SELF-DIRECTED LEARNING OF THE 7TH GRADERS OF SMP BUKIT ASAM TANJUNG ENIM

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Abstract. Self-directed learning is an important component of the teaching and learning process. This study aimed to find out; (1) What is the level of self-directed learning of students and (2) What is the most dominant dimension of students' self-directed learning. The quantitative study was used to answer the research objectives. Data were gathered through questionnaires. This study included 46 students from SMP Bukit Asam Tanjung Enim's 7th grade. To analyze the data, SPSS was used. The findings showed that the mean score for students' self-directed learning was 83.73, with a range of scores from 60 to 95. It means that students' level of self-directed learning was average. Additionally, motivation received the students' highest average marks for self-directed learning. It revealed that motivation dominated all other factors, with self-monitoring, self-confidence, and self-control coming in last. Overall, the findings suggested that students should practice self-directed learning in the early stages of their education.

Keywords**:** Online Learning, Self-directed learning, Learning Achievement

I. INTRODUCTION

One of the most crucial elements that will impact a nation's overall development in the years to come is education. Idris et al. (2012) claim that educating people about society, preparing them for employment in the economy, integrating them into society, and instilling in them societal morals and values are education's main goals. Education is therefore a crucial tool for any nation looking to increase its competitiveness in the political, economic, and cultural spheres of the international community.

However, the so-called "industrial revolution" in education is currently being hampered by the Covid-19 pandemic, which has caused a dramatic shift in the method of teaching and learning used by educators. According to UNESCO (2020), more than 100 countries have enacted countrywide closures, affecting more than half of the world's student population, and millions of students will face disruptions in their educational opportunities. Educators have made a number of attempts to develop learning models and practices that are appropriate for today's circumstances. The Presidential Decree Number 7 of 2020 regarding the task force for the acceleration of coagulation COVID-19 and Minister of Empowerment of the State Civil Apparatus

Number 34 of 2020, which change to Circulars Number 19 of 2020, have both given Indonesian employees the permission to conduct their business from home. Teachers must now instruct students online as a result of this circumstance.

Online learning is the use of information and communication technologies to provide people with access to online learning and teaching resources. According to Triyono and Utami (2017), online learning refers to any type of learning that can be carried out online via an internet network or online video conferencing. Students can use various social media platforms and applications during online learning on their smartphones, laptops, computers, and other electronic devices. On the other hand, online learning has advantages for both teachers and students. For instance, instruction and learning can take place even if the teachers and students are at different times and places. Students can also use social media to find information and responses to the questions asked. Furthermore, Liu and Wang (2009) claim the main parts of the e-learning process are the internet, global sharing and learning resources, information broadcasts, and knowledge flow through network courses. In addition, the flexibility of learning through a computer-generated environment is created to cope with distance and time issues.

What was previously taught in a classroom can now be acquired remotely. The unintended result of this is a decrease in student-teacher and student-peer contact. Learning objectives are more difficult to achieve when teachers and students are unable to communicate clearly in online environments. Furthermore, it is expected that students try their best to fulfill all the requirements for each learning exercise on their own. This indicates that they choose to study in a self-directed manner. Students manage their education from beginning to end when they engage in self-directed learning. Students are capable of doing their own study, selecting the learning strategies that work best for them, and completing assignments and activities autonomously. The initial stage involves students trying to understand the material on their own. When faced with challenges, students seek assistance from their classmates, teachers, and adults outside of the classroom.

Additionally, the paradigm has changed from one that is focused on the teacher to one that is focused on the student as a result of the 4.0 revolution, making self-directed learning an essential part of the educational process. In a student-centered classroom, students are expected to take more initiative and control over their educational activities (Weimer, 2013). To help students better identify their strengths and areas for development, educators today urge them to take initiative in their studies, think creatively, and study at their own pace. Nadiem Anwar Makarim, the minister of education and culture in Indonesia, has proposed a new curricular idea for the end of 2019. The idea, known as "Merdeka Belajar," is thought to be a way to change the Indonesian educational system. Students are supposed to develop their independence, bravery, social intelligence, civility, and competence through Merdeka Belajar.

Moreover, the idea of Merdeka Belajar, which is connected to Profil Pelajar Pancasila, and self-directed learning are very similar. Students who possess Profil Pelajar Pancasila can achieve their goals through "Merdeka Belajar" and other means. In accordance with the Minister of Education and Culture's Regulation Number 22 of 2020. Pelajar Pancasila represent Indonesian students as lifelong learners with global competence who act in accordance with the six guiding principles of Pancasila. The six elements of Profil Pelajar Pancasila, which include: 1) Faith, Faith in God Almighty and with Noble Morals, 2) Creative, 3) Mutual Cooperation, 4) Global Diversity, 5) Critical Reasoning, and 6) Independent, that students and instructors must possess in order to accomplish the objective of Merdeka Belajar. Every learning procedure in schools can incorporate the Profil Pelajar Pancasila's six elements. Cognitive (knowledge), affective (attitude), and psychomotor (skills) behavioral shifts in students are anticipated.

Despite numerous research on self-directed learning have been conducted, and many research papers on self-directed learning have been found in international literature (Cadorin et al., 2017; Lopes and Cunha, 2017; Shen et al., 2014; Stockdale and Brockett, 2010; Hendry and Ginns, 2009; Williamson, 2007; Fisher et al., 2001; Oddi, 1984;

Guglielmino, 1977), most of them focus on students on higher education. There has not been much research that specifically targets students' self-directed learning at the junior high school level. Students' ability to self-direct their own learning, on the other hand, has been taught since they began formally studying. Especially in today's curriculum, which emphasizes student independence and participation in the teaching and learning process.

Moreover, self-directed learning has been linked to higher-order cognitive skills like creativity, problem-solving, and critical thinking, according to previous research. Additionally, many research studies have demonstrated a connection between learning achievement and self-directed learning.

According to the previously mentioned research, it is well-known that self-directed learning is closely related to the field of education. Students at Bukit Asam Junior High School in grade 7 are still participating in online learning activities while also implementing the principle of self-directed learning. Therefore, the purpose of this research is to find out about students' online self-directed learning. The following are the research questions:

1. What is the level of self-directed learning of 7th graders of SMP Bukit Asam Tanjung Enim?
2. Is there any significant correlation between self-directed learning and student's learning achievement of the 7th graders of SMP Bukit Asam Tanjung Enim?
3. What is the most dominant dimension of self-directed learning of the 7th graders of SMP Bukit Asam Tanjung Enim? And why?
4. What is the least dominant dimension of self-directed learning of the 7th graders of SMP Bukit Asam Tanjung Enim? And why?

II. METHODS

This was a mixed-methods study. According to Creswell (2007), mixed methods study is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Therefore, the researcher in this study used the qualitative method to gain SDL information regarding the activity, process, or event of the student. Meanwhile, the quantitative method was used to answer the research question number one, two, three, and four; how the SDL's level of the student, how the relationship of SDL and student's learning achievement, the most dominant SDL of the students and its reasons, and the least dominant of SDL of the students and its reasons. Lastly, the researcher analyzed the students self-directed learning with the theoretical basis that has been owned so that it could run well.

Forty-six 7th graders of SMP Bukit Asam Tanjung Enim participated in this study. The reason why those students were selected was that they have been learning online starting from primary school to junior high school which

was not experienced by any other level. This study was conducted offline at SMP Bukit Asam Tanjung Enim.

To analyze the data obtained from the interview, the researcher used thematic analysis. According to Braun and Clarke (2006) there are six steps in analyzing the data: 1) Familiarizing the data, 2) Generating the codes, 3) Searching for suitable themes, 4) Reviewing themes, 5) Defining and naming themes, 6) Producing the report. Meanwhile, Pearson Product Moment Correlation Coefficient was used to find out whether or not there was a relationship between SDL and learning achievement of the seventh grader students of SMP Bukit Asam, This quantitative method was done by using Statistical Package for Social Science (SPSS).

To make sure the data in this study were valid and accurate, the researcher used member-checking. This check involved giving the findings back to the participants and asking them (in writing or in an interview) about the accuracy of the report.

III. RESULTS AND DISCUSSION

The results of this study were reported in the form of description of discussion. The data included the results of all the instruments used in the method and procedures including interview, questionnaire, and documentation of the 7th graders of SMP Bukit Asam Tanjung Enim. The findings of the study followed by direct discussion were presented based on the sequence of the research questions.

Self-Directed Learning Level of the 7th Graders of SMP Bukit Asam Tanjung Enim.

To collect the data related to the **first objective** of the study—the level of self-directed learning of the 7th graders of SMP Bukit Asam Tanjung Enim—questionnaire was used. The result showed that the mean of self-directed learning of students was 83.73 while the higher percentage 61% was at medium category. In this level, an individual with a moderate self-directed learning score has the characteristic of succeeding in an independent situation, but not fully able to identify learning needs, learning planning and in implementing a learning plan. Meanwhile, the mean of English achievement score was 81.49. It means that most of the seventh graders of SMP Bukit Asam Tanjung Enim were in the fair category. In this level, the students are able to understand the main idea of the conversation when listening or reading to a short dialogue or passage. They are also able to understand explicitly stated points that are reinforced or repeated.

Correlation between Student's Self-Directed Learning and Learning Achievement

The normality of the test was checked prior to the correlation and regression analysis. Normality test was used to determine whether the data normally distributed or not. Therefore, the writer used One Sample Kolmogorov-

Smirnov Z test by the decision if the p-values is higher than 0.05, the distribution of the data is normal. Then the result of the normality test of the data showed that the p-values were 0.1 for the questionnaire and 0.00 for English learning score. Since the p-values of the data were higher than 0.05, then the data were not normally distributed for English learning score. According to Gani and Amalia (2015), if the data does not have the normal distribution, central limit theorem can be applied. In central limit theorem, if the sample data is in large group ($n \geq 30$), data has been considered as normal distribution. Therefore, it can be concluded that English learning score has the normal distribution.

Then, the writer ran statistical analyses to find out whether there was significant correlation between students' Self-Directed Learning and their English Learning Achievement. The writer used the Pearson product moment correlation coefficient formula and the calculation was done through statistical Package for Social and Science (SPSS). The result of the correlation analysis of the Seventh graders of SMP Bukit Asam Tanjung Enim can be seen in the following Table 1.

Table 1
The Result of the Correlation Analysis between Self-Directed Learning and English Learning Achievement

		English Learning Achievement
Self-Directed Learning	Pearson Correlation	**.519****
	Sig .(2-tailed)	**0.000**
	N	46

As shown on the table 1, the correlation coefficient (Pearson Correlation) was 0.519 and the p-values was 0.000. The correlation was significant because the p-values in Sig. (2-tailed) (0.000) was lower than alpha level of 0.05, H_0 was rejected and H_1 was accepted. Then, it was categorized into fair correlation because the range of correlation 0.36 to 0.65 was categorized into fair correlation. It can be concluded that there was a significant correlation between Self-Directed Learning and English Learning Achievement of the Seventh graders of SMP Bukit Asam Tanjung Enim. In addition, correlation analysis was also carried out for each type of students' self-directed learning and English's learning achievement. The result is presented in the following table.

Table 2
The result of Correlation Analysis between Each Dimension of Self-Directed Learning

Model	R	R Square	Adjusted R Square	Change Statistics
				Sig. F Change
1	.519 a	0.270	0.253	0.000

The analysis showed that the dimensions have variance results. Motivation and self-control have significant correlation with students' learning achievement. The r-obtained for Motivation is +.352 supported by the p-values (sig. 2-tailed, p=.016) that was lower than the alpha level of .05. The r-obtained for self-control is +.315 supported by the p-values (sig. 2-tailed, p=.033) that was lower than the alpha level of .05. Meanwhile, the other 2 dimensions were not significant correlated with self-directed learning because p-values were higher than 0.05. Those p-values were .068 for self-monitoring and for self-confidence was .04. H_0 is accepted and H_1 which meant there was no significant correlation between the two dimensions of thinking self-directed learning.

Next, since there was also a significant correlation between self-directed learning and English learning achievement of the seventh graders of SMP Bukit Asam Tanjung Enim, the data analysis was continued by using regression analysis. Regression analysis was conducted in order to find out how much the contribution of students' self-directed learning to their english learning achievement. The result of the analysis was shown in Table 3 below.

Table 3
The result of Regression Analysis of Self-Directed Learning to English Learning Achievement

Dimension		English's Learning Achievement
Self-Monitoring	Pearson Correlation Sig. (2-tailed) N	0.272 0.068 46
Motivation	Pearson Correlation Sig. (2-tailed) N	0.352* 0.016 46
Self-Control	Pearson Correlation Sig. (2-tailed) N	0.315* 0.033 46
Self-Confidence	Pearson Correlation Sig. (2-tailed) N	0.125 0.406 46

It was shown that the significant F values (0.000) is lower than 0.05 and the adjusted R-square was 0.253. It means there was a significant contribution of self-directed learning to english learning achievement, and was indicated that the contributon of student's self-directed learning to their english learning achievement was 25%.

In brief, the significant correlation that was found between student's self-directed learning and their learning achievement showed that the student's self-directed learning gave contribution to their learning achievement. The positive correlation suggests that the more the students have self-directed learning, the better their learning achievement would be. Next, the regression analysis between predictor variable (self-directed learning) and the criterion variable (English learning achievement) was analyzed. The result of the seventh graders of SMP Bukit Asam Tanjung Enim showed that the contribution was 25%. It meant that 25% of the sudents' learning achievement was influenced by their self-directed learning. Since students self-directed learning give contribution to student's learning achievement, the teacher should consider for planning activity that will support the student learning.

Most Dominant Dimension of the Students' Self-Directed Learning

Next, from the statistical analysis above about the self-directed learning scale, it was known that motivation got the highest mean (4.00), but that score was not too far from others dimension. Self-monitoring (3.97), self-confidence (3.92) and the lowest is self-control (3.80). Thus, it can conclude that the most dominant aspect of self-directed learning of the seventh graders of the SMP Bukit Asam Tanjung Enim is motivation while the least dominant aspect of self-directed learning of the seventh graders of SMP Bukit Asam Tanjung Enim is self-control. Motivation itself refers to the people who have desire to do something good. It has positive relation to the fact when students have some learning tasks without teacher accompanied them, they will try to finish them with the best way as the they can such as reading learning material, asking friend, searching on the internet, etc. They do some activities like that due to the academic achievement. Hence, there were some factors that contributed to affect the higher motivation of student.

First, goal setting. In this context, a learning objective transforms into a resolution between the two sides that they will equally put in their best effort. This learning objective, that was discussed and agreed upon, now has "a higher possibility of being achieved" (Boekaerts, 2002). Students in this research are more motivated to do good work because they are not just doing an assignment, meeting a requirement, or studying for a test. Instead, they are taking a step toward their own goals. Also, each student has their own reason for learning, which is good because it helps them plan their future to be what they really want. When students set and evaluate their own goals, they are more relevant and significant to them (Bellanca and Fogarty, 1991). Boekaerts (2002) said that the best strategy is when a student sets a goal for learning and the teacher agrees with it. On the other hand, to get students to work hard and participate, learning environments must give them opportunities for doing so, and tasks must be interesting and important (Turner, 1995).

Second, learning environment. The learner is able to solve difficulties and have access to resources that will support in their development when they are in an optimal learning environment. Vinales (2015) found that the learning environment is one of the most important aspects of a student's success in school. Students get valuable experience and are encouraged in expanding their approach of 21st-century skills, knowledge, attitudes, and behaviors as a result of this engagement. In fact, that the students of this research have kind of pressure in learning at different places. Some

students have more trouble in online learning, while the rest are taking easy. It usually comes to the crowd's matter for those who are difficult to follow the pace as they aren't lucky enough to have effective way for online learning. At this point, teacher must be aware to their student as the responsibility to make sure all student on the right track. From this point, learning environments designed according to students' needs will improve student motivation and success by using a variety of materials. Studies on learning environments focus on behavior management, classroom rules and discipline, motivation of students, teaching methods, the set-up of classroom tools (tables, desks, etc.), and even the color of the classroom (Chesebro and Mccroskey, 2002; Slavin, 2000; Snowman and Biehler, 2003).

Third, student's interest. Learning cannot occur unless the student is interested in learning. There are many different ways that interest may function. It was simply brought to everyone's attention how essential it is to get themselves into the optimally motivated condition of performance. Yet, interest also acts to encourage continuity of it and ingenuity in practice for the activity that is being pursued. It is also the reason why the student chooses one activity over another to engage with. The results highlight that there are a variety of factors that contribute to the development of students' levels of interest in an area of study, including the subject itself, its contents, and even the teacher. According to Schraw et al. (2001), there are two types of interest in learning: a situational interest, which is sensed by students in class because of the teacher's enthusiasm for what is being taught, and an individual interest, which prompts the individual to learn eagerly with a focus on they prerequisite knowledge and emotions. Learning and interest are likewise closely interlinked; in fact, they are so intimately connected, reliant on, and influenced by one another that it is almost impossible to discuss one of them without making some reference to the other.

Last but not least, parental involvement. Parenting is deemed important, so it seems to be the reason that institutions of higher education should work to assist families in creating supportive environment at home. A positive correlation exists between parental involvement in their children's learning and their children's academic success. The research conducted by Fan (2001) shown that elements related to parental participation have a long-term impact on students' development academically. In particular, he discovered that student's academic development is facilitated by parents' aim for their children's academic success and communication about their children's learning, extracurricular activities, and intellectual pursuits. In addition, Hong and Ho (2005) found that the characteristics of parental participation including communication and parental ambition had consistent direct impacts on both preliminary achievement and future academic progress. Similarly, this study discovered that parents show interest in their children's education by actively participating in their education alongside their children, such as by presenting information to them, writing with them, or tutoring them
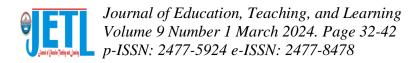
using classroom materials and instructions. According to Darling et al. (2011), parental engagement in their children's educational experiences has a significant predictor of academic achievement. So, the more actively parents participate in their children's education, the greater advantages and the more permanent of the impacts.

Less Dominant Dimension of the Students' Self-Directed Learning

Finally, it was known that self-control becomes the lowest dimension. Self-control is an ability and effort to regulate, guide, and direct all forms of action within oneself to lead to positive action. The fact that students have low self-control due to some factors influenced. First, time management. Kisa and Ersoy (2005) discovered that students in school lacked time management abilities. Attending courses, doing homework, and preparing for tests make students' life very hectic and stressful. Also, students have their own daily routines and lives that must be balanced with extracurricular activities. However, it might be difficult and overwhelming to find time for everything at once. This is where time management abilities are placed to use. Students must acquire this competency. To be successful and more productive, they must implement the essential strategies and approaches. Students that acquire these abilities are able to prioritize upcoming tasks and activities. This is essential for keeping students organized and preventing procrastination, which eventually contributes to their academic performance.

Second, learning environment. Basque and Dare (1998) assume that the environment for learning and teaching should do factors related: inform, communicate, collaborate, produce, scaffold, and manage. They also said that, in a broader sense, the learning environment is all of the parts and activities that make learning possible. Furthermore, student is motivated to learn because of some factors, one of them is learning situation and conditions. Most of students have difficulty in controlling themselves in online learning due to many activities they had. They will have the desire for learning only if their environment supported. For example, the student is able to focus when they listen the explanation directly from teacher with some practices. Besides, there is a student who are not concentration by learning at home (it is crowded situation). Perhaps, the intention of learning exists but disrupted by external factor such those things. So, the students find themselves harder in to do self-control.

Last, age. According to educational and psychological research, the age of school learners is a transitional period in which parents in general continue to control over their children's behavior, but children tend to assert over themselves at times (Papalia and Olds, 1990; Baumeister and Exline, 2000). Students at this age learn to govern their inner world and begin to balance their desires with societal requirements. They grow more aware of this and anticipate the response of their parents and other people to their behavior, and they accept instructions from their parents and teachers whereas everyone would regard them more positively. Cecchini et al. (2007), investigated the influence of personal and social responsibility of school-aged learners

on self-control and playing by the rules using Hellison's (1995) model, determined that junior high school is the optimal age for the development of self-control skills, particularly through physical education and sport-related training. Malinauskas (2004) did similar research, but he examined self-control capacity in the setting of strong social abilities. As significant social skills are learned automatically, it is normal for students to grow and develop. In conclusion, self-control permits a knowledge of the body's changes, which is necessary for the developing student.

Results of the Interview

The interview data were analyzed to seek answers to the research questions regarding self-directed learning in online learning. The researcher used these topics as the guideline to gain the data and continue the instruments of the research question that provided 21 questions. After interviewing all participants, the result was divided into four categories the first category was the factors contributed self-control in self-directed learning, the second category was the factor contributed self-monitoring in self-directed learning, the third category was the factors contributed motivation in self-directed learning and the fourth category was the factor contributed self-confidence in self-directed learning. Meanwhile, each of the categories has several themes relating to their answers. The details of the themes were analyzed as follows:

The Findings of the Factors Contributed Self-Control in Self-Directed Learning

After analyzing and coding by using thematic analysis the researcher found the factors contributed self-control and classified them into three themes. They were as follows:

a. *Time Management*

Time Management is the ability to arrange time and activities. Terry (2002) found a correlation between successful time management abilities and effective self-regulation. Related to the general opinions from the students, they have difficulty to set their time into effective one in online learning because of many activities they have to do at home.

"Maybe many students can't manage their time well because when they are at home, sometimes they have a lot of work to do like playing, practicing, etc. Then studying online is also not as tight as time at school." (S1)

"Students who have not been able to set a special time to study in online learning may be due to a lack of discipline or lack of skills in managing time." (S3)

"Maybe they have a lot of activities, so they don't have time to study, such as karate practice, courses, etc." (S4)

As the students said, their focuses were divided into some activities so that they didn't concentrate in learning which contributed in low self-control.

b. *Learning Environment*

A learning environment is a place where students feel comfortable physically, mentally, socially, and emotionally. This is done by using the right teaching and learning activities.

"If it's online, it's a bit difficult to learn because it can't be practiced directly and vice versa." (S1)

"Because during online learning, students are always at home and playing games, they also cannot be supervised, meaning that if most people are at home, they will be lazy." (S2)

"When in the crowd, I lack concentration." (S3)

"Face-to-face learning is better because you get a clear explanation from the teacher. Online is more difficult for students because it is constrained by the signal or network, so sometimes the teacher's explanation does not reach the students." (S4)

Based on their stories, when in online learning student got some troubles following the instruction due to unsupported situations and conditions. Thus, it is not easy for student to control their learning well.

c. *Age*

The next factor contributed in self-control is age. As the young person, the secondary students have not decided yet what they want to do. Their perspective always changed over the time. They rarely take something seriously as their mind aren't wide enough.

"Their thinking is still unstable, like not taking things seriously." (S4)

From this view, it indicates that student self-control is also related to the age. Children often develop more self-control as they become older (Eisenberg et al., 2010).

The Findings of the Factors Contributed Self Monitoring in Self-Directed Learning

After analyzing and coding by using thematic analysis the researcher found the factor contributed self-monitoring and classified them into one theme. It was as follows:

a. *Students' Initiative*

Initiative is the capacity to be inventive as well as can work without being told what to do all the time. Students who comprehend their own autonomy

grasp an essential aspect of learning that contributes to their success (Buelow et al., 2018).

"I also take a course at home, so I always ask my tutor for help. But often I'm also looking for answers on Google." (S1)

"The most students will complete tasks which they are told to do them first." (S2)

"I solve problems during online learning by finding solutions from available sources such as teachers, classmates, or the internet." (S3)

"I will ask my parents for help." (S4)

The student who shows initiative demonstrate they can think for themselves and take action when necessary. In other words, students taking initiative and responsibility for their own learning is the most effective method for increasing student involvement. (Schroeder, 2010)

The Findings of the Factors Contributed Motivation in Self-Directed Learning

After analyzing and coding by using thematic analysis the researcher found the factors contributed motivation and classified them into four themes. They were as follows:

a. *Goal setting*
   Goal-setting is the process of defining attainable learning aims or objectives. According to Moeller et al. (2012), goal theory proposes that students may choose one of two general goal orientations: a task-focused mindset with an innate concentration on learning and enhancing, and the capacity - oriented approach with an emphasis on external incentives (e.g., getting good grades and doing better than other students).

"I study so that I can understand the lesson better than my other friends". (S1)

"I study so that at least I don't have to do remedial work". (S2)

"I study so that my grades are always good". (S3)

"Learning as a necessity because if we don't study, we will become stupid and find it difficult to achieve our dreams". (S4)

A broad variety of motivational factors that contribute to the completion of a task and that are required as essential mediators of self-directed learning are linked to the attainment of a mastery goal (Ames, 1992). So, based on the general opinions above, it is obvious that the establishment

of a goal cultivates a motivational pattern that is connected with a deeper level of engagement. This pattern ensures and sustains successful behavior in students.

b. *Learning Environment*
   A learning environment is a place where students may learn and grow while feeling secure and supported on all levels (physical, mental, social, and emotional). Customized classrooms that include a wide range of instructional tools are proven to increase students' motivation and achievement (Ozerem and Akkoyunlu, 2015).

"If you study online, you have to be more active in learning and put it in a lot of effort, whereas if you study face-to-face, you are a bit more relaxed because there is a teacher explaining." (S1)

"When learning online we are required to be able by looking for more learning resources. Whereas when learning face-to-face, there is a teacher who is willing to explain the lesson more, so I am a little lazy." (S2)

"Online learning requires more discipline in managing time and tasks, while face-to-face learning prioritizes interaction with teachers and classmates." (S3)

"If it is online, I am more enthusiastic because I am not embarrassed, for example, to answer questions from the teacher. If we are face-to-face, I don't necessarily dare her, so I just study normally." (S4)

According to the student's statements above, learning environment is a necessary thing to support their learning. They have different attitude or behavior when it comes to the varies situations and conditions. At the end, it effects their motivation to become autonomy learner.

c. *Student's Interest*
   Student's interest is a positive attitude or desire to discover or learn about something that learners appreciate or like. According to Scarr and Vander (1984), the optimum learning occurs when the learner is engaged in the task at hand.

"Learning is fun depending on what the lesson is. For example, if it's English, I like it, if it's history, I feel bored to study." (S1)

"Sometimes it's fun, sometimes it's boring, depending on the teacher." (S2)

"It depends on the lesson." (S3)

"It depends on what the lesson is." (S4)

As seen on these statements above, student's interest is important in learning and also play an important role in developing student's thinking ability. Further, when the students are interested in a task, they will work harder and persist longer, bringing more of their self-directed skills into play.

d. Parental involvement

Parents' involvement in their children's education may take several forms, including physical attendance at school, serving as an inspiration to their children, and providing emotional and practical back-up for teachers and students at home. Parents who are actively involved in their students' learning provide material, social, and emotional support, as well as showing an attention inside and concern for their children (Guay et al., 2005).

"My parents told me that I have to organize things well so that we don't feel confuse about everything." (S1)

Higher levels of academic motivation and achievement are associated with parental involvement in their children's lives (Assouline et al., 2004). From this perspective, higher motivation on student is influenced by parents.

The Findings of the Factors Contributed Self-Confidence in Self-Directed Learning

After analyzing and coding by using thematic analysis the researcher found the factors contributed self-confidence and classified them into one theme. It was as follows:

a. Personality Traits

The physical, emotional, and mental characteristics of a person combine to create their personality. Each person has unique characteristics of their personality, which may be used to separate them from one another or to indicate their level of stability in a wide range of situations (Miller, 2016).

"I don't really care about other people." (S1)

"If the opinion is from the teacher, I'll accept it." (S2)

"I prefer feedback from myself because I believe that I know my own learning needs and goals better. However, I will also accept feedback from others and evaluate whether it matches my learning needs and goals." (S3)

"It is from others so that we can improve ourselves." (S4)

According to Akomolafe (2013), academic achievements and personalities are mutually shared, or in order to predict

academic and teacher performance, it is important to take into consideration the differences and strengths of students along with the relevant learning environment. At this point, students have different points of view to improve themselves in learning due to their individual characteristics

Results of the Documentation

The descriptive statiscal analysis of English's Learning Achievement was presented in the table 4.

Table 4
Descriptive Statistics of English's Learning Achievement

Variable	N	Minimum	Maximum	Mean
English's Learning Achievement	46	76	100	81.39

The result of the student's English's Learning score showed that the highest score was 100, the lowest score was 76, and the mean score was 81.39. Meanwhile, the distribution of the students' English's Learning Achievement was presented in Table 5 below.
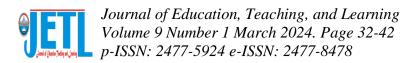
Table 5
The Distribution English's Learning Achievement

No	Score Range	Category	Frequency	Percentage
1.	92-100	Excellent	3	7%
2.	83-91	Good	12	26%
3.	75-82	Average	31	67%
4.	67-74	Poor	0	0%
Total			**46**	**100%**

As shown in table 5, there were 31 students (67%) categorized into average category, 12 students (26%) categorized into good category, 3 students (7%) categorized into excellent category, and 0 students (0%) categorized into poor category. It meant that the result of the student's English learning score could be categorized fair.

IV. CONCLUSION

Based on the findings and the interpretations of the study, some conclusions can be drawn. First, the level of self-directed learning of the seventh graders of SMP Bukit Asam Tanjung Enim was at medium level (61%). Second, there was a significant correlation between self-directed learning and learning achievement of the seventh graders of SMP

Bukit Asam Tanjung Enim r-obtained for self-directed learning was +.519 supported by the p-values (sig. 2-tailed, p=.000) that was lower than the alpha level of .05. Next, there was a contribution of students' self-directed learning to their learning achievement of the seventh seventh graders of SMP Bukit Asam Tanjung Enim (25%). Third, motivation of self-directed learning (4.00) was the highest mean which became the most dominant dimensions of the seventh seventh graders of SMP Bukit Asam Tanjung Enim.

Furthermore, there found some factors that affected the huge motivation of the seventh graders of SMP Bukit Asam Tanjung Enim in online learning. First, goal setting that affects performance and enhances achievement. By designed the goal, students can lead to higher achievement, better performance, and a high level of self-directed learning. Next, learning environment that makes student feeling enthusiasm in to do self-directed learning because they need to look for some materials in internet which is fun for them to use the technology beside their learning. Then, student interest that creates higher motivation for learning toward a certain lesson or content. Last, parental involvement which the presence of parents in schooling and home situations is a key factor in academic success. Fourth, self-control of self-directed learning (3.82) was the lowest mean which became the least dominant dimensions of the seventh seventh graders of SMP Bukit Asam Tanjung Enim.

Afterwards, there found some factors that affected the low self-control of the seventh graders of SMP Bukit Asam Tanjung Enim in online learning. First, time management which they were not able to manage time perfectly due to few works they had to do beside learning. Thus, they were confused to choose their learning priority. Then, also they had not an effectively learning environment like schools which set their focus only for learning. When learning at home they were disrupted by many troubles such too crowded, etc. The last factor was age. In this stage, student still have unstable thought, which they are still thinking "not to take everything seriously". So, it leads their self-control was quite low.

In brief, the changing atmosphere of learning lead the students finding some new experiences. Hence, self-directed is an important aspect to support learning every time and helps them to perform better.

Besides, there is a limitation that this study has that is the participants of this study were limited only to 7TH Graders of SMP Bukit Asam Tanjung Enim.

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