

## Higher Education Student's Reflection on Self-Directed Learning During the Online Reading Comprehension

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### Abstract

In this research, the problem is "how do students reflect on self-directed learning during the online reading comprehension context and the objective of this research referring to the research problem is to investigate students' reflection on selfdirected learning during the online reading comprehension context. Based on the research problem and relevant theory, the hypothesis of this research is described as follow: Students find self-directed learning during the online reading comprehension context help them in learning. The findings in this study show a highly positive response based on nine aspects of perception: online reading proficiency, online discussion proficiency, comprehension competence, technical proficiency, assignment management, procrastination management, stress management, examination management, and time management. Based on the data, 8-42 respondents (17%%-84%%) gave positive responses. This means that independent learning can improve their reading ability. This means that students' reflection on independent learning in online reading content is good for improving reading skills, task management, time management, and learning management.

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### Introduction

In 2020 the world of education, especially in Indonesia, experienced several obstacles due to the spread of Covid 19. The World Health Organization (WHO) has declared that the Covid-19 outbreak is a global pandemic, and learning activities are carried out online from home. Some students still have problems in reading the text, and understanding the content of the text. They are more concerned with getting the right answer than the more important process of how to understand the content of the text. In addition, (Johnson, 2009) state that

independent learning gives students the freedom to discover how academic life fits into everyday life. Learners organize and adjust their actions to achieve their desired goals and make their own decisions and take responsibility for their decisions. Each individual takes the initiative, without the help of others in terms of finding their learning activities such as formulating learning goals, learning resources, learning needs and controlling their own learning process.

Self-directed learning is a learning activity carried out by students without relying on other people, both friends and lecturers in learning. students without depending on other people, both friends and lecturers, in achieving learning goals, namely mastering material or knowledge well.

Based on the above-mentioned views, beside the constructs to be owned by an individual for self-directed learning readiness, some skills owned by the cognitive, affective and kinesthetic skills are important. Learners need to make decisions about what goals to study, in what order to study, how to study, how long to study, when to study, and when to terminate their study, but they may not always make effective choices, there is a critical need to understand attitudes and processes behind learners' choices to ensure better learning engagement (Kirk, 2019).

## **Method**

In this research, the data collection used was a questionnaire. The following procedure is used in this research: Determining the instrument in this study is use questionare. Researcher determined students of Universitas Muhammadiyah Jember. Subject in this study were students of English Education Program Universitas Muhammadiyah Jember from Semester 3,5, and 7.

The technique of data collection has the best steps to collect the data are needed in this research. Data collection procedure is use in this study, is questionere. A questionnaire is a technique for collecting and recording information about a particular issue. Questionnaires generally consist of a list of questions, which include clear instructions and space for answers. According to (Donal, 2016) That questionnaires are respondents who provide written responses to questions or mark items that indicate their responses to research. In this study the authors used a Likert Scale from 1-4, each response consisting of Strongly agree, Agree, Disagree, and Strongly disagree. Questionnaire. And the questionare consists of 23 questions.

## Findings and Discussion

In completing this research, the results were obtained from 3,5, and 7 semester students of the Faculty of Teacher Training and Education English Language Education Program. After conducting questionnaire related reflection on self-directed learning during the online reading comprehension context. The results of the research findings of open questionnaire and interview were presented in the described below.

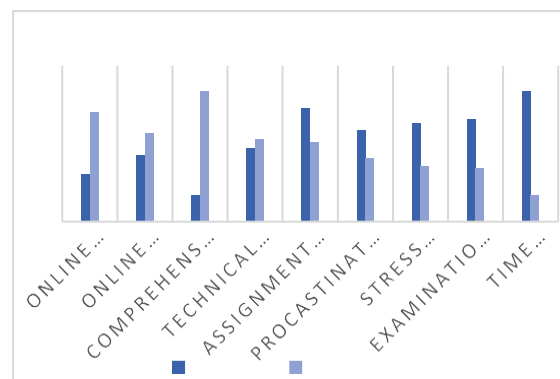


Figure 4.1 indicates that the averages of online reading proficiency aspects showed 30,3% positive, and 70% negative. Besides, the averages of the Online Discussion Prociency aspect showed 43% positive, and 57% negative. Interestingly, the averages for the Comprehension competent aspect were 17% positive, and 83,5% negative. In addition, technical proficiency aspect got 47,3% positive, and 53% negative. Moreover, the assignment management aspect showed 72,5% positive, and 51% negative. In addition, procrastination management aspect showed 58,5% positive and 41% negative, moreover stress management aspect showed 63% positive and 35,5% negative. Examination management aspek showed 65,8% positive and 34,6% showed negative. In the time management aspect showed 84% positive and 17% negative. This implies that respondents feel that independent learning can improve their reading comprehension. They can manage their own learning process and time.

The findings revealed that students' reflections to check for problems in their selfdirected learning during online reading varied after calculating the questionnaire scores. It was said that their responses were positive when the respondents' reflections strongly agreed and agreed. and it was said that their responses were negative when their responses

disagreed and also strongly disagreed. The distributed questionnaires covered various aspects of reflections

### **Online Reading Proficiency Aspect**

Based on the data, the aspect online reading proficiency has 30% positive responses and 70% negative responses from respondents. This shows that most respondents think that they are able to learn online and take important information. This result aligns with (Siahan,2022), Digital media as a learning tool can be used as a reference in providing alternative reading materials that are in accordance with the needs of students.

### **Online Discussion Proficiency Aspect**

Furthermore, the online discussion proficiency aspect got 43% positive, and 57% negative responses from the respondents. Furthermore, the online discussion proficiency aspect got 43% positive, and 57% negative responses from the respondents. This shows that they are able to conduct discussions online. What to prepare and what to note for themselves. According to (Izzah, N,2020), students who are reluctant to speak tend to rely on their friends to express their opinions. Third, there is inadequate time to support students in using English. Therefore, a teacher must have other alternatives so that students can discuss, one of which is by discussing digitally or online discussion.

### **Comprehension Competent Aspect**

The comprehension competent aspect got 17% positive and 83,5% negative. This implies that most respondents' have the ability to read online and make important notes in their studies. This implies that respondents can handle they management learning system. This result align with the statement of Auliyah,R (2024) Internet access is one of the important things in managing education management in the digital era. From administrative management to personalized learning, technology addresses various problems to improve efficiency, quality, and inclusion in the world of education.

### **Assignment Management Aspect**

The assignment management aspect got 72,5% positive and 25,5% negative. which they stated were able to plan and carry out learning well. One of them they can present information in their assignment learning. This result aligns with the statement of Wewe, C (2006) This assignment management involves checking and providing feedback assignment progress, such as whether the correct methodology had been used, or the required assignment scope had been covered.

### **Procrastination Management**

The procrastination management aspect got 58,5% positive and 41%. This implies that they can manage their learning methods. This align with Long, H. B (2005) Students take their own initiatives in planning, implementing, and evaluating their learning experiences taken from various sources or literature. The goal is to analyze one's own learning needs, formulate one's own learning goals, identify learning resources, select and implement appropriate learning strategies and evaluate one's own learning outcomes.

### **Stress Management**

Stress management aspect got 63% positive and 35% negative, that they are still unable to handle the pressure academic stress on their learning process. One of them is that they are easily discouraged when their learning desires don't match what they expect. This align with Robinson, J. D (2020) Maintaining motivation and managing stress are essential components of effective studying. Students need to find ways to stay motivated and cope with academic pressures.

### **Examination Management Aspect**

The Examination Management Aspect got 65,8% positive and 34,6% negative. This implies respondents were prepare and study for a good score on their exam or test. This align with Sumadoyo (2014) Students must choose good learning resources and students are able to find out the meaning of the topic of discussion in questions.

### **Time Management Aspect**

The last is time management aspect got 84% positive and 17% negative. Respondents are able to and effective in using time to study. This aligns with Robinson, J. D (2020). Skill for students. Balancing school, college, assignments, and homework can be challenging. Effective scheduling ensures that students allocate sufficient time for each subject and activity.

### **Conclusions**

Based on the results of research student's reflection on self-directed learning during the online reading comprehension context in Muhammadiyah Jember, the author draw conclusion Many students reflected on their learning with positive statements, respondents believed that online reading learning could improve reading skills. The findings imply that students had widely positive responses based on nine aspects of perceptions: online reading proficiency, online discussion proficiency, comprehension competen, technical proficiency,

assignment management, procrastination management, stress management, examination management, and time management. This means that independent learning can improve their reading ability. This means that students' reflection on independent learning in online reading content is good for improving reading skills, task management, time management, and learning management.

### **Acknowledgement**

The limitation of this study is that the researcher only conducted a basic analysis of reflection. In addition, the questions in the questionnaire for each aspect did not match the intended meaning. Therefore, further research can conduct more in-depth research and focus on whether independent learning can improve their reading ability. For example, in the aspect of online stress management, instead of "I learn from my teacher and through online access. future research can provide detailed and reliable answers regarding the problems that arise when reading online.

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