

## Students Self-Directed Learning Using Blended Learning On Reading Subject In Higher Education

Stevenika Gabriela Aurellia<sup>1</sup>, Yulmiati<sup>2</sup>, Dian Mega Putri<sup>3</sup>

(Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Sosial dan Humaniora, Universitas PGRI Sumatera Barat)

Email : [Stevenika17@gmail.com](mailto:Stevenika17@gmail.com)

### Abstract

*This study aimed to measure self-directed learning using blended learning in the reading subject in higher education. The researcher employed the descriptive method with a quantitative approach. Self-directed learning was the sole focus of the investigation. In line with Williamson, S. N., five aspects were to measured self-directed learning: awareness, learning strategies, learning activities, evaluation, and interpersonal skills. The researcher acquired data on self-directed learning through a questionnaire. The study's population comprised English students at Universitas PGRI Sumatera Barat during the 2022 academic year, totaling 55 students. Employing purposive sampling, the entire population of 55 students was included in the sample. Upon analyzing the collected data using SPSS 22, the researchers employed the percentage formula to ascertain the students' score distribution. The findings indicated a noteworthy 76% overall score, signifying a high level of self-directed learning. These outcomes suggest that students at Universitas PGRI Sumatera Barat exhibited robust traits of responsibility, persistence, self-control, discipline, and effective learning strategies.*

**Keywords:** *Self-Directed Learning, Learning English, Reading Subject*

### Abstrak

Penelitian ini bertujuan untuk mengukur pembelajaran mandiri dengan menggunakan blended learning pada mata kuliah membaca di perguruan tinggi. Peneliti menggunakan metode deskriptif dengan pendekatan kuantitatif. Pembelajaran mandiri merupakan satu-satunya fokus penelitian. Sejalan dengan Williamson, SN, ada lima aspek untuk mengukur pembelajaran mandiri: kesadaran, strategi pembelajaran, aktivitas pembelajaran, evaluasi, dan keterampilan interpersonal. Peneliti memperoleh data tentang pembelajaran mandiri melalui kuesioner. Populasi penelitian ini terdiri dari mahasiswa bahasa Inggris di Universitas PGRI Sumatera Barat selama tahun akademik 2022, yang berjumlah 55 mahasiswa. Dengan menggunakan metode purposive sampling, seluruh populasi yang terdiri dari 55 mahasiswa dimasukkan ke dalam sampel. Setelah menganalisis data yang terkumpul menggunakan SPSS 22, para peneliti menggunakan rumus persentase untuk memastikan distribusi nilai siswa. Temuan menunjukkan skor keseluruhan 76%, yang menandakan tingkat pembelajaran mandiri yang tinggi. Hasil ini menunjukkan bahwa mahasiswa di Universitas PGRI Sumatera Barat menunjukkan sifat-sifat tanggung jawab, ketekunan, pengendalian diri, disiplin, dan strategi belajar yang efektif.

**Kata Kunci:** *Pembelajaran Mandiri, Pembelajaran Bahasa Inggris, Mata Pelajaran Membaca*

## INTRODUCTION

21<sup>st</sup>-century learning means learning that prepares people to remain stable using the desires of the latest century by using institutional resources that are handled professionally to form the highest level of quality and effort (Erdem et al., 2019). In the 21<sup>st</sup> century, technology is increasingly developing and renewing the ways of learning in various fields, including the field of education. The development of technology has provided new possibilities for educational institutions to improve the quality of learning and provide wider access to education for the community. One form of technology used in education is the online learning model, or e-learning (Anis Chaeruman et al., 2018). Individual learning needs can be met by adjusting

and improving the learning process via blended learning.

Blended learning is an educational approach that combines traditional face-to-face teaching methods with online learning for the same students studying the same content in the same course (Kholifah et al., 2020). It is a "thoughtful fusion of face-to-face and online learning experiences". Blended learning can be defined as the combination of face-to-face classroom instruction with online learning within a course.

Additionally, Blended learning is an innovative approach that aims to combine the benefits of traditional classroom instruction and modern technology. By combining face-to-face teaching with online learning (Pramesti & Kusuma, 2021). It means Blended learning seeks

to create a more effective and engaging educational experience for students while giving teachers greater flexibility in their teaching methods.

In outline, Blended learning, a contemporary approach, seamlessly combines the strengths of traditional classroom teaching with the flexibility of online learning. By doing so, it aims to enhance the educational journey for students and provide educators with greater flexibility in their teaching methods. In learning through blended learning, self-directed learning becomes one of the most critical elements.

Likewise, Blended learning is expected to improve the quality of instruction and help students master their skills (Rasmitadila et al., 2020). This means that blended learning is anticipated to have a positive effect on enhancing the overall quality of teaching and assisting students in achieving a higher level of skill proficiency.

There are four skills to grasp: speaking, reading, listening, and writing. Reading is seen as the most important of the four aptitudes (Syakur et al., 2020). Reading ability is critical because it is a natural ability that students must master to participate in all aspects of the training and learning process.

Reading is one of the important aspects of education. Reading is the activity of acquiring that means from written symbols in a text. Reading are vital components of the educational process, especially at the tertiary level (Castles et al., 2018). Demonstrates how important reading is in the educational process. Reading allows one to obtain information, extend their horizons, and gain knowledge on a variety of subjects. Additionally, reading helps to develop critical thinking, strengthen communication abilities, and expand vocabulary and linguistic expertise.

Teaching reading to EFL (English as a Foreign Language) students is an important aspect of language learning, as it helps students develop their language skills and comprehension abilities (Indrayadi, 2021). When students learn to read in a foreign language, they engage in deeper language processing and expand their understanding of grammar, vocabulary and sentence structure. The reading process not only aids students in enhancing their comprehension

of texts composed in the target language, such as articles, books, and instructional materials, but it also plays a pivotal role in fostering their self-directed learning capabilities.

Student self-directed learning is characterized by learners' capacity to autonomously structure and manage their learning journey, free from the necessity of constant guidance or oversight from educators or parents (Jimoyiannis & Tsiotakis, 2016). It follows that students with a strong inclination toward learning independently generally exhibit superior academic accomplishments and are better equipped to confront life's various challenges. In this context, the act of reading seamlessly intertwines with the development of self-directed learning skills, establishing a mutually reinforcing relationship between these two essential facets of education.

Moreover, Self-directed learning emerges as a dynamic educational methodology wherein students take charge of their learning process. This involves individuals independently identifying their learning requirements, defining learning objectives, sourcing learning materials and resources, selecting appropriate learning techniques, and assessing the outcomes of their learning endeavors. As articulated by Tekkol & Demirel (2018), this signifies a proactive approach wherein learners conscientiously pinpoint their educational needs and meticulously establish targeted learning aims. Together, these two concepts intertwine to illuminate the potential of blended learning to foster self-directed learning, thereby cultivating students who are not only receptive learners but also proactive architects of their education.

Furthermore, Self-Directed Learning is a phrase often used in higher education theory about adult learning (Garrison, D., 2018). It is a process where individuals take primary charge of planning, continuing, and evaluating their learning experiences, which students must cultivate to be successful in their academic and professional lives.

Likewise, Self-Directed Learning (SDL) is the psychological process through which students purposefully lead themselves to learn new information and comprehend how to solve issues (Geng et al., 2019) this means students do

not just passively receive knowledge, but they actively take part in directing and leading their learning process.

Also, self-directed learning is an educational approach that emphasizes personal autonomy and self-motivation in the pursuit of knowledge (Nasri et al., 2020). When individuals are encouraged to take the initiative in selecting learning topics that are relevant to them, Personal autonomy and self-motivation are key drivers in SDL, where individuals maintain independence and a desire to learn.

### Aspects and Measurement of Self-Directed Learning

Aspects of self-directed learning based on theory of (Williamson, 2007) states that there are 5 aspects of SDL such as:

- a. Awareness: Awareness in self-directed learning refers to students' understanding and recognition of their own learning needs, preferences, and progress. It involves being conscious of one's strengths, weaknesses, and areas for improvement.
- b. Learning Strategies: Learning strategies are the specific techniques and approaches students employ to facilitate their self-directed learning.
- c. Learning Activities: Learning activities are the tasks, projects, or exercises that students engage in as part of their self-directed learning.
- d. Evaluation: Evaluation in self-directed learning involves students' assessment of their own learning progress, outcomes, and achievements.
- e. Interpersonal Skills: Interpersonal skills refer to students' ability to interact, collaborate, and communicate effectively with others in self-directed learning environments.

From the theory of self-directed learning, as proposed by Williamson, identifies five key aspects of SDL. To measure students' self-directed learning, various tools and techniques can be employed. By considering these aspects and employing appropriate measurement methods, educators can support and enhance students' self-directed learning journeys.

Based on the information above, the researcher concludes that the symbiotic

relationship between blended learning, self-directed learning, and reading underpins the evolution of education in the 21st century. The fusion of technology with traditional teaching approaches enhances students' autonomy, knowledge acquisition, and critical thinking abilities, all essential components for thriving in today's rapidly changing world.

### METHODS

This study employed a descriptive method with a quantitative approach to measure self-directed learning among English education students in the reading subject. It utilized descriptive statistics to systematically and accurately depicted collected data and drew conclusions applicable to the broader population (Sugiyono, 2010). The research focused on students' self-directed learning in English

language education, employing a quantitative approach due to the numerical nature of the data. The population included all 55 students in the 2022 English education class at Universitas PGRI Sumatera Barat. The sample in this study was the entire population of 55 students, with purposive sampling employed as the sampling technique.

The study's objective was to measure self-directed learning among these students using a questionnaire based on Williamson's theory. The questionnaire, consisting of 25 items categorizing aspects like awareness, learning strategies, learning activities, evaluation, and interpersonal skills, was distributed via Google Forms. Data analysis comprised three stages: preparation, tabulation, and implementation using SPSS 22 for processing. The self-directed learning scores were determined through descriptive analysis, involving a formula ( $p=f/n \times 100$ ) to gauge independence.

In summary, this research measured self-directed learning using blended learning on reading subjects in higher education, specifically in the class of 2022 at Universitas PGRI Sumatera Barat.

### RESULTS AND DISCUSSION

As a result of this thesis, the researchers finds answers to the research question. The researcher's questions have been answered using

a questionare as instrumentation in this study. Used to measured self-directed learning using blended learning on reading subject in higher education. The researcher's question was "What are the types of speaking tasks in the English Textbook "How is the students' self-directed learning using blended learning on reading subjects in higher education?"

**Table 1 Result Descriptive Statistics**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Awareness	55	9	20	873	15.87	2.951
Learning_Strategies	55	4	20	856	15.56	3.048
Learning_Activities	55	8	25	1023	18.60	3.624
Evaluation	55	8	25	1047	19.04	3.722
Inter_Personal_Skill	55	10	25	1042	18.95	3.240
Valid N (listwise)	55					

Based data above, From the data collected from 55 respondents, it was found that students showed a fairly good level of "awareness" of the self-directed learning approach, with a mean score of 15.87 and a standard deviation of 2.951. In addition, they also showed strong learning strategy skills, with a mean of 15.56 and a standard deviation of 3.048 in "Learning Strategies". In terms of "learning activities, the mean score of 18.60 and standard deviation of 3.624 indicated a good level of engagement in learning activities. Furthermore, students showed positive acceptance of the "evaluation" aspect of learning, with a mean score of 19.04 and a standard deviation of 3.722. On the interpersonal side, their "interpersonal skill" was also reflected quite well, with a mean of 18.95 and a standard deviation of 3.240. These findings provide valuable insights into measuring students' self-directed learning.

**Table 2 Questionnaire answer**

Self-Directed Learning			
Indicator	Score	Max.Score	%P
Awareness	1087	1375	79
Learning Strategies	1062	1375	77
Learning Activities	1023	1375	74
Evaluation	1047	1375	76

Interpersonal Skill	1042	1375	76
Jumlah			382
Hasil			76%

Based table above, In the context of answering the research question, "How is student self-directed learning using blended learning in reading subjects in higher education?" The result of students response to the questionnaire it was resided in strong criteria with a percentage of 76%, provides a significant finding. Based on the formula  $p=f/n \times 100$ , this finding reflects that about 76.% of the max score (n) described score of independence (f) in organizing learning through the blended learning approach.

The result of students' responses to the questionnaire was a percentage of 76%. This result indicates that in a higher education environment, students have solid capabilities for directing their learning through the blended learning approach, which combines online and face-to-face learning methods. This high level of independence includes their ability to select relevant learning resources, organize their learning schedule efficiently, and develop a deep understanding of the reading materials.

Within this framework, the finding of 76.5% makes a valuable contribution to educational practitioners. It confirms the effectiveness of the blended learning approach in promoting student independence. This "high" level reflects that students can combine the flexibility of online learning with discipline and responsibility in managing their learning.

Overall, the findings provide a positive picture of students' ability to direct independent learning through a blended learning approach in reading subjects in higher education. This may inspire educational institutions to continue to support and strengthen students' independence through the development of learning approaches that support effective online and face-to-face interactions.

## CONCLUSIONS

This study aims to determine the self-directed learning of students in reading subjects in class 2022 students. This research was conducted at the Department of English

Education, PGRI University, West Sumatra. Respondents involved in this study were students of the 2022 English language education class as many as 55 students. The instruments used to collect data were questionnaires. After the data was collected, the researchers analyzed it using the SPSS 22 program and manual.

The results of questionnaire tabulation that have characteristics of being able to recognize their learning needs, create learning plans, and be able to carry those plans out independently can demonstrate the degree of self-directed learning. Independent learning in English involves students recognizing their learning needs, creating learning plans, and carrying those plans out independently. Self-directed learning (SDL) is a crucial aspect of learning, as it involves students using various techniques to achieve learning objectives. Mastering these strategies helps students analyze and solve problems in both academic and non-academic environments, ultimately leading to success in learning English even from home. By engaging in activities that raise awareness of the importance of learning and utilizing effective learning methods, students can achieve their learning objectives and become autonomous learners in the 21st century.

Referring to the findings in the previous chapter, the researcher can draw the following conclusions, using a predetermined interval score and the data that has been obtained, it can be concluded that there are many students of class 2022 in reading subjects in higher education especially at PGRI Sumatra Barat have a level of "high".

## SUGGESTIONS

Based on the finding of the results the researcher proposal several suggestion for students. First researchers suggest that teachers should encourage students to engage in independent learning at home, as it can promote active learning, empower students to create their learning schedules autonomously, and has the potential to enhance both their comprehension and grades. Second researchers suggest that students engage in independent study at home. Through self-study, students can enhance their knowledge and become more proactive in

enhancing their skills. Additionally, they should also include extra self-study to further enhance their learning goals. Third researchers suggest future researchers review more sources and references related to self-directed learning so that the results of the study can be better and more complete than previous studies. They should conduct research using other independent variables that can be related to learning methods. related to self-directed learning.

## REFERENCES

- Anis Chaeruman, U., Wibawa, B., & Syahrial, Z. (2018). Determining the Appropriate Blend of Blended Learning: A Formative Research in the Context of Spada-Indonesia. *American Journal of Educational Research*, 6(3), 188–195. <https://doi.org/10.12691/education-6-3-5>
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest*, 19(1), 5–51. <https://doi.org/10.1177/1529100618772271>
- Erdem, C., Bağcı, H., & Koçyiğit, M. (2019). 21st Century Skills and Education. *Researchgate, September*, 1–33.
- Garrison, D., R. (2018). Factors related to college students' self-directed learning with technology. *Australasian Journal of Educational Technology*, 34(4), 29–43.
- Geng, S., Law, K. M. Y., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*, 16(1). <https://doi.org/10.1186/s41239-019-0147-0>
- Indrayadi, T. (2021). Indonesian EFL Learners' Reading Motivation. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 335. <https://doi.org/10.21093/ijeltal.v5i2.745>
- Jimoyiannis, A., & Tsiotakis, P. (2016). Self-directed learning in e-portfolios: Design issues and investigation of students' performance. *Lecture Notes of the Institute for Computer Sciences, Social-Informatics and Telecommunications Engineering*,

- LNICST*, 160(June 2016), 126–134.  
[https://doi.org/10.1007/978-3-319-28883-3\\_16](https://doi.org/10.1007/978-3-319-28883-3_16)
- Kholifah, N., Sudira, P., Rachmadtullah, R., Nurtanto, M., & Suyitno, S. (2020). The Effectiveness of Using Blended Learning Models Against Vocational Education Student Learning Motivation. *International Journal of Advanced Trends in Computer Science and Engineering*, 9(5), 7964–7968. <https://doi.org/10.30534/ijatcse/2020/151952020>
- Pramesti, D., & Kusuma, A. I. (2021). Design of Telegram Assisted E-Work Team Based Blended Learning in Entrepreneur Learning. *Proceedings of the 5th Progressive and Fun Education International Conference (PFEIC 2020)*, 479(Pfeic), 41–47. <https://doi.org/10.2991/assehr.k.201015.008>
- Rasmitadila, Widyasari, Humaira, M. A., Tambunan, A. R. S., Rachmadtullah, R., & Samsudin, A. (2020). Using blended learning approach (BLA) in inclusive education course: A study investigating teacher students' perception. *International Journal of Emerging Technologies in Learning*, 15(2), 72–85. <https://doi.org/10.3991/ijet.v15i02.9285>
- Syakur, A., Fanani, Z., & Ahmadi, R. (2020). The Effectiveness of Reading English Learning Process Based on Blended Learning through “Absyak” Website Media in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 763–772. <https://doi.org/10.33258/birle.v3i2.927>
- Tekkol, I. A., & Demirel, M. (2018). An investigation of self-directed learning skills of undergraduate students. *Frontiers in Psychology*, 9(NOV), 1–14. <https://doi.org/10.3389/fpsyg.2018.02324>
- Nasri, N. M., Halim, L., Asyraf, M., & Talib, A. (2020). *How to cite this article: Mohamad Nasri, N., Halim, L., & Abd Talib, M. A. (2020). Self-directed learning curriculum: Students' perspectives of university learning experiences. 17(2), 227–251.*
- Williamson, S. N. (2007). *Development of a self-rating scale of self-directed learning. 1975, 66–83.*