

**LAPORAN AKHIR
PENGABDIAN KEPADA MASYARAKAT**



**AUTONOMOUS LEARNING CAPACITY OF UNIVERSITY STUDENTS DURING THE
COVID 19 PANDEMIC**

TIM PENGUSUL

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
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during The Covid 19 Pandemic
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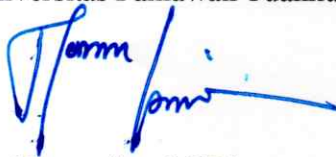
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Abstract

The widespread of Covid 19 outbreak interrupt human activity. People have to break the activities, have to strategized, have to think about to make them survive. People are required to be dynamic. The activities have to be adapted with the situation. It reaches all sectors in life. One of the sectors is education. Teaching and learning process have to be conducted online. Teachers and students have to use technology to deliver teaching and learning process. The existence of technology brings its positive and negative effect. The significance effects the opportunity for the students to be autonomous learner. However, being autonomous learner is not about doing learning independently. The research aims to describe the students' learning capacity. A descriptive quantitative research was conducted with 269 students as the research sample. The questionnaire with four Likert scale was distributed to the sample with five indicators. The findings of the research are as follows: 1). The students agreed that they understand the learning objectives designed by the lecturers. The students could formulate their own learning objectives. In addition, several learning activities designed are prepared to help them to reach the learning objective. 2). They agreed that they have to formulate personal study plan. The students adjusted the study plan by considering personal needs, including the time schedule as detail as possible. 3). They agreed that they used effective learning strategy. The students claimed that they are acknowledged with learning strategy and implement it in the routine learning process intentionally. 4). They agreed that monitoring and evaluation have to be implemented to ensure the process. The students reported that several changes were adapted in term of learning strategy if it is necessary as well as consider personal capability. 5). They agreed that monitoring and evaluation of the whole learning process is necessary. It is reported that by having monitoring and evaluation, the students could identify affective factors that might contribute to the learning process and personal things involved. However, the emergence of technology could be considered as a positive thing.

Keywords: Online Learning, Autonomous Learner, Coronavirus Pandemic, COVID-19

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Over the years, Indonesian students were educated in traditional classroom, face to face learning method. The teaching and learning process are delivered in the classroom at one time. Generally, the learning process involves two-ways interactions, student to student and student to teacher. However, the interaction between student and learning content is the most significant. The learning process keep running even the other first two interactions are not existing. Deep learning will occur even if the other two interactions are significantly reduced or minimized (Meulenbroeks, 2020).

Learning methodology is developed rapidly. Some scholars work for identifying, designing, and developing methodology by considering the future needs, students as well as teachers. The growth of technology becomes a hot issue considered bring input to the significant development of a methodology. Getting the mix of between traditional classroom and technology integration is commonly known as Blended learning.

(Meulenbroeks, 2020) states that blended learning incorporates technology-based practice and physical setting interaction if it is necessary. It allows teachers to integrate elements of face-to-face teaching with online learning methods (Berga et al., 2021). It offers flexibilities, especially for the students. The students allow to repeat or review the learning materials as needed, receive immediate feedback, facilitate longtime learning, and access the learning process individually.

Currently, the methodology is not even blended. Considering the global situation, where the spread of Covid 19 outbreaks is rapidly growth day by day, online learning is adapted as the methodology used in the current situation. It renders the learning situation significantly. The students and the teachers could not meet each other in face-to-face setting. Internet-based learning transition is the alternative process that could be adjusted by the educators nowadays.

Overall, the transition is effected from face-to-face standard learning and tutorial based session to on campus supported by online technology (Ang et al., 2021). Critical thinking and higher-order learning educational experiences are the main requirements. In this case, students need to be able to assimilate the knowledge gained, construct meaning and confirm the understanding.

Besides, the implementation of online learning as learning alternative is considered as the best way for doing lifelong learning (Omar et al., 2012). The learning materials could be accessed publicly and unlimited. Furthermore, online learning could change the role of teacher who is dominantly control the learning process that is known as teacher-centered learning become students-centered learning. This is an opportunity to shape student's behavior to be actively engaged in the learning.

Its positive impact stimulates the growth of online learning platform that ready to serve students' need that even could be accessed by people in all over the world. It is assumed that learning is unstoppable process. By having online learning, people from various of ages, different cultures, various countries could learn together as long as needed by themselves.

Further, it leads to the emergence of learning autonomy. Learner autonomy becomes the fundamental concept of education in today's online learning (Yagcioglu, 2015). The students could not reach the learning outcome if they are not aware with their responsibilities. Students who are not considered with their responsibility during class hours will easily demolish the enthusiasm and transfer negative energy to other students who intend to learn.

In formal educational context, learner's autonomy entails planning, implementing, monitoring, and evaluating learning (Karababa et al., 2010). Trebby cites in (Najeeb, 2013) argues that taking charge is one's own learning is a prerequisite of learning. The learning will be difficult to be implemented without the learner actually taking charge. However, learner autonomy is double process; the students have to learn the material and the students have to learn how to learn. It involves personal enthusiastic to take a responsibility in learning unless the learning outcome will not be successful.

The notion of learner autonomy in online learning is significantly contribute to the students' successful in the learning. Considering its role for students, it opens up the possibility to explore do a research for university students during Covid-19 period. It is expected that the university students have to have learning autonomy capacity to identify the effectiveness of the learning process implemented.

B. Formulation of the Research

Owing the significances of learner autonomy in online learning is considered as the appropriate things to get the evaluation of the learning. The capacity of autonomy learning for university students is needed to get explore since the university students is prepared to be independence learner. To achieve the aim of the research, several questions are formulated as follows:

How do university students experience the learning environment during online learning?

C. Purposes of the Research

Dealing with the formulation of the research above, the purpose of the research is as follows:

1. To describe way of university students in identifying the learning capacity.
2. To describe the way of university students in implementing online learning.
3. To describe the way of university students in monitoring online learning.
4. To describe the way of university students in evaluating online learning.

D. Significances of the Research

The finding of the research is expected to give contribution to the students as well as the teachers theoretically and practically:

1. Theoretically, the finding of the research is expected to give theoretical contribution especially in relation to the factors contribute to online learning.
2. Practically, the finding of the research is expected to increase the awareness of learner autonomy to help the students to learn successfully in learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Nature of Autonomy

Autonomy is a capacity – for identify, criticize, implement, decide, and evaluate (Karababa et al., 2010). In addition, Little cites in (Haddad, 2016) proposes vital features of autonomy as follows:

- a. Students should take responsibility for their own learning;
- b. Taking responsibility' involves learners in taking ownership (partial or total) of many processes which have traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods and evaluating progress;
- c. fixing the objectives;
- d. defining the content and progressions;
- e. selecting the methods and techniques to be used.

(Shams, 2013) defines autonomy as autonomy is defined as the ability to take responsibility for one's learning. In other words, it is the means by which learners transcend the limits of their immediate learning environment.

2. Nature of Autonomy Learning

Holec cites in (Najeeb, 2013) sees autonomous learning as a double process. On the one hand, it entails learning the foreign language; on the other, learning how to learn. can freely apply their knowledge and skills outside the immediate context of learning. Thus, autonomous learning extends beyond a school context: it is a life-long process of constantly developing awareness. Holec adds (Najeeb, 2013) theorize that autonomous learners can be seen as those who are able to reflect on their own learning through knowledge about learning and who are willing to learn in collaboration with others. The three basic pedagogical principles which underlines autonomy in language learning is learner involvement (engaging learners to share responsibility for the learning process), learner reflection (helping learners to think critically when

they plan, monitor and evaluate their learning) and appropriate use of target language (using the target language as the principal medium of language learning) (Najeeb, 2013).

Holec cites in (Karababa et al., 2010) autonomy is:

- a. Synonymous with the student working independently of the teacher. The independent (autonomous) student can use the teaching materials presented to him/her wherever and whenever she or he desires without the need for the presence of the teacher.
- b. Not the student complying with the educational program presented to him/her and not being contented with the things that are presented to him/her but also the learner making decisions about his/her learning and the student actively participating in and contributing to the educational programme s/he is a part of.
- c. Possessed by the student. Autonomous learning is not a notion describing how learning is achieved but it is rather a characteristic of the individual. Learner autonomy means taking responsibility for someone's own learning, which signifies that the learners study on their own in a very effective way (Lazăr, 2013).

3. Online Learning

B. Review of Related Findings

Autonomy learning have become a tremendous trend in learning system currently. A number of research have been conducted on this topic. Several relevant researches are presented as follows:

1. A research conducted by.....
2. A research conducted by ...
3. A research conducted by ...

These researches are similar in However, the previous research and the present research differs on

C. Conceptual Framework

Currently, learning process could not run through face-to-face meeting. The learning activities have to be conducted through online medium. Dramatically, it changes the learning system for the students themselves. Some parts of learning are necessary to be reformulated. Therefore, being an autonomous learner is important. The students themselves who were responsible for running and controlling their learning. For that reason, the students' readiness on autonomy learning capacity is necessary to be conducted. The following figure describes the conceptual framework of the research.

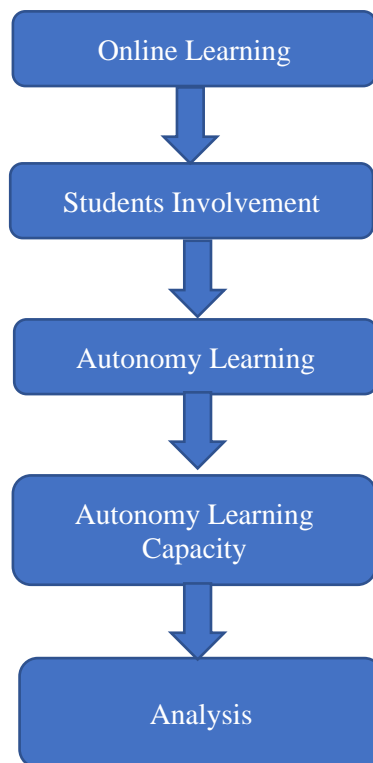


Figure 2.1
Conceptual Framework

CHAPTER III RESEARCH METHOD

A. Research Design

This is a quantitative research with survey method used. Quantitative research is the process of collecting and analyzing numerical data. It uses statistical analysis to analyze the data. It is a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses pertaining to phenomena.

B. Participants

The participants are the students from 5 undergraduate study programs in Education faculty, namely Elementary School Teacher and Education department, Early Childhood Teacher department, Mathematics Education Department, English Language Education department, and Physical and Sport Science department. The number of participants are 269 students.

C. Instruments

To get the data of the research, the questionnaire is employed. The questionnaire was validated by the experts on its content and the language used as well. There are 26 statements. The statements are divided into several indicators as stated in theoretical part. The questionnaire is used to get description about the data. The questionnaire is attached in the appendix.

D. Location of the Research

The research was carried out at Education faculty, Universitas Pahlawan Tuanku Tambusai. It is conducted at five study programs; 1). Bachelor of Elementary Teacher Education, 2). Bachelor of Childhood Teacher Education, 3). Bachelor of Mathematics Education, 4). Bachelor of English Language education, and 5). Bachelor of Physical Sport Education.

Education faculty located at Jl. Tuanku Tambusai No. 23, Bangkinang, Riau province.

E. Data Collection

Questionnaire

The data were collected through online questionnaire. To get the data, the researchers conducted several steps as follows:

- a. The researchers modify the questionnaire based on the need of the research.
- b. The researchers validated the questionnaire to the experts on the content and language as well.
- c. The researchers transform the statement of the questionnaire to the online form. The researchers employed Google Form as medium of distribution.
- d. The researchers distribute the questionnaire to the students.
- e. The questionnaire was distributed to the 292 students.
- f. There are 269 questionnaires returned after distributed.

F. Data Analysis

The data of the research was analyzed quantitatively as follows:

1. The data were tabulated into the table based on its indicator.
2. The researchers calculate the total score and the average score as well.
3. The researchers found maximum and minimum score of the data among the data.
4. The researchers described the distribution of the data.

5. The researchers draw the general conclusion based on the data.

CHAPTER IV RESEARCH FUNDING AND TIME ALLOCATION

1. Budget Allocation

No	Uraian	Satuan	Volume	Besaran	Volume x Besaran
1	Honorarium				
	Koordinator Peneliti	OJ	6 bulan	25.000	420.000
	Pembantu Peneliti	OJH	2	25.000	600.000
Subtotal Honorarium					1.020.000
2	Bahan Penelitian				
	a. ATK				
	1) Kertas A 4	Rim	1	45.000	45.000
	2) Pena	Kotak	1	25.000	25.000
	b. Bahan Penelitian Habis Pakai				
	1). Penggandaan Proposal	1 Paket	3	150.000	450.000
	2). Jilid Proposal	2 Paket	2	35.000	70.000
Subtotal Bahan Penelitian					520.000
3	Pengumpulan Data				
	a. Transport	OK	3	150.000	450.000
	b. Biaya Konsumsi	OK	30	36.000	1.080.000
	c. Snack	OK	30	15.000	
Subtotal Pengumpulan Data					1.430.000
4	Pelaporan, Luaran Penelitian				
	a. Jilid Laporan	OK	3	50.000	150.000
Pelaporan, Luaran Penelitian					60.000
Total					

2. Time Allocation

No	Month	Activities
1	February	Conducting Pre-research activity.
2		Reading Literature Review
3	March	Formulating Questionnaire
4		Validating Questionnaire
5	April	Discussing Questionnaire
6		Distributing Questionnaire
7	May	Collecting Data
8		Reducing Data
9	June	Analyzing Data
10		Concluding Data
11	July	Reporting

BAB V

FINDINGS & DISCUSSION

A. Research Finding

The research aims to describe the students' learning autonomy capacity. The questionnaire was distributed to 269 students of Education Faculty, Universitas Pahlawan Tuanku Tambusai. The result of the questionnaire is reported in the table as follows.

1. Understanding Learning Objectives

Table 1.
Data Distribution on Indicator 1

NO	Respondent	Indicator 1				
		Understanding Learning Objectives				
		1	2	3	4	5
1.	MSR	4	3	3	2	3
2.	FY	4	4	4	4	4
3.	RA	4	4	4	4	4
4.	A	3	2	3	3	3
5.	RD	4	3	4	4	4
6.	ID	4	3	4	3	4
7.	RJ	4	4	4	4	4
8.	R	3	3	3	3	2
9.	LN	4	4	4	4	3
10.	FD	3	3	3	4	3
11.	E	4	3	3	3	4
12.	AZ	3	3	2	3	3
13.	SH	3	3	4	3	4
14.	EEP	3	3	3	3	3
15.	WF	4	3	3	3	3
16.	RR	4	4	4	4	4
17.	NP	4	3	3	4	3
18.	RT	3	3	3	4	3
19.	AS	3	3	3	4	3
20.	SRI	3	2	2	3	3
21.	AR	4	3	3	4	4
22.	BI	3	3	3	3	3
23.	WR	3	3	3	4	3
24.	SN	3	3	3	3	3
25.	SH	3	3	3	4	4
26.	FH	4	4	3	3	4
27.	AA	4	4	4	4	4
28.	RIO	3	3	2	3	3
29.	HZ	3	3	3	4	4
30.	N	3	3	3	3	3

31.	RMF	4	4	4	4	4
32.	YIP	3	3	3	4	3
33.	A	4	3	3	4	3
34.	N	4	4	4	3	4
35.	JP	3	3	3	4	3
36.	AK	4	3	3	3	3
37.	RRL	3	3	2	3	4
38.	ARI	3	3	4	4	4
39.	MJ	4	3	3	4	4
40.	DE	3	4	3	4	4
41.	PUK	3	3	3	4	4
42.	NT	3	3	3	3	4
43.	A	4	3	3	4	4
44.	D	4	3	3	4	3
45.	NA	4	3	3	4	3
46.	AH	4	3	3	4	3
47.	RN	4	3	3	3	4
48.	AC	4	4	4	4	4
49.	DN	4	3	3	3	3
50.	FH	3	3	3	4	3
51.	LKZ	3	3	3	4	3
52.	MSA	3	3	3	3	3
53.	BG	3	3	3	3	3
54.	HMA	3	3	3	3	3
55.	ES	3	3	3	3	3
56.	FJ	4	3	3	4	4
57.	BA	3	3	3	3	3
58.	VD	3	3	3	3	3
59.	AR	3	4	3	4	3
60.	PA	4	4	3	4	4
61.	SA	4	3	3	3	3
62.	AV	4	4	4	4	4
63.	NR	4	3	4	4	4
64.	MN	3	3	3	3	3
65.	AH	3	4	3	4	4
66.	VRF	4	3	3	4	3
67.	SL	4	3	3	3	4
68.	RS	4	3	3	4	3
69.	AR	3	3	3	3	2
70.	VF	4	4	4	4	4
71.	IA	3	3	4	4	4
72.	AR	3	3	3	3	4
73.	FM	4	3	3	3	4
74.	WM	3	3	3	4	4
75.	FE	3	3	3	4	3
76.	UP	3	3	3	3	4

77.	NH	3	3	3	4	4
78.	K	3	3	3	4	3
79.	SQ	3	2	2	3	3
80.	YS	3	3	2	2	3
81.	MD	3	3	3	3	3
82.	MDK	3	3	3	3	3
83.	RT	3	3	3	3	3
84.	SOFR	3	3	3	3	3
85.	TS	3	3	3	3	3
86.	DNU	4	3	3	4	3
87.	Y	3	4	3	3	2
88.	LW	4	3	3	4	3
89.	A	4	3	3	4	3
90.	ST	3	3	3	4	3
91.	MR	4	3	3	4	2
92.	SM	3	4	3	3	3
93.	HDR	3	3	3	3	3
94.	SA	3	4	4	4	4
95.	HS	3	3	3	3	4
96.	NA	3	3	3	3	3
97.	L	3	3	3	3	3
98.	RT	4	3	3	3	4
99.	SPV	3	3	3	3	3
100.	NN	4	2	2	3	3
101.	DW	4	4	4	4	4
102.	ROSI	3	3	3	3	3
103.	D	4	4	4	4	4
104.	ALK	4	3	4	3	3
105.	EY	4	3	3	3	4
106.	YM	3	3	3	3	3
107.	A	4	3	3	4	3
108.	EVA	3	3	3	3	3
109.	EA	3	3	3	4	2
110.	SDA	4	4	3	4	3
111.	NZ	3	1	3	3	3
112.	MH	3	3	4	4	3
113.	HDR	3	3	3	3	3
114.	NA	3	2	2	3	3
115.	AD	3	3	3	3	3
116.	AG	3	3	3	3	3
117.	YM	3	3	3	3	3
118.	KF	3	3	3	3	3
119.	HF	3	2	2	3	3
120.	NF	3	3	3	3	3
121.	MM	3	2	2	3	3
122.	AS	3	3	3	3	3

123.	YA	3	3	3	3	3
124.	VI	3	3	3	3	2
125.	AH	4	3	3	4	3
126.	YF	3	3	3	3	3
127.	LL	4	3	3	4	3
128.	TAS	4	4	4	4	4
129.	SAS	3	2	3	4	3
130.	S	4	3	3	3	3
131.	MS	4	4	4	4	4
132.	S	4	3	3	4	3
133.	N	4	3	3	4	3
134.	DDL	3	3	3	3	4
135.	HS	3	3	3	4	3
136.	R	3	3	4	3	3
137.	RYP	4	3	3	4	4
138.	AWP	4	4	4	4	4
139.	PL	3	3	3	4	3
140.	BG	4	3	3	4	4
141.	P	3	3	3	3	3
142.	A	4	4	4	4	4
143.	RF	3	3	3	3	3
144.	DKP	4	2	2	4	2
145.	P	4	3	3	4	3
146.	A R	4	4	4	4	3
147.	Y	3	3	3	4	3
148.	PR	4	3	3	4	4
149.	W	3	3	3	4	4
150.	RS	3	3	3	4	4
151.	V	3	2	2	3	2
152.	S	3	3	3	4	3
153.	EZ	3	3	3	3	3
154.	NU	4	3	4	3	4
155.	MFZ	3	3	3	4	3
156.	IN	4	4	3	4	4
157.	Z	3	3	3	3	3
158.	AI	4	3	3	4	3
159.	SUCI	4	4	4	4	4
160.	YOE	3	3	3	3	3
161.	IJ	4	3	3	3	3
162.	N	3	3	3	4	3
163.	S	3	3	3	3	3
164.	C	3	3	3	3	3
165.	SR	3	3	3	4	3
166.	RR	3	3	3	3	3
167.	NI	3	3	3	3	3
168.	MHA	3	4	3	3	3

169.	DR	3	3	3	4	3
170.	LS	3	3	3	3	3
171.	DL	3	4	3	3	4
172.	A	4	3	3	4	3
173.	L	3	3	3	3	3
174.	FM	4	3	3	4	4
175.	CA	3	3	3	3	3
176.	EA	3	3	3	3	3
177.	RBL	3	3	3	3	3
178.	RFA	4	3	3	3	3
179.	SS	3	3	4	4	4
180.	NR	3	3	3	3	3
181.	RD	4	3	4	4	4
182.	A	4	3	3	3	3
183.	R	3	3	3	3	3
184.	SA	4	3	3	4	3
185.	PH	4	4	4	4	4
186.	PIB	3	3	3	3	3
187.	CS	4	3	3	4	2
188.	ANA	3	3	3	3	3
189.	RNA	4	4	4	4	4
190.	PS	4	3	3	3	3
191.	D	3	3	3	3	3
192.	ND	4	3	3	4	2
193.	SN	3	3	3	3	3
194.	SAS	4	3	3	4	4
195.	N	3	3	3	3	3
196.	S	3	2	2	3	2
197.	IS	3	3	3	3	3
198.	FA	4	3	4	3	4
199.	TRYA	3	3	3	3	3
200.	ATW	3	3	3	4	3
201.	PAW	3	3	3	3	3
202.	N.A	3	2	2	4	2
203.	TR	3	3	3	4	3
204.	V	3	4	3	3	3
205.	S.C	3	3	3	3	3
206.	ARW	3	3	3	4	3
207.	A	4	3	3	3	4
208.	AN	3	3	3	3	3
209.	DR	3	3	3	4	3
210.	SR	4	4	3	4	4
211.	MA	4	4	4	4	4
212.	NH	3	3	3	4	4
213.	TIRA	3	3	3	3	3
214.	SDP	3	3	3	3	3

215.	AP	4	3	3	3	3
216.	SMR	4	4	4	4	3
217.	IW	4	3	3	4	3
218.	R	3	3	3	3	3
219.	DA	4	3	4	4	4
220.	NNP	3	3	3	3	4
221.	ST	3	3	3	3	3
222.	RS	4	4	4	4	4
223.	ERNI	3	3	3	3	3
224.	A	3	3	4	3	3
225.	FZ	4	3	3	4	3
226.	NRA	4	3	3	3	4
227.	LA	4	2	2	4	4
228.	MW	3	3	3	3	3
229.	RD	4	4	4	4	4
230.	Y	3	3	3	3	3
231.	D	4	3	3	3	3
232.	NRD	3	3	3	3	3
233.	MR	3	3	3	3	3
234.	AR	3	2	3	4	2
235.	WW	3	3	3	3	2
236.	MA	3	3	3	3	3
237.	N	3	3	3	4	3
238.	UA	3	3	3	4	3
239.	E	3	3	3	3	3
240.	PN	3	3	3	3	3
241.	AZ	3	3	3	4	3
242.	RF	4	3	3	4	3
243.	T	3	3	3	3	3
244.	H	3	3	3	4	3
245.	NN	4	4	4	4	4
246.	LR	3	3	3	3	3
247.	WA	4	4	4	4	4
248.	DIAN	3	4	4	4	3
249.	MA	3	3	3	3	4
250.	R	4	4	4	3	3
251.	SN	3	3	3	3	3
252.	A	4	3	3	4	4
253.	RBW	3	2	2	3	3
254.	MC	4	4	4	4	4
255.	H	3	3	3	3	3
256.	MJ	4	3	3	3	4
257.	RZ	4	4	4	4	4
258.	ID	3	3	3	2	4
259.	S J	4	3	3	3	3
260.	GA	3	3	3	3	3

261.	EQ	3	3	3	3	4
262.	PM	3	3	3	3	3
263.	SH	3	2	2	3	3
264.	NH	4	4	4	4	4
265.	IYS	3	3	3	4	4
266.	MAN	3	3	3	4	4
267.	ERSA	3	3	3	3	3
268.	D	3	3	3	4	3
269.	F	3	2	2	3	4
Average		3.36	3.08	3.11	3.43	3.26
Category		Agree	Agree	Agree	Agree	Agree

Table 1 describes about the students' ability in understanding and adjusting the teacher's course objective. It was reported from the questionnaire that the students know the reason of the teacher in designing the course objective. Therefore, the students able to adjust the course objective to be their personal course objective.

2. Preparing personal study plan.

Table 2
Data Distribution on Indicator 2

Respondent	Indicator 2				
	Preparing personal study plan.				
	6	7	8	9	10
MSR	1	1	2	3	4
FY	4	4	4	4	4
RA	4	4	4	3	4
A	3	3	3	3	2
RD	4	4	4	2	3
ID	3	4	4	2	4
RJ	4	4	4	4	4
R	3	3	3	2	3
LN	4	4	2	4	3
FD	4	4	4	4	4
E	3	3	3	3	3
AZ	3	4	4	3	3
SH	2	2	3	2	4
EEP	3	3	3	3	3
WF	3	3	3	3	3

RR	3	4	3	3	4
NP	3	3	3	3	4
RT	3	4	4	2	3
AS	3	3	3	3	3
SRI	3	3	2	2	3
AR	3	3	3	4	2
BI	3	3	3	3	
WR	3	3	3	3	3
SN	2	3	3	2	3
SH	3	4	4	3	3
FH	3	3	3	3	4
AA	4	4	4	4	4
RIO	3	3	3	2	3
HZ	4	4	3	3	3
N	3	3	3	3	3
RMF	4	4	4	3	4
YIP	4	3	4	3	3
A	4	3	4	4	3
N	3	4	4	4	3
JP	3	3	3	2	3
AK	3	3	3	3	3
RRL	3	4	3	2	4
ARI	3	3	3	3	3
MJ	4	4	4	4	3
DE	3	4	4	3	3
PUK	3	3	4	3	3
NT	3	3	3	3	3
A	3	4	4	2	4
D	3	4	3	3	3
NA	3	4	3	3	3
AH	3	3	3	3	3
RN	3	3	3	3	3
AC	4	4	4	3	4
DN	3	3	3	2	3
FH	3	3	3	3	3
LKZ	3	3	3	3	3
MSA	3	3	3	3	3
BG	3	3	3	3	3
HMA	3	3	3	3	3
ES	2	3	2	2	2
FJ	3	3	3	3	4
BA	3	3	3	2	3
VD	3	3	3	3	3
AR	3	3	3	3	3
PA	4	4	4	4	4
SA	3	3	3	3	3

AV	4	4	4	3	4
NR	4	4	4	3	3
MN	3	3	3	3	3
AH	4	4	4	4	4
VRF	2	3	3	2	4
SL	3	3	3	3	3
RS	3	4	3	3	3
AR	3	3	3	2	3
VF	3	4	3	3	4
IA	3	4	3	3	3
AR	3	3	3	3	3
FM	3	3	1	3	4
WM	3	3	3	3	3
FE	3	3	3	3	3
UP	2	3	3	2	3
NH	4	3	3	3	4
K	3	3	3	2	3
SQ	3	3	3	3	3
YS	2	3	3	2	3
MD	3	3	3	3	3
MDK	3	3	3	3	3
RT	2	3	3	3	3
SOFR	3	3	3	3	3
TS	3	3	3	3	3
DNU	3	3	3	3	3
Y	3	3	3	3	3
LW	3	3	3	3	3
A	3	3	3	3	3
ST	2	2	2	2	3
MR	4	4	4	2	4
SM	2	3	1	3	3
HDR	3	3	2	2	3
SA	4	4	4	4	4
HS	3	3	3	3	3
NA	3	3	3	3	3
L	3	3	3	3	3
RT	3	3	3	3	4
SPV	3	3	3	3	3
NN	2	3	3	3	2
DW	4	4	4	3	4
ROSI	3	3	3	3	3
D	4	4	4	3	4
ALK	2	3	4	3	3
EY	3	3	3	3	3
YM	3	3	2	3	3
A	3	3	2	3	3

EVA	3	4	3	3	3
EA	3	3	2	3	3
SDA	4	4	4	3	3
NZ	3	3	3	3	3
MH	3	4	4	3	3
HDR	3	3	3	2	3
NA	3	3	3	3	3
AD	3	3	3	3	3
AG	3	3	3	3	3
YM	3	3	3	3	3
KF	3	3	3	3	3
HF	3	3	3	3	3
NF	3	3	3	3	3
MM	3	3	3	3	3
AS	3	3	3	3	3
YA	3	3	3	3	3
VI	3	3	3	3	3
AH	3	3	3	3	3
YF	3	3	3	2	3
LL	3	4	2	3	3
TAS	4	3	4	4	4
SAS	3	3	3	3	3
S	2	3	2	2	2
MS	4	4	4	4	4
S	3	3	3	3	4
N	3	3	3	3	4
DDL	4	3	3	2	3
HS	3	3	2	4	3
R	3	3	3	3	3
RYP	4	4	3	3	4
AWP	4	4	4	4	4
PL	3	2	3	3	3
BG	4	4	4	3	3
P	3	3	3	3	3
A	3	3	3	3	4
RF	3	3	3	3	3
DKP	3	2	2	4	4
P	3	3	3	3	3
A R	3	4	4	3	4
Y	3	3	3	3	3
PR	3	3	3	2	3
W	3	4	3	3	4
RS	4	4	3	3	3
V	3	3	2	3	3
S	3	4	4	3	3
EZ	3	3	3	4	3

NU	3	3	3	3	4
MFZ	3	3	3	3	3
IN	3	3	2	3	3
Z	2	3	3	3	3
AI	3	3	3	3	3
SUCI	4	4	4	4	4
YOE	2	2	3	3	3
IJ	3	3	3	3	3
N	3	3	3	3	3
S	3	3	3	3	3
C	2	3	3	3	3
SR	3	3	3	2	3
RR	3	2	3	3	3
NI	3	3	3	3	3
MHA	3	4	2	3	3
DR	3	3	2	3	4
LS	3	3	3	3	3
DL	4	4	4	3	4
A	4	4	3	3	4
L	3	3	3	3	3
FM	3	3	3	3	3
CA	3	3	3	3	3
EA	3	2	3	3	3
RBL	3	3	3	3	3
RFA	3	3	3	3	2
SS	4	3	3	3	4
NR	3	3	3	3	3
RD	4	4	4	3	4
A	3	3	3	3	3
R	3	3	3	3	3
SA	3	3	3	3	4
PH	4	4	4	4	4
PIB	3	3	3	2	3
CS	3	3	3	2	3
ANA	3	3	3	3	3
RNA	4	4	4	4	4
PS	3	3	3	3	3
D	3	3	1	3	3
ND	2	3	1	2	4
SN	3	3	2	3	3
SAS	3	4	4	4	2
N	3	3	3	2	3
S	2	2	3	2	2
IS	3	2	3	3	3
FA	3	4	4	3	4
TRYA	3	3	3	3	3

ATW	3	3	3	3	3
PAW	3	3	3	3	3
N.A	3	2	3	2	4
TR	3	3	3	3	3
V	4	4	3	3	2
S.C	3	3	3	3	3
ARW	3	3	3	2	3
A	4	3	3	3	3
AN	3	3	3	3	3
DR	3	3	2	2	3
SR	3	3	3	3	3
MA	4	4	4	4	4
NH	3	4	3	2	3
TIRA	3	3	3	3	3
SDP	3	3	3	3	3
AP	3	3	3	3	3
SMR	4	3	3	3	4
IW	3	3	3	3	3
R	3	3	2	3	3
DA	4	4	4	3	3
NNP	4	3	3	2	3
ST	3	3	3	2	3
RS	3	4	4	3	3
ERNI	3	3	3	3	3
A	3	3	3	3	3
FZ	4	3	3	3	3
NRA	3	4	4	3	4
LA	3	3	3	2	4
MW	3	3	3	3	3
RD	4	4	4	4	4
Y	2	3	3	4	3
D	3	3	3	2	2
NRD	3	3	3	3	3
MR	3	3	2	3	3
AR	2	3	3	3	3
WW	3	3	3	3	3
MA	3	3	3	3	3
N	3	3	3	3	3
UA	4	4	3	4	3
E	3	2	3	3	3
PN	3	3	3	3	3
AZ	3	3	3	3	3
RF	3	3	3	3	4
T	3	3	3	3	3
H	3	3	3	4	3
NN	4	3	4	3	4

LR	3	3	3	2	3
WA	4	4	3	3	4
DIAN	4	4	3	3	3
MA	3	3	3	3	3
R	3	3	3	3	4
SN	4	2	3	2	2
A	3	3	3	2	3
RBW	2	3	3	3	3
MC	4	4	4	4	4
H	3	3	3	3	3
MJ	3	3	3	2	3
RZ	4	4	4	4	4
ID	3	3	4	2	3
S J	3	3	3	3	3
GA	3	3	3	3	3
EQ	3	4	3	2	4
PM	3	3	3	3	3
SH	3	2	2	3	3
NH	4	2	2	3	4
IYS	3	4	4	3	4
MAN	2	3	3	2	3
ERSA	3	3	3	2	3
D	3	3	3	2	3
F	3	3	3	4	3
Average	3.08	3.19	3.07	2.88	3.18
Category	Agree	Agree	Agree	Agree	Agree

Table 2 describes about the students' personal study plan. It was reported from the questionnaire that the students able to design their personal study plan. The students could design their schedule of learning, learning strategy based on their personal needs. The students even design their schedule of learning, excluded the official learning schedule.

3. Implementing Learning Strategy

Table 3
Data Distribution on Indicator 3

Respondent	Indicator 3		
	Implementing Learning Strategy		
	11	12	13
MSR	4	3	1
FY	4	4	4
RA	4	4	4
A	2	2	2
RD	3	3	3
ID	3	3	3
RJ	3	4	4
R	2	3	3
LN	3	4	3
FD	4	4	4
E	3	3	3
AZ	3	3	3
SH	2	3	3
EEP	3	3	3
WF	3	3	3
RR	4	4	4
NP	4	4	4
RT	4	3	3
AS	3	3	3
SRI	2	2	3
AR	4	3	4
BI	3	3	3
WR	3	3	3
SN	3	3	3
SH	3	3	3
FH	3	3	3
AA	4	4	4
RIO	3	3	3
HZ	3	3	2
N	3	3	3
RMF	4	4	4
YIP	3	3	3
A	3	3	3
N	4	4	4
JP	3	3	3
AK	3	3	3
RRL	3	3	3
ARI	4	3	3
MJ	3	3	4
DE	3	4	4
PUK	3	3	3
NT	4	4	3

A	4	4	4
D	3	3	3
NA	3	3	3
AH	3	3	3
RN	3	3	3
AC	4	4	4
DN	3	3	3
FH	3	3	3
LKZ	3	3	3
MSA	4	3	3
BG	3	3	3
HMA	3	3	3
ES	3	3	3
FJ	3	3	3
BA	3	3	3
VD	3	3	3
AR	3	3	4
PA	4	4	4
SA	3	3	3
AV	4	4	4
NR	4	4	3
MN	3	3	3
AH	4	4	3
VRF	3	3	3
SL	3	3	3
RS	3	4	3
AR	2	2	2
VF	3	4	4
IA	3	4	4
AR	3	3	3
FM	3	4	4
WM	3	3	3
FE	3	3	3
UP	3	3	3
NH	4	4	4
K	3	3	3
SQ	3	3	3
YS	3	3	3
MD	3	3	3
MDK	3	3	3
RT	3	3	3
SOFR	3	3	3
TS	3	3	3
DNU	3	2	2
Y	2	3	2
LW	3	3	3

A	3	3	3
ST	3	3	3
MR	4	4	4
SM	4	4	4
HDR	1	3	3
SA	3	4	4
HS	3	3	3
NA	3	3	3
L	3	3	3
RT	3	3	3
SPV	3	3	3
NN	3	2	3
DW	4	4	4
ROSI	3	3	3
D	4	4	4
ALK	4	4	3
EY	3	3	3
YM	3	3	3
A	2	2	3
EVA	3	3	3
EA	3	3	3
SDA	3	3	3
NZ	3	3	3
MH	3	3	4
HDR	3	3	3
NA	3	3	3
AD	3	3	3
AG	3	3	3
YM	3	3	3
KF	3	3	3
HF	2	3	3
NF	3	3	3
MM	2	3	3
AS	3	3	4
YA	3	3	3
VI	2	2	2
AH	3	3	3
YF	3	3	3
LL	3	3	3
TAS	4	4	4
SAS	3	3	3
S	3	3	3
MS	4	4	4
S	3	4	4
N	3	4	4
DDL	4	4	4

HS	3	2	2
R	3	3	3
RYP	3	4	4
AWP	4	4	4
PL	3	3	3
BG	3	3	3
P	3	3	3
A	4	3	4
RF	3	3	3
DKP	4	4	4
P	3	3	3
A R	3	3	2
Y	3	3	3
PR	3	4	4
W	3	3	3
RS	3	3	3
V	2	2	3
S	3	3	3
EZ	3	3	3
NU	3	3	4
MFZ	3	3	4
IN	3	3	3
Z	3	3	3
AI	3	3	3
SUCI	4	4	4
YOE	3	3	3
IJ	3	3	3
N	3	3	3
S	3	3	3
C	3	3	3
SR	2	3	3
RR	2	3	3
NI	3	3	3
MHA	3	3	3
DR	3	3	3
LS	3	3	3
DL	3	3	0
A	3	3	3
L	3	3	3
FM	3	2	2
CA	3	3	3
EA	3	3	3
RBL	3	3	3
RFA	3	3	3
SS	3	3	3
NR	3	3	2

RD	3	3	3
A	3	3	3
R	3	3	3
SA	3	3	3
PH	4	4	4
PIB	3	3	3
CS	3	3	3
ANA	3	3	3
RNA	4	4	4
PS	3	3	3
D	3	3	3
ND	3	3	3
SN	3	3	3
SAS	3	4	4
N	3	3	3
S	3	3	3
IS	3	3	3
FA	3	4	4
TRYA	3	3	3
ATW	3	3	3
PAW	3	3	3
N.A	3	3	3
TR	3	3	3
V	3	3	3
S.C	3	3	3
ARW	3	3	3
A	4	3	3
AN	3	3	3
DR	3	3	3
SR	3	3	3
MA	4	4	4
NH	3	3	3
TIRA	3	3	3
SDP	3	3	3
AP	2	3	3
SMR	3	3	3
IW	3	3	3
R	3	3	3
DA	3	3	3
NNP	3	3	2
ST	2	3	3
RS	3	3	3
ERNI	3	3	3
A	3	3	4
FZ	3	3	3
NRA	4	3	4

LA	3	4	4
MW	3	3	3
RD	4	4	4
Y	2	3	3
D	3	2	3
NRD	3	3	3
MR	3	3	3
AR	2	2	3
WW	3	3	3
MA	3	3	3
N	3	3	3
UA	3	3	3
E	3	3	3
PN	3	3	3
AZ	3	3	3
RF	3	3	3
T	3	3	3
H	3	3	3
NN	4	4	4
LR	3	3	3
WA	4	4	4
DIAN	3	3	3
MA	3	3	3
R	3	3	3
SN	3	3	2
A	3	3	3
RBW	3	3	3
MC	4	4	4
H	3	3	3
MJ	2	3	3
RZ	4	4	4
ID	3	3	2
S J	3	3	3
GA	3	3	3
EQ	3	3	3
PM	3	3	3
SH	3	3	3
NH	4	3	3
IYS	3	3	3
MAN	3	3	3
ERSA	3	2	3
D	2	3	3
F	3	3	3
Average	3.04	3.14	3.13
Category	Agree	Agree	Agree

Table 3 describes about implementation of the students' learning strategy.

It was reported from the questionnaire that the students implement learning strategy during their study, even for doing assignment or understanding learning material. The students could decide the appropriate strategy used to help them to reach the course objective.

4. Monitoring the Learning Strategy

Table 4
Data Distribution on Indicator 4

Respondent	Indicator 4				
	Monitoring the Learning Strategy				
	14	15	16	17	18
MSR	1	4	4	4	4
FY	4	4	4	4	4
RA	4	4	4	4	4
A	3	2	3	2	3
RD	3	3	3	3	3
ID	4	3	4	4	3
RJ	4	4	4	4	4
R	3	2	3	3	3
LN	3	3	3	3	2
FD	3	4	4	4	4
E	3	3	3	3	3
AZ	4	3	3	3	3
SH	3	4	3	3	4
EEP	3	3	3	3	3
WF	3	3	3	3	3
RR	4	4	4	4	4
NP	3	3	3	4	3
RT	4	4	4	3	4
AS	3	3	3	3	3
SRI	2	3	3	2	2
AR	3	3	3	3	4
BI	3	3	3	3	3
WR	3	3	3	4	4
SN	3	3	3	3	3
SH	4	4	4	3	4
FH	3	3	3	3	3
AA	4	4	4	4	4
RIO	3	3	3	2	3
HZ	2	3	3	3	3
N	3	3	3	2	3

RMF	3	4	4	4	4
YIP	3	3	4	4	4
A	3	3	3	3	3
N	4	3	4	4	3
JP	2	3	3	3	3
AK	3	3	3	3	3
RRL	2	3	3	2	3
ARI	2	3	3	3	3
MJ	3	4	4	4	4
DE	4	4	4	4	4
PUK	3	3	3	3	4
NT	3	3	4	3	4
A	3	4	4	4	4
D	3	3	3	4	3
NA	3	3	3	3	3
AH	3	3	3	3	3
RN	3	3	3	3	3
AC	4	4	4	4	4
DN	3	3	3	3	3
FH	3	3	3	3	3
LKZ	2	3	3	3	3
MSA	3	3	3	3	3
BG	3	3	3	3	3
HMA	3	3	3	3	3
ES	2	3	3	2	3
FJ	3	3	3	3	3
BA	3	3	3	3	3
VD	3	3	3	3	3
AR	3	3	4	4	4
PA	4	4	4	4	4
SA	3	3	3	3	3
AV	4	4	4	4	4
NR	4	3	3	3	4
MN	3	3	3	3	3
AH	4	4	4	4	4
VRF	3	3	3	3	3
SL	3	3	3	3	2
RS	3	3	4	3	3
AR	2	2	3	3	3
VF	3	3	4	4	3
IA	3	4	3	4	4
AR	3	3	3	3	3
FM	3	3	3	3	4
WM	3	3	3	3	3
FE	3	3	4	3	4
UP	3	3	3	3	3

NH	3	3	4	3	3
K	3	3	3	3	3
SQ	3	3	3	3	3
YS	3	2	2	3	2
MD	3	3	3	3	3
MDK	3	3	3	3	3
RT	3	4	3	3	3
SOFR	3	3	3	3	3
TS	3	3	3	3	3
DNU	3	3	3	3	3
Y	3	2	3	2	2
LW	3	3	3	3	3
A	3	3	3	3	3
ST	3	3	3	3	3
MR	3	3	3	3	3
SM	4	3	3	4	4
HDR	3	2	4	3	3
SA	3	3	4	4	3
HS	3	3	3	3	3
NA	3	3	3	3	3
L	3	3	3	3	3
RT	3	3	3	3	3
SPV	3	3	3	3	3
NN	3	3	3	3	3
DW	4	4	4	4	4
ROSI	3	3	3	3	3
D	4	4	3	4	4
ALK	3	3	3	4	4
EY	3	3	3	3	3
YM	2	3	3	3	3
A	2	0	2	2	3
EVA	3	3	2	3	3
EA	3	3	3	2	3
SDA	4	3	3	3	3
NZ	3	3	3	3	3
MH	3	3	4	3	3
HDR	2	3	3	3	3
NA	3	3	3	3	3
AD	3	3	3	3	3
AG	3	3	3	3	3
YM	3	3	3	3	3
KF	3	3	3	3	3
HF	2	3	4	2	2
NF	3	3	3	3	3
MM	3	3	3	2	3
AS	4	3	3	3	3

YA	3	3	3	3	3
VI	3	3	3	2	3
AH	3	3	3	3	3
YF	3	3	3	3	3
LL	3	3	4	3	4
TAS	4	4	4	4	4
SAS	3	3	3	3	3
S	2	2	3	3	3
MS	4	4	4	4	4
S	3	3	3	4	3
N	3	3	3	4	3
DDL	2	3	2	4	3
HS	3	3	4	3	3
R	3	3	3	4	3
RYP	4	4	4	4	4
AWP	4	4	4	4	4
PL	2	2	3	3	3
BG	4	4	4	4	4
P	3	3	3	3	3
A	3	3	4	3	4
RF	3	3	3	3	3
DKP	4	4	4	3	4
P	3	3	4	3	3
A R	2	2	4	4	4
Y	2	3	3	3	3
PR	3	3	3	3	3
W	4	4	3	2	4
RS	3	3	3	4	3
V	3	2	3	3	3
S	4	3	4	3	3
EZ	3	3	3	3	3
NU	3	4	3	4	4
MFZ	3	4	3	4	4
IN	4	3	4	4	3
Z	2	3	3	3	0
AI	4	4	4	3	4
SUCI	4	4	4	4	4
YOE	3	3	3	3	3
IJ	3	3	3	3	3
N	2	3	3	3	3
S	3	3	3	3	3
C	3	3	3	3	3
SR	3	3	3	3	3
RR	3	3	3	3	3
NI	3	3	3	3	3
MHA	3	3	3	4	3

DR	3	3	3	2	3
LS	3	3	3	3	3
DL	3	3	3	3	3
A	3	3	3	4	4
L	3	3	3	3	3
FM	2	3	3	3	3
CA	3	3	3	3	3
EA	3	3	3	3	3
RBL	3	3	3	3	3
RFA	2	3	3	3	3
SS	2	3	4	3	3
NR	3	3	3	3	3
RD	4	4	4	3	4
A	3	3	3	3	3
R	3	3	3	3	3
SA	3	3	3	3	3
PH	4	4	4	4	4
PIB	2	3	3	3	3
CS	2	3	3	3	3
ANA	3	3	3	3	3
RNA	4	4	4	4	4
PS	3	3	3	3	3
D	3	3	3	3	3
ND	2	3	3	2	2
SN	3	3	3	3	3
SAS	3	4	2	3	3
N	3	3	3	3	3
S	3	3	3	2	3
IS	3	3	3	3	3
FA	3	3	4	4	4
TRYA	3	3	3	3	3
ATW	4	3	4	3	3
PAW	3	3	3	3	3
N.A	4	3	2	3	4
TR	3	3	3	3	3
V	3	3	2	3	3
S.C	3	3	3	3	3
ARW	3	3	3	3	3
A	3	3	3	3	3
AN	3	3	3	3	3
DR	3	3	4	3	3
SR	4	3	4	4	4
MA	4	4	4	4	4
NH	3	3	3	3	3
TIRA	3	3	3	3	3
SDP	3	3	3	3	3

AP	3	3	3	3	3
SMR	3	4	3	3	3
IW	3	3	3	3	3
R	3	3	3	2	4
DA	3	3	4	3	3
NNP	3	3	4	4	4
ST	2	3	3	2	3
RS	4	4	4	3	4
ERNI	3	3	3	3	3
A	4	3	3	4	4
FZ	3	3	4	3	3
NRA	3	4	4	4	3
LA	2	3	3	4	3
MW	3	3	3	4	3
RD	4	4	4	4	4
Y	2	2	3	2	4
D	3	3	2	3	3
NRD	3	3	2	3	3
MR	2	3	3	3	2
AR	4	3	3	3	3
WW	3	3	3	3	3
MA	2	3	3	3	3
N	2	3	3	3	3
UA	4	3	4	3	3
E	3	3	3	3	3
PN	3	3	3	3	3
AZ	3	3	3	3	3
RF	3	3	3	3	3
T	3	3	3	3	3
H	3	3	3	3	3
NN	2	3	3	4	4
LR	3	3	3	3	3
WA	4	4	4	4	4
DIAN	3	3	3	3	3
MA	2	4	3	3	4
R	3	3	3	3	3
SN	3	4	4	3	4
A	2	3	3	3	2
RBW	4	3	3	3	0
MC	4	4	4	4	4
H	3	3	3	3	3
MJ	2	3	4	4	2
RZ	4	4	4	4	4
ID	3	3	3	3	3
S J	3	3	3	3	3
GA	3	3	3	3	3

EQ	3	3	3	2	4
PM	3	3	3	3	3
SH	3	3	3	3	2
NH	3	3	3	3	3
IYS	3	3	3	4	3
MAN	3	3	3	3	3
ERSA	2	2	3	3	3
D	4	3	3	3	4
F	3	3	4	3	4
Average	3.01	3.1	3.21	3.13	3.19
Category	Agree	Agree	Agree	Agree	Agree

Table 4 describes about monitoring students' learning strategy. It was reported from the questionnaire that during their learning, the students could decide the appropriate strategy to be used by them. The do self-evaluation to explore whether the learning strategy could help them in facilitating their learning. The students could change the learning strategy after finding out that the strategy is not appropriate for them.

5. Monitoring and Evaluating Learning Activities

Table 5
Data Distribution on Indicator 5

Respondent	Indicator 5							
	Monitoring the Learning Strategy							
	19	20	21	22	23	24	25	26
MSR	4	4	4	3	4	4	4	4
FY	4	4	4	4	4	4	4	4
RA	4	4	4	4	4	4	4	4
A	3	3	3	3	2	2	2	2
RD	3	3	3	3	3	3	4	3
ID	3	3	4	3	3	4	3	4
RJ	4	4	4	4	4	4	4	4
R	3	2	3	3	3	3	2	3
LN	4	3	4	4	3	4	4	4
FD	4	4	4	4	4	4	4	4
E	3	4	4	3	3	3	3	3
AZ	3	3	3	4	3	3	3	3
SH	2	3	3	3	3	3	3	3
EEP	3	3	3	3	3	3	3	3
WF	3	3	3	3	3	3	3	3

RR	3	3	4	4	4	4	4	4
NP	4	3	3	4	2	3	3	3
RT	3	2	4	4	4	4	4	3
AS	3	3	3	3	3	3	3	3
SRI	3	3	3	3	3	2	3	3
AR	3	2	4	3	3	4	4	4
BI	3	3	3	3	3	3	3	3
WR	3	3	3	4	3	3	3	3
SN	3	3	3	3	3	3	3	3
SH	3	3	3	3	4	4	4	4
FH	4	3	3	3	3	3	3	3
AA	4	4	4	4	4	4	4	4
RIO	2	2	3	2	2	3	3	3
HZ	3	3	3	3	3	2	4	3
N	3	3	3	3	3	3	3	3
RMF	4	4	4	4	4	4	4	4
YIP	3	3	3	4	3	3	3	4
A	3	3	3	3	3	3	3	3
N	3	4	4	4	4	3	4	4
JP	3	3	3	3	3	3	3	3
AK	3	3	3	3	3	3	3	3
RRL	3	3	4	4	4	4	4	3
ARI	3	3	3	4	2	3	4	4
MJ	3	4	4	4	4	4	4	4
DE	3	3	4	4	4	4	4	4
PUK	3	3	3	4	4	4	4	3
NT	4	3	4	4	4	3	4	4
A	4	4	3	4	4	3	3	4
D	4	3	3	3	3	3	3	3
NA	3	3	4	4	3	4	3	4
AH	3	3	4	4	3	3	3	4
RN	3	3	3	3	3	3	3	3
AC	4	4	4	4	4	4	4	4
DN	3	2	3	3	3	3	3	4
FH	3	3	3	3	3	3	4	3
LKZ	3	2	3	4	3	3	3	3
MSA	3	3	3	3	3	3	3	3
BG	3	3	3	3	3	3	3	3
HMA	3	3	3	3	3	3	3	3
ES	3	3	3	3	3	3	3	3
FJ	3	3	3	3	3	3	4	3
BA	3	3	3	3	3	3	3	3
VD	3	3	3	3	3	3	3	3
AR	3	3	4	4	3	3	3	3
PA	4	4	3	3	3	3	3	3
SA	3	3	3	3	3	3	3	3

AV	3	4	4	4	4	4	4	4
NR	4	4	3	4	4	4	4	4
MN	3	3	3	3	3	3	4	3
AH	4	3	3	3	3	4	4	4
VRF	4	3	3	4	4	4	4	4
SL	3	3	3	3	3	4	3	3
RS	3	3	3	3	4	3	4	3
AR	2	2	3	3	3	3	3	3
VF	4	4	4	4	4	4	4	4
IA	3	3	4	4	3	3	4	4
AR	3	3	3	3	3	3	3	3
FM	3	3	4	4	4	4	3	3
WM	3	3	3	3	3	3	3	3
FE	4	3	4	4	4	4	4	4
UP	3	3	3	3	3	3	3	3
NH	4	3	4	4	4	2	3	4
K	3	3	3	3	3	3	3	3
SQ	3	3	3	3	3	3	3	3
YS	3	3	3	3	3	2	3	3
MD	3	3	3	3	3	3	3	3
MDK	2	3	3	2	3	3	3	3
RT	3	3	3	3	3	3	3	3
SOFR	3	3	3	3	3	3	3	3
TS	3	3	3	3	3	3	3	3
DNU	3	3	3	3	3	3	3	3
Y	3	3	3	2	4	3	3	3
LW	3	3	3	3	3	3	3	3
A	3	3	4	4	4	3	3	3
ST	2	4	4	4	3	4	4	3
MR	3	3	3	3	4	4	4	4
SM	3	3	3	3	3	4	4	4
HDR	1	3	3	4	2	4	3	3
SA	4	4	4	3	3	4	4	4
HS	3	3	3	3	3	3	3	3
NA	3	3	3	3	3	3	3	3
L	3	3	3	3	3	3	3	3
RT	3	3	3	3	3	3	3	3
SPV	3	3	3	3	3	3	3	3
NN	4	2	3	4	3	2	2	0
DW	4	4	4	4	4	4	4	4
ROSI	3	3	3	3	3	3	3	3
D	4	4	4	4	4	4	4	4
ALK	2	3	4	4	4	3	3	3
EY	3	3	3	3	3	3	3	3
YM	3	3	3	3	3	3	3	3
A	3	3	3	3	3	4	3	3

EVA	3	2	3	2	2	3	2	3
EA	2	4	4	4	4	4	4	4
SDA	3	3	3	4	4	4	4	4
NZ	3	3	3	3	3	3	3	3
MH	4	3	4	4	3	3	0	4
HDR	3	3	3	3	3	3	3	3
NA	3	3	3	3	3	3	3	0
AD	3	3	3	3	3	3	3	3
AG	4	3	3	3	3	3	3	3
YM	2	3	3	3	3	3	3	3
KF	3	3	3	3	3	3	3	3
HF	3	2	3	3	2	3	3	3
NF	3	3	3	3	3	3	3	3
MM	2	2	3	4	4	3	3	2
AS	3	3	3	3	3	3	3	0
YA	0	3	3	3	3	3	3	3
VI	3	3	3	3	3	3	3	3
AH	3	3	3	3	4	3	3	3
YF	3	3	3	3	3	3	3	3
LL	3	3	4	4	4	4	4	4
TAS	4	4	4	4	4	4	4	4
SAS	2	3	4	4	3	3	4	3
S	3	2	3	3	3	3	3	3
MS	4	4	4	4	4	4	4	4
S	3	3	4	3	3	4	4	4
N	3	3	4	3	3	4	4	4
DDL	3	2	3	3	3	3	3	3
HS	4	3	4	3	4	3	4	3
R	3	3	3	3	3	3	3	3
RYP	4	4	4	4	4	4	4	4
AWP	4	4	4	4	4	4	4	4
PL	3	2	3	4	3	3	3	3
BG	4	4	4	4	4	4	4	4
P	3	3	3	3	3	3	3	3
A	2	3	4	4	4	4	4	4
RF	3	4	3	3	4	3	3	3
DKP	4	4	3	4	4	4	4	4
P	3	3	3	3	3	3	3	3
A R	3	3	2	3	3	3	3	4
Y	3	2	3	3	3	3	3	3
PR	4	3	3	3	3	4	3	4
W	2	2	4	4	4	4	4	4
RS	3	3	3	3	3	3	3	3
V	2	3	2	2	3	3	3	3
S	3	3	4	4	3	4	4	4
EZ	3	3	3	3	3	3	3	3

NU	4	4	3	4	4	4	4	4
MFZ	4	4	4	3	3	3	4	4
IN	3	3	3	3	4	4	4	4
Z	3	3	3	3	3	3	3	3
AI	3	3	0	4	3	4	3	3
SUCI	3	4	4	4	4	4	3	4
YOE	3	3	3	3	3	3	3	3
IJ	4	3	4	4	3	3	3	3
N	3	3	3	3	3	3	3	3
S	3	3	3	3	3	3	3	3
C	3	3	3	3	3	3	3	3
SR	3	2	3	3	3	3	3	3
RR	4	3	3	3	3	3	3	3
NI	3	3	3	3	3	3	3	3
MHA	3	3	4	4	4	4	3	4
DR	3	3	3	3	3	3	3	3
LS	3	3	3	3	3	3	3	3
DL	3	3	3	3	3	3	3	0
A	3	3	4	4	4	3	4	4
L	3	3	3	3	3	3	3	3
FM	3	3	3	3	4	3	3	3
CA	3	3	3	3	3	3	3	3
EA	3	3	3	3	3	3	3	3
RBL	3	3	3	3	3	3	3	3
RFA	3	3	3	3	3	3	3	3
SS	2	4	2	3	3	3	2	3
NR	3	3	3	4	3	3	3	3
RD	3	3	3	3	3	3	4	3
A	3	3	3	3	3	3	3	3
R	3	3	3	3	3	3	3	3
SA	3	3	3	4	3	3	3	3
PH	4	4	4	4	4	3	3	3
PIB	3	3	3	3	3	3	3	3
CS	2	3	3	3	2	3	3	3
ANA	3	3	3	4	2	3	3	3
RNA	4	4	4	4	4	4	4	4
PS	3	3	3	3	3	3	2	4
D	3	3	3	3	3	3	3	3
ND	3	3	3	3	3	4	4	3
SN	3	3	3	3	3	3	3	3
SAS	4	3	4	4	3	2	3	3
N	3	3	3	3	3	3	3	3
S	3	2	3	3	3	3	3	3
IS	3	3	3	3	3	4	3	4
FA	4	3	3	3	3	3	3	3
TRYA	3	3	3	3	3	3	3	3

ATW	3	3	3	4	3	3	4	3
PAW	3	3	3	3	3	3	3	3
N.A	3	3	4	2	2	3	3	4
TR	3	3	3	3	3	3	3	3
V	4	4	3	3	2	3	4	3
S.C	3	3	3	3	3	3	3	3
ARW	2	3	3	4	3	3	4	4
A	3	3	3	3	3	3	4	4
AN	3	3	3	3	3	3	3	3
DR	3	3	3	3	3	4	4	4
SR	4	4	4	4	4	4	4	4
MA	4	4	4	4	4	4	4	4
NH	2	3	3	3	3	3	3	3
TIRA	3	3	3	3	3	3	3	3
SDP	3	3	3	3	3	3	4	4
AP	3	3	3	3	3	3	3	3
SMR	4	3	3	3	3	3	3	3
IW	3	3	3	4	4	3	4	3
R	4	2	3	3	2	3	3	3
DA	3	3	3	4	4	4	4	3
NNP	3	4	4	3	3	4	3	3
ST	3	2	3	3	3	3	3	3
RS	3	3	3	4	4	4	4	3
ERNI	3	3	3	4	3	3	3	3
A	4	3	3	3	3	4	4	2
FZ	3	3	4	4	4	4	3	4
NRA	3	3	4	4	4	4	4	4
LA	4	3	4	4	4	4	4	3
MW	3	3	3	4	4	4	4	3
RD	4	4	4	4	4	4	4	4
Y	3	2	3	4	3	3	3	3
D	2	3	2	3	3	3	3	3
NRD	3	3	3	3	2	3	3	3
MR	3	3	3	3	3	3	3	3
AR	3	2	2	2	3	3	3	3
WW	2	2	3	3	3	3	3	3
MA	3	3	3	2	3	3	3	3
N	3	3	3	3	3	3	3	3
UA	3	3	4	4	4	4	4	4
E	3	2	3	3	3	3	3	3
PN	3	3	3	3	3	3	3	3
AZ	3	3	3	3	3	3	3	3
RF	3	3	3	3	3	4	4	4
T	3	3	3	3	3	3	3	3
H	4	3	3	3	4	3	3	3
NN	3	3	4	3	4	4	4	4

LR	3	3	3	3	3	3	3	3
WA	4	4	4	4	4	4	4	4
DIAN	3	3	3	3	3	3	3	3
MA	3	2	3	4	4	4	4	3
R	3	3	4	4	4	4	3	3
SN	3	3	3	3	3	4	4	3
A	4	3	4	4	4	4	3	4
RBW	3	3	3	0	3	3	3	3
MC	4	4	4	4	4	4	4	4
H	3	3	3	3	3	3	3	3
MJ	3	2	3	3	3	3	3	4
RZ	4	4	4	4	4	4	4	4
ID	3	3	3	3	3	3	2	3
S J	3	3	3	3	3	3	3	3
GA	3	3	3	3	3	2	3	3
EQ	3	3	3	4	4	4	4	4
PM	3	3	3	3	3	3	3	3
SH	3	2	2	3	3	2	3	3
NH	3	3	3	3	3	3	3	3
IYS	3	3	3	3	3	3	3	3
MAN	3	3	3	3	3	3	3	3
ERSA	3	3	3	3	3	3	3	3
D	3	3	3	4	3	3	3	3
F	4	3	3	3	3	3	3	4
Average	3.08	3.04	3.23	3.3	3.33	3.25	3.27	3.23
Category	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree

Table 5 describes about evaluating students' learning strategy. It was reported from the questionnaire that the students could aware on the technical or practical errors during their learning. They might consider the cause and effects of problems during their learning. On the other side, affective factors involved in learning could be well-handling by the students.

Generally, the students have a good learning autonomy. It was reported from the questionnaire distributed that they agreed that they could adjust themselves as students during online learning period. The table below describes the comprehensive description about the students' learner autonomy capacity.

Table 6
Data on Students' Learner Autonomy Capacity

No	Indikator	Kriteria	Bobot	Frekuensi (Orang)		Persentase		Skor		Ket	
				Item1(mx)	Item2	Item1	Item2	Item1	Item2	Item1	Item2
1	Memahami Tujuan Pembelajaran Yang Didesain oleh Dosen	SS	4	125	46	46.47	17.1	500	184	Setuju	Setuju
		S	3	141	205	52.41	76.2	423	615		
		TS	2	3	17	1.12	6.32	6	34		
		STS	1	0	1	0	0.38	0	1		
		Total		269	269	100	100	929	834		
	Rata-Rata							3.43	3.08		
2	Menyiapkan Tujuan Pembelajaran dan Rencana Studi Personal	SS	4	68	30	25.28	11.15	272	120	Setuju	Setuju
		S	3	187	189	69.52	70.26	561	567		
		TS	2	14	50	5.2	18.59	28	100		
		STS	1	0	0	0	0	0	0		
		Total		269	269	100	100	861	787		
	Rata-Rata							3.19	2.88		
3	Menggunakan Strategi Pembelajaran Secara Efektif	SS	4	44	50	16.35	18.59	176	200	Setuju	Setuju
		S	3	205	206	76.21	76.58	615	618		
		TS	2	19	13	7.06	4.83	38	26		
		STS	1	1	0	0.38	0	1	0		
		Total		269	269	100	100	830	844		
	Rata-Rata							3.14	3.04		
4	Monitoring Penggunaan Strategi Belajar	SS	4	68	43	25.28	18.21	272	196	Setuju	Setuju
		S	3	192	184	71.37	68.4	576	552		
		TS	2	9	36	3.35	13.39	18	72		
		STS	1	0	0	0	0	0	0		
		Total		269	269	100	100	866	820		
	Rata-Rata							3.21	3.01		
5	Monitoring dan Evaluasi Kegiatan Pembelajaran	SS	4	75	42	27.88	15.62	300	168	Setuju	Setuju
		S	3	181	200	67.23	74.35	543	600		
		TS	2	13	27	4.83	10.03	26	54		
		STS	1	0	0	0	0	0	0		
		Total		269	269	100	100	869	822		
	Rata-Rata							3.33	3.04		

B. Discussion

1. Learning Objective in Learner Autonomy Capacity

Learner autonomy is defined as someone's responsibility to take charge in their own learning (Haddad, 2016). The process involved starting from identifying, designing, implementing, monitoring, and evaluating the learning process that involved the students. Autonomy in learning does not indicate that the learning process is not controlled by the teachers, but rather than the students dominantly engage in learning. It means that, the teacher considers their role as facilitator in which the teacher designs the learning objectives, provides the learning activities, and implementing it.

It was found in this research, most of students agreed that they could understand the learning objective design by the teacher. In other words, the students learn by themselves, understand, and interpret the objective designed

by the teacher. In addition, the students could think critically about the underlying assumption designed by the teacher that is involving in the course objective.

2. Designing personal study plan.

Lahar cites in (Karababa et al., 2010) argues that learner autonomy means taking responsibility for someone's own learning, which signifies that the learners study on their own in a very effective way. It is in line with statement stated by Holec cites in (Karababa et al., 2010) that there are three figures of autonomy learners: a). Synonymous with the student working independently of the teacher. The independent (autonomous) student can use the teaching materials presented to him/her wherever and whenever she or he desires without the need for the presence of the teacher. b). Not the student complying with the educational program presented to him/her and not being contended with the things that are presented to him/her but also the learner making decisions about his/her learning and the student actively participating in and contributing to the educational program she/he is a part of. c). Possessed by the student. Autonomous learning is not a notion describing how learning is achieved but it is rather a characteristic of the individual.

The data reported that most of the students agreed that they have ability to design personal study plan in which personal needs become the considerations. The students even could design the learning schedule, learning strategy to be used in learning.

3. Implementing learning strategy
4. Monitoring learning strategy as well as the process
5. Evaluating learning strategy as well as the process

CHAPTER VI CONCLUSION

Tuanku Tambusai found several data. Dealing with the research, it could be concluded that:

1. The students could adapt the learning process intentionally and efficiently.
2. The students could manage their own learning in which causes students' capability in designing personal study plan.
3. Online learning could help the students to maximize the learning process. The students are given an opportunity to set their own role of learning.
4. The autonomy learning capacity of education faculty students are good. The students could handle themselves in learning.

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Lampiran 1. Biodata diri, Riwayat Penelitian, PkM, dan Publikasi

Biodata diri, Riwayat Penelitian, PkM, dan Publikasi

A. Identitas

1	Nama	Vitri Angraini HArdi,M.Pd
2	Jenis Kelamin	Perempuan
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4	NIP	096 542 172
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9	Alamat Kantor	Jl, Tuanku Tambusia No. 23
10	No Telepon/Fax	-
11	Lulusan yang telah dihasilkan	S 1
12	Mata Kuliah yang diampu	1. Speaking 2 2. TEFL I 3. TEFL II 4. Error Anlaysis

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Tahun Masuk-Lulus	2009-2013	2014-2016	-

C. Pengalaman Penelitian dalam 3 Tahun Terakhir

NO	Tahun	Judul Penleitian	Pendana an	
			Sumber	Jumlah (Juta Rp)
1	2018	An Analysis on Students' Speaking Activities	PT	2.750.000
2	2019	Self-Regulated Learning in Facing Online Class	PT	6.000.000
3	2020	Analisis Buku Teks Pelajaran Bahasa Inggris berdasarkan Karakteristik	PDP	19.025.000

	Pembelajar Muda		
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D. Pengalaman Pengabdian Dalam 3 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (Juta Rp)
1	2018	Pelatihan Media Pembelajaran Ict Pembelajaran Hots Mgmp Guru Ma Swasta Kabupaten Kampar	Pt	1.750.000
2	2019	Debate Training	Pt	1.750.000
3	2020	Exploring On Social Media:Whatsapp (Wa) Enhancing The Students' Learning Activities On English Learning At Sma Muhammadiyah Bangkinang	Pt	1.750.000

E. Publikasi Ilmiah dalam 3 Tahun Terakhir

NO	JUDUL	NAMA JURNAL	VOLUME	TAHUN
1	Do the Children Need to learn English at Elementary Level?	BASICEDU	4	2020
2	Speaking Activities Applied By The Teacher In Teaching Speaking Of The Eleventh Grade Sma N 2 Bangkinang	JELE	4	2019
3	The Level of Oral Communication Apprehension Among English Department Students In Presentation Class At Riau	JELE	3	2018

	Islamic University			
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Kuesioner Kapasitas Belajar Otonom

Angket ini dibuat untuk mengetahui respon mahasiswa sehubungan dengan perubahan sistem pembelajaran. Pernyataan yang diberikan berfokus pada factor internal dan eksternal. Untuk membantu responden menanggapi pernyataan yang diberikan, berikut deskripsi skala yang digunakan:

DATA DIRI

Usia :
 Jenis Kelamin :
 Semester :
 Program Studi :
 Jumlah Saudara :
 Tingkat Sekolah Saudara :
 (d disesuaikan dengan jumlah)

DATA ORANG TUA

Penghasilan Orang Tua :
 Pekerjaan :
 Adrees :

(1) Memahami tujuan pembelajaran yang didesain oleh Dosen

Tabel 1: Deskripsi Kuesioner Kapasitas Belajar Otonom –Bagian Satu

No	Pernyataan	Skala				
		1	2	3	4	5
1	Saya memahami persyaratan mata kuliah dan peraturan-peraturan kelas yang disampaikan oleh dosen.					
2	Saya mampu mendesain tujuan pembelajaran saya sendiri sesuai dengan tujuan pembelajaran yang telah ditetapkan.					
3	Saya tahu untuk mencapai tujuan pembelajaran, saya harus belajar dengan sangat serius.					
4	Saya tahu alasan dosen menerapkan kegiatan pembelajaran tertentu yakni guna meningkatkan kemampuan saya.					
5	Saya merasa dapat mengikuti setiap kegiatan perkuliahan.					

(2) Menyiapkan tujuan pembelajaran dan rencana studi personal

Tabel 2: Deskripsi Kuesioner Kapasitas Belajar Otonom –Bagian Dua

No	Pernyataan	Skala				
		1	2	3	4	5
1	Diluar tugas dan penugasan yang diberikan dikelas, saya menyiapkan rencana studi saya sendiri.					

2	Saya mendesain tujuan pembelajaran saya sendiri berdasarkan situasi saya.					
3	Saya menyesuaikan rencana studi saya sendiri jika dibutuhkan.					
4	Saya membuat rencana waktu untuk belajar bahasa Inggris.					
5	Saya menetapkan tujuan pembelajaran saya sesuai dengan Rencana Pembelajaran Semester (RPS) yang telah disiapkan.					

(3) Menggunakan strategi pembelajaran secara efektif :

Tabel 3: Deskripsi Kuesioner Kapasitas Belajar Otonom –Bagian Tiga

No	Angket	Skala				
		1	2	3	4	5
1	Saya mengetahui strategi-strategi belajar.					
2	Saya menerapkan strategi belajar dalam setiap kegiatan pembelajaran.					
3	Saya menerapkan strategi belajar sesuai dengan tujuan pembelajaran yang ditetapkan.					

(4). Monitoring penggunaan strategi belajar

Tabel 4: Deskripsi Kuesioner Kapasitas Belajar Otonom –Bagian Empat

No	Angket	Skala				
		1	2	3	4	5
1	Saya merubah strategi belajar yang digunakan jika saya merasa penggunaannya tidak tepat.					
2	Saya mengevaluasi strategi belajar yang saya gunakan.					
3	Saya menyadari apakah strategi pembelajaran saya sesuai dengan diri saya atau tidak.					

(5). Monitoring and evaluasi kegiatan pembelajaran

Tabel 5: Deskripsi Kuesioner Kapasitas Belajar Otonom –Bagian Lima

N0	Angket	Skala				
		1	2	3	4	5
1	Saya mempunyai waktu untuk belajar diluar kelas.					
2	Saya menemukan cara untuk menaklukkan faktor-faktor afektif yang mungkin ada pengaruh negatif pada kegiatan belajar saya.					
3	Saya mencoba memanfaatkan sumber belajar yang tersedia.					
4	Saya berusaha untuk bekerja sama dan belajar bersama dengan teman sekelas saya.					
5	Saya menyadari kesalahan belajar yang saya buat selama proses belajar.					
7	Saya tahu alasan mengapa saya melakukan kesalahan dan akan mengambil tindakan untuk					

	Memperbaikinya.					
8	Saya mencoba menggunakan pendekatan pembelajaran yang tepat untuk membuat saya menjadi lebih baik.					
9	Saya memeriksa apakah saya telah menyelesaikan rencana studi saya.					