

**THE INFLUENCE OF THE SELF-DIRECTED LEARNING MODEL IN THE ERA OF  
INDEPENDENT LEARNING ON WRITING SKILLS AT TEN GRADES OF SMK SWASTA  
NUSANTARA SIBORONGBORONG IN ACADEMIC YEAR 2023/2024**

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*Abstract*

*The aim of this research is to determine the influence of the self-directed learning model in the independent learning era on writing skills. The method used in this research was a quasi-experimental design. The sample of this study was 68 students of X at SMK Nusantara Siborongborong. They were selected by using the random sampling method. They were divided into two classes, 34 students as a treatment class who were taught using self-Directed learning Method and 34 others as a control class who were not taught by using self-Directed learning Method. In collecting data, the researcher provides tests twice, namely pre-test and post-test. Before conducting the post-test, the researcher gave treatments in the experimental and control classes with different teaching techniques. The instrument used in this study was essay test about Description texts that had been declared valid. The data obtained from pre-test and post-test were analyzed by using t-test. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Self-directed learning model can make students learn independent in improving their writing skills.*

**Key Words:** *Self-Directed Learning Model, Independent Learning, Writing Skills.*

## **INTRODUCTION**

### **The Background of the Study**

Education is an important investment that support the future of a country. The rapid development of the era plays a very important role in the world of education in the Freedom of Learning era which demands competency-based learning from students. Freedom to learn is an integral part of education. This means that schools, teachers, and students have the freedom to participate and act in the learning process. Teachers need to continue to improve their skills, especially when implementing programs and applying predetermined core competencies.

Realize the need for Self-Directed Learning in achieving learning goals by creating Self-Directed Learning strategies and assessing independent learning results. Therefore, self-directed learning has an influence. One of the influences of the Self-Directed Learning model (SDL in the Merdeka era of learning is the ability to write. The ability to write is the activity of arranging letters into words or phrases to be communicated to other people so that other people can identify them. Tarigan (2018:3) says the ability to write is a language skill that is used to communicate indirectly, not face to face with other people, and writing is a productive and expressive activity. Therefore, self-directed learning and Merdeka Belajar models are very closely

related, namely learning independently. So, the use of the model This self-directed learning must be applied in learning to write.

Several previous studies have shown that the SDL model has a significant influence on student learning outcomes. This research was conducted, among others, by Lala Nailah (2018); Nainggolan, (2022); and Sidmewa, (2021); Sagitova, (2019) concluded that the SDL model is very influential in improving student learning outcomes and achievements. Based on these several things, it can be interpreted that SDL is a learning model with an individual development pattern that starts from oneself using a Self-Directed Learning plan and is carried out by oneself.

### **The Problem of the Study**

Based on the research background, the research problem formulation is as follows: Does the influence of the Self-Directed Learning model in the era of independent learning on writing skills at ten grade SMK Swasta Nusantara Siborongborong in academic year 2023/2024?

### **The Objective of the Study**

Based on the research problem, this research aims to determine whether or not there is an influence of the Self-Directed Learning (SDL) model in the era of independent learning on writing skills at ten grade SMK Nusantara Siborongborong.

### **The Scope of the Study**

There are four skills in English language teaching, namely listening, speaking, reading and writing. However, this study will focus on the influence of self-directed learning model on students' description text writing skills.

### **The Significant of the Study**

This research is expected to make the following contributions:

1. Teacher  
Matter this was for teachers and make teachers know that the independent learning model can improve good writing skills.
2. Student  
It is hoped that this observation was for students regarding the problems they face in writing so that their writing can be guided well.

## **THEORETICAL REVIEW**

### **Self-Directed Learning (SDL) Model**

The independent learning model allows students to direct their learning through personal initiative, self-regulation, self-discovery, and learning freedom to achieve optimal learning outcomes and increase learning independence.

According to Gibbons (2002) Self-directed learning is a business conducted by a student to improve knowledge, expertise, achievements related to self development orientation where individuals use many methods in many situations as well as time performed in a relatively independent manner. Self-directed learning is necessary because it can give students the ability to work on tasks, to combine the development of character development and prepare students to learn their whole lives.

### **Steps in Learning the Self-Directed Learning (SDL) Model**

In the assessment phase, where students' teaching and knowledge are assessed, the teacher provides feedback and collaborates with students' knowledge to achieve correct understanding. Teachers cannot assess directly. Instead, they take the time to assess and provide feedback to each student (Song & Hill, 2007). according to Saha (2006), the six phases of independent learning include: 1) creating a learning atmosphere, 2) diagnosing learning needs, 3) formulating learning objectives, 4) supporting students' learning skills in learning resources, 5) implementing and choosing

appropriate learning strategies, and 6) evaluate learning outcomes.

### **Independent Learning to learn**

Independent learning is an idea that gives teachers and students freedom in determining the learning system. The aim of Self-Directed Learning (SDL) is to create education that is enjoyable for students and teachers because so far education in Indonesia has placed more emphasis on the knowledge aspect than the skills aspect.

Freedom to learn is a policy designed by the government to make a big leap in terms of educational quality in order to produce students and graduates who excel in facing complex future challenges (Suyanto, 2020). The essence of Self-Directed Learning (SDL) is freedom of thought for students and teachers.

Independent learning encourages the formation of an independent spirit character where teachers and students can freely and happily develop knowledge, attitudes and skills from their environment. Independent learning can encourage students to learn and develop themselves, form a caring attitude towards the environment where students study, encourage students' self-confidence and skills and easily adapt to the social environment (Ainia, 2020). Therefore, the existence of independent learning is very relevant to the needs of students and the demands of 21st century education.

### **The Role of Teachers in Independent Learning**

Teachers have a very important role in implementing independent learning policies. The implementation of the independent learning policy encourages the role of teachers both in curriculum development and in the learning process. Apart from being a learning resource, at Merdeka learning teachers act as learning facilitators who are supported by professional, pedagogical, personality and social competencies. With these competencies teachers can realize the implementation and goals of implementing the independent learning

policy (Pendi, 2020). Saleh (2020) shows that teachers have a very big role in independent learning. Even teachers appear as the driving force for independent learning. Because the key to the independent learning policy is human beings, namely independent teachers and students.

### **Writing**

Tarigan (2008: 22) states that writing is a derivative or description of graphic symbols that describe a language that someone understands so that other people can read these graphic symbols if they understand the language and graphic images. Writing is also defined as the process of developing ideas, organizing these ideas, and communicating them so that other people can benefit from them. The conveying of ideas is not done verbally, but through a series of words (Sigit, 2013: 2).

### **The Kinds of Writing**

According to Nurhadi (2017: 14), there are several ways to distinguish types positions. There are several differences in form and method presentation and writing topics. Judging by the shape (called traditional classification) Writing is divided into (1) narrative, (2) description, (3) Presentation, (4) Argument.

### **The Generic Structure on Design Writing**

There are several types of writing and their structure one of which is the structure of description text Shinigami (2013), in Wikipedia explains that: The structure of a description essay includes identification, classification, and description of parts.

1. Identification contains features, objects, signs, and so on that are present in the observed text.
2. Classification contains grouping according to types and groups.
3. Description of parts contains descriptions of parts in the text.

### **Factors That Influence Writing Ability**

Graves (in Suparno and Yunus, 2007: 1.4) states that someone hesitates to write. They don't know why they should write, because they feel they don't have the talent to write, and don't know how to write. This feeling of restraint cannot be separated from the influence of the family and social environment as well as school experiences in writing or composing that do not motivate and stimulate interest. Meanwhile, based on field observations, several factors influence a person's writing ability, including (a) fear of writing, (b) not knowing when to start, (c) organization, and (d) language. These factors can cause each person to have different writing abilities.

## **RESEARCH METHODOLOGY**

### **Research Methods and Design**

In this research, researchers were quasi-experimental research methods. Where the trial group (experiment) and comparison group (control) are not chosen randomly. Both groups existed previously, and there was no change in treatment. This method was chosen because the main aim of this research is to determine the impact of a treatment. Quasi-experimental research, or quasi-experiment is defined as research that approaches experimental research. According to Sukardi, this type of research is widely used in education or other fields where the research subjects are humans who cannot be manipulated and controlled intensively.

In a quasi-experimental design, both the control group and the experimental group are give a pre-test and a post-test, but the samples are obtained through random techniques. Before being give treatment, both classes were giving a pretest. Next, the experimental group was giving treatment with learning using the Self-Directed Learning (SDL) learning model, while the control group was giving treatment with learning without using the Self-Directed Learning (SDL)

learning model. After the treatment, both classes were giving a posttest.

### **Population**

Sugiyono (2019:126) explains that population is a generalized area consisting of objects or subjects that have certain quantities and characteristics that are determined by researchers to be studied and then draw conclusions. The number of class X in SMK Swasta Nusantara Siborongborong there are two classes namely, X TKR (34 people), X TBSM (34 people), the total number of class X is 64 people.

### **Sample**

According to Arikunto (2012: 104) if the population is less than 100 people, then the sample is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% of the population can be taken.

The writer was random sampling by applying the technique. The writer will take 100% of the population, because the population is not greater than 100 respondents, the population is 64 respondents, so in the experimental group there are 34 students and in the control group there are 34 students.

### **Data Analysis Technique**

Data analysis is an activity after data from all respondents or other data sources are collected. The data analysis technique in this research uses statistics. Testing this research uses a t-test approach which requires several conditions, namely purposive sampling, interval data, normally distributed population, and equal variance. Thus, before testing the hypothesis with the t-test, it is necessary to carry out the prerequisite tests first, carry out normality and homogeneity tests, and then carry out the research hypothesis.

## RESEARCH FINDINGS

### The Data Presentation

The research data consisted of student scores on the pre-test and post-test for both groups. In the treatment group, a score of 1750 was obtained from the sum of all sample scores on the pre-test, while a score of 2770 was obtained from the sum of all sample scores on the post-test. Therefore, it can be concluded that the post-test score was more dominant than the pre-test score.

In the control class, the sum of all sample scores in the pre-test resulted in a score of 1110, while the sum of all sample scores in the post-test resulted in a score of 1329. Therefore, it can be concluded that the post-test score is more dominant than the pre-test score.

### Normality Test

The Kolmogorov-Smirnov value is 0.176 and its significance is 1.09 ( $1.09 > 0.05$ ), meaning the residual data is normally distributed and therefore suitable for use. The Kolmogorov-Smirnov value is 0.098 and its significance is 0.200 ( $0.200 > 0.05$ ), meaning the residual data is normally distributed and therefore suitable for use.

### Homogeneity Test

The homogeneity test, the population variance is the same. The significant criterion for a two-sided test is  $0,071 > 0.05$ , meaning that the variance for each group is the same (homogeneous).

### Testing Hypothesis

After analyzing the data, testing hypothesis should be done in order to know whether there is significance influences of Self-Directed learning on the ability in writing descriptive text. The testing of hypothesis was using t-test formula. The result of t-test was called t observed (t-ods) and i critical was called t table (t-table) it was used to know whether the  $H_a$  (alternative hypotheses) is accepted or rejected.

Based on the t-test calculation, it was found that t-obs was 9,98 and t-table at two

tailed test level of significance of 0,05 with the degree of freedom (df) was 66. It obtained from:  $df = N_1 + N_2 - 2 = 35 + 35 - 2 = 66$

### Research Finding

The objective of the study was to find out whether the use of Self-Directed Learning Method influence the student's ability in writing descriptive text. It was found that the mean score in post test of treatment group (81,47) was higher than the mean score in post test of control group (39,08). The result of the calculation showed that t-obs value (9,98) was higher that t-test value (1,66) or  $t\text{-obs} > t\text{-table} = 9,98 > 1,66$ . So, the applying of Self-Directed Learning Method had a significance influence on the students' ability in writing descriptive text. Moreover, by applying Self-Directed Learning Method in writing process, students able to wrote more ideas and pour what they thought rather than the students who were not taught using Self-Directed Learning Method.

### Conclusion

After analyzing the data, the researcher found that students' scores increased from the pre-test to the post-test. The results showed that the post-test average was higher than the pre-test. The data obtained from pre-test and post-test were analyzed by using t-test. So, the self-directed learning model can make students learn independent in improving their writing skills.

### Suggestions

After conducting researcher at SMK Nusantara Siborongborong, the writer would like to provide some suggestions based on observation.

- a. For teachers.  
Teachers should motivate students to study before and after teaching so they can improve their writing skills. In addition, the teacher must continue more than two cycles in using the question-and-answer relationship.
- b. For the students  
Students are advised to use effective strategies in understanding writing

such as: practicing writing English texts, trying to translate English texts into Indonesian, using dictionaries, memorizing vocabulary so that students are able to understand the main topic of a text.

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