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Students' Response To The Self Directed Learning Approach To Explanatory Text Material

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Abstract

This study aims to examine students' responses to the Self-Directed Learning (SDL) approach in learning explanatory text material. Explanatory texts require students to understand phenomena logically, identify causal relationships, and organize ideas systematically. Therefore, SDL is considered relevant because it encourages students to take responsibility for their own learning process while still receiving guidance from teachers. This research used a qualitative approach supported by a literature study and questionnaire data collected through Google Forms. The respondents consisted of 157 students. The results showed that students gave positive responses to the SDL approach. A total of 143 students stated that they were interested in SDL, 135 students considered SDL necessary to improve their understanding of the material, and 151 students agreed that learning strategies for explanatory texts needed improvement. These findings indicate that SDL can increase learning motivation, student independence, active participation, and explanatory text writing skills. However, its implementation still faces several challenges, including differences in students' readiness for independent learning and limited access to learning facilities and resources. In conclusion, the SDL approach can be an effective alternative for explanatory text learning if it is applied in a structured way. Teachers are advised to act as facilitators, while schools should provide adequate learning support.

Keywords: **Explanatory Texts, Learning Motivation, Self-Directed Learning, Student Independence, Student Responses.**

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INTRODUCTION

Learning Indonesian language not only aims to develop language skills, but also to develop critical and independent thinking skills. Indonesian language learning is also required by the state to be studied in accordance with the Merdeka curriculum which prioritizes independence for independent students to learn according to the talents that students have. One of the materials that plays an important role in achieving these goals is explanatory texts. Explanatory texts require students to understand and explain the process of the occurrence of a phenomenon logically and systematically. Another theory also states that explanatory texts are texts that discuss a process or event about the origin of events related to an event that occurs in real life (Kosasih, 2017). It is also stated in another theory that explanatory texts are texts that explain a process of natural and social phenomena (Dewi et al., 2021), learning explanatory texts can produce good results if juxtaposed with the right approach or the appropriate approach to Self-Directed Learning (SDL).

The Self-Directed Learning (SDL) approach is seen as relevant to the learning characteristics of explanatory texts. Knowles states that *"self-directed learning is a process in which individuals take the initiative... in diagnosing their learning needs, formulating learning goals, identifying resources, choosing and implementing learning strategies, and evaluating learning outcomes"* (Knowles, 1975). The approach states that students are responsible for their own learning process (Bosch, 2017).

In the context of education, SDL does not mean that students learn without guidance. Garrison asserts that *"self-directed learning does not mean learning in isolation, but emphasizes learner responsibility while recognizing the importance of facilitation and support"* (Garrison, 1997). Therefore, the application of SDL in explanatory text learning requires the role of teachers as facilitators who guide students in the independent learning process so that learning can be well directed.

The previous study research examined the development and evaluation of Self-Directed Learning (SDL)-based e-modules on the Flipped Classroom learning creation material for English teachers (Palupi et al., 2023). These findings confirm that SDL has a positive impact on writing learning, several other studies also say so. However, students' responses to the implementation of SDL are still diverse, so they need to be studied in more depth.

LITERATURE REVIEW

Explanatory Text

Explanatory texts are one of the genres of factual texts that aim to explain the process of

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the occurrence of a phenomenon logically and systematically, both natural and social phenomena. Kosasih (2017) defines explanatory text as a text that discusses a process or event regarding the origin of an event related to an event that occurs in real life. This opinion is strengthened by Dewi et al. (2021) who state that explanatory texts are texts that describe a process of natural and social phenomena based on cause-and-effect relationships.

Based on these two opinions, it can be concluded that the essence of explanatory texts lies in the author's ability to explain the causal and chronological relationships of an event in sequence. This characteristic makes explanatory texts require students' analytical thinking skills, so that learning is not enough to rely only on one-way explanations from the teacher, but requires the active involvement of students in exploring information and compiling ideas independently (Setiawan et al., 2026).

In general, explanatory texts are built up of three structural parts, namely a general statement that contains an initial description of the phenomenon, a series of explanatory statements that explain the series of causes and effects or the process of occurrence of the phenomenon, and an interpretation that contains the author's conclusions or views on the phenomenon (Kosasih, 2017). From a linguistic perspective, explanatory texts are characterized by the use of causal and chronological conjunctions, passive sentences, technical terms according to the field of phenomenon being discussed, and denotative words that are objective (Salmaa, 2023).

The complexity of these structures and linguistic characteristics is one of the challenges for students in writing explanatory texts, because students are required not only to understand the content of phenomena, but also to be able to organize them into logical text structures and appropriate language.

Self-Directed Learning (SDL)

The concept of Self-Directed Learning (SDL) was first comprehensively developed by Knowles (1975), who defined SDL as "a process in which individuals take the initiative... in diagnosing their learning needs, formulating learning goals, identifying resources, choosing and implementing learning strategies, and evaluating learning outcomes" The definition emphasizes that in SDL, students are the main subjects who actively manage all stages of the learning process, from planning to evaluating learning outcomes.

This view is in line with Bosch (2017) who asserts that students are responsible for their own learning process. Thus, SDL can be understood as a learning approach that places student

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independence, initiative, and responsibility at the core of learning success, not just a technical strategy in managing learning time.

Referring to the definition of Knowles (1975), SDL includes five main components, namely: (1) diagnosis of learning needs, (2) formulation of learning objectives, (3) identification of relevant learning resources, (4) selection and implementation of learning strategies, and (5) evaluation of the learning outcomes that have been achieved. These five components are cyclical and interrelated, so SDL is not just a learning activity without direction, but a structured and reflective learning process.

Garrison (1997) emphasized that *"self-directed learning does not mean learning in isolation, but emphasizes learner responsibility while recognizing the importance of facilitation and support"* This statement is an important foundation that the implementation of SDL in schools still requires the role of teachers, even though the role shifts from a single informant to a facilitator who guides, directs, and assists students in managing their learning process independently. In the context of explanatory text learning, the teacher's facilitative role is needed, especially in the early stages, such as helping students identify phenomenal topics, credible reference sources, and providing feedback on students' writing (Melany et al., 2026).

The Relationship of Self-Directed Learning with the Ability to Write Explanatory Texts

The relationship between SDL and writing ability can be explained through the theory of self-regulation in learning (self-regulated learning) put forward by Zimmerman (2016), which states that "self-regulated learners are metacognitively, motivationally, and behaviorally active participants in their own learning process" In the process of writing explanatory texts, self-regulation is seen in the student's activeness in seeking information about the phenomenon to be discussed. Compile a systematic writing framework, as well as revise the writing based on self-reflection on the suitability of the structure and linguistic rules of the explanatory text.

This finding is also in line with the results of a study by Mawardi (2022) which shows that learning that provides space for independence to students is proven to increase the activeness, motivation, and quality of students' writing. Thus, SDL not only contributes to the affective aspect in the form of motivation and learning independence, but also has a direct impact on the cognitive and psychomotor aspects of students in producing better explanatory text writing (Zaldie & Hanif, 2025).

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Frame of Mind

Based on the literature review above, it can be synthesized that the Self-Directed Learning approach is relevant to explanatory text learning because the characteristics of this material require a logical and systematic understanding of the phenomenon process, which can be built optimally through the independent exploration of students while still accompanied by the teacher as a facilitator (Simanungkalit et al., 2024). The implementation of SDL is predicted to be able to increase students' learning motivation, independence, and explanatory text writing skills, as shown by various relevant studies previously. However, the effectiveness of SDL implementation still depends on students' readiness for independent learning, the active role of teachers as facilitators, and the availability of adequate learning resources and facilities (Sarahono et al., 2024). This frame of thinking is the basis for research on students' responses to the application of the Self-Directed Learning approach to explanatory text materials

RESEARCH METHODOLOGY

This study uses a type of qualitative research with a literature study study of various sources in the form of books and journal articles that are relevant to the topic of Self-Directed Learning and learning to write, especially explanatory texts (Adlini et al., 2022). Data sources were selected based on the relevance of the topic and its contribution to understanding students' responses to SDL.

This research will also make observations by collecting information and then examining the information obtained, this research will share a google form that will be filled out by students as proof of the response there is a self-directed learning approach (Adidharmawan, 2020).

RESULT AND DISCUSSION

Based on the results of the data analysis that has been obtained from the distribution of questionnaires to 157 students, the results of responses to the self-directed learning approach and explanatory text materials, the data produces data that will be displayed in the percentage results in the table and graph as follows:

Table 1. Students' response to interest in the Self Directed Learning approach

Student Interest	n	%
Interested	143	9.1.1%
Not Interested	14	8.9 %

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Graph 1. Students' response to interest in the Self Directed Learning approach

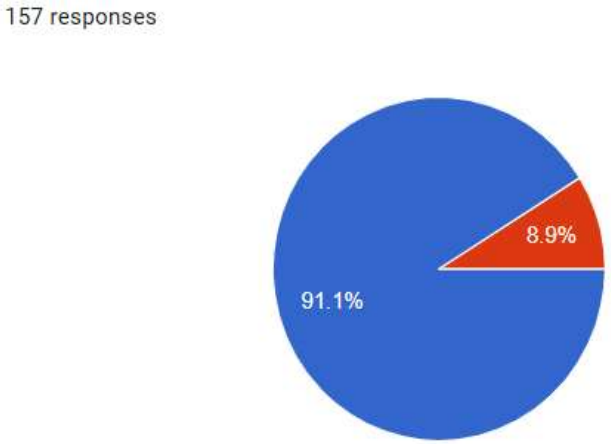
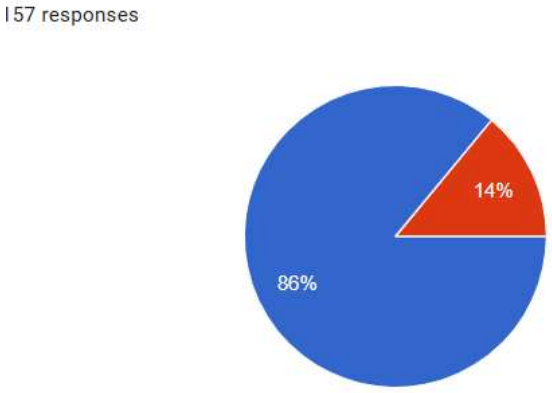


Table 2. Improving material understanding with a Self Directed Learning approach

Material Understanding	n	%
Necessary	135	86%
Not Necessary	22	14 %

Graph 2.Improvement of material understanding with the Self Directed Learning approach

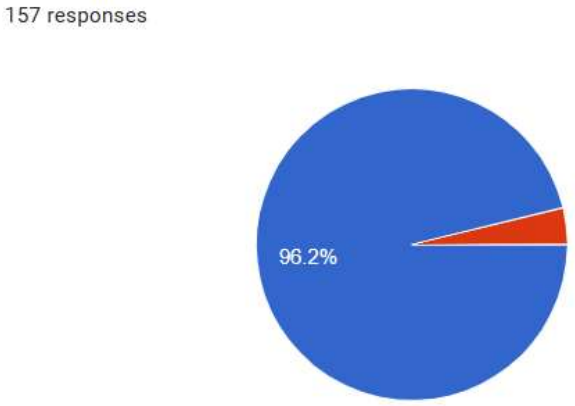


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Table 3. Explanatory text learning comprehension strategies

Strategy	n	%
Necessary	151	96,2%
Not Necessary	6	3,8 %

Graph 3. Explanatory text learning comprehension strategies



DISCUSSION

Based on table 1, it can be seen that the data explains the response of students' interest in learning the material using the Self Directed Learning approach. Although there are still some students who are not interested. But the students who said they were interested were more when compared to the students who were not interested.

The data is also supported by the graph that has been described, this data produced 157 respondents answered by students. The number of students who are interested in the self-directed learning approach is 143 while those who are not interested are only 13 students, this shows that students want to implement independent learning and are not dependent on an educator so that educators only become facilitators for students in learning.

Table and graph 2 explain the improvement of material learning with the Self Directed Learning approach, this table and graph show that students want to improve their learning by using the approach with the Self Directed Learning approach, this is evidenced by the responses given by the students. Students who answer need 135 respondents while those who answer do not need only 22 respondents, this proves that there is a need for learning resources that use the Self Directed Learning approach in understanding a material in the classroom.

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While in table 3 and graph 3 it explains the strategy of understanding the learning of explanatory texts, in the data 157 respondents were obtained with the results of 151 respondents answering necessary and 6 respondents answering not necessary, meaning that this data says that the strategy in learning explanatory text material needs to be improved again.

This research is also supported by data from literature studies showing that students tend to respond positively to the application of SDL in learning explanatory texts. Students feel more motivated because they are given the opportunity to adjust the way and tempo of learning according to their needs. This is in line with Zimmerman's opinion that "self-regulated learners are metacognitively, motivationally, and behaviorally active participants in their own learning process" (Zimmerman, 2016).

In addition to increasing motivation, SDL also contributes to improving explanatory text writing skills. Students become more active in seeking information, composing text frameworks, and revising their writing based on self-reflection. Another theory states that "the application of self-directed learning shows a significant improvement in students' writing skills because students are more active in seeking information and revising their writing results" (Zimmerman, 2016).

This research also shows that "learning that provides space for independence to students is proven to increase the activeness, motivation, and quality of students' writing". These findings corroborate that SDL has a positive impact on writing learning, including explanatory texts (Mawardi, 2022).

Other previous study research also examined the development and evaluation of Self-Directed Learning (SDL)-based e-modules on Flipped Classroom learning making materials for English teachers (Palupi & Iriani, 2023)These findings corroborate that SDL has a positive impact on writing learning.

Although students' responses to SDL tend to be positive, there are several obstacles in its implementation. One of the main obstacles is the difference in readiness for independent learning between students. The success of SDL is highly dependent on the ability of students to manage their learning process independently (Garrison, 1997).

In addition, limited learning facilities, such as access to learning resources and technology, also affect the effectiveness of SDL. This condition shows that the implementation of SDL needs to be accompanied by the assistance of educators and the provision of adequate materials or models so that all students can participate optimally.

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CONCLUSION

Based on the results of the study, it can be concluded that students' responses to the Self-Directed Learning (SDL) approach to explanatory text materials in general show positive results. This can be seen from the high interest of students in the application of SDL in learning. Of the 157 respondents, 143 students expressed interest in the Self-Directed Learning approach, while only 13 students expressed no interest.

In addition, the SDL approach is also considered to help improve students' understanding of explanatory text material. A total of 135 students stated that this approach needs to be applied to improve learning, while 22 students stated that it is not necessary. The data shows that most students need a learning approach that provides space for them to learn independently, actively, and according to their individual needs.

In the aspect of explanatory text learning strategies, as many as 151 students stated that the material understanding strategy needed to be improved. This shows that learning explanatory texts requires a more targeted and innovative approach so that students can better understand the structure, content, and steps of preparing explanatory texts.

The Self-Directed Learning approach has a positive impact on students' learning motivation, independence, and writing skills. Through this approach, students are trained to find information, develop a writing framework, organize the learning process, and evaluate their own learning outcomes. However, the implementation of SDL still faces several obstacles, such as differences in students' readiness for independent learning and limited learning facilities. Therefore, the implementation of SDL needs to be designed in a structured manner and still requires the role of educators as facilitators so that learning can run effectively.

RECOMMENDATION

Based on these conclusions, there are several suggestions that can be given :

1. *For teachers*, the Self-Directed Learning approach can be used as an alternative in learning explanatory texts. Educators need to design learning activities that provide opportunities for students to learn independently, find sources of information, compile ideas, and revise written results. However, educators still need to provide direction, guidance, and evaluation so that the student learning process remains directed.
2. *For students*, the application of Self-Directed Learning is expected to increase awareness to be more active and responsible for the self-learning process. Students need to get used

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to managing their study time, determining appropriate learning resources, understanding the material independently, and daring to evaluate the shortcomings in their writing.

3. *For schools,* support is needed in the form of providing adequate learning facilities, such as internet access, digital teaching materials, learning modules, and other supporting media. These facilities are important so that the implementation of SDL can run optimally and can be followed by all students without obstacles.
4. *For future researchers,* this research can be used as a basis for developing a more in-depth study on the application of Self-Directed Learning in Indonesian language learning, especially explanatory text materials. Subsequent research can use a broader method, such as experiments or developmental research, to obtain stronger results on the effectiveness of the SDL approach on students' writing skills.

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