



Reflections on Students' Synchronous Learning to Engage Autonomous Learning

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Abstract: This study aimed to describe students' autonomous learning after students experienced synchronous learning. This research used a quantitative approach with a descriptive method. The study's instrument is questionnaire through Google Form. The questionnaires consist of 15 items about students' autonomous learning during synchronous learning and 10 items about students' opinion of implementation of autonomous learning during synchronous learning. The data is described from 100 respondents to by descriptive analysis approach. The finding of this study reveals that there were four activities among other which students get, namely getting information about learning objectives for each new topic in synchronous learning, having different learning strategies for each different subject, looking for supporting materials that suit their needs, getting motivation during the class and students carried out learning activities as stated in the course outline from the lecturer's lesson plan. In addition, students' synchronous learning has become one of the factors that has assisted them in encouraging individual learning or keeping them autonomous with the assistance of lecturers' instruction and learning sources.

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Introduction

Learning with technology, such as synchronous learning, is essential and is becoming more common today. Despite government regulations requiring direct face-to-face learning, some institutions continue to incorporate synchronous learning into current learning. As a result, synchronous learning will remain a research topic, particularly in the field of education. When the Covid-19 pandemic hit Indonesia's elementary; junior high; high school; and university levels, synchronous learning also known as synchronous e-learning, which became the most researched topic (Basar, 2021). Several studies have investigated the obstacles during the learning process.

Basar (2021) shows in his research that distance education during a pandemic Covid-19 causes a variety of responses and changes in the learning system, which influence the learning process and students' level of development in responding to the material presented. Problems also occur in education components such as teachers, parents and students themselves (Efriana, 2021). Weak mastery of technology and limited access to supervising students, inactivity of students in participating in learning, and very limited supporting facilities, particularly internet access in some areas, all contribute to their own problems.

Meanwhile, parents complained about the lack of time available to accompany online learning due to the busy schedules. Autonomous becomes a requirement for students at this stage, particularly in universities. Ardana Reswari & Kalimanzila (2021) says that the demands for autonomous are very large and if not responded appropriately can have an



unfavorable impact on psychological development in the future, including for online learning (Kasman et al., 2024). Autonomous is the behavior of individuals who are able to take the initiative, to overcome obstacles or problems, to be confident and can make decisions. Hadi and Farida (Hadi, 2012) write that for autonomous learning, the activities carried out are more driven by personal will, own choice and individual responsibility.

Autonomous learning also covers activities as guidance such as the importance of students to know learning objectives, having specific goals, giving an opportunity to negotiate about time and learning activities, looking for additional learning resources, carrying out new activities, having different learning strategies for different subject, supporting materials that suit their needs, creating their own study groups, carrying out learning activities as stated in the course outline, concentrating and do not leave the class forum, interacting with lecturers and colleagues outside and inside, checking the effectiveness of their own learning, checking their competency improvement, and check the learning achievements during synchronous classes (Abdel Razeq, 2014; Khotimah et al., 2019; Khulafiyah, Utami Widiati, Mirjam Anugerahwati, 2021). Thus, lecturers or educators need to seek activities that can increase learning autonomous during synchronous as the expert said. Now after post pandemic of Covid 19, synchronous learning activities have received less attention, but educators still pay close attention to their effectiveness since it is available and still occurred in any education level. Thus, the aim of the study is to describe students' autonomous learning after students experienced synchronous learning.

The study's findings will result as a reflection for lecturer in the development of activities that will increase students' learning autonomous and can be included in the Semester Learning Plan especially for the development of synchronous learning lesson plans including activities which lead to engage students' autonomous (students of Universitas Islam Riau). This is consistent with the roadmap for researchers in the arts, culture, and education who are still primarily interested in educational and learning technology research.

Research Method

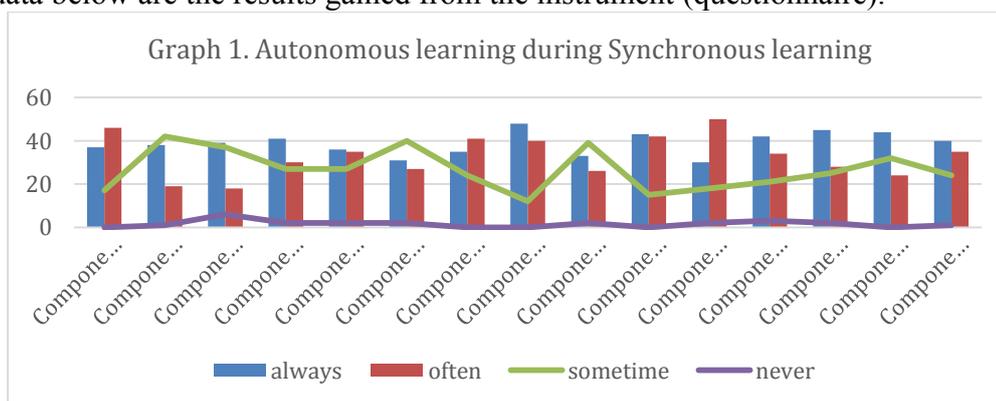
This study used a quantitative approach with a descriptive method. According to Hardani et al (2020), quantitative is systematic research design with purpose to developed and used mathematical model, theory or hypothesis of the parts and phenomena and their relationships. Based on the definition, quantitative approach is the best choice since the study focus on phenomenon whether synchronous learning have engaged students' autonomous learning (Sulha et al., 2021; Turmudi & Ratini, 2022). The first step, researchers explore the data obtained from respondent. The target of this study is Riau Islamic University students from all existing faculties (8 Faculties) in general and education faculty students in particular. 100 participants replay the questionnaire which is given in the form of google form.

The questionnaire is the main instrument. From theories, the researchers conclude the set into 15 items. The item covered about learning objectives, having specific goals, giving an opportunity to negotiate about time and learning activities, looking for additional learning resources, carrying out new activities, having different learning strategies for different subject, supporting materials that suit their needs, creating their own study groups, carrying out learning activities as stated in the course outline, concentrating and do not leave the class forum, interacting with lecturers and colleagues outside and inside, checking the effectiveness of their own learning, checking their competency improvement, and check the learning achievements during synchronous classes (Anwar et al., 2020; Hidayat et al., 2020; Khotimah et al., 2019; Khulafiyah, Utami Widiati, Mirjam Anugerahwati, 2021).

The questionnaire was distributed via the Google form and distributed to all students at the Islamic University of Riau. The link from Google form is distributed via email and the WhatsApp group. Questionnaire data was collected for 2 months from 100 respondents involved. The research applied a sequential exploration design in which quantitative data is collected and analyzed by percentage. The work flow above shows that the research begins with identifying the problems that arise, and it is critical to find a solution whether there is difference in the synchronous relationship with autonomous learning when it is compared to the standards set. Categorization is made into 5 level, very high, high, moderate, low and very low. Furthermore, research problems will be linked to related theories, allowing for the immediate distribution of data filtering tools. After the instrument is complete, data collection can be carried out once the questionnaire data has been collected.

Results and Discussion

Based on the research aims, the researcher tried to understand how synchronous learning environments influence students' autonomous learning behaviors. Therefore, the following data below are the results gained from the instrument (questionnaire).



Graph 1 shows the whole data from the 15 items of questionnaire, but, to easy reading the finding, here, the writers state the finding based on its category from getting information and objectives to having specific goal. The graph shows about none of specific information and dominant set. The first set is about whether students get information about learning objectives for each new topic in synchronous learning (See Chart 1).

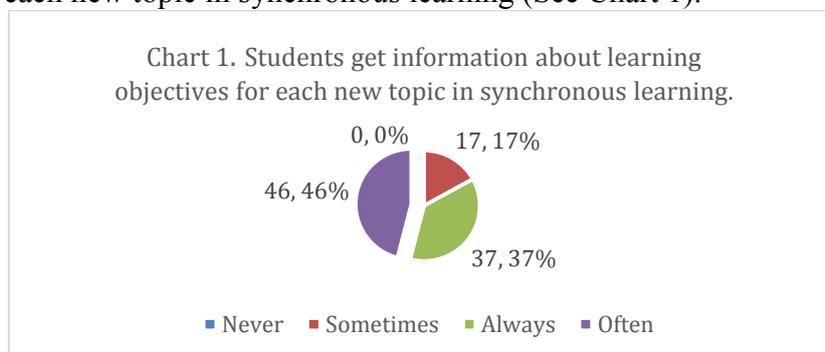
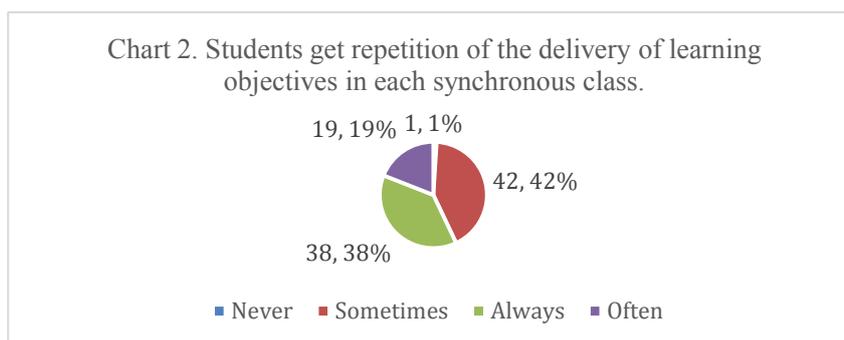


Chart 1 shows that dominantly, students get information about the learning objective for each new topic. From the chart also, the researchers state that 46% students admitted often receive learning objective for each new topic. The information commonly given in the beginning before main activity verbally, showing the PPT or directly given in lesson plan. According to interview, students get the information clearly and detailed from lecturer before starting the

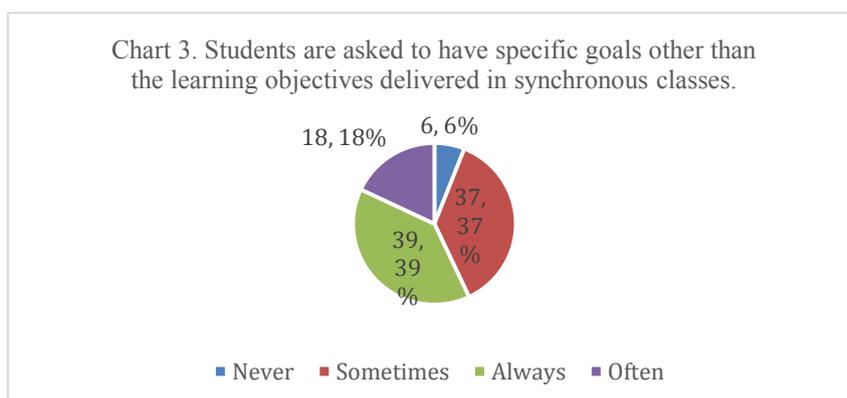
learning activity. They also state that lecturer explains the information in the first meeting of the class. In addition, students often getting information about the learning objective before start the learning activity in the first meeting of the class.

Questionnaire number two describes information about whether students get repetition of the delivery of learning objectives in each synchronous class. Chart 2 showed that 42 students admitted that the lecturer *sometime* repeating information about the learning objective in class meeting, meanwhile students who admitted *always* got information repeated remaining 38 voices. 19 students accounted for *often* having learning objectives



repeated and only 1 student admitted having no repeating information about learning objective from the lecturer. Based on the interview, most of respondent get the repetition before starting the meeting, in the middle and after the learning activity. Meanwhile, some of the respondent get it if students do not understand and asking about the material. From the explanation above, it can be concluded that students dominantly get the repetition from lecturer about the learning objectives before starting, in the middle and after the learning activity.

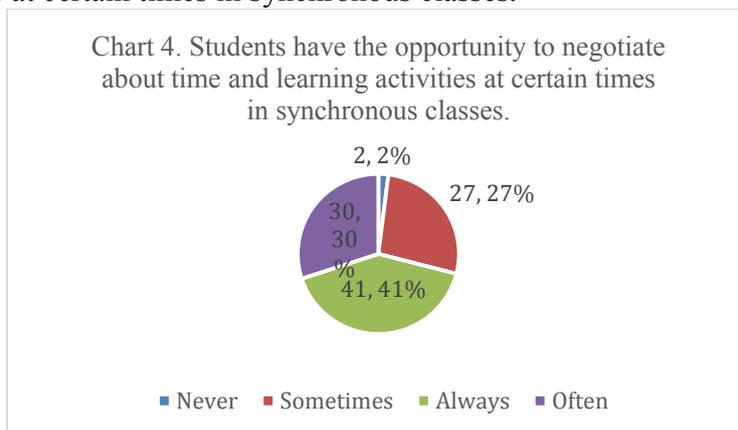
Chart 3 represented about item questionnaire number three that is telling about whether students are asked to have specific goals other than the learning objectives delivered



in synchronous classes. Students who admitted having no specific goals other than the learning objectives delivered in synchronous classes remained 6 students or 6 percent, while students admitted *always* having it accounted for 39 percent, it is higher 2 percent than the one who admitted *sometimes* having specific goal (37 percent). The rest percent (18 percent) admitted *often* having another goal besides the main goal of the course or meeting. However, respondents found some obstacles to determine the specific goals. Based on the interview, the obstacle of respondents mostly about internet connection and the less of understanding about the material. In addition, the less of communication between the lecturer and students also influence their understanding. It can be conclude that dominantly students admitted having

specific goals other than the learning objectives but they also found some obstacles to determine it. Mostly, the obstacles are internet connection and the less of material understanding.

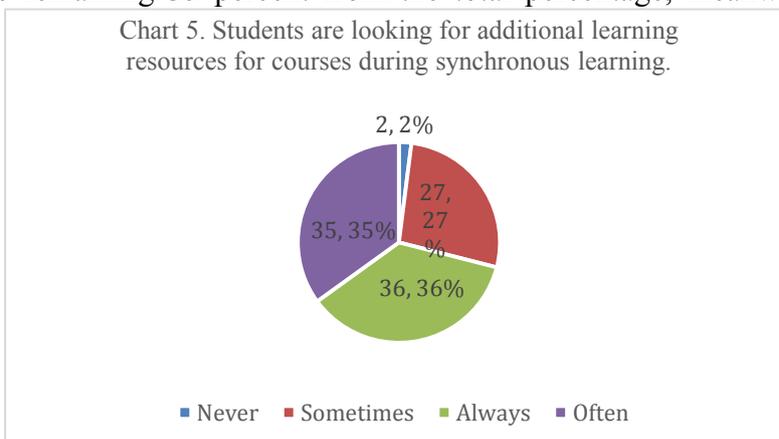
Chart 4 indicated whether students have the opportunity to negotiate about time and learning activities at certain times in synchronous classes.



The one admitted *always* having the opportunity to negotiate about time and learning activities at certain times in synchronous classes accounted for 41 students from 100 participants. Meanwhile, 30 percent admitted that they *often* have the opportunity to negotiate about time and learning activities and only 2 students accounted for *never* have the opportunity to negotiate about time and learning activities at certain times. Finally, the students admitted *sometime* having the opportunity to negotiate about time and learning activities accounted for the remaining 27 percent of the total participants.

In addition, respondent said that the time negotiate give them many advantage like flexibility so they can finished the assignment correctly, they have much time to understand the material from any resources and also ease them to collect the assignment, especially to them who has bad connection. In conclusion, the respondents having the negotiation opportunity about time in collecting the assignment with lecturer. They also feel helped with it because they can finish the assignment correctly, having much time to understand the material and the flexibility to collect it without worry about the bad connection.

Now, we come to Chart 5, where it is indicated whether students are looking for additional learning resources for courses during synchronous learning. Students who admitted *often* looking for additional learning resources for courses during synchronous learning accounted for the remaining 35 percent from the total percentage, meanwhile 36 percent



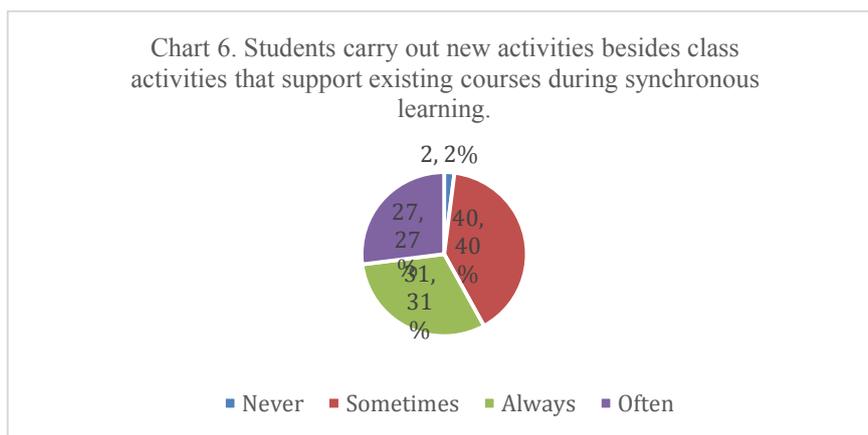


admitted *always* looking for additional learning resources and the rest 27 students admitted *sometime* looking for additional learning resources for courses and only 2 students admitted never looking for additional learning resources for courses during synchronous learning.

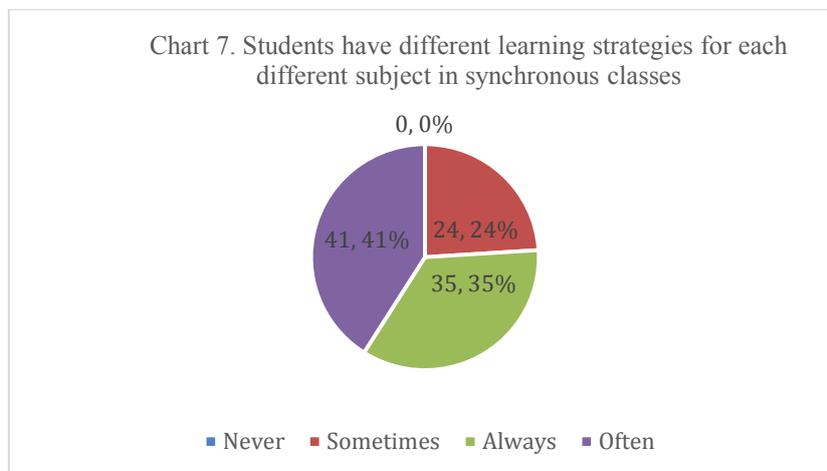
In looking for additional learning resources, respondents found some obstacles. Based on the interview, the obstacle of respondent dominantly is the less of related material and also some website that need payment to access it. Less of material understanding also influence student in looking for additional resource. In addition. The less of internet connection also be the obstacle of students to finding additional resource. From the previous explanation, the conclusion is respondents mostly always looking for additional learning resources for their courses, but they also found some difficulty such as the less of related material and the less of material understanding. The bad connection also give significance impact for them to finding it.

Additionally, chart 6 showed whether students carried out new activities besides class activities that support existing courses during synchronous learning or not. It is described that the highest percentage (40 percent) that students admitted *sometime* carried out new activities to support the existing of course during synchronous learning. 31 students admitted *always* carried out new activities and the one who admitted *often* carried out new activities accounted for the remaining 27 percent. The smallest percentage (2 percent) students from the total percentage admitted carried out new activities. Respondents mostly make a discussion group to support the existing courses. The group usually consists of their colleague. They also make it with the lecturer. Meanwhile, the rests are joining organization, seminar or intern; practice the material, both in learning and daily life and the last is finding any resources that can easily understanding. Mostly, they looking for the application, website or platform that not only easy to understand, but also fun and interesting.

In conclusion, the respondents often carry out new activities to support their courses. Some of them join a seminar, organization or intern; practice the material or even finding any resources. However, they dominantly making a discussion group to discuss the material.



Furthermore, the response of questionnaire number 7 represented in Chart 7 where questioning about whether students have different learning strategies for each different subject in synchronous classes.



None of students accounted to admit having different learning strategies for each different subject in synchronous classes since 41 students accounted *often* having different learning strategies for each different subject, 35 students admitted *always* and 24 students admitted *sometime* having different learning strategies for each different subject in synchronous classes.

The respondents dominantly making a discussion group to understand the material. Some of them asking to lecturer about the material during the meeting or personally. Moreover, students also join a seminar or use an application to support their knowledge. In conclusion, students dominantly *always* have strategies in synchronous learning and the strategy which mostly use is study group to discuss the material with their classmate. Subsequently, chart 8 indicated whether students look for supporting materials that suit their needs during synchronous learning. It is stated that the highest percentage (48 percent) from the total participant admitted that they *always* look for supporting material which is suit their needs, meanwhile, 40 percent or 40 students accounted to admit always look for supporting material and the rest 12 percent admitted *sometime* to look for supporting material. So, it is concluded that synchronous atmosphere requires students to have another material as supporting material which fit for the subject. However, they often find some obstacle while find the resource. Because of usually use internet to find it, some students who live in bad connection area feel difficulty. In addition, students also difficult to find the keyword that relevant with the theory because they do not understand the material.

In addition, questionnaire number 9 requested students to response whether students create their own study groups to improve understanding of lecture material. Chart 9 showed how many students *always*, *sometime*, *often* and *never* create their own study groups to improve understanding of lecture material. The one who admitted always create their own study groups to improve understanding of lecture material accounted for remaining 6 percent smaller than the students admitted *sometime* (39 Percent) and 26 percent accounted *often* create their own study groups to improve understanding of lecture material. The fact above in line with the interview, students making a group if they have a group project assignment from lecturer. However, not infrequently they also make a study group to re-discuss the material. Some students prefer to read other additional sources like book or journal to increase their understanding. They also like to ask the lecturer during the meeting.

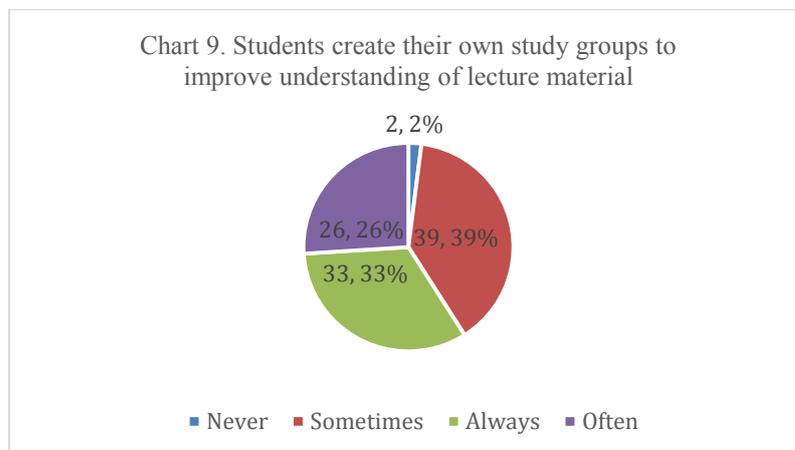
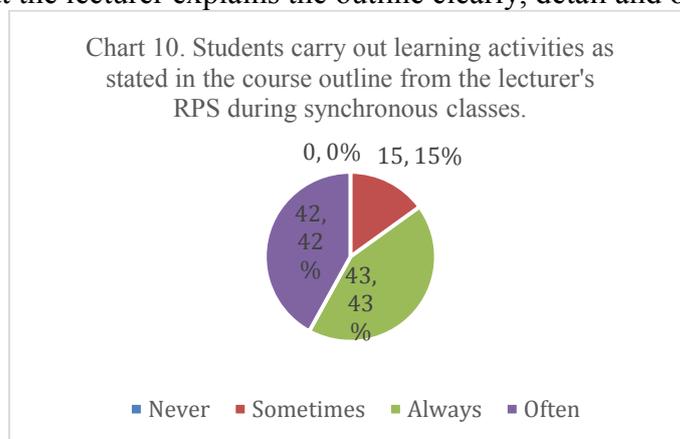


Chart 10 is about students' response whether they carry out learning activities as stated in the course outline from the lecturer's RPS during synchronous classes. 43 respondents from the total finding admitted *always* carry out learning activities as stated in the course outline from the lecturer's RPS, 42 percent admitted *often* and the rest (15 students) admitted *sometime* carry out learning activities as stated in the course outline from the lecturer's lesson plan. Thus, it is common for students have only learning activities as stated in the course outline from the lecturer's lesson plan. Based on the data record, respondents getting the course outline (RPS) from the lecturer on the first meeting, right before start the learning. They dominantly said that the lecturer explains the outline clearly, detail and organized.



Now, let see Chart 11 which described about whether students concentrate and did not leave long class forums synchronous classes take place. Students admitted *often* stay for the whole synchronous forum and do not leave it was accounted into 50 percent from the total response, meanwhile 30 respondents admitted that they *always* stay in the forum and the rest 18 respondents admitted *sometime* staying in synchronous forum from the beginning and only two respondents admit that they did not concentrate but still stay in the synchronous forum.

The students frequently motivate themselves to keep stay during the learning like to keep focus to lecturer, keep spirit, optimist and feel responsible. Even though, lecturer also giving impact to students' motivation. According to the interview, they also feel motivate if they like the teaching method of their lecturer.

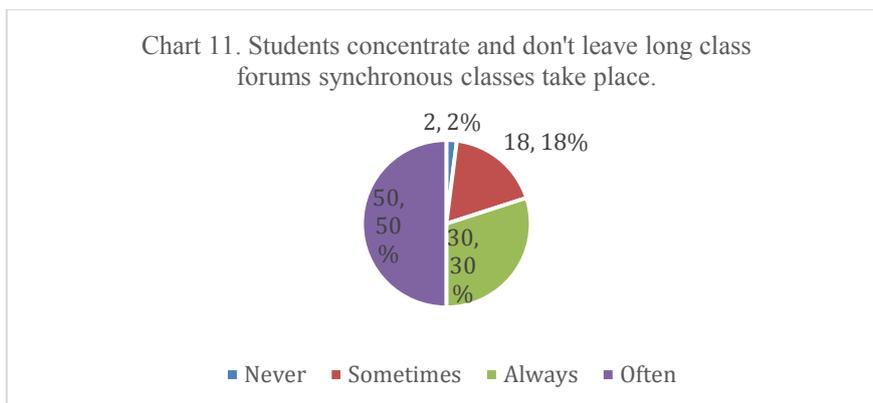
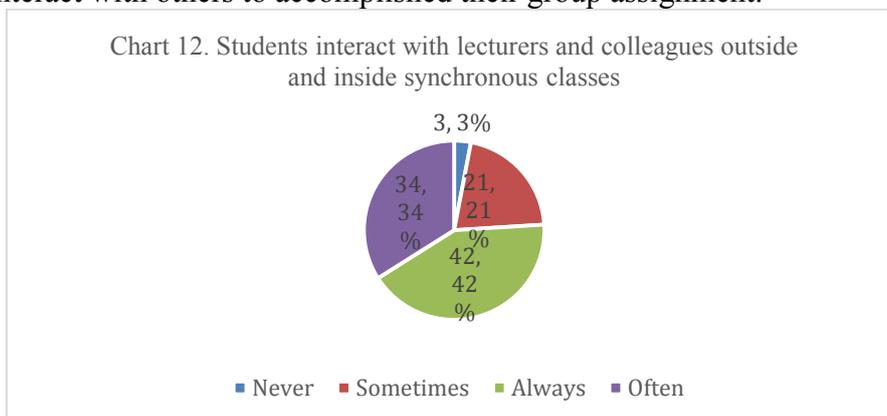


Chart 12 talked about whether students interact with lecturers and colleagues outside and inside synchronous classes. It is showed that 42 respondents still have interaction among lectures and their college, 34 admitted *often*, and 21 responses *sometime* having interact with lecturers and colleagues outside and inside synchronous classes, only 3 respondents admitted never making interact with lecturers and colleagues outside and inside synchronous classes. In addition, the students did not have obstacles to interact with lecturers and colleagues outside and inside synchronous classes. In addition, the interview result show that respondents having interact with their lecturer and colleagues. For the lecturer, some of respondents often ask the lecturer about the material they do not understand during the class or asking privately via chat or face-to-face. Not only that, students also can negotiate about the time or deadline of their assignment with the lecturer so that they can finished the assignment as good as possible. Meanwhile for the colleagues, they often discuss the material together both with making a study group or asking to other who understand about it. They also often interact with others to accomplished their group assignment.



The next is about students' response on whether they check the effectiveness of their own learning during synchronous classes (see Chart 13). Chart 13 indicated that 42 percent remaining *always* checking the effectiveness of their own learning, while 28 percent admitted *often* and 25 participants admitted *sometime* checking the effectiveness of their own learning and the smallest response stated *never* checking the effectiveness of their own learning.

Most of the respondents checking their own learning by the understanding of the material and their own learning process. They believe the more they learn the more their chance to get good score. Even though, some of them rely on their final score as the result of their learning effectiveness.

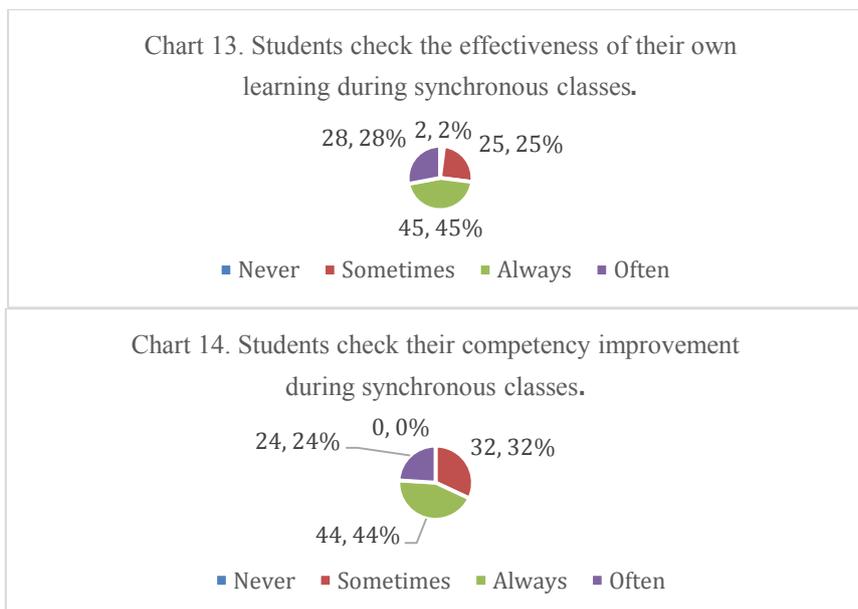


Chart 14 stated students’ response whether they check their competency improvement during synchronous classes. It described those 44 students from the total respondents admitted *always* synchronous classes, 32 responses claimed sometime and 24 students claimed that they check their competence improvement during synchronous classes. So, the whole participants admitted the importance of checking their own competency achievement, as in line with the result study conducted by Yusran (2022) that students’ competence signifies their own learning achievement eventually.

Respondent dominantly checking their own competency based on their understanding. Meanwhile, the rest of them checking it based on their score, ability to do assignment and self-evaluation.

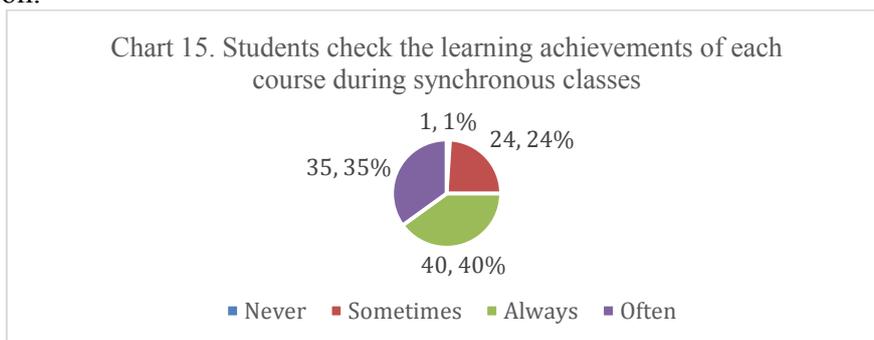


Chart 15 describes that only 1% from 100 participant admit *never* checking their achievement during synchronous learning. Meanwhile 40 participants admitted that they *always* check the achievement through feedback provided by the lecturer in Google Classroom. The other 35 respondents admitted *often* and 24 respondents admitted *sometime* checking their achievement. The respondents generally checking their learning achievement based on their final score, it can be the score of examination, assignment, project or semester. They also checking it based on their understanding and their learning process.

Getting to know that students often got information about the learning objective before start the learning activity in the first meeting of the class. Usually, the information are about learning material for one semester, learning sources, etc. The lecturer also explains about the lesson plan (RPS), learning contract and learning rules clearly, detail and organize



before start the lesson. These activities are purpose for individual learning responsibilities, knowing the objective, the learning rules and information about subjects will make students more responsibility with themselves. This is in line with statement of Hadi and Farida (Hadi, 2012) that for autonomous learning, the activities carried out are more driven by personal will, own choice and individual responsibility. Besides, students also get material repetition or reminder from the lecturer. But sometimes, they get the repetition in the middle and the end of the class.

Furthermore, students admitted having specific goals other than the learning objectives but they also found some obstacles to determine it. Mostly, the obstacles are the lack of internet connection and the less material understanding. Because of that, students have the negotiation opportunity with the lecturer, especially about time to collect the assignment. This is facilitating students for having flexible time to collect the assignment without worried about the bad connection and also, they can understand the assignment well. It is in accordance with the statement that in some areas, there is a lack of technological knowledge and access, particularly to the internet.

The lack of internet connection in some areas also influence students in searching for learning resources. Synchronous atmosphere requires students to have another material as supporting material which fit for the subject. Students rely heavily on the internet to find learning resources. Therefore, the lack of internet connection really influences them. In addition, the less of material understanding also make them confuse to find out learning resources that fit for the subject. It is in line with the statement limited access to supervising students and a lack of technological mastery. To solve the above issue, students often carry out new activities to support their courses such as joining seminar, organization, intern, using learning application, etc. Besides, students have strategies in synchronous learning and the strategy which mostly use is study group to discuss the material with their classmate. They usually making a group if having a group project. Even though, they sometimes make a group to discuss the material. These activities above similar with the explanation that personal will, choice, and individual responsibility drive more of the activities carried out.

Based on chart 11, the students frequently motivate themselves to keep stay during the learning like to keep focus to lecturer, keep spirit, optimist and feel responsible. This is their method or strategy to motivate themselves to learn to become autonomous learning, suit with the statement from Hadi and Farida (Hadi, 2012) that activities in autonomous learning are more driven by personal will, choice and responsibility. Even though lecturers and students indirectly meet in the class, students still have interaction with their lecturers and colleagues. According to the interview result, interaction that usually students do with lecturer are making a group for group assignment, asking and answering question during the class, negotiate about time or additional class, informing students if the meeting is cancel, etc. Meanwhile for interaction with colleagues, they usually making a study group to discuss the material or do the group assignment. This fact in line with Amrullah and Nanzah (2022) explanation that students get many benefits and new knowledge and also stay connected with colleagues at different places and time because they were in online.

Afterward, mostly students checking their own learning by the understanding of the material and their own learning process. They admitted that it is importance to know their own competency achievement during learning. Based on the interview result, they checking their own competency based on their learning process; material understanding such as ability to do assignment and self-evaluation; and their final score from examination, assignment and project during semester. The explanation above in accordance with Hadi and Farida (Hadi,



2012) statement that activities in autonomous learning are more motivated by personal will, choice, and accountability.

In addition, autonomous learning would be gained in condition that the learning aim, goal, chance, sources, and variation and teaching strategies given and become concert during learning process. Students synchronous learning become one of the factors that helped them encourage individual learning or keep them being an autonomous with the helped of lecturers' instruction and learning sources. Since, synchronous learning refers to a learning method in which students and teachers communicate and learn directly at the same time, usually through online media such as webinars or video conferencing, meanwhile, autonomous learning refers to an ability of students to learn independently without the help of teachers or other people. Then, we can say that synchronous learning can engage students' autonomous learning when the learning objectives, specific goals, opportunity to negotiate about time and learning activities, additional learning resources, carrying out new activities, having different learning strategies for different subject, supporting materials that suit their needs, creating their own study groups, carrying out learning activities as stated in the course outline, concentrate, interacting frequently with lecturers and colleagues, checking the effectiveness of students' own learning, checking students' competency improvement, and checking the learning achievements are given during synchronous classes.

Conclusion

The finding of this study conclude that there were four activities among other which students get, namely getting information about learning objectives for each new topic in synchronous learning, having different learning strategies for each different subject, looking for supporting materials that suit their needs, getting motivation during the class and students carried out learning activities as stated in the course outline from the lecturer's lesson plan. In addition, students' synchronous learning has become one of the factors that has assisted them in encouraging individual learning or keeping them autonomous with the assistance of lecturers' instruction and learning sources.

Recommendation

The results of this descriptive analysis only provides an overview of the phenomena students' synchronous learning and autonomous learning, and do not guarantee that synchronous learning will always assist students in developing autonomous learning levels. It is possible that there are other factors that influence students' ability to learn independently, such as students' interest and motivation, students' ability to follow instructions, and so on. Therefore, it is necessary to carry out further research to find out a more detailed relationship between synchronous learning and autonomous learning and its factor. Students' nowadays need to be aware on aim of learning meanwhile, teachers' may concert on the chance and opportunities given for students. For the policy maker, phenomena about synchronous and autonomous learning can be learning alternative in the curriculum.

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