

IMPLEMENTATION OF SELF DIRECTED LEARNING TO INCREASE STUDENT LEARNING ACTIVENESS

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Abstract, *Self-Directed Learning is an approach that emphasizes student independence in managing the learning process. However, the implementation of Self-Directed Learning faces challenges, especially for students who have limited time and energy to learn optimally. In coastal environments, many students are involved in helping their parents work as fishermen, which has an impact on their physical and mental condition during the learning process. This phenomenon causes some students to appear daydreaming in class, lose focus, and tend to be less active in participating in learning. This research aims to find out what form of strategy and implementation of Self-Directed Learning at MAN 1 Probolinggo is suitable for increasing their active participation in class. This research uses qualitative methods with interviews centered on students, teachers and parents in coastal environments as the main subjects. The research results show that the personal approach significantly increases student activity in class. Teachers who use this approach interact more often directly with students, both individually and in small groups. This interaction creates a comfortable and supportive learning atmosphere, so that students feel more confident to participate actively in learning.*

Keywords: *Implementation, Self Directed Learning, Students.*

Introduction

The term self-directed learning was first used in Houle's 1971 study entitled "Motivation of learners". The concept of Self-Directed Learning was initially seen as a characteristic of adult education. It was first discussed in educational literature as early as 1926. High quality human resources are based on the quality of their education. Student engagement in learning is essential for successful learning. However, educators often face the problem of increasing student participation in learning, especially in an era that increasingly demands learning independence. Self-Directed Learning (SDL), also known as self-directed learning, emphasizes on students' ability to take the initiative in planning, executing, and evaluating their own learning process; this can increase students' motivation and active engagement.

According to (Sari, Yusnan, and Matje 2022), the use of appropriate learning media can help teachers increase student learning activeness. Interactive learning media can encourage students to be more active while learning, especially when used in conjunction with self-directed learning approaches, which encourage students to take responsibility for their own learning. This is in line with the findings of (Rikawati and Sitinjak 2020) which state that interactive learning approaches, such as interactive lectures, can increase student engagement. However, to ensure that students are not only physically active, but also cognitively and emotionally, self-learning approaches

should be used in conjunction with these approaches. (Priyanto and De Kock 2021) owever, this method will be more effective if students have the ability to learn independently, which means they can ask relevant and in-depth questions. (Wibowo and Pardede 2019) also added that collaborative learning models, when combined with Self-Directed Learning, can create a learning environment that encourages students to more actively participate and take responsibility for their learning process. In addition, research has supported the application of self-directed learning (Sugerman, Hasan, and Mawardi 2022) who found that the self-directed learning model in the era of free learning can improve students' ability to write short stories, which is one of the indicators of learning activeness. In addition, (Baharuddin et al. 2022) ound that the use of technology platforms such as the Notion website in self-directed learning can improve students' critical thinking skills, which is a component of learning activeness. (Mariadi, Surawan, and Monalisa 2022) emphasized that self-directed learning can empower students to learn Islamic Religious Education, which indicates that this method can be applied in various learning contexts.

Finally, (Suroto, Winatha, and Rahmawati 2022) howed that literacy understanding is essential to improve self-directed learning, especially online learning. This shows that self-directed learning not only requires students to remain independent, but also requires teacher support to help students understand and utilize learning resources. Therefore, the application of self-directed learning in learning can help overcome the problem of ineffective learning. The implementation of Self-Directed Learning at MAN 1 Probolinggo is based on its strategic geographical condition, located in the coastal area. The dynamic and challenging coastal environment requires students to have independent, adaptive and innovative learning abilities. The majority of students attending the school come from families living in coastal areas. They grow up in an environment with unique characteristics, such as a life that depends on marine and fisheries activities, which often require quick and independent decision-making skills, creating a diversity of learning needs that demand a specialized approach. In this context, Self-Directed Learning is the right choice to apply because it can encourage students to become independent active learners, while improving their ability to manage learning based on individual needs. The coastal environment often presents challenges for students, such as limited access to additional educational facilities and demands to help families. With the Self-Directed Learning approach, students are taught to recognize their own learning needs, set goals, seek resources, and evaluate learning processes and outcomes independently. This not only helps them to improve their learning, but also equips them with life skills that are relevant to their environment.

The phenomenon of daydreaming in class is not only caused by physical fatigue, but also by a lack of motivation to learn. Students who feel that education has no direct relevance to their lives tend to be less motivated to be actively involved in learning. This is a big challenge for teachers in coastal areas to create learning methods that can embrace students' social and economic conditions. One approach that has the potential to be a solution is the implementation of Self-Directed Learning (SDL). The

purpose of this research is to understand in depth how Self-Directed Learning strategies and implementation can be applied at MAN 1 Probolinggo to increase students' active participation in class. This research aims to identify the most effective approach in building students' learning independence, taking into account the unique characteristics of learners and the local context of the school.

Through this research, it is expected to reveal the form of Self-Directed Learning strategy that best suits the needs of students at MAN 1 Probolinggo. This study aims to explore how teachers design Self-Directed Learning-based learning, including how they facilitate students in recognizing learning needs, planning the learning process, and evaluating results independently. In addition, this study also wants to see how the teacher's role as a facilitator can support students in developing self-directed learning skills. This research seeks to identify various challenges faced by students and teachers in the implementation of Self-Directed Learning within MAN 1 Probolinggo. Thus, this research aims to find practical and innovative solutions that can overcome these obstacles. The research also focuses on how Self-Directed Learning can increase students' intrinsic motivation, so that they more actively participate in class discussions, group activities, and individual assignments. In addition, another objective of this research is to measure the impact of Self-Directed Learning on increasing students' engagement in learning. This research wants to understand how this approach affects students' behavior, including their ability to take initiative, think critically and work independently. This research is important because of the selection of location at MAN 1 Probolinggo which has unique characteristics and is relevant to the study of Self-Directed Learning. The school's location in a strategic coastal area provides a special context for the research, especially since the majority of students come from family backgrounds that depend on the marine and fisheries sector. This condition affects students' learning needs, both in terms of access, motivation and mindset in facing educational challenges. MAN 1 Probolinggo was chosen as the research location because it is representative in describing the reality of education in coastal areas, where students are often faced with the need to develop learning independence.

The social and geographical environment around the school creates unique learning dynamics, including students' limited time for learning due to their involvement in family or work activities. This gives strong relevance to the implementation of Self-Directed Learning as an approach to increase students' active participation in the classroom. In addition, MAN 1 Probolinggo has great potential to become a model for implementing Self-Directed Learning in similar school settings. As an educational institution that is committed to the development of learning quality, this school offers an opportunity to explore how Self-Directed Learning strategies can be effectively implemented in the local context. The support of competent educators and the school's willingness to innovate make it an ideal location for this research. The selection of this location is also based on the need to understand how Self-Directed Learning can help students at MAN 1 Probolinggo improve their learning skills

independently. The coastal environment provides specific challenges that require not only student adaptation, but also relevant and contextualized learning approaches. Thus, the research in this location is expected to make a significant contribution in enriching the literature on Self-Directed Learning, as well as having a direct impact on improving the quality of learning in the school.

Research on the implementation of self-directed learning (SDL) to improve students' learning activeness is unique in its approach that prioritizes students' independence and initiative in managing their own learning process. In this context, Self-Directed Learning is not just about providing materials or instructions by teachers, but rather building students' awareness to plan, implement and evaluate learning independently. This brings students out of a passive role that usually only waits for instructions from the teacher, towards an active role as the main manager in their learning process.

Another uniqueness that can be found in this research is the focus on increasing student activeness through the application of technology-based learning modules, the application of group work strategies, the application of problem-based learning, and cooperation between schools and families. By using the SDL approach, students are involved in planning their own learning goals, choosing appropriate learning methods and resources, and adapting to different ways to overcome the difficulties they face. This process not only increases motivation, but also enables them to become more independent and responsible learners.

In addition, this research provides practical guidance for teachers and educators in designing learning strategies that not only emphasize on knowledge transfer, but also on developing lifelong learning skills. By understanding the dynamics and challenges that students face in independent learning, this research helps teachers to be better prepared to assist students effectively and adjust learning methods that are more in line with students' needs in an era of learning that increasingly demands independence. Overall, the main contribution of this research is to provide empirical evidence that shows how self-directed learning can improve students' learning engagement, while developing important skills needed by students to succeed not only in formal education but also in their daily lives. This research also contributes to the development of educational theories and practices that are more relevant to the needs of the times, where students are required to be more independent and capable of lifelong learning. Furthermore, the implementation of SDL in this study not only emphasizes the improvement of cognitive learning outcomes, but also the development of students' affective and social aspects. In this more autonomous learning, students learn to regulate their emotions, recognize their learning needs, and manage their time more efficiently. Furthermore, the implementation of SDL in this study not only emphasizes the improvement of cognitive learning outcomes, but also the development of students' affective and social aspects. In this more autonomous learning, students learn to regulate their emotions, recognize their learning needs, and manage their time more efficiently. This certainly contributes to the development of students' character, such as self-confidence, perseverance, and the ability to face

challenges in daily life. Overall, this research offers a fresh perspective in education, where students are no longer considered as passive objects of learning, but rather as active subjects who have control over their learning journey. With the SDL approach, it is expected that students are not only more active in the learning process in the classroom, but also become lifelong learners who are ready to face challenges outside the formal education world. Furthermore, the implementation of SDL in this study not only emphasizes on improving cognitive learning outcomes, but also the development of students' affective and social aspects. In this more autonomous learning, students learn to regulate their emotions, recognize their learning needs, and manage their time more efficiently. This certainly contributes to the development of students' character, such as self-confidence, perseverance, and the ability to face challenges in daily life.

Literature Review

This research is not a new research, there have been previous researchers who discuss Self-Directed Learning about student potential (Mariadi, Surawan, and Monalisa 2022) and the results of this study are that students' potential arises due to learning activities that hone students' creativity and innovation. The second researcher who discussed Self-Directed Learning to improve critical thinking skills (Baharuddin et al. 2022), the results of the study showed that student guidance in the early stages of learning, namely setting the atmosphere and diagnosing learning needs, was given more attention so that students were better able to understand themselves in the learning process. From these studies, more interesting methods and strategies have not been found, so new research is needed to help overcome obstacles that may arise in Self-Directed Learning, such as time management difficulties, lack of motivation, or inability to determine learning goals. Thus, this research not only contributes to educational theory but also has a practical impact in creating a more active, relevant and meaningful learning experience for students.

Research Methods

Qualitative research is a type of research that produces descriptive data from individuals or observable behavior, such as teachers in the field (Pratama and Syaodih 2021). Data is usually collected through interviews and informants; this method can also be applied to the subject of study itself (Priyanto and De Kock 2021). Research that produces descriptive data describes all data or circumstances of the research subject about the teacher's contribution to the Self-Directed Learning model. Then, this data is analyzed and compared with the current field conditions. In this case, a focused interview method was used with a pre-prepared list of questions. This method conducts focused exploration by using basic questions about consumers' knowledge of the Self-Directed Learning model, followed by more specific questions about the importance and use of the Self-Directed Learning model, and ending with questions aimed at gathering consumers' perceptions of the Self-Directed Learning model. This study aims to examine the implementation of self-directed learning (SDL) in

improving student learning engagement at the secondary school level. The sample used in this study consisted of 60 students purposively selected from two different classes in one of the high schools in the city. These classes had been previously briefed and trained on the concept and application of self-directed learning. The students came from various academic backgrounds and had varying levels of learning motivation. The sample selection process was conducted by considering students' readiness and ability to follow SDL-based learning. With this limited but representative sample, it is hoped that the research can explore more deeply how the application of self-directed learning can affect student learning activeness, both in terms of class participation, problem solving, and independent achievement of learning outcomes.

Discussion

The results show that the application of the Self-Directed Learning approach has a positive impact on increasing student learning activeness in coastal areas that face social and economic challenges. This approach provides an in-depth understanding of the condition of students who often daydream in class due to physical and mental fatigue from helping parents work as fishermen. In addition, the method also helps identify students' needs in managing their learning independently. The research also found that parents' involvement in supporting their children's learning is one of the key factors for the successful implementation of Self-Directed Learning. Although many parents are busy with their work as fishermen, most of them begin to understand the importance of providing time and emotional support for their children to learn. This is achieved through intensive communication between teachers and parents on a regular basis. The interview results showed that students who previously tended to daydream in class began to show positive changes. They were more active in asking questions, giving responses to the material taught, and more confident in conveying their ideas. The students also claimed to be more motivated to learn because they felt that the learning they were undergoing was relevant to their needs and gave them space to express themselves.

The increased implementation of Self-Directed Learning (SDL) at MAN 1 Probolinggo can be seen from various aspects that reflect students' awareness of the importance of mastering independent learning skills. One of the main factors is the influence of school programs that support self-directed learning. Teachers at MAN 1 Probolinggo actively provide guidance and relevant resources, such as learning modules, access to digital literature, and training on the use of technology to support learning. Thus, students have the convenience to access materials independently and according to their own learning rhythm. In addition, the implementation of Self-Directed Learning is also driven by a paradigm shift in education, which requires students to be more active in determining learning goals, evaluating their progress, and finding solutions to problems faced. The theory of social constructivism, as proposed by Vygotsky, provides the basis for Self-Directed Learning, where students' interaction with their learning environment - teachers, peers and technology - helps

them develop critical thinking and independent decision-making skills. However, despite the increase in implementation, there are still some students who experience difficulties in carrying out independent learning. This difficulty can be caused by various factors, one of which is the lack of intrinsic motivation in some students. Deci and Ryan's motivation theory, Self-Determination Theory (SDT), explains that students need feelings of competence, autonomy and connectedness to increase intrinsic motivation. If any of these aspects are lacking, students tend to feel less confident in managing their own learning. In addition, not all students have adequate time management skills and study ability. Some students may still need more intensive direction from teachers due to limited experience in designing study plans or setting priorities. This is in line with Knowles' view of adult learning (andragogy), which emphasizes that the ability to learn independently requires gradual practice and reinforcement.

Environmental factors also play a role in this barrier. Students who face external pressures, such as family economic demands or lack of support for learning facilities at home, often struggle to focus and utilize study time effectively. In this context, a systematic approach involving all stakeholders, including teachers, parents and the community, is needed to ensure that every student has an equal opportunity to thrive in independent learning. By understanding these factors, MAN 1 Probolinggo can continue to refine the self-directed learning program, both through training independent learning skills for students and by providing adequate emotional and technical support. This will allow students to be more adaptable and successful in implementing a learning approach that suits the needs of the 21st century. Overall, the results of this study confirm that the implementation of Self-Directed Learning, with an approach tailored to students' social and economic conditions, is able to improve their learning engagement. This approach not only provides a solution to the problem of daydreaming in class but also helps students develop self-directed learning skills that they can use in the long run. Self-Directed Learning, if implemented consistently, can be an effective strategy in creating an inclusive and adaptive learning environment for all students, including those living in coastal areas.

STUDENT IMPROVEMENT STRATEGIES THROUGH THE APPLICATION OF SELF DIRECTED LEARNING

Student improvement strategies through the implementation of Self-Directed Learning (SDL) at MAN 1 Probolinggo can be realized by utilizing technology-based learning modules that are designed interactively and contextually. This module is designed to provide a more engaging learning experience, by integrating learning videos, interactive quizzes, as well as step-by-step guides that can be accessed through digital devices such as laptops or cell phones. In addition to technology-based strategies, there are several other strategic approaches that can support the implementation of Self-Directed Learning (SDL) at MAN 1 Probolinggo. These strategies focus on developing students' skills, supporting the learning environment,

as well as collaboration between stakeholders, to ensure students have a strong foundation in carrying out self-directed learning. One of the main strategies is the application of group work strategy in descriptive text learning can be done by actively involving students in group discussions to produce interesting texts. In groups, students discuss to develop ideas and information related to their topic. Each member has a clear role, such as finding information, recording ideas, composing text, and ensuring the text created is in accordance with the descriptive text structure. This process encourages students to work together, share ideas, and help each other. After the text is finished, each group reads the results in front of the class to get feedback from the teacher and their peers. In addition, the implementation of problem-based learning is also an effective strategy. In this approach, students are invited to solve real problems that are relevant to their lives. This strategy encourages students to find their own sources of information, analyze data and find solutions. For example, students from coastal areas can be challenged to find ways to improve the quality of the marine environment or develop seafood-based products. By solving authentic problems, students will be better trained to think critically and take responsibility for their learning process.

Finally, cooperation between school and family is essential to ensure the sustainability of Self-Directed Learning. Parents need to be involved in students' learning process by providing moral support and motivation. Through regular communication programs, such as parent-teacher meetings, schools can explain the importance of Self-Directed Learning and how parents can help their children manage their time and learning activities at home..

NO	STRATEGY	RESULTS
1	Utilization of technology-based learning modules	With technology-based modules and literacy programs in place, students are more motivated to learn and show improved grade point averages in subjects that require in-depth analysis, such as mathematics and science. Their ability to access, understand and use learning resources independently contributed greatly to better academic results.
2	Implementation of group work strategy	In the learning process, students discuss with each other to understand the material, develop ideas, and complete tasks given by the teacher. They learn to listen to others' opinions, make meaningful contributions, and resolve conflicts constructively. This situation not only improves students' academic understanding but also hones their

		social skills, such as communication, negotiation and time management.
3	Implementation of problem-based learning	Through project-based learning and problem solving, students are able to analyze situations, find alternative solutions and apply the knowledge they have learned in real life. For example, students from coastal areas who participated in a problem-based program successfully developed a project related to marine environmental conservation, which was appreciated by the local community and the school.
4	Collaboration between school and family	Students who received direct support from their families showed improvements in time management and achievement of learning targets. This creates a more harmonious relationship between home and school, so students feel fully supported to develop.

The contribution of this research lies in its contribution in enriching the literature on the application of self-directed learning (SDL) in the formal education environment, especially in the context of increasing student learning activeness. This research provides a deeper insight into how a learning approach that encourages student independence can change the dynamics of the classroom, from being initially dependent on teacher instructions to being more autonomous and based on student initiatives. The results show that by giving students the opportunity to manage their own learning process, they not only become more physically active in participating in discussions and learning activities, but also develop better metacognitive skills, such as the ability to plan, evaluate and correct their own understanding. Furthermore, this research also contributes to a broader understanding of the impact of SDL on students' affective and social aspects. Learning that allows students to choose and manage their own learning resources creates a greater sense of responsibility for their learning process, and increases their self-confidence and intrinsic motivation. This certainly has an impact on the development of students' character, who are better able to face learning challenges independently and manage time effectively.

In addition, this research provides practical guidance for teachers and educators in designing learning strategies that not only emphasize on knowledge transfer, but also on developing lifelong learning skills. By understanding the dynamics and challenges that students face in independent learning, this research helps teachers to be better prepared to assist students effectively and adjust learning methods that are more in line with students' needs in an era of learning that increasingly demands independence. Overall, the main contribution of this research

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Conclusion

The implementation of Self-Directed Learning can be a solution to improve the learning activeness of students who often daydream in class due to fatigue after helping their parents as fishermen. Implementing Self-Directed Learning, students are given the flexibility to manage their time and learning methods according to their conditions, so that learning can be more relevant and less burdensome. This approach helps students stay focused as they are actively involved in setting learning goals, selecting resources and evaluating their progress. Teacher support in guiding students personally and creating an empathic and adaptive learning environment is essential to keep students motivated despite challenges outside of school. With Self-Directed Learning, students not only learn academically, but also develop time management and responsibility skills, which are relevant to their situation. This makes Self-Directed Learning an effective strategy to address students who experience limitations due to economic and social conditions.

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