CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter consists of review of the previous study and theoretical background. The theoretical background discusses some issues related to self-directed learning, self-directed learning skill, self-directed learning model and self-directed learning barrier.

A. Review of Related Literature

1. Self-Directed Learning

Self directed learning is a learning process in which learner takes the initiative to pursue a learning experience and responsibility for completing their learning.[16] According to Knowles' theory (1975), self directed learning is defined as a process in which individuals determine their learning needs, set their learning goals, identify available resources for learning, choose and implement appropriate learning strategies, and evaluate learning outcomes (as cited in Spector, 2013).[17] In other words, self directed learning is the learning activity which is controlled and managed by the learners themselves.

Based on its development, self-directed learning has existed even from classical antiquity. The proof is that self-study played an important part in the lives of such Greek philosophers as Socrates, Plato, and Aristotle.[18] Other historical examples of self-directed learners included Alexander the Great, Caesar,

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[16] http://www.selfdirectedlearning.org/what-is-self-directed-learning[accessed on August 1st 2016]
[17] Michael J Spector, et, al., Handbook *of Research on Educational Communications and Technology*. (New York: Springer, 2013), 364
[18] R Hiemstra, "Self-Directed Learning." In T. Husen & T. N. Postlethwaite (Eds.), *The International Encyclopedia Of Education* (Second Edition), (Oxford: Pergamon Press, 1994)

Erasmus, and Descartes. The fact that the development of knowledge occurs without any formal education can be an example that people learn on their-own.

Early scholarly efforts to understand self-directed learning took place some 150 years ago in the United States. Craik documented and celebrated the self-education efforts of several people. About this same time in Great Britain, Smiles published a book entitled *Self-Help* that applauded the value of personal development. However, it is during the last three decades that self-directed learning has become a major research area.[19]

Self directed learners are classified into three categories based on reasons or participation in learning:

(a) goal-oriented, who participate mainly to achieve some end goal;

(b) activity-oriented, who participate for social or fellowship reasons;

(c) learning-oriented, who perceive of learning as an end in itself. It is this latter group that resembles the self-directed learner identified in subsequent research.

Then, Knowles popularized the term of Andragogy. He described two opposite poles of a continuum of learning, with teacher- or other-directed (pedagogical) learning at one end and self-directed (andragogical) at the other. The pedagogical learner is dependent on the teacher to identify learning needs, formulate objectives, plan and implement learning activities and evaluate learning. Conversely, the andragogical learner prefers to take responsibility for meeting his

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[19] Ibid,

or her own learning needs. Therefore, self directed learning is the part of andragogical learning.

On the other hands, Long developed the concept of self directed learning[20] and identified three dimensions of the self directed learning; sociological, pedagogical, and psychological.[21] These three dimensions which have role in self directed learning are explained below.

First, sociological dimension of self-directed learning in which the learner is seen to be socially independent, though independent learning has sometimes been viewed as learning in isolation. Sociological dimension include the independency on task management.

Second, pedagogical dimension of self-directed learning refers to pedagogical methods utilized by the learner. The learner is free to set his or her own learning goals, choose the needed resources, decide the amount of time required, and plan the appropriate evaluation. Pedagogical aspect also includes the application in educational context and educational issues.

Third, psychological dimension of self-directed learning where the emphasis is on the learner's cognitive ability, include the capacity for critical thought and reflection. Long believed that this psychological power of the learner to maintain active control of the learning process is paramount in achieving self-directed learning. He stated, "Psychological self-directedness, or psychological control is the necessary and sufficient cause for self-directed learning.

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[20] Dr. Garrison. "Self Directed Learning: Toward A Comprehensive Model." *Research Gate* Vol 48, No.1, 1997
[21] H Long, "Psychological Control in Self-Directed Learning." *International Journal Of Lifelong Education,* Vol. 9, No.4, 1990, 333

2. Self-Directed Learning Model

Malcolm Knowles' skill was then to put the idea of self direction into packaged forms of activity that could be taken by learners. Self-directed learning experience has a number of models of the process.

Linear models; Knowles model was linear. His five step model involved: 1. diagnosing learning needs. 2. Formulating learning needs. 3. Identifying human material resources for learning. 4. Choosing and implementing appropriate learning strategies. 5. Evaluating learning outcomes.[22]

Interactive model; in the late 1980s and early 1990s, the researchers of self-directed learning began to focus not only on the learners but also on the context and nature of their learning. It is not as organized as the linier model, but it depends on the personality characteristics of the learners, the environment and the learning context. In Danis's model, for example, learning strategies, phases of the learning process, the content, the learner, and the environmental factors in the context must all be taken into account in mapping the process of self-directed learning.[23]

PRO models: This model is proposed by Brocket and Hiemstra. PRO model was based upon the idea of personal responsibility. People are considered to have control over how they respond to a given situation. Within the context of learning, individuals have ability and willingness to take control of their own learning that determines their potential to be self-directed learners.

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[22]http://infed.org/mobi/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/[accessed on August 1st 2016]
[23] Sharan Merriam, *New Update on Adult Learning Theory.* (San Fransisco: Jossey-Bass Publishing, 2001), 9

Grow Model; the best known of self-directed learning model is Grow's Staged Self-Directed Learning (SSDL) model. Grow presents a matrix whereby learners can locate themselves in terms of their readiness for and comfort with being self-directed, and instructors can match the learners' stage with appropriate instructional strategies. For example, whereas a dependent learner needs more introductory material and appreciates lecture, drill, and immediate correction, a self-directed learner can engage in independent projects, student-directed discussions, and discovery learning.[24]

Garrison's model; Garrison proposed a comprehensive model of self-directed learning based on three core components[25]:

a. Self- Management (control)

The self-management involves how the learner determines their own goal, manages their learning process, and assesses their own ability. Therefore, self-management becomes one essential part of self-directed learning model.

b. Motivation (entering and task)

Motivation plays a principal role in the psychological conceptualization of self-directed learning. Long describes motivation as "energy, drive, or desire that encourages, impels, stimulates, or sustains an individual to accomplish a goal or task".[26] Two constructs of motivation are commonly referred to in the literature:

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[24] Ibid. Pp. 10

[25] Malcolm Knowles, *The Adult Learner*. (London,: Elsevier, 2005), 137

[26] H. B. Long. "Understanding Self-Direction in Learning." In H.B. Long And Associates (Eds.), *Practice And Theory In Self-Directed Learning* (Schaumburg, Il: Motorola University Press. 2000, 16), 11- 24

intrinsic motivation that is generated within the learner, and extrinsic motivation which is provided externally.

    c.   Self-Monitoring (responsibility)

His third component, self-monitoring, is the cognitive learning processes as well as meta-cognitive skills a person needs to engage in self-directed learning.

According to Garrison, Adult Education traditionally focused on the first component, the control of learning, and paid less attention to the learning processes. He suggests that equal attention should be focused on motivation issues, including the motivation to engage in self-directed learning and to complete self-directed learning tasks. Learners need to pay attention to all three components.

The other self-directed learning model is found in Tough's list of 13 steps in beginning a self-directed learning project:[27]

- a. Deciding what detailed knowledge and skill to learn;
- b. Deciding the specific activities, methods, resources, or equipment for learning;
- c. Deciding where to learn;
- d. Setting specific deadlines or intermediate targets;
- e. Deciding when to begin a learning episode;
- f. Deciding the pace at which to proceed during a learning episode;
- g. Estimating the current level of knowledge and skill and progress in gaining the desired knowledge and skill;
- h. Detecting any factor that has been backing or hindering learning;
- i. Obtaining the desired resources or equipment;
- j. Preparing or adapting a room;
- k. Saving or obtain the money necessary for the use of certain human or nonhuman resources;
- l. Finding time for the learning; and
- m. Taking certain steps to increase the motivation for learning

It is interesting to note that although this list includes many practical issues regarding self-directed learning, Tough did not ignore motivation, which is especially important for self-directed learning.

3. Self-Directed Learning Skill

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[27] https://www.bpastudies.org/bpastudies/article/view/38/78

Self-directed learning is not only a process of one's learning but also one's ability to do the process of self-directed learning itself. As Knowles (1975) stated, self-directed learning is basic human competence-the ability to learn on one's own (As cited in Jarvis 2003).[28] It means that self-directedness can be measured. The degree of its development can be varied depend on the individual's capability.[29]

It is important for both educators and learners to know the learners' self-directedness to help them in pursuing better learning for future. Students will have the opportunity to develop an insight into self-directed learning and a better understanding of the concept, which is crucial for developing of self-directed, independent and lifelong learning. On the other hand, teachers will be better able to guide students from their positions of learning dependence to independence, considering each student's individual learning needs.

One of the measuring instruments for learners' self-directedness is self-rating scale of self-directed learning (SRSSDL). It consists of 60-items categorized under five broad areas of self-directed learning[30] which includes awareness, learning strategies, learning activities, evaluation, and interpersonal skills. Students 'response toward the rating scale is able to rate the level of self-directed learning indicator.

To know the result of their self-directedness, it needs the analysis of those five broad areas. The point scale "always" is counted as 5 and the weakest point is on the scale "never" with only 1. The number of scale is sum up to find the total

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[28] Peter, Jarvis, et, al.,, *The Theory and Practice of Learning*(England: Routledge, 2003), 95

[29] Williamson. "The Development of A Self-Rating Scale of Self-Directed Learning (Srssdl)." *Nurse Researcher* Vol. 14, 2007, 68

[30] Ibid, 71

number of scale. Then, the level of self-directed learning can be analyzed using the table below.

Table 2. 1

Scoring Range of Self Rating Scale in Self Directed Learning

Scoring range	Level of SDL	Interpretation
60-140	Low	Guidance is needed from the teacher. Any specific changes necessary for improvement must be identified and a possible re-structuring of the methods of learning identified.
141-220	Moderate	This is half way to becoming a self-directed learner. Areas for improvement must be identified and evaluated, and a strategy adopted with teacher guidance when necessary.
221-300	High	This indicates effective self-directed learning. The goal is to maintain progress by identifying strengths and methods for consolidation of the students' effective self-directed learning

Basically, all individuals are capable to have self-directed learning. But, degree of the development are varied depends on the learner.[31] Students with low self-directed learning have lack of ability to set their own goal, manage their

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[31] Williamson. "The Development of A Self-Rating Scale of Self-Directed Learning (Srssdl)." *Nurse Researcher* Vol. 14, 2007.

learning activity outside classroom and assess their learning progress. These students need guidance to improve their learning ability. Students with high self-directed learning having high quality on independency of learning should also be supported in order to help maintain and further develop their abilities in becoming independent life-long learners. This scale is used by many researches to describe students self directedness.

4. Self-Directed Learning Barrier

According to Knowles, there are many factors that individuals weigh in choosing whether to behave in a self-directed way at a particular point. These factors can either support or become barrier to develop self-directed learning depending on the learners' circumstance.

This factor depends on the locus of control[32] in the learning process. Locus of control is a circumstance in which people attribute the cause or control of events to themselves or to an external environment. Each type of learning has different locus of control.[33] The table below is the table of locus of control based on type of learning.

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[32] Malcolm Knowles, *The Adult Learner*.(London,: Elsevier, 2005), 139
[33] Ibid, .Pp 126

Table 2. 2

Locus of Control

No.	Type of Learning	Locus of control
1.	Unintended Learning	No control
2.	Self-directed Learning	Learner controlled
3.	Mediated Learning	Shared control between learner and external authority
4.	Authority-directed Learning	Authority controlled (organization or individual)

As can be seen at the table above, the locus of control of self-directed learning lies in the learner control. This control can be divided into internal and external. Those who ascribe control of events to themselves are said to have internal locus of control and are referred to as *internals*. People who attribute control to outside forces are said to have an external locus of control and are termed *externals*. Therefore, the barrier of self-directed learning can be viewed from two perspectives ─internal and external factor.

The internal factor which can be supporting factor or barrier to Self-directed learning includes a readiness to learn.[34] Having high readiness to learn can support the self-directed learning practice. On the other hands, it can be barrier when the learner has low readiness to learn. Some other barriers in

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[34] Karen J, Hall-Johnsen,., "The Relationship Between Readiness For, And Involvement In Self-Directed Learning" (1985). *Retrospective Theses And Dissertations.* Paper 12067.

implementation of self-directed learning strategies include student confusion, frustration and dissatisfaction.[35]

The other research found that the most frequent obstacles to conducting self-directed learning projects are finding the time for the learning activity, home responsibilities; difficulty deciding what knowledge or skill to learn; difficulty remembering new material or information; and poor health.[36]

The external factor is factor which comes from outside of the learners such as socio-economic factor, the role of teacher, curriculum barrier and facility to study. For instance, a research found that one of self-directed learning barrier which occur on older adults is the cost of the learning activity.[37]

2.1.   Review of the Previous Study

A lot of researches have similar topic which studied self-directed learning. Some of them studied it quantitatively and the others studied it qualitatively. The first research is entitled After the Final Bell: The Self-Directed Learning Practices of Elementary Teachers which is authored by Susan Renee Wagner. This study is submitted as the fulfillment of Doctoral Dissertations in University of Tennessee, Knoxville Trace: Tennessee Research and Creative Exchange.

The purpose of this study was to examine the level of elementary teachers' self-directed learning skill and activities in their classrooms. It used a mixed method design. The quantitative Phase I of this study involved using a survey

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[35] S. Shelley. Payne, Joan Rocks, Barbara Schaffner. "Self-Direction in Learning and Academic Motivation Development in Undergraduate Health Profession Students." *International Journal of Self-Directed Learning* . Vol. 11, No. 1, 2014

[36] Sears, Emma Jo Benson, Dissertation: *"Self-Directed Learning Projects of Older Adults"*. Doctor of Philosophy (College and University Teaching), 1989

[37] Ibid,

instrument in order to identify self-directed learners and identify categories of teacher learners. This score fell within the "above average" range which indicated high self-directedness. In Phase II, nine teachers scoring "high" and "above average" were interviewed. Result describes that the participants planned and got additional knowledge on their own.[38]

Despite the dissertation and this research studied on the analysis of self directed learning practice, there are some differences between this dissertation and this research. The respondents of the dissertation research are the elementary teachers while the research studies the home school students. From the methodology perspective, both this dissertation research and this study use mixed method. However, this dissertation uses SDLRS (Self Directed Learning Readiness Scale) as the instrument to measure the participants' self directedness while this research uses self-rating scale of self-directed learning (SRSSDL).

The second research is entitled Self-Directed Learning and Academic Achievement in Secondary Online Students which is authored by Elaine Hendricks Carson submitted to the Faculty of the University of Tennessee in Partial Fulfillment of the Requirements of the Degree of Doctor of Education. This dissertation research is conducted on August 2012. This study examined attributes of self-directed learning (SDL) in students taking online courses through a state-wide online program in the Southeastern United States and investigated the relationship between the students' self-directedness and their academic achievement. Results of inferential statistics support the premise that statistically

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[38] Susan Renee Wagner, Phd Dissertation :*"After The Final Bell: The Self-Directed Learning Practices Of Elementary Teachers."*, (Tennessee: University Of Tennessee, 2011.) [accessed on Http://Trace.Tennessee.Edu/Utk_Graddiss/1235]

different level of self-directed learning exists in the population and show that there is a correlation between self-directed learning and academic achievement.[39]

The third research is entitled The Relationship between Self-Directed Learning and Learning Styles. This research is studied by James Boyd Canipe from University of Tennessee – Knoxville. The results of this study indicate that there are significant correlations between self-directed learning readiness and two of the modes of learning.[40]

The second and third researches above are different from this study because they use correlation study using quantitative research design. Besides, no one of them studied the self-directed learning practice applied by the students of senior high school in home school. Therefore, this thesis has different scope with the second and third research above.

The fourth research is entitled Self-Directed Learning Projects of Older Adults authored by Emma Jo Benson Sears, R.N., B.S.N., M.S.N. in 1989 in Partial Fulfillment of the Requirements For the Degree of Doctor Of Philosophy in University of North Texas Denton.

This study determined the number of self-directed learning projects undertaken by older adults and examined the motivational factors, anticipated benefits related to the learning activities, and obstacles in conducting self-directed learning. The majority of the learning projects were self-planned for the purpose of self-enjoyment and self-fulfillment. The results of this study shows that older

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[39]Elaine Hendricks Carson, Dissertation: "*Self-Directed Learning And Academic Achievement In Secondary Online Students*" (University Of Tennessee., 2012)

[40] James Boyd Canipe, Phd Dissertation:*"The Relationship Between Self-Directed Learning And Learning Styles."* (University Of Tennessee,. 2001) [accessed on Http://Trace.Tennessee.Edu/Utk_Graddiss/2094]

adults value self-directed learning as a major source of self-fulfillment in their lives and are motivated to develop new knowledge and skills through self-planned, self-directed learning projects.[41]

The fifth research is entitled The Relationship of Self-Directed Learning Readiness To Knowledge-Based and Performance-Based Measures of Success in Third-Year Medical Students authored by Brian W. Findley in 2009. This research is his dissertation submitted to The Faculty of The College of Education in Florida Atlantic University. This study was aimed to investigate the self-directed learning (SDL) readiness of third-year medical students; the relationship between self-directed learning readiness and knowledge-based and performance-based measures of success in a medical school using an integrated medical curriculum; and to determine if knowledge-based and performance-based measures of success are significant in predicting *Self-Directed Learning Readiness Survey/Learner Preference Assessment* (*SDLRS/LPA)* and *National Board of Medical Examiners Family Medicine Shelf Examination (NBME-FM)* scores.[42]

The sixth research is conducted by Patricia Lynne Linder entitled An Analysis of Self-Directed Learning of First-Year, First-Generation College Students. This is her dissertation in University of South Florida on January, 2013. Study findings highlighted the importance of a support system that includes coursework designed to facilitate understanding of individual learner

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[41] Sears, Emma Jo Benson, Dissertation: *"Self-Directed Learning Projects of Older Adults*". Doctor of Philosophy (College and University Teaching), 1989

[42] Brian Findley, Dissertation: *"The Relationship of Self-Directed Learning Readiness To Knowledge-Based and Performance-Based Measures of Success in Third-Year Medical Students."* (Florida: Florida Atlantic University, 2009)

characteristics, emphasize strategies to maximize learner efforts that lead to successful outcomes, and empower students to become more self-directed. This study also expands the field of adult education by providing evidence that learner control is a key component of self-direction and is positively correlated to academic success.[43]

The seventh research is in Indonesian language, entitled Perbedaan *Self Directed Learning* Siswa Sekolah Menengah Atas Dan Sekolah Menengah Kejuruan Di Yayasan Dharma Bakti Medan which means Comparative Study on Self-directed Learning in Senior High School and Vocational High School in Dharma Bakti Foundation Medan. It is written by Gladys Ema Sarlina Bangun to her Fulfillment in Thesis in Psychology Faculty in Sumatera Utara University. The research was done in 2010/2011. The result illustrates that there is significant difference between those variables.[44]

The eighth research is entitled Perbedaan Self Directed Learning ditinjau dari Pola pembelajaran E-Learning pada Mahasiswa Universitas Sumatera Utara. This research is conducted by Maulidini Nazlely as his thesis on psychology faculty in Sumatera Utara University in 2011/2012. The result of this research is that there is a difference of self directed learning based on e-learning model in students of Sumatera Utara University.[45]

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[43] Patricia Lynne Linder, Dissertation: *"An Analysis of Self-Directed Learning of First-Year, First-Generation College Students."* (Florida: University of South Florida, 2003)

[44] Gladys Sarlina, Thesis: *"Perbedaan Self Directed Learning Siswa Sekolah Menengah Atas Dan Sekolah Menengah Kejuruan Di Yayasan Dharma Bakti"* (Medan :Sumatera Utara University. 2011)

[45] Maulidini. Nazley, Thesis : *"Perbedaan Self Directed Learning ditinjau dari Pola pembelajaran E-Learning pada Mahasiswa Universitas Sumatera Utara".* (Medan :Sumatera Utara University. 2011)

The similarity of the seventh and eighth research with this study is that the researches conduct in Indonesia. But, they also have different population. They studies students in Sumatera Utara. Mean while this study uses home school students in Pena, Surabaya as the subject. Moreover, they have difference scope with this study. They try to investigate self directed learning in psychological area while this study is in the area of learning English.

The ninth research is entitled The Impact of Self-directed Learning Strategies on Reading Comprehension autored by Morteza Khodabandehlou, Shahrokh Jahandar, Gohar Seyedi, Reza Mousavi Dolat Abadi. This study is published in International Journal of Scientific & Engineering Research Volume 3, Issue 7, in June-2012. There is 92 out of 150 upper-intermediate and advanced EFL female high school students studying in *IELTS & TOEFL Center of Arian* in Gorgan, Iran selected randomly and divided into two groups: control and experimental. The control group trained in teacher-directed strategies and the experimental group trained and practiced self-directed learning reading strategies in an 8-week course of English reading texts.

The results reveal that there is a significant difference between mean score of TDL (Teacher-Directed Learning) and self-directed learning, and after treatment students perform better that proves superiority of self-directed over teacher-directed readers. [46]

The tenth research is entitled Self-Directed Learning and Self-Efficacy Belief among Iranian EFL Learners at the advanced Level of Language

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[46] Morteza Khodabandehlou, and Shahrokh Jahandar, Gohar Seyedi, Reza Mousavi Dolat Abadi. (). "The Impact of Self-directed Learning Strategies on Reading Comprehension." *Journal of Scientific & Engineering Research.* Vol. 3, No. 7, 2012

Proficiency authored by Najmieh Basereh M.A. in TEFL from Islamic azad university, Bandar Abbas Branch Kian Pishkar from Faculty Member of Islamic Azad University, Jieroft Branch. This research is published in Journal of Applied Linguistics and Language Research Volume 3, Issue 1 in 2016. The subject of this study is Iranian EFL students who were studying English at the advanced level in Language Institute in Bandar Abbas. The findings of the present study revealed that there was a significant relationship between Self-Efficacy Belief and self-directed learning of Iranian EFL learners at the advanced level of Language Proficiency.[47]

The eleventh study is entitled The Perception of Adult Learners Concerning their Satisfaction of Their Educational Experiences in a Midwestern Community College Constance The purpose of this study was to determine whether selected immutable and conditional variables influenced the perception of adult learners concerning the educational experience they pursued in a Midwestern Community College. Findings in this study indicated that when viewing the adult learner through the characteristics and experiences of selected immutable and conditional variables, significant differences within the adult learner population appeared. These findings suggest that there is a need for institutions of higher learning to understand the unique learning requirements of

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[47]Najmieh Basereh. "Self-Directed Learning and Self-Efficacy Belief among Iranian EFL Learners at the advanced Level of Language Proficiency". *Journal of Applied Linguistics and Language Research*. Vol. 3, No. 1, 2016

the adult learner in order to organize and deliver an educational experience specifically for each individual.[48]

The twelfth research is conducted by Pfeiffer, Jim entitled Self-Directed Learning in the Middle School Classroom. This research was conducted in 2006 as an Action Research Projects in University of Nebraska The purpose of this action research project is to create an opportunity to allow the students in classroom implement the learning strategy to improve their self-directedness.

The scope of self-directed learning in the twelfth research above is limited in the classroom. Vice versa, this study studies the self-directed learning practice outside the classroom. From the methodology, the twelfth research is different from this research because it uses classroom action research. The subjects are also different. This research uses non-formal school while the twelfth research above uses formal school.[49]

The thirteenth research is conducted in Iowa State University by Adenuga, Babatunde O. with his dissertation entitled Self-directed learning readiness and learning style preferences of adult learners. This study was conducted on 1989. Demographic variables exert both direct and indirect (through learning style) influences on readiness for self-directed learning The degree of readiness of individuals with similar levels of formal education differ significantly, depending

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[48] L. McCallum Dissertations*: "The Perception of Adult Learners Concerning their Satisfaction of Their Educational Experiences in a Midwestern Community College".* (Western Michigan University 2012)

[49] Jim Pfeiffer, "Self-Directed Learning in the Middle School Classroom." *Action Research Project.* Paper 47. 2006 [accessed on http://digitalcommons.unl.edu/mathmidactionresearch/47]

on whether one is from a developed nation or a developing nation learning style becomes the next best predictor of readiness for self-directed learning.[50]

From the previous studies above, many of them studied self-directed learning from the psychological perspective. However, the scope of this research is limited to education. Therefore, it can be concluded that there is no research which studied the same scope as this study which investigate the self-directed learning practice in learning English of senior high school students in home school Pena.

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[50] Babatunde Adenuga, Retrospective Theses and Dissertations.: *"Self-directed learning readiness and learning style preferences of adult learners "* Iowa State University1989