions in the learning process (Ambiyar, Aziz, Ishak, 2020). The utilization of technology as online learning is designed so that learning can be carried out effectively. Many media and platforms can be used to support online learning, one of which is the use of the Moodle Learning Management System (LMS).

Moodle is an internet and website-based software package. Moodle offers online learning support facilities such as quizzes, material in the form of documents and PPT, discussion columns, and assessments. LMS Moodle is suitable for students because the various facilities offered have many advantages. Easy-to-use and various assignment facilities to increase student learning motivation during online learning. STIE Kesuma Negara Blitar utilizes LMS Moodle in the online learning process during this pandemic. The online learning process is carried out with a one-way model. Students pay attention to the presentation of teaching materials and videos that the lecturer on the Moodle LMS has provided then students are required to work on questions that the lecturer has prepared. Therefore, this study discusses the level of student independence in online learning for Economic and Business English courses based on LMS Moodle at STIE Kesuma Negara Blitar. Online learning during this pandemic will affect the implementation and

achievement of learning objectives (Irawati & Santaria, 2020). Online learning can also be independent learning (Riyana, 2019). Changes in the education system from what was previously done face-to-face.

9
Online learning requires students to learn independently without direct guidance from lecturers. Online learning prioritizes and demands independence for both lecturers and students (Rozi & Lana, 2021). Online learning requires students to build and grow knowledge independently (Amiati & Yanrizawati, 2020). Whereas in the conventional learning process, students tend to need the help of lecturers to process the subject matter received. Soji (2020) states that students depend on lecturers or educators. This is a challenge for an educational institution to maintain and optimize learning in Indonesia through online learning. Seeing this, the level of student learning independence during online learning is the main thing that needs to be considered. Learning independence is a process of controlling oneself, not depending on others, making decisions independently, and having the initiative and confidence to complete tasks (Sulistiyani et al., 2020). The level of student learning independence can also be used as evaluation material for lecturers and parents to see how students carry out the learning process independently. Learning independence is an individual attitude cumulatively obtained during development. Individuals will continue to learn to be independent when dealing with various situations and think and act independently.

2
Learning is a process when someone tries to find and understand something that is not yet known (Ashadi & Suhaeb, 2020). Learning independence is very important in achieving learning outcomes. Learning independence is also needed in pandemic conditions when learning must be done at home (Kusuma, 2020). Learning independence is needed to organize, control, and direct oneself in dealing with various tasks during the learning process (Harahap & Harahap, 2020).

2
Students can be considered independent in the learning process by indicating they can control the learning process and level of self-dependence on others during the learning process. A good level of learning independence in students allows students to measure the learning achievements they want to aim for. This independence can be seen in students' habits in planning their learning activities (Rozi & Lana, 2021). Learning independence is essential to pay attention to because this ability is an aspect that must be achieved in order to create graduates who are ready to compete at the next level (Fitriani et al., 2020). Students who have the strength not to depend on others in the learning process will train students to be able to live independently in the future. The selection of various applications as online learning media must be appropriately considered so that students can access them efficiently and effectively. Learning independence can be categorized into two types, namely independent and dependent. Indications of students who have an independent level of learning independence can solve learning problems independently. They also do tasks or all responsibilities independently, look for learning resources to support learning outcomes, and can regularly study independently with high motivation. Meanwhile, dependent category students tend to be tied to other people. The dependent category is shown by an attitude still dependent on others, unable to take responsibility for himself, and unable to exercise self-control.

In contrast to face-to-face learning, lecturers can monitor and guide students directly. Whereas in online learning, students carry out the learning process at home without direct monitoring and guidance by lecturers. In online learning, students can participate in learning at home, starting by accessing subject matter, doing assignments, conducting discussions, collecting assignments, and doing group activities (Kurniawan, 2020). This affects students' independent learning abilities while studying at home. Such as the results of the author's initial observations that several university students carry out online learning processes such as doing assignments and accessing materials independently at home without being accompanied by both parents. The author sees the gap between face-to-face and online learning in students' independent learning abilities. This research can be used as a benchmark in providing learning materials. It can support and increase student learning independence while students are participating in online learning at home.

Self-management in students is related to the ability of students to manage time and energy when they have to do assignments on time. Learn tips for doing questions or understanding the material provided by lecturers. This is directly proportional to the level of student learning independence. According to their capacity and development, learners must develop independence and responsibility in themselves. In line with this, the level of learning independence and motivation together can explain how the student learning process and the student learning success during the learning process take place (Tahmid Atien & Krismanto, 2019). When students have high learning motivation, they will be enthusiastic and fully invest energy to study harder. They also apply their self-management skills related to learning independence. Geng et al. (2019) research results show that learning independence affects students' cognitive abilities. Students will be more independent and active in using technology because this motivates students to carry out online learning. Seeing this, lecturers and parents should be able to strive to hone the level of student learning independence.

The learning independence is essential and affects student's intellectuality. The main focus of learning is on students related to a specific time and responsibility for the learning process. Self-learning involves a self-oriented feedback cycle. Students can set goals and strategies in their performance to regulate their knowledge, beliefs, goals, and learning strategies (Chou & Zou, 2020). The level of student learning independence is very influential in this online learning. Through learning independence, students can respond to the ability to reason and understand their learning problems through questions given during the learning process (Suryani, Tias, Sunismi & Faradiba, 2020). Measuring the level of learning independence is very important because learning independence also affects student learning outcomes. There is a significant relationship between learning independence and student learning outcomes (Ashadi & Suhaeb, 2020).

It is related to the level of learning independence during online learning, research conducted by Zhafira et al. (2020) made students respondents. Found that there is still a need for learning adaptation during online learning with good self-management skills in learning on themselves. Research conducted by Al Aslamiyah et al. (2019) shows that learning independence can be seen through self-confidence, self-control,

responsibility, and self-discipline attitudes that show a positive category. In contrast to the results of previous studies, this study reveals the level of student learning independence and a description of the things. That becomes the primary reason for students who influence the level of their learning independence during this online learning. Seeing the results of this exposure, this study aims to describe the level of student learning independence in online learning for Economic and Business English courses during the pandemic.

METHOD

3
This type of research is descriptive qualitative research by describing the results of the analysis of the results of interviews, questionnaires, literature studies related to learning independence, and observation of the Moodle LMS. The subjects and objects of research focus on 2nd-semester students of the Accounting Department and 3rd-semester students of the Management Department at STIE Kesuma Negara Blitar. This research was conducted at STIE Kesuma Negara Blitar, which uses LMS Moodle learning media and is modified into an Online Learning System (SIBELO). While in the teaching and learning process during the outbreak of the Covid-19 pandemic yesterday. This research was conducted for 2 semesters, from January 2021 to February 2022.

8
The data source is the results of a google form questionnaire distributed through the respondent's WhatsApp Group. The data collection technique was carried out using the distribution of questionnaires, literature study, and analysis of existing systems in the Moodle LMS SIBELO. The total number of students was 67 respondents. The results of respondents to the distribution of questionnaires on the level of student learning independence were 67 respondents with 7 categories of questions. The data analysis techniques used in this study used interactive analysis techniques developed by Miles & Huberman (2014). Data analysis in this study was carried out interactively with stages, namely data reduction, data presentation, and conclusion drawing. Data analysis is based on four indicators with 7 categories of questions, namely; (1) independence from others, (2) behaving according to one's initiative, (3) ability to solve one's problems, and (4) level of self-discipline. The four indicators can be seen in Table 1.

Table 1. Indicators of Student Learning Independence

| Number | Student Learning Independence |
|--------|------------------------------------|
| 1 | Non-dependence on others |
| 2 | Behave according to own initiative |
| 3 | Solves own problems |
| 4 | Level of discipline |

Table 2. Number of Respondents of Learning Independence Level Questionnaire

| Number | Department | Number of Respondents |
|--------|------------|-----------------------|
| 1 | Accounting | 22 |
| 2 | Management | 45 |

RESULT AND DISCUSSION

Online learning at STIE Kesuma Negara, carried out using the Moodle LMS, influences student learning independence. The ability to self-regulate and cognitive abilities affect educational achievement results, including student academic achievement (Broadbent & Lodge, 2021). Determine the level of learning independence of STIE Kesuma Negara Blitar class students is done by paying attention to several indicators, namely: (1) non-dependence on others; (2) behaving according to one's initiative; (3) ability to solve one's problems, and (4) level of self-discipline. From the data analysis in this study, learning independence shows relatively low results when viewed from the analysis of four indicators of independence variable questions: independence from others, behaving according to their initiative, solving their problems, and self-discipline. Suppose the learner tends to have good learning independence. In that case, the student cannot depend on others, so he can control himself well and have strong self-confidence to achieve his learning goals and vice versa (Al Aslamiyah et al., 2019).

Meanwhile, students with low learning independence are characterized by not having good self-confidence, depending on others, and not being responsible for the tasks they have been. It can be seen from the details of the indicators that the respondents gave a high to low intensity of learning independence. The results of the analysis of the details of the indicators are described in the following subchapters.

Students' Independence in Accessing Online Learning

This point shows student independence in accessing Economic and Business English course materials on the Moodle LMS. Without the help of others, using the question indicator "When accessing Economic and Business English course materials, are you always accompanied by parents / siblings?". The questionnaire results in this category were 83.5% of students chose the answer "Yes" with 56 respondents. In comparison, students who chose the answer category "No" were 11 students with a percentage of 16.5%. The description of the questionnaire can be seen in Figure 1.

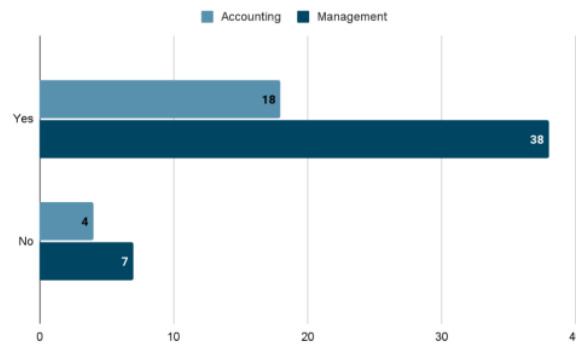


Figure 1. Students' Independence in Accessing Economic and Business English Materials on Moodle LMS

Students with good learning independence can control themselves without the influence of others. This good self-control attitude is related to the ability of students not to depend on others. Looking at the chart results above, students' self-control attitude did not depend on others shows positive results. Students with a good self-control attitude will affect their ability to manage themselves both in receiving information and controlling their emotional attitudes and behaviors. High emotional intelligence also significantly affects student independence.

Students' Independence when Working on Problems on the Moodle LMS

The results of the questionnaire category question "Do you always ask for help from others when working on problems on the Moodle LMS" get a total of 67 respondents. The highest results of students choosing the answer "Sometimes" were 50 students showing a percentage of 74.6%. Students who chose the answer category "No" were 11 with 16.4%. In comparison, the lowest results of students who chose the answer category "Yes" were 6 students with a percentage of 9%. The description of the questionnaire can be seen in Figure 2.



Figure 2. Students' Independence when Working on Problems on the Moodle LMS

Looking at the chart, overall, students who chose the answer category "sometimes" stated that they still often ask other people for help, be it relatives or parents, when working on problems. The result shows

that students still do not have a good level of self-confidence, so they still depend on others. In contrast, this will also affect the achievement of learning goals and student learning outcomes that are not yet optimal. In line with this, Al Aslamiyah et al. (2019), in their research, revealed that a positive level of self-confidence shows that a person can achieve his life goals well. Some descriptions of these answers are shown in Table 3.

Table 3. Description of Student Independence Answers

| No. | Initial Name | Department | Student's Answer Description |
|-----|--------------|------------|---|
| 1 | DSS | Management | Because it is difficult to understand the material |
| 2 | GSA | Management | Sometimes some questions are too difficult |
| 3 | RV | Accounting | Sometimes ask older siblings for help if they cannot do the work |
| 4 | YI | Accounting | Because sometimes I do not understand and ask my parents. |
| 5 | ZFK | Management | Because parents accompany it, it is excellent |
| 6 | GKN | Management | Because there are difficult questions |
| 7 | SY | Accounting | Sometimes I ask for help because I do not understand |
| 8 | FMH | Accounting | When working on problems, I always ask for help from older siblings and friends to explain to me. |
| 9 | IINP | Management | Yes, I sometimes ask my siblings and parents for help |
| 10 | MM | Management | I sometimes ask my parents or tutor for help when working on problems. |

Behave According to Own Initiative

This section shows the level of student learning independence in the level of student self-awareness to take notes on Economic and Business English courses during the online learning process based on the Moodle LMS without needing to be ordered by the lecturer. The category of questions on the questionnaire to find indications of student awareness is asking, "Do you always take notes on Economic and Business English courses during the online learning process without needing to be ordered?". The questionnaire results that came in as many as 67 respondents showed that 52 students chose the answer category "sometimes." Then, students who chose the answer "yes" were 9 people. In contrast, students who chose the answer category "no" were 6 people. The description of the questionnaire can be seen in Figure 3.

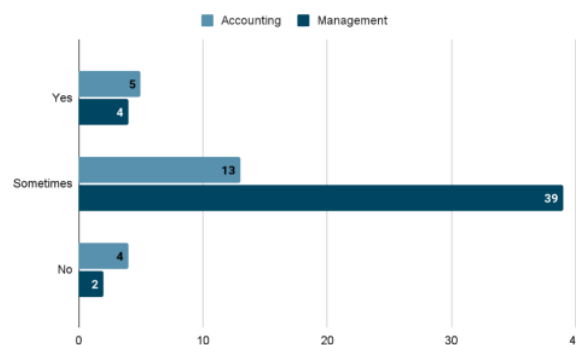


Figure 3. Students' Actions on Their Own Initiative

Looking at the chart, it can be concluded that, overall, the level of student learning independence, one of which is indicated by the indicator to record learning material independently without the need to be ordered by parents, is still relatively low. Research conducted by Al Aslamiyah et al. (2019) shows that if someone has good self-initiative, then that person can give birth to something new such as new ideas, or be able to solve a problem on their own, in addition to their initiative, self-concept must also be owned by students. Students with a high self-concept tend to have high independence.

However, this result contradicts the results of the student questionnaire at the question point, "Do you still wait to be ordered first by parents / siblings to study?". This result shows that out of 67 responses, 55 students chose the answer "Not waiting to be ordered first to study." The remaining 12 students chose the answer "sometimes." Indeed, this is due to the schedule of the Economics and Business English course having been determined according to the schedule. Students have the awareness to study but do not have the awareness to take notes on Economic and Business English courses when the lecturer has provided the material on the Moodle LMS.

Students' Ability to Solve Their Own Learning Problems

Student learning independence can also be measured by students' ability to solve learning problems experienced independently without asking for help from others. This shows students' level of responsibility and hard work for learning problems at school to be overcome with their abilities. To find out the level of students' ability to solve learning problems in Indonesian language subjects, namely in the google form questionnaire column, students are asked the question "What do you do if you get a problem from the lecturer, but you find it difficult to do the problem?". The results of the questionnaire can be seen in the following Figure 4.

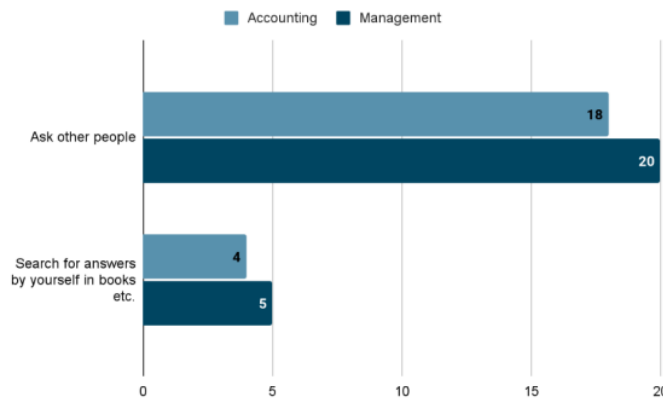


Figure 4. Students' Ability to Solve Their Own Learning Problems

A total of 67 respondents gave responses, and a total of 50 students, with a percentage of 74.5%, said that they would ask and ask for help from parents, lecturers, relatives, or closest friends for help working

and asking for answers. Meanwhile, 17 students with a percentage of 25.5% said that when they had difficulty answering questions, they would look for answers through package books, google, or other references. This shows that respondents still need the help of others in solving the learning difficulties experienced. These results are under the questionnaire, which requires students to answer the question, "Do you often read Economic and Business English textbooks outside the Economic and Business English course schedule?". This question point is shown in Figure 5 below.

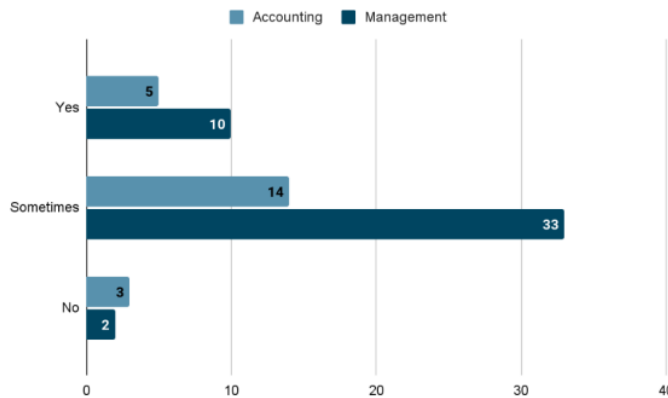


Figure 5. Students' ability to solve their own learning problems

The question point received 67 respondents with the answer category "Sometimes" dominating the students' answer choices, namely 47 people with a percentage of 70%. Students who chose the answer category "Yes" were 15 people with 22.3%, and those who chose "No" were 5 people with a percentage of 7.7%. In comparison, reading activities themselves are very necessary for the learning process. Comprehensive reading is the skill of gaining knowledge from a textbook. Comprehensive reading involves the ability of one's thinking.

Students' Discipline

This section shows the level of discipline of students in accessing Economic and Business English lecture materials promptly. The results show that students tend to be disciplined in accessing Economic and Business English lectures scheduled on the Moodle LMS. This is shown by the questionnaire data distributed via a google form. A total of 67 respondents entered, 55 students with a percentage of 82% stating that they were on time in doing assignments according to the Economic and Business English lectures schedule. The questionnaire results in this section show students' discipline and self-awareness of their responsibility in doing the assignments given by lecturers on the Moodle LMS according to the predetermined schedule. The results of the student discipline questionnaire are shown in Figure 6.

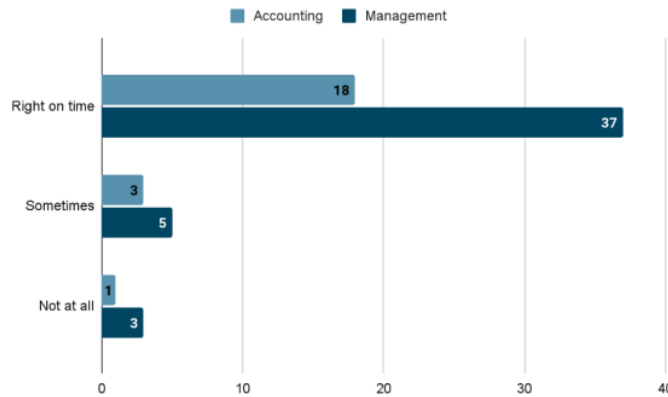


Figure 6. Students' Discipline in Learning

The research results on the independence of these several factors mean that the learning independence of students in the Economics and Business English course at STIE Kesuma Negara Blitar is relatively low. Students still tend to depend on asking others for help in assignments, self-control ability, ability to solve learning problems independently, and behavior according to their initiative are also still low. This means that Accounting students in semester 2 and Management in semester 3 of STIE Kesuma Negara Blitar have a level of learning independence that is still classified as dependent (dependent on others).

The temporary assumption is that these students still do not have independent abilities in the learning process that are good enough because they are still transitioning from face-to-face or conventional learning to online learning. Not all students can get used to online learning (Purwanto et al., 2020). The results of previous research show that students who do not have a good enough distance learning culture are used to the conventional learning system that is usually done (Hidayat et al., 2020). This knowledge of self-reliance will be revealed through increased effort, good time management and focused attention within a person (Hartley et al., 2020).

Students already have a unique strategy and plan to achieve their learning goals optimally (Harahap, 2020). In line with this, having good independence is essential for every individual, especially students. This is related to the ability to control oneself and the level of confidence in oneself. In line with this, Soji (2020) states that being independent or able to stand alone, being responsible, having the courage to sacrifice and being able to guide oneself are characteristics that an educator or learner must possess. The higher the age and level of education of a learner, the more it will train and increase the ability of students to learn independence. Increasing learning independence in students comes from factors that arise within students and environmental factors that support students to be able to create their learning independence, such as support from parents and lecturers. To develop the level of learning independence, the role of lecturers can be done by creating a conducive learning atmosphere and getting students used to forming their learning

independence. The level of attention of the people around him to the learning independence of a student is an external factor that affects and is related to achievement.

The use of digital technology in student self-learning states that digital technology is generally only used for activities related to simple activities such as searching or storing information in the learning process (Yot-Domínguez & Marcelo, 2017). Especially in a pandemic situation, learning is carried out online, requiring suitable learning media to increase student learning independence (Nuritha & Tsurayya, 2021). Lecturers can design different pedagogical approaches to serve learners by forming a solid personality and exciting content, providing interpersonal communication opportunities and designing more interactive academic activities in online learning (Yu, 2021). Increasing learning independence is very important for every educator to do. The results of previous research show that the importance of self-regulation learning (learning independence) significantly impacts students' cognitive abilities. Students who are more independent with an enthusiastic attitude towards using technology will be more motivated to use online learning and achieve learning goals (Geng et al., 2019). Learning independence can be used as an evaluation material for educators in compiling learning materials and selecting learning models to measure the level of student learning independence.

CONCLUSION

The research results on several aspects of student learning independence indicators show that learning independence in online learning for Economic and Business English courses based on LMS Moodle at STIE Kesuma Negara is still relatively low. Overall, students are still classified as having a dependent attitude toward themselves. This can be seen from the analysis of questionnaire data on four indicators of student learning independence, namely: (1) non-dependence on others, (2) acting according to self-initiative, and (3) the ability to solve their problems is still relatively low, while (4) the level of self-discipline is quite good. It is expected that lecturers and parents can strive to train students' level of learning independence through structured assignments. The role of the people around them in giving direction and guiding children is also expected to increase students' learning independence to be more well-honed and valuable in the future.

Furthermore, a follow-up to this research can be conducted with a focus on how to increase student learning independence for online learning to be used as a reference to improve the quality of Indonesian education in the future. In this way, students can regulate self-control while participating in online learning to independently process the subject matter received. They were, furthermore, completing all responsibilities according to their abilities without the help of others.

REFERENCES

- Al Aslamiyah, T., Setyosari, P., & Praherdhiono, H. (2019). Blended learning dan kemandirian belajar mahasiswa teknologi pendidikan. *Jurnal Kajian Teknologi Pendidikan*, 2(2), 109–114. <https://doi.org/10.17977/um038v2i22019p109>

- Ambiyar., Aziz, Ishak, Melisa. (2020). Perbedaan kemandirian belajar siswa pada masa pandemi di SMAN 1 Lembah Melintang dan SMAN 1 Lembah Gumanti. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 04(02), 1246–1258. Retrieved from <https://j-cup.org/index.php/cendekia/article/view/367>
- Armiati, A., & Yanrizawati, Y. (2020). Analisis pemanfaatan media daring dalam pembelajaran matematika ditinjau dari kemandirian belajar siswa di kelas XI SMAN 1 Koto Balingka. *Jurnal Eksakta Pendidikan (Jep)*, 4(2), 197-201. <https://doi.org/10.24036/jep/vol4-iss2/507>
- Ashadii, N. R., & Suhaeb, S. (2020). Hubungan pemanfaatan google classroom dan kemandirian terhadap hasil belajar mahasiswa PTIK pada masa pandemi. *Media Elektronik*, 17(2), 46–51. <https://doi.org/10.26858/metrik.v17i2.14036>
- Broadbent, J., & Lodge, J. (2021). Use of live chat in higher education to support self-regulated help seeking behaviours: a comparison of online and blended learner perspectives. *International Journal of Educational Technology in Higher Education*, 18(1), 23-34. <https://doi.org/10.1186/s41239-021-00253-2>
- Chou, C. Y., & Zou, N. B. (2020). An analysis of internal and external feedback in self-regulated learning activities mediated by self-regulated learning tools and open learner models. *International Journal of Educational Technology in Higher Education*, 17(1), 1–27. <https://doi.org/10.1186/s41239-020-00233-y>
- Effendi, Mursilah, & Mujiono. (2018). Korelasi tingkat perhatian orang tua dan kemandirian belajar dengan prestasi belajar siswa. *Titian Ilmu: Jurnal Ilmiah Multi Sciences*, 10(1), 17–23. <https://doi.org/10.30599/jti.v10i1.131>
- Fauzan, F., Fathurrohman, M., & Syamsuri, S. (2020). Perbedaan persepsi dan kemandirian belajar siswa SMA terhadap pembelajaran daring ditinjau dari gender. *TIRTAMATH: Jurnal Penelitian dan Pengajaran Matematika*, 2(2), 136-149. <https://doi.org/10.48181/tirtamath.v2i2.8901>
- Fitriani, W., Haryanto, H., & Atmojo, S. E. (2020). Motivasi berprestasi dan kemandirian belajar mahasiswa saat pembelajaran daring. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(6), 828–834. Retrieved from <http://journal.um.ac.id/index.php/jptpp/article/view/13639>
- Geng, S., Law, K. M. Y., & Niu, B. (2019). Investigating self-directed learning and technology readiness in a blending learning environment. *International Journal of Educational Technology in Higher Education*, 16(1), 1–22. <https://doi.org/10.1186/s41239-019-0147-0>
- Harahap, A. C. P., & Harahap, S. R. (2020). Covid-19: Self regulated learning mahasiswa. *Jurnal Pendidikan dan Konseling*, 10(1), 36–42. Retrieved from <http://jurnal.uinsu.ac.id/index.php/al-irsyad/article/view/7646>
- Hartley, K., Bendixen, L. D., Gianoutsos, D., & Shreve, E. (2020). The smartphone in self-regulated learning and student success: clarifying relationships and testing an intervention. *International Journal of Educational Technology in Higher Education*, 17(1), 1–14. <https://doi.org/10.1186/s41239-020-00230-1>
- Hidayat, D. R., Rohaya, A., Nadine, F., & Ramadhan, H. (2020). Kemandirian belajar peserta didik dalam pembelajaran daring pada masa pandemi covid-19. *PERSPEKTIF Ilmu Pendidikan*, 34(2), 147–154. <https://doi.org/10.21009/PIP.342.9>
- Irawati, R., & Santaria, R. (2020). Persepsi siswa SMAN 1 Palopo Terhadap Pelaksanaan Pembelajaran Daring Mata Pelajaran Kimia. *Jurnal Studi Guru dan Pembelajaran*, 3(2), 264-270. <https://doi.org/10.30605/jsdp.3.2.2020.286>
- Kurniawan, A. (2017). Pemanfaatan jb class untuk mendorong kemandirian belajar siswa dalam pembelajaran daring di masa pandemi covid-19. *Ide Guru: Jurnal Karya Ilmiah Guru*, 5(1), 1–8
- Kurtanto, E. (2017). Keefektifan model pembelajaran daring dalam perkuliahan bahasa Indonesia di perguruan tinggi. *Journal Indonesian Language Education and Literature*, 3(1), 150-163. Retrieved from <http://www.syekh Nurjati.ac.id/jurnal/index.php/jell/%0apembelajaran>
- Kusuma, D. A. (2020). Dampak penerapan pembelajaran daring terhadap kemandirian belajar (self-regulated learning) mahasiswa pada mata kuliah geometri selama pembelajaran jarak jauh di masa

- pandemi covid-19. *Teorema: Teori dan Riset Matematika*, 5(2), 169. <https://doi.org/10.25157/teorema.v5i2.3504>
- Miles, M. B., Huberman, A.M., & Saldana, J. 2014. *Qualitative data analysis, a methods sourcebook*, edition 3. USA: Sage Publications, Terjemahan Tjejep Rohindi, UI-Press.
- Nuritha, C., & Tsurayya, A. (2021). Pengembangan video pembelajaran berbantuan geogebra untuk meningkatkan kemandirian belajar siswa. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 5(1), 48–64. <https://doi.org/10.31004/cendekia.v5i1.430>
- Purwanto, Agus., Pramono, Rudy., Asbari, Masduki., Santoso. P. B., Mayesti, Laksmi., Wijayanti., Hyun, C. C., Putri, R. S. (2020). Studi eksploratif dampak pandemi covid-19 terhadap proses pembelajaran online di sekolah dasar. *Edupsy Couns*, 2(1), 1–12. Retrieved from <https://ummaspul.e-journal.id/Edupsyncouns/article/view/397>
- Riyana, C. (2019). *Produksi bahan pelajaran berbasis online*. Jakarta: Universitas Terbuka. Rozi, F., & Lana, I. F. (2021). Implementasi pembelajaran jarak jauh (PJJ) dalam meningkatkan kemandirian belajar siswa. *Fundatia Jurnal Pendidikan Dasar*, 5(1), 109–124. <https://doi.org/10.36088/fondatia.v5i1.1108S>
- Sobri, M., Nursaptini, & Setiani Novitasari. (2020). Melalui pembelajaran berbasis daring diperguruan tinggi pada era industri 4.0. *Jurnal Pendidikan Glasser*, 4(1), 64–71. <https://doi.org/10.32529/glasser.v4i1.373>
- Soji, A. (2020). Evaluasi pengelolaan e-learning dengan model CIPP di SMA Negeri 5 Bengkulu Selatan. *Jurnal Manajer Pendidikan*, 14(1), 12–15. Retrieved from <https://ejournal.unib.ac.id/index.php/manajerpendidikan/article/viewFile/12867/8229>
- Sulistiyani, D., Roza, Y., & Maimunah, M. (2020). Hubungan kemandirian belajar dengan kemampuan pemecahan masalah matematis. *Jurnal Pendidikan Matematika*, 11(1), 1-12. <https://doi.org/10.36709/jpm.v11i1.9638>
- Suryani, Findi Tias. Sunismi. Faradiba, S. S. (2020). Kemampuan penalaran dan self regulated learning melalui model pembelajaran e-learning berbasis schoology dan google classroom pada materi statistika kelas VIII MTS Negeri Batu. *JP3*, 15(33), 160–170. Retrieved from <http://riset.unisma.ac.id/index.php/jp3/article/view/8380>
- Tahmidatien, L., & Krismanto, W. (2019). Menumbuhkan motivasi belajar dari aspek value, expectancy dan self regulated learning. *Publikasi Pendidikan*, 9(1), 87–97. <https://doi.org/10.26858/publikan.v9i1.8509>
- Yot-Domínguez, C., & Marcelo, C. (2017). University students' self-regulated learning using digital technologies. *International Journal of Educational Technology in Higher Education*, 14(1), 1–18. <https://doi.org/10.1186/s41239-017-0076-8>
- Yu, Z. (2021). The effects of gender, educational level, and personality on online learning outcomes during the covid-19 pandemic. *International Journal of Educational Technology in Higher Education*, 18(1), 1–17. <https://doi.org/10.1186/s41239-021-00252-3>
- Zhafira, N. H., Ertika, Y., & Chairiyaton. (2020). Persepsi mahasiswa terhadap perkuliahan daring sebagai sarana pembelajaran selama masa karantina covid-19. *Jurnal Bisnis dan Kajian Strategi Manajemen*, 4(1), 37–45. <https://doi.org/10.35308/jbkan.v4i1.198>

Regi Esa Sura Pratama

ORIGINALITY REPORT

16%

SIMILARITY INDEX

15%

INTERNET SOURCES

7%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|---|----|
| 1 | ejournal.umm.ac.id Internet Source | 3% |
| 2 | jurnalkip.unram.ac.id Internet Source | 3% |
| 3 | journal.uny.ac.id Internet Source | 3% |
| 4 | www.researchgate.net Internet Source | 3% |
| 5 | ejournal.iainbengkulu.ac.id Internet Source | 2% |
| 6 | repository.lppm.unila.ac.id Internet Source | 1% |
| 7 | Submitted to Universitas Prima Indonesia Student Paper | 1% |
| 8 | repository.uinsu.ac.id Internet Source | 1% |
| 9 | Nila Sari Latif, Hamzah Upu, Ahmad Talib. "E-module Development Model I Came to Facilitate Student Independence in Learning | 1% |

Mathematics", Asian Journal of Applied Sciences, 2022

Publication

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

Regi Esa Sura Pratama

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14