

# Autonomous Learning in EFL Classroom: Struggles and Initiatives of English Teachers in Public and Private Schools in Indonesia

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## Abstract

*Purpose:* This study aims to find out how junior high school English teachers' strategies in implementing autonomous learning in both private and public schools. Autonomous learning means students' freedom to determine the learning they choose and can be responsible for the learning they choose. In this study, the focus is on the implementation of autonomous learning in private and public schools.

*Methodology:* This study employs a comparative approach, utilizing qualitative analysis. The researcher conducted interviews with teachers from both private and public schools. Subsequently, the interviews were transcribed and evaluated using qualitative research methodologies. Subsequently, the investigation brought novel contributions to the field of autonomous learning research.

*Results:* The study reveals that private schools have a distinct edge over public schools in terms of offering better facilities and closely monitoring students' learning progress to facilitate autonomous learning. Facilities and parental monitoring serve as incentives for students to engage in independent work. Public and private school teachers demonstrate their commitment to employing effective teaching methods to facilitate autonomous learning.

*Application/Originality/Value:* The findings of this study aim to raise awareness among the government regarding the disparity between private and public schools. It is crucial to address this issue to ensure that there is no significant discrepancy in the implementation of autonomous learning in the future. Additionally, it is hoped that the government will provide assistance to public schools that lack adequate facilities for effective teaching and learning.

**Keywords:** autonomous learning, teachers' strategies, private school, public school.

## Introduction

Education plays a crucial role in the advancement of a nation throughout the era of globalization. When faced with a circumstance like this, the initial focus is on the students. Students should strive to develop the skills and mindset necessary to actively engage in learning, think creatively, and generate novel ideas. Furthermore, learners must equip themselves to confront a transformation in the realm of education. In order to foster students' enthusiasm for embracing change, the Student Center Learning (SCL) approach is implemented to motivate students to attain the desired skills and abilities. To use this approach, one must facilitate an increase in the frequency of talks, enabling students to engage actively, exercise critical thinking, and develop skills in problem analysis and resolution (Rahayuningsih, 2023). Lee & Branch (2022) assert that brain science research adheres to the student-centered learning method. Furthermore, the progress of educational technology, which enables customized learning, will facilitate the use of student-centered approaches by educators in the classroom.

Student-centered learning has aspects related to autonomous learning, which is when learner-centered learning activities are practiced, there will be visible behaviors, namely when learners can choose activities that attract their attention and they will carry them out according to their wishes. This behavior will show how learners can be responsible for their learning process, and will get impressive results (Olaya, 2018). Therefore, teachers are facilitators in implementing and promoting Autonomous Learning as a learning model. Widiati et al. (2021) revealed that teachers have an important role when learners have taken responsibility for their own learning. The teacher becomes a facilitator, counselor, resource, manager, organizer, evaluator, and assesses learners' progress. Teachers should have ways to improve learners' learning independence by using teaching-learning strategies, cooperative learning, self-reports, diaries, and evaluation sheets.

Teachers in implementing autonomous learning in the classroom have a meaning of students' freedom in thinking and deciding their own problems. Students can gain knowledge on their own initiative. This autonomous learning activity can foster students' intrinsic motivation to acquire knowledge, enhance students' metacognitive awareness of optimal study

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times, and facilitate students' expression of creativity and curiosity in their learning process (Maguatcher et al., 2022). This topic is very important because autonomous learning is a learning that has the advantage of helping a learner to achieve high independence and creativity in language learning. To compensate for time constraints during class and to increase success in language learning, learners are encouraged to develop self-directed learning strategies so that they can become independent learners, suggested by (Harmer, 2007). The reasons for the importance of autonomy in education are threefold: developing lifelong skills to cope with accelerated social change, strengthening learners' individuality, and expanding the diversity of learners' educational and cultural backgrounds (Alonazi, 2017).

So far, many studies have discussed autonomous learning as one of the methods in promoting English language learning so that students become more independent and teachers as learning guides and facilitators (Almusharraf, 2020; Alonazi, 2017; Fumin et al. 2012). Other studies also mention that in promoting autonomous learning, using group work methods can develop students' independence in learning (Chowdhury, 2021; Shi et al. 2019). Some researches also discuss the challenges faced by a teacher and how a teacher's strategy in implementing autonomous learning using the learning planning and time management methods used (Alibakhshi, 2015; Linh et al. 2022; Wirianingsih et al. 2020). Autonomous learning has been implemented with the result that students can make decisions in learning without having to involve others in solving it (Melvina et al., 2021).

In Indonesia, autonomous learning has been widely implemented with satisfactory results. Students can determine the learning they want independently and they can be responsible for what learning they choose. The implementation of autonomous learning has also been implemented in both private and public schools in Indonesia and has been running as it should. Private schools are non-government established schools. Private schools are owned by foundations with religious or non-religious backgrounds. Private schools have a much more expensive price range but have good quality, hence the demand for schools there is very high. Private schools have advantages in terms of school ownership, namely schools with a foundation background, they use foreign languages other than English to communicate, so they can apply the culture reflected in the foreign language, use an international curriculum, full day school, apply character education that comes from religion, have extracurricular activities to support careers, have good facilities and according to standards, and prices are much more expensive (Cakranegara, 2021). Not much different from international standard private schools, other private schools also have advantages in terms of academic achievement, teacher quality, large number of graduates, strategic location, disciplinary behavior applied, school achievement, and religious values applied (Perwita et al. 2022). Public schools in Indonesia are schools organized by the government and in accordance with pure education. Public schools have relatively affordable fees, all facilities in public schools are funded by the government, and use the curriculum that has been implemented by the government.

This research will examine the concept of autonomous learning, specifically exploring the distinctions between private schools and public schools. The objective of this study is to ascertain the comparative advantages of autonomous learning implementation in private schools over public schools. Three research questions were formulated to accomplish this objective: 1.) How do English teachers from private and public schools promote autonomous learning for the students? 2.) What are the challenges in promoting autonomous learning in both schools? 3.) How do they overcome the challenges?

## Methods

This research employs a descriptive qualitative approach. According to (Creswell, 2014), qualitative research is a method that is exploratory and understands the important variables to be studied. This research uses a qualitative type of research because this research leads and focuses on text and not numbers. This study covers private and public junior high schools. This study focuses on investigating how private and public junior secondary school teachers can effectively implement and encourage independent learning among students during school hours. This research utilizes the interview stage and progressively reviews the data, producing transcripts (Creswell, 2014).

The activities in this study were conducted in November 2023. The participants of this study consist of an English teacher from SMP Budi Utomo Jatipurno (referred to as teacher 1) and an English teacher from SMP Negeri 6 Wonogiri (referred to as teacher 2). The rationale for choosing these two institutions for sample was their convenient proximity to the author. Both instructors possess extensive teaching expertise and have a thorough understanding of their students' behavior within the classroom. Teachers have a crucial role in facilitating students' independent learning, hence maximizing its effectiveness (Wiraningsih et al., 2020).

The researcher conducted interviews with the teachers using a structured questionnaire and documented their responses. Following the interviews with the teachers, the author meticulously documented all the interview findings and subsequently discovered and generated an innovative contribution to the field of autonomous learning research. Data validity in this study used triangulation. Triangulation in research is necessary because each research method has its own advantages and disadvantages, triangulation is needed to enable a more valid capture of reality. According to (Denzin, 1978) there are four different types of triangulation: data triangulation indicates the use of various data sources in a study; researcher triangulation indicates the use of several researchers from various disciplines in a study; theoretical triangulation indicates the use of various perspectives in interpreting a set of data; and methodological triangulation indicates the use of various techniques in a study. Researchers use data sources in determining data validity by triangulating data related to the research problem studied by researchers. Then researchers analyzed data from structured interviews with private and public

school teachers. Data analysis technique is an effort to find and organize data from observations, interviews, and other things systematically so that researchers can better understand the case under study and present it as findings for others (Rijali, 2018). In this study, the authors adopted Miles and Huberman's (1994) data analysis technique, which is used in qualitative research: data reduction, data display, and conclusion drawing.

## Results

Through conducting interviews with teachers in both private and public schools, researchers have identified various factors that distinguish private schools from public schools. The disparities lie in the programs offered at school, teaching methods employed, teaching material utilized, parent involvement, and the extent of teacher collaboration. The outcomes of these disparities are succinctly presented in the table provided below:

**Table 1.** The Result of Comparison the Autonomous Learning Implementation

No	Aspect	Private School	Public School
1.	School Program	One-word-a-day: This daily practice involves the school providing a vocabulary word, demonstrating its pronunciation, and then having the instructor teach it during the first hour of class and record it in the students' logbook.	N/A
2.	Teaching Application	Duolingo: This application is used as an addition to student learning when at home by completing the level of ability.	N/A
3.	Teaching Method	Cooperative Learning: Teacher conducted groups work discussion with one person in charge of the group, then presented in front of the class / when there is homework by making a video in groups	Project Based Learning: Students are given a project to create invitation letters such as birthday invitations, farewell parties, and dinner parties as creatively as possible.
4.	Parent Involvement	Parents are given a logbook to monitor student learning activities at school.	N/A
5.	Teachers Collaboration	Islamic story competition using English held during class meeting activities. Collaboration between English teacher and PAI teacher	P5 (Pancasila Students Profile Project) Making a wall decoration project with the theme of family tree. Collaboration between English teacher and Cultural Arts teacher.

In the first aspect, it can be seen that private schools have a "one day one word" program in this program the school gives students one vocabulary and models how to pronounce it when students can pronounce the word the vocabulary can be deposited with the teacher who teaches the class and the teacher writes it in the student logbook, if students still have difficulty in pronouncing the word, they can ask the teacher. This program hopes to increase students' vocabulary. Whereas in public schools there is no supporting program to improve students' English. In the second aspect, teachers in private schools use the Duolingo application to assist students in improving students' English skills in the independent learning process when at home and to minimize students who do not study at all at home. In public school, teachers do not apply the application as a medium for student learning when at school or even at home.

The learning methods used by private school teachers in implementing autonomous learning is cooperative learning where this method is applied by making a group discussion then presented and also making groups when there is an assignment to make a video. In public schools, the project-based learning method is applied by using project invitation letters in the form of birthday invitations, farewell parties, and dinner parties that are made as creative as possible and they are given 1-2 weeks to complete.

The fourth aspect is parent involvement. Private schools have implemented the program where parents are given a monitoring book to find out the learning process of their children and hold sharing sessions between parents and teachers to increase motivation in student learning. Public schools did not implement this aspect. The last aspect is that the school teachers collaborate to increase students' motivation to learn. The collaboration between private school teachers is to hold an Islamic story competition in English which is held during class meetings. This competition is a collaboration between English and PAI teachers. Collaboration between teachers in public schools by implementing P5 projects with the theme of family tree after the project is presented. This project is a collaboration between English and Cultural Arts teachers.

The study's findings were also comprehensively documented, drawing from interview data collected from secondary school teachers. The data encompassed various aspects, including teachers' understanding of the concept of autonomous

learning, strategies in promoting autonomous learning, challenges in promoting autonomous learning, teachers' collaboration in promoting autonomous learning, ways to overcome challenges, and teachers' collaboration.

### **Teachers Understanding of Autonomous Learning**

Teachers in private schools have an understanding of the concept of autonomous learning, namely independent learning that does not depend on the teacher. Students should possess the ability to engage in self-directed learning, identifying areas where they perceive a deficiency and seeking out additional educational resources. This approach fosters a deeper understanding of their own learning process and reduces reliance on school-provided facilities. It is important to note that with the rapid advancement of technology, there is now a wide array of supplementary applications available to enhance English language proficiency.

*"In my opinion, autonomous learning is learning that does not solely depend on the teacher, but students must be able to find their own learning resources to understand the learning. For example: students can learn with the application "duolingo", "google translate", even "youtube" (teacher 1)*

The implementation of autonomous learning in schools can run well if students have a high motivation to learn. In this application, teachers and students are given the freedom to choose and determine their own learning and can be responsible for what learning is chosen. In this application, it is useful to train the responsibility of teachers and students. Teachers have a role in providing direction, and advice that will produce high interest in learning in the application of autonomous learning. Students whose interest in learning is high will produce good and maximum results in contrast to students who have a low interest in learning. In the learning process there is little left behind, therefore the role of the teacher is very important to motivate students so that their independent learning interest is increasingly encouraged.

*"I think the application of Autonomous Learning is relative, because if students have a high interest in learning, the results will be perfect, if the interest in learning is low, the results will be mediocre behind it all, the teacher becomes a source of motivation, advice, and direction to students." (teacher1)*

Another understanding from public schools regarding the concept of Autonomous Learning is student-centered learning where students can develop themselves to learn independently. Autonomous learning is learning that is in accordance with his ability to measure how much learning he will receive according to his ability without waiting for help from others. In the application of Autonomous Learning, the teacher has a role as a companion and source of student facilities in the learning process. Teachers should not let and do not care about their students and they must still be monitored in teaching and learning activities so that the learning targets are achieved.

*"According to my understanding, autonomous learning is student-centered learning. As a teacher, I am responsible for assisting and facilitating students" (teacher 2)*

The application of Autonomous Learning is based on the principle that student-centered learning where a teacher is not a lecturer anymore but the teacher must interact with students in the process of implementing Autonomous Learning. Teacher and student interaction by taking approaches such as motivation, sharing sessions with this approach the teacher will get feedback so that the learning process can run as much as possible and improve the approach between teachers and students. If students enjoy learning at school, the learning delivered by the teacher will be easily accepted and students will be encouraged to study.

*"As a teacher I am no longer a preacher but I am a motivator for students in the learning process so that students can absorb the material to be taught" (teacher 2)*

### **Strategy on Promoting Autonomous Learning**

Private schools themselves in the process of implementing Autonomous Learning require a teacher's strategy in promoting Autonomous Learning which is useful for encouraging student motivation in the application of Autonomous Learning and this strategy is used so that learning when in class is not monotonous, does not make students bored and becomes a source of student enthusiasm in learning in class. If students feel high enthusiasm when studying at school and at home, they will see the difference in applying Autonomous Learning as a learning strategy in class. The teacher's strategy in promoting Autonomous Learning and in increasing students' learning motivation by knowing what students' goals are in the future because knowing their own goals will be a motivation that will be achieved. Therefore students will be encouraged to increase their own interest in learning so that they can be confident and not be lazy to achieve their dreams. In addition, teachers provide understanding to students that English is an International Language that can support their goals so that students will be more motivated to learn English independently.

*"The strategy I use in implementing autonomous learning is that I want to know what the students' aspirations are and I will give students an understanding that English is important, so that students will be motivated to learn English no matter what at school or at home so that at least out of Budi Utomo Junior High School they can speak English confidently" (teacher 1)*

In contrast to private schools, public schools have a strategy in promoting autonomous learning with contextual learning where contextual learning is that students can be close to their environment and connected in the daily life of a student. This learning is easier for students to accept because students are the ones who know what happens to their environment and then connect it with their learning at school and students are more enthusiastic when learning. With this

contextual learning, it is hoped that students can play an active role in carrying out learning and students can find the meaning of everyday life so that students become learners who have good character.

*"I personally have a strategy in promoting autonomous learning with contextual learning because students are provoked first with their initial knowledge that is close to them, therefore students are more motivated to learn"* (teacher 2)

### **Teaching Method**

In promoting Autonomous Learning, teachers have different methods from other teachers. In this private school application, the teacher uses a teaching method that can support students in the learning process both in student motivation, student awareness during learning, grades, and student attitudes. Teachers apply a learning method "Cooperative Learning" this learning method is beneficial for students because in a group must be able to work together in solving problems even though there is 1 person who is responsible but in one group it must be self-conscious in solving the problem and by grouping students in developing their knowledge can develop well. After completing the group, students can present the results in front of the class and this activity is a means to train public speaking and student confidence. In addition to "Cooperative Learning" the teacher applies the method of "Memorizing everyday English sentences" in the application of Autonomous Learning, the teacher gives an example of how to pronounce it if students want to know clearly the pronunciation, students can search for it themselves on google translate. This memorization method is carried out during the English subject meeting every week. With these various methods, it can train students' development in English subjects and teachers only become facilitators and assist students when experiencing obstacles during the learning process.

*"When learning in class, I use the Cooperative Learning method with projects that are presented in class and make group videos, for example, procedure text material that makes fried rice in English with the group and memorization of daily English sentences that are deposited during English learning in the week"* (teacher 1)

Public-school teachers employ Project Based Learning as an additional approach in the educational process. This method requires students to possess many resources that align with the instructional material. By utilizing these resources, students can enhance their understanding of the material being taught. In the implementation of Project Based Learning, the teacher assigns projects to students based on their particular inventiveness and allows them a timeframe of 1-2 weeks to complete the project. Project Based Learning has several advantages for students, including the development of time management skills, fostering interactive learning experiences, and promoting a deeper understanding of the subject matter. This application has garnered extensive usage among educators and has consistently yielded excellent outcomes.

*"I apply Project Based Learning by making a project for example; making various kinds of invitation cards such as birthday parties, farewell parties, and dinner parties which in the process I give 1-2 weeks"* (teacher 2)

### **Teaching Media**

Teachers employ a learning medium that aligns with the students' aptitude in order to foster Autonomous Learning. Autonomous Learning is implemented in this private school through the utilization of the "duolingo" program, which teachers employ to assist pupils in enhancing their English language proficiency. Duolingo is a gamified language learning program that offers several levels based on the user's proficiency. The "Duolingo" application is designed to enhance pupils' English proficiency by providing training in reading, writing, listening, and translation. The utilization of the "Duolingo" application as an educational medium can elicit a transformation in students who previously lacked comprehension of the English language. Through the use of "Duolingo," it becomes evident that students' pronunciation skills improve significantly, aligning with proper pronunciation and the acquisition of a broader vocabulary.

*"Most students from elementary school do not have a basic understanding of English. By using duolingo, the difference is obvious, starting from their pronunciation and vocabulary is getting better"* (teacher 1)

Public schools facilitate autonomous learning by utilizing the Google Translate website as an educational tool due to its accessibility, speed, and efficiency. Teachers utilize Google Translate due to its diverse functionalities, including voice translation, camera translation, and the ability to translate from multiple languages, thereby providing them with a distinct advantage. Accessing Google Translate is free and does not demand a significant amount of internet bandwidth. Teachers rarely utilize Google Translate as a tool for instruction, as they prefer their students to develop a deeper understanding of the language rather than relying on instant translations. Instead, teachers commonly employ English dictionaries as a resource, encouraging students to attempt translations independently. However, in cases where vocabulary is not found in the dictionary, students may resort to using Google Translate. It serves as a diversionary tool to prevent kids from becoming disinterested.

*"I only use google translate website as a distraction learning media so that students don't get bored"* (teacher 2)

### **Challenges in Promoting Autonomous Learning**

Teachers in promoting independent learning to students by using "cooperative learning" and "memorizing everyday sentences" methods must have challenges. The challenges come from the students themselves and they are lazy in looking for new learning references. The challenge faced by teachers when learning in groups is that some students do not want to contribute with their group mates and when applying the method of memorizing everyday sentences at school the teacher

gives the pronunciation first then if the students do not understand what is said then the teacher can look for examples of pronunciation on the internet. This method is to facilitate students who do not study at home at all but when it is time to deposit their memorization, they say they have not memorized which is a factor caused by the lack of motivation for independent learning.

*"I think students' self-awareness of independent learning is lacking, in fact they are lazy to look for references themselves, they just want instant ones and when students work in groups there are some who do not help their friends, they just play around, and when memorizing once a week there are those who say they forgot, in my opinion it is because the child objects when memorizing"* (teacher 1)

Duolingo is an additional application for students to improve their English skills at home. When students at home have to complete tasks according to their level and ability using the "duolingo" application due to the lack of supervision from the teacher directly and only monitored by being reminded through the Whatsapp group, students do not appreciate what is their responsibility and take action on their own. Such students need intense attention at school and even at home.

*"The challenge of the "duolingo" application in my opinion is that because it is not done at school and only at home, and I monitor it only through the Whatsapp group, it has little effect on students who do not appreciate what is their responsibility"* (teacher 1)

Similar to private schools, the challenges faced by teachers in public schools when the learning process takes place are that some students find it difficult when going to learn independently and when students receive independent learning, which is caused by students not having adequate access to technology, and signal constraints because their homes are in remote areas, even students also feel inferior to the achievements of their friends who have finished in completing project-based learning tasks given by the teacher with the theme of invitation letters. Students feel inferior because the results of their friends' projects are better and perfect and the collection is on time. This inferiority attitude can lead to a decrease in students' motivation and interest in project-based learning and the application of independent learning.

*"I think this problem is more personal because where I teach there are some students who do not have the enthusiasm to learn because there is no adequate access to technology for independent learning at home and these students are inferior to their friends whose projects have been completed with perfect results and on time"* (teacher 2)

Teachers use the google classroom application as a learning media only during the pandemic. When schools are offline, teachers only use google translate which is only periodic because schools have inadequate facilities due to the lack of facilities in the application of learning using media is very rarely implemented and teachers have to sacrifice class hours just to prepare learning media that must use projectors and others that must take turns with other teachers. Such problems make learning not optimal and teachers must bear the risk of lessons that are not in accordance with the target and sacrifice a lot of time to prepare the tools used to view learning materials only.

*"I feel inconvenienced in preparing learning materials such as google translate to be displayed in class because I have to prepare such as projectors and others because it takes quite a long time"* (teacher 2)

### **Overcoming the challenges**

During the process of independent learning, individuals encounter problems that must be addressed in order to ensure the smooth and optimal progression of the autonomous learning process. The teacher assumes the role of a facilitator and motivator in resolving this situation. When using Autonomous Learning with the "cooperative learning" technique and the "duolingo" application, there are obstacles that need to be addressed by the teacher in order to enhance student learning motivation. When addressing this issue, the teacher serves as a mediator for students who may be unwilling or unaware of the need to cooperate with their peers or complete their assignments. The teacher's responsibility is to prompt students to fulfill their progress requirements in the Duolingo application. The primary responsibility of the teacher is to offer support, comprehension, encouragement, and autonomy to students in their interactions with the teacher. Parents play a crucial role in encouraging pupils to enhance their learning process and develop into self-directed learners, rather than relying on external prompts to engage in learning. As a result, teachers and parents work together to find solutions for students' issues. Private schools address this issue of autonomous learning by using a point system, which fosters a sense of responsibility and enhances students' incentive to learn. The purpose of this point deduction system is to discourage pupils who lack self-awareness in doing the assigned responsibilities from the teacher. The deduction of points is documented in a diary and overseen by parents.

*"In facing this challenge, I give students a warning, assistance, then I give understanding, and I give motivation, then I give students the freedom to ask questions, I also give parents a monitoring book to see the child's development if the child still has no change from the child, I will give a point reduction in the monitoring book"* (teacher 1)

When public school teachers face the challenge of implementing Autonomous learning, they approach the students and see whether or not the students' learning progress is lagging behind and whether or not the learning targets are met. After the teacher observes the teacher conducts an intense approach so that the student's motivation increases. The teacher has a role as a supporter of students in learning activities with the support of a teacher. Students will be more motivated to learn using interesting learning method sources such as project-based learning which makes students become creative, responsible, and not dependent on others.

*"Initially, I approach the student and observe his development after that if his development is lacking I make a more intense approach then I become a student supporter in meeting student learning needs with this Project Based learning method students can be creative and not depend on others" (teacher 2)*

Although the teacher is only periodic in applying an application in learning, the teacher replaces the application using creative and interesting learning so that students still enjoy and feel happy in learning by mid-learning doing ice breaking, singing using English and holding guessing games or other games aimed at avoiding student boredom in learning. After holding ice breaking or games, students will be more eager to participate in learning activities and the results will be different from when the teacher does not do ice breaking interludes in the lesson, students will be sleepy and arbitrary because they are bored.

*"I replace the application with ice breaking singing in class in English to minimize students who are not eager to learn" (teacher 2)*

### **Teachers' collaboration**

Teachers collaborate and discuss to solve student problems and obstacles, and increase student learning motivation. In improving students' learning motivation, teachers collaborate by organizing an activity that is beneficial for students in shaping the character of students who are independent, confident, competent, responsible, love their families, and love their religion.

In private schools, English teachers and PAI teachers collaborate by holding competitions with the theme of Islamic stories using English. Each class sends one student who is the class representative. This activity is carried out during class meetings and entrepreneurial activities on Saturdays. This collaboration is not only between teachers, but the school also has a "one day one word" program where this program aims for students to have a lot of vocab memorization, the application of this activity every day one school is given the same vocab and deposited to the teacher who teaches in the first hour during the lesson the results of the deposit are written in a special book "one day one word". The purpose of teachers and schools collaborating to educate children to become individuals who love their religion, personal character and success in the future until what is aspired can be achieved.

*"PAI teacher and I held an Islamic story competition using English which was held during class meetings and the school also collaborates every Saturday students are held entrepreneurial activities and the school holds a one day one word program" (teacher 1)*

Public school in collaboration with teachers is making a P5 project by making family tree wall hangings. This activity is a collaboration between cultural arts and English teachers. With this project students will be instilled with a sense of love for their families and make students who can develop their creativity without copying their friends. Afterwards, the results of their creativity are presented in front of the class using English to introduce their family members. Why use this family tree project because so that students can be proud of their family members and so that students are closer to their families. Family is an important role in fostering students' motivation

*"I use family tree as a collaboration project so that students are instilled with a sense of affection for their family and increase their creativity" (teacher 2)*

## **Discussion**

Autonomous Learning is where the student can take responsibility for the learning they choose. Here, students play a direct role in determining their learning and are responsible for the method used. Daflizar & Kamil (2022) stated that students have the right to make decisions on what they need such as learning management, learning content, and student cognitive processes in applying learner autonomy have the right to control or be responsible for their own learning. When implementing autonomous learning, teachers employ a strategy during the teaching and learning process. This strategy aims to foster students' self-motivation and minimize their reliance on external assistance. By adopting an approach that focuses on students, the strategy effectively enhances student motivation and ensures the successful implementation of autonomous learning activities. Implementing a student-centered approach can foster greater student responsibility, cultivate a positive classroom environment that enhances student motivation to learn, enable teachers to provide feedback to students, and facilitate the development of students' skills as they acquire new knowledge beyond the confines of the classroom (Marantika, 2021). The pedagogical approach involves active student participation in the learning process, enabling them to derive meaning from real-life experiences and develop positive character traits. According to Nurtahan (2022), contextual learning involves teachers selecting learning concepts that are connected to the environment and demonstrating a positive attitude towards cultural and national norms in the community where they reside. This approach requires that all knowledge, learning outcomes, skills, values, and attitudes imparted to students are relevant to their surroundings.

The utilization of Cooperative Learning and Project Based Learning approaches in the implementation of Autonomous Learning yields optimal outcomes. Cooperative Learning is an instructional approach in which a teacher guides a small group of students. This method fosters meaningful contact among peers, cultivates responsible attitudes in students, and promotes respect for diverse perspectives (Chowdhury, 2021). This program facilitates collaborative work among students, enabling them to effectively address and resolve encountered challenges, hence fostering increased self-assurance.

Furthermore, the teacher employs the Project Based Learning approach, which involves utilizing a project as a means of instruction. The subject teacher assigns a deadline for this project, and students are required to submit it punctually. This project aims to cultivate a sense of responsibility in pupils for their work. Project Based Learning (PBL) is an educational approach that offers an enjoyable pedagogy for students as they engage in project creation. Additionally, PBL facilitates the development of 21st century learning skills (Lim et al., 2023).

The utilization of digital media or applications by teachers in the facilitation of autonomous learning endeavors to cultivate pupils' ability to learn independently. According to Zhou et al. (2018), incorporating technology or media into educational settings can enhance the effectiveness of autonomous learning activities and foster the development of students' independent learning abilities. Duolingo plays a significant role in its application since it enables students to observe tangible improvements in their English language skills, particularly in pronunciation, grammar, and vocabulary, through active learning. According to Abin & Andas (2022), the duolingo application is deemed suitable for facilitating Autonomous Learning. This application effectively enables students to learn independently, without relying on external assistance, and encourages them to take responsibility for their English language learning.

Teachers encounter difficulties in implementing autonomous learning due to students' limited self-awareness regarding the independent learning process. Some students prioritize immediate gratification over thoughtful engagement. This lack of self-awareness in autonomous learners can be attributed to insufficient school facilities, limited access to technology and the internet, resulting in a scarcity of resources. Additionally, economic constraints within families contribute to this challenge. To address this difficulty, teachers must engage with students and employ educational resources that are both captivating and interactive. This will ensure that students derive enjoyment and satisfaction from their learning experiences, while also preventing them from feeling excluded in comparison to their peers. In addition, teachers have the ability to offer motivational assistance and organize internet data-friendly activities to facilitate independent learning. They can also conduct sharing sessions to cultivate students' attitudes towards independent learning (Inayati et al., 2021).

This research aims to examine the distinction between private schools and public schools. Private schools are overseen by foundations, whereas public schools are under government administration. Both types of schools get government funding and adhere to government-approved curricula. Unlike public schools, private schools have greater autonomy in their development as they are managed by private foundations and do not rely on government funding. Private schools possess the advantage of having sufficient facilities to cultivate the abilities of their students. Parents often opt to enroll their children in private schools due to the heightened supervision and emphasis on the teaching and learning process, school curriculum, school environment, school performance, and the quality of teachers (Perwita et al., 2022).

## Conclusion

When implementing autonomous learning strategies in both private and public schools, teachers engage with students, oversee their progress, provide encouragement, and foster a positive classroom atmosphere. The support of teachers, schools, and parents plays a crucial role in motivating students to embrace autonomous learning. Teachers employ diverse methodologies and resources, such as cooperative learning, project-based learning, and vocabulary memorization, to support students in their pursuit of autonomous learning. Teachers utilize Duolingo as a learning tool for students to enhance their reading, writing, listening, and vocabulary skills. Additionally, teachers employ ice-breaking activities and light games to mitigate student lethargy and drowsiness throughout the learning process.

Private school teachers collaborate in implementing independent learning through various initiatives. One such initiative is organizing Islamic story competitions in English, where a student from each class represents their respective class. Additionally, entrepreneurial activities are conducted every Saturday, allowing students to sell their products during recess. Furthermore, the schools collaborate on a "one day one word" program, which involves daily vocabulary memorization that is recorded in the student monitoring book. Public schools foster independent learning through collaborative efforts by planning P5 activities, such as creating family tree wall hangings. The outcome of these collaborations is the development of self-assurance as a student, enhanced creativity, the cultivation of self-reliance, and the ability to work autonomously without relying on others. Teachers utilize ice-breaking activities and light games to mitigate pupils' lethargy and drowsiness throughout the learning process.

The findings of this study demonstrate the disparity between private schools and public schools. Private schools offer superior facilities to students, provide additional programs to support students in achieving their goals, utilize the Duolingo application as a learning tool to enhance students' English skills, foster strong relationships between teachers, parents, and students to boost student motivation, and implement effective monitoring systems to track student progress. This helps alleviate the burden on parents by providing a monitoring book for students. In public schools, the government's inadequate provision of facilities is a contributing factor. Public school teachers must optimize their efforts to enhance student desire for learning, in order to successfully attain the objectives outlined in the government program. The objective of this research is to determine whether there is a notable disparity in the implementation of independent learning between private and public schools. Additionally, it is anticipated that the government will provide assistance to public schools that lack suitable facilities for educational activities.



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