

**EFL TEACHERS' BELIEFS IN FOSTERING LEARNER AUTONOMY  
BY UTILIZING TECHNOLOGY IN ONLINE CLASSROOMS**

**A Thesis**

Submitted in partial fulfilment of the requirements for the  
Master's Degree in English Language Education



**By:  
Yayu Nopriani Martha  
1906447**

**ENGLISH LANGUAGE STUDY PROGRAM  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
UNIVERSITAS PENDIDIKAN INDONESIA  
2022**

**EFL TEACHERS' BELIEFS IN FOSTERING LEARNER AUTONOMY  
BY UTILIZING TECHNOLOGY IN ONLINE CLASSROOMS**

Oleh  
Yayu Nopriani Martha  
1906447

S.Pd Universitas Palangkaraya, 2012

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan (M.Pd.) pada Program Studi Pendidikan Bahasa Inggris

©Yayu Nopriani Martha 2022  
Universitas Pendidikan Indonesia  
Januari 2022

Hak Cipta dilindungi undang-undang.  
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,  
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

## DECLARATION

I hereby declare that this thesis entitled *EFL Teachers' Beliefs in Fostering Learner Autonomy by Utilizing Technology in Online Classrooms* is fully my own work. I am completely aware that that I have quoted some statements and ideas from various sources. All quotations are properly acknowledged.

Bogor, January 2022



Yayu Nopriani Martha

1906447

**APPROVAL PAGE**

The Thesis entitled

**“EFL Teachers’ Beliefs in Fostering Learner Autonomy by Utilizing  
Technology in Online Classrooms”**

by

Yayu Nopriani Martha  
1906447

has been approved by:

Supervisor

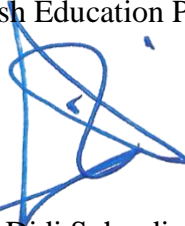
Co Supervisor



Gin Gin Gustine, M.Pd., Ph.D.  
NIP. 197608102001122001

Ahmad Bukhori Muslim, M.Ed., Ph.D.  
NIP. 197401232001121003

Head of English Education Program



Prof. Dr. H. Didi Suherdi, M.Ed  
NIP. 196211011987121001

## PREFACE

Thanks to God because of His mercy this thesis entitled *"EFL Teachers' Beliefs in Fostering Learner Autonomy by Utilizing Technology in Online Classrooms"* could be accomplished. This thesis is submitted to the English Education Study Program, School of Postgraduate Studies of Universitas Pendidikan Indonesia, in partial fulfilment of requirements for Master's Degree in English Education.

This study focuses on the implementation of technology to foster learner autonomy in online classrooms.

I do realize that this thesis is far from perfect. Therefore, any comments and critics are welcome for the better improvement of this study.

Bogor, January 2022



Yayu Nopriani Martha  
1906447

## ACKNOWLEDGEMENTS

First and foremost, thanks to God, for His blessings throughout completing this research successfully. I would like to express my deep and sincere gratitude to my research supervisors: Gin Gin Gustine, M.Pd.,Ph.D., and Ahmad Bukhori Muslim, M.Ed.,Ph.D., for giving me the opportunity to conduct a research and providing invaluable guidance throughout this research. It was a great privilege and honour to work and study under their guidance. I would like to express my gratitude for the acceptance and patience during the discussion I had with them on research work and thesis preparation.

I also say thank you very much to my first examiner Prof. Dr. Hj. Nenden Sri Lengkanawati, M.Pd and second examiner Isti Siti Saleha Gandana, M.Ed.,Ph.D. for your guidance, suggestion, knowledge, and time so that this study become much better.

I am extremely grateful to my lovely mother, Rosalina, for her love, prayers, supports, caring and sacrifices for educating and giving me endless love and encouragement. Also, I express my gratitude to my brother and sister *Kak* Unye, *Kak* Ecef, and *Kak* Pinya for their support and prayers. My special thanks also goes to my special one Andre Sahetapy ♥, my best friends, my classmates, and my workmates for their helps in completing this thesis successfully.

I would like to say thanks to all staffs of postgraduate programs of Universitas Pendidikan Indonesia for their support during my research work. Finally, I would like to express my gratitude for all the people who have supported me to accomplish the research work directly or indirectly.

**“TO GOD BE THE GLORY”**

## Abstract

Learner Autonomy is a dynamic process in which students take an active role and are responsible for their learning. Moreover, the shifting from traditional or offline to online teaching and learning due to the pandemic of Covid-19 urges the teachers and students to adapt to the situation. Learner autonomy is important in online learning since students and teachers are separated due to distance learning. Students have acquired studying strategies and habits which enable them to define their learning steps. Responding to this situation, research-based information on teachers' beliefs in fostering learner autonomy is necessary to investigate. Fostering learner autonomy is important because This study explores teachers' beliefs in how they foster learner autonomy by utilizing the selected technological tools in online classrooms. Employing a qualitative case study research design, the study collected data from classroom observation, questionnaires, and interviews. The questionnaire involved 115 respondents comprising English teachers from elementary, junior, and senior high schools in some cities in Indonesia. Four English teachers were selected from each level of education based on their teaching experiences and educational degrees. The results from interviews and classroom observations taken from four EFL teachers particularly in two senior high schools, one junior high school, and one elementary school in Indonesia revealed that teachers had been using various technological tools and this practice helped foster learner autonomy in the online classrooms. The teachers revealed that utilizing technology in online classroom gives benefits in fostering learner autonomy. The benefits were learners be focused, purposeful, and more responsible on their learning. Based on the interview and classroom observations, teachers pointed out that utilizing technology in online classrooms makes the students active in managing their own learning. In conclusion, technology is important in fostering learner autonomy in online classrooms. The pedagogical implications drawn from the study are that teachers are expected to develop their understanding and professional development workshop in using technology to foster learner autonomy in online classrooms. This learner autonomy study, however, still requires teachers' support and guidance for the improvement of online teaching and learning in the future.

**Keywords:** Learner Autonomy, Online Classrooms, Teachers' Beliefs, Technology

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>ii</b>
<b>PAGE OF APPROVAL</b> .....	<b>iii</b>
<b>PREFACE</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study.....	1
1.2 Research Questions .....	5
1.3 Objectives of the Study .....	5
1.4 Scope of the Study .....	6
1.5 Significance of the Study .....	6
1.6 Clarification of the Terms .....	6
1.7 Organization of the Paper.....	8
<b>CHAPTER II LITERATURE REVIEW</b>	
2.1 Definition of Learner Autonomy .....	9
2.2 Teachers' Beliefs in Learner Autonomy .....	11
2.3 Characteristics of Autonomous Learners .....	12
2.4 Fostering Learner Autonomy .....	14
2.4.1 Fostering Learner Autonomy in Asian context.....	14
2.4.2 Learner Autonomy in Indonesian Context.....	17
2.5 Perspectives on Learner Autonomy .....	22
2.5.1 Psychological perspectives .....	22
2.5.2 Political perspectives.....	23
2.5.3 Sociocultural perspectives.....	24
2.5.4 Technical perspectives .....	25



2.6 Approaches in Fostering Learner Autonomy .....	26
2.7 Fostering Learner Autonomy: Teachers' Roles .....	30
2.8 ICT in 21 <sup>st</sup> Century Language Teaching .....	31
2.9 Previous studies .....	34
2.10 Concluding Remarks .....	35

### **CHAPTER III RESEARCH METHODOLOGY**

3.1 Research Design .....	37
3.2 Participants and Sites .....	39
3.3 Instruments and Data Collection Technique .....	42
3.3.1 Questionnaire .....	42
3.3.2 Interview .....	43
3.3.3 Observation .....	45
3.3.4 Observation sheet/field notes .....	46
3.4 Data Analysis .....	46
3.4.1 Questionnaire analysis .....	47
3.4.2 Interview analysis .....	47
3.4.3 Observation sheet analysis .....	48

### **CHAPTER IV FINDINGS AND DISCUSSION**

4.1 Findings .....	49
4.1.1 Participants' Demographics .....	49
4.1.1.1 Participants' Gender .....	49
4.1.1.2 Participants' Age .....	50
4.1.1.3 Participants' School .....	50
4.1.1.4 Participants' Teaching Experience .....	51
4.1.1.5 Participants' Educational Degree .....	52
4.1.1.6 Participants' Provinces .....	52
4.1.2 EFL teachers' beliefs in the utilization of technology to foster learner autonomy in online classrooms .....	53
4.1.2.1 The beliefs in the concept of learner autonomy .....	54
4.1.2.2 The beliefs in the characteristics of autonomous learners .....	61
4.1.2.3 The beliefs in the utilization of technology .....	68
4.1.2.4 Results from EFL teachers' overall beliefs in the utilization of	

technology to foster learner autonomy in online classrooms .....	82
4.1.3 The selected technological tools used to foster learner autonomy in online classrooms .....	84
4.2 Discussion .....	97
4.2.1 EFL teachers' beliefs in the concept of learner autonomy in online classrooms .....	97
4.2.2 EFL teachers' beliefs in the characteristics of autonomous learner in online classrooms .....	103
4.2.3 EFL teachers' beliefs in the utilization of technology to foster learner autonomy in online classrooms .....	108
4.2.4 The selected technology tools used to foster learner autonomy in online classrooms .....	111
<b>CHAPTER V CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</b>	
5.1 Conclusions .....	116
5.2 Implications .....	117
5.3 Recommendations .....	118
<b>REFERENCES .....</b>	<b>119</b>
<b>APPENDICES .....</b>	<b>129</b>

## LIST OF TABLES

Table 3.1 Participants' classification, frequency and percentage .....	40
Table 3.2 Participants' background information.....	41
Table 3.3 Aspects of observation data of the autonomous classrooms.....	48
Table 4.1 Codes for first section of questionnaire items.....	54
Table 4.2 Descriptive statistics of EFL teachers' beliefs in the concept of learner autonomy in online classrooms .....	55
Table 4.3 EFL teachers' overall beliefs in the concept of learner autonomy in online classrooms .....	56
Table 4.4 Codes for second section of questionnaire items .....	61
Table 4.5 Descriptive statistics of EFL teachers' beliefs in the characteristics of autonomous learners in online classrooms.....	62
Table 4.6 EFL teachers' overall beliefs in the characteristics of autonomous learners in online classrooms .....	63
Table 4.7 Codes for third section of questionnaire items.....	68
Table 4.8 Descriptive statistics of EFL teachers' beliefs in the utilization of technology to foster learner autonomy in online classrooms.....	69
Table 4.9 EFL teachers' overall beliefs in the utilization of technology to foster learner autonomy in online classrooms.....	70
Table 4.10 EFL teachers' overall beliefs in learner autonomy in online classrooms .....	82
Table 4.11 Kinds of technology used by EFL teachers .....	86

## LIST OF FIGURES

Figure 4.1 Profile of participants' gender .....	49
Figure 4.2 Profile of participants' age.....	50
Figure 4.3 Profile of participants' school.....	50
Figure 4.4 Profile of participants' teaching experiences.....	51
Figure 4.5 Profile of participants' educational degree .....	52
Figure 4.6 Profile of participants' provinces.....	52
Figure 4.7 EFL teachers' overall beliefs in learner autonomy in online classrooms .....	84

## LIST OF APPENDICES

Appendix 1 Participants' profile .....	129
Appendix 2 Guideline of questionnaire construction.....	136
Appendix 3 Observation sheet .....	142
Appendix 4 Questionnaires .....	143
Appendix 5 Guidelines of interview questions construction .....	150
Appendix 6 Interview prompts .....	152
Appendix 7 Interview data categorization .....	154

## REFERENCES

- Abidah, A., Hidayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The impact of covid-19 to Indonesian education and its relation to the philosophy of “Merdeka Belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49.
- Agustina, D., & Fajar, D. A. (2018). Learner autonomy as a challenge in English language education 4.0 in Indonesia. *English Language and Literature International Conference (ELLiC) Proceedings*, 2, 155–159.
- Alonazi, S. M. (2017). The role of teachers in promoting learner autonomy in secondary schools in Saudi Arabia. *English Language Teaching*, 10(7), 183–202.
- Amalia, A., & Fatonah, S. (2020). Penerapan pembelajaran daring Dragonlearn pada era pandemic Covid-19 (Studi kasus di MI Ma’had Islam Kopeng). *ISEJ: Indonesian Science Education Journal*, 1(3), 148–164.
- Andreu, C. T., Cerdá, F. F., Ausina, I. T., & Sala, R. M. (2007). Student’s autonomous activities in multidisciplinary registers learning. *International Conference on Engineering Education--Icee*, 2(3), 3–7.
- Ankan, A., & Bakla, A. (2011). Learner autonomy online: Stories from a blogging experiences. *Fostering Autonomy in Language Learning*, 240–251.
- Arigusman, A. (2019). *The use of ICT in EFL classrooms: Teachers' readiness, implementation and challenges*. (Thesis). Universitas Pendidikan Indonesia.
- Aoki, N. (2008). Teacher stories to improve theories of learner/teacher autonomy. *Independence*, 43, 15–17.
- Baru, M., Tenggara, W. N., & Mataram, M. U. (2020). Promoting students' autonomy through online learning media in EFL Class. *International Journal of Higher Education*, 9(4), 320–331.
- Barnes, D. (1976). *From communication to curriculum*. Harmondsworth: Penguin.
- Begum, J. (2019). Learner autonomy in EFL/ESL classrooms in Bangladesh: Teachers’ perceptions and practices. *International Journal of Language Education*, 3(1), 12–21.
- Bejar, I. (2010). Can speech technology improve assessment and learning? New

capabilities may facilitate assessment innovations. *RD Connections Report No. RDC-15*.

Benson, P. (2001). Teaching and researching autonomy in language learning.

Harlow. England: Pearson Education.

Benson, P. (2007). Autonomy in language teaching and learning. *Language*

*Teaching*, 40(1), 21–40.

Benson, P. (2011). What's new in autonomy. *The Language Teacher*, 35(4), 15–

18.

Benson, P., & others. (2008). Teachers' and learners' perspectives on autonomy.

*Learner and Teacher Autonomy: Concepts, Realities, and Responses*, 15–32.

Benson, P., Chik, A., & Lim, H.-Y. (2003). Becoming autonomous in an Asian

context: Autonomy as a sociocultural process. In *Learner autonomy across cultures* (pp. 23–40). Springer.

Blidi, S. (2017). *Collaborative learner autonomy*. Springer.

Borg, S., & Al-Busaidi, S. (2012). Teachers' beliefs and practices regarding

learner autonomy. *ELT Journal*, 66(3), 283–292.

<https://doi.org/10.1093/elt/ccr065>

Borg, S., & Al-Busaidi, S. (2012a). Learner autonomy: English language teachers'

beliefs and practices. *ELT Journal*, 12(7), 1–45.

Borg, S., & Al-Busaidi, S. (2012b). Teachers' beliefs and practices regarding

learner autonomy. *ELT Journal*, 66(3), 283–292.

<https://doi.org/10.1093/elt/ccr065>

Borg, S., & Alshumaimeri, Y. (2019). Language learner autonomy in a tertiary

context: Teachers' beliefs and practices. *Language Teaching Research*,

23(1), 9–38.

Borg, S. (2003). Teacher cognition in language teaching: A review of research on

what language teachers think, know, believe, and do. *Language Teaching*,

36(2), 81–109.

Budiati, I., Susianto, Y., Adi, W. P., Ayuni, S., Reagan, H. A., Larasaty, P., ... &

Saputri, V. G. (2018). *Profil Generasi Milenial Indonesia*. Jakarta:

Kementerian Pemberdayaan Perempuan dan Perlindungan Anak.

Candy, P. C. (1991). *Self-direction for lifelong learning. A comprehensive guide*

Yayu Nopriani Martha, 2022

**EFL TEACHERS' BELIEFS IN FOSTERING LEARNER AUTONOMY BY UTILIZING TECHNOLOGY IN ONLINE CLASSROOMS**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- to theory and practice.* ERIC.
- Calderhead, J. (1996). *Teachers: Beliefs and knowledge.* Prentice Hall International.
- Creswell, J. R. (2009). *Research design: qualitative, quantitative, and mixed methods approaches,* Los Angeles, Sage.
- Cotterall, S. (1995). Developing a course strategy for learner autonomy. *ELT Journal*, 49(3), 219–227.
- Dam, L. (2003). Developing learner autonomy: The teacher's responsibility. *Learner autonomy in the foreign language classroom: teacher, learner, curriculum and assessment*, 126–150.
- Dam, L. (2008). How do we recognize an autonomous classroom? Revisited. *Learner Autonomy: What does the future hold*, 13–27.
- Dharma, H. R. C., Asmarani, D., & Dewi, U. P. (2017). Basic Japanese grammar and conversation e-learning through Skype and Zoom online application. *Procedia Computer Science*, 116, 267–273.
- Dang, T. T. (2012). Learner autonomy: A synthesis of theory and practice. *The Internet Journal of Language, Culture and Society*, 35(1), 52–67.
- Dickinson, L. (1993). Talking shop: aspects of autonomous learning. *ELT Journal*, 47(4), 330–336.
- Dickinson, L. (1995). Autonomy and motivation a literature review. *System*, 23(2), 165–174.
- Dolot, A., & others. (2018). The characteristics of Generation Z. *E-Mentor*, 74(2), 44–50.
- Dornyei, Z. (2001). *Teaching and researching motivation.* *Applied linguistics in action.* ERIC.
- Fatimah, S., & Nuraninda, F. A. (2021). Peranan orang tua dalam pembentukan karakter remaja generasi 4.0. *Jurnal Basicedu*, 5(5), 3705–3711.
- Feryok, A. (2013). Teaching for learner autonomy: The teacher's role and sociocultural theory. *Innovation in Language Learning and Teaching*, 7(3), 213–225.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education.*



- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. A perspective from North American educational research on teacher education in English language teaching. *Language Teaching*, 35(1), 1–13.
- Gay, L. R., & Airasian, P. W. (2000). *Student guide to accompany educational research: Competencies for analysis and application*. Merrill.
- Gutierrez Almarza, G. (1996). *Student foreign language teachers' knowledge growth*. Cambridge University Press.
- Haji-Othman, N. A., & Wood, K. (2016). Perceptions of learner autonomy in English language education in Brunei Darussalam. *Language Learner Autonomy: Teachers' Beliefs and Practices in Asian Contexts*, 79–95.
- Hamied, F. A., & Malik, R. S. (2017). *Research methods: A guide for first-time researchers*. Bandung: UPI Press.
- Haughton, G., & Dickinson, L. (1988). Collaborative assessment by masters' candidates in a tutor based system. *Language Testing*, 5(2), 233–246.
- Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., & Bond, M. A. (2020). *The difference between emergency remote teaching and online learning*.
- Holliday, A. (2013). *The Struggle to teach English as an international language-Oxford applied linguistics*. Oxford University Press.
- Hollweck, T. (2015). Robert K. Yin. (2014). Case study research design and methods . Thousand Oaks, CA: Sage. 282 pages. *Canadian Journal of Program Evaluation*, 30(1).
- Hubackova, S., & Ruzickova, M. (2011). Experience in foreign language teaching with ICT support. *Procedia Computer Science*, 3, 243–247.
- Isman, A. (2012). Technology and technique: An educational perspective. *Turkish Online Journal of Educational Technology-TOJET*, 11(2), 207–213.
- Jimenez Raya, M., & Sercu, L. (2007). *Challenges in Teacher Development: Learner Autonomy and Intercultural Competence. Foreign Language Teaching in Europe. Volume 10*. ERIC. Peter Lang GmbH, Internationaler Verlag der Wissenschaften. Eschborner Landstrasse 42-50, D-60489 Frankfurt am Main, Germany.
- Johnson, K. E. (1994). The emerging beliefs and instructional practices of

- preservice English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439–452.
- Karimah, A. (2019). *EFL Teachers roles in technology - integrated insruction practices*. Universitas Pendidikan Indonesia.
- Kemala, Z. (2014). *An analysis of autonomous learning strategies used by senior high school students*. Universitas Pendidikan Indonesia.
- Kenny, B. (1993). For more autonomy. *System*, 21(4), 431–442.
- Kusmaryono, R Suyato. (2020, February 18). Merdeka Belajar. Retrieved May 10 2021, from  
<https://gtk.kemdikbud.go.id/read-news/merdeka-belajar>
- Kohonen, V., & Bedley, G. (1992). Experiential language learning: second language learning as cooperative learner education. *Collaborative Language Learning and Teaching*, 45–64.
- Lengkanawati, N. S. (2016). Teachers' beliefs about learner autonomy and its implementation in Indonesian EFL settings. *Language Learner Autonomy: Teachers' Beliefs and Practices in Asian Contexts*. IDP Education (Cambodia) Ltd. [http://dx.doi.org/10.5746/LEiA/LA\\_Asia](http://dx.doi.org/10.5746/LEiA/LA_Asia)
- Lengkanawati, N. S. (2017). Learner autonomy in the Indonesian EFL settings. *Indonesian Journal of Applied Linguistics*, 6(2), 222–231.
- Lengkanawati, N. S., Wirza, Y., Alicia, D., & others. (2021). EFL learners' view on online learning implementation during Covid-19 outbreaks. *4th Sriwijaya University Learning and Education International Conference (SULE-IC 2020)*, 351–357.
- Lestiyani, P. (2020). Analisis persepsi civitas akademika terhadap konsep Merdeka Belajar menyongsong era industri 5.0. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(3), 365–372.
- Little, D. (1991). Learner autonomy: Definitions. *Issues and Problems*, 4, 33.
- Little, D. (2004). Learner autonomy, teacher autonomy and the European language portfolio. *Usages Del Nouvelles Technologies Dans l'Enseignement Des Langues Etrangères: L'Autonomie de l'Enseignant et de l'Apprenant Face Aux Technologies de l'Information et de La*

Yayu Nopriani Martha, 2022

**EFL TEACHERS' BELIEFS IN FOSTERING LEARNER AUTONOMY BY UTILIZING TECHNOLOGY IN ONLINE CLASSROOMS**

Universitas Pendidikan Indonesia | [repository.upi.edu](http://repository.upi.edu) | [perpustakaan.upi.edu](http://perpustakaan.upi.edu)

- Communication*, 17–20.
- Little, D., Dam, L., & Legenhausen, L. (2017). *Language learner autonomy*. Multilingual Matters.
- Littlewood, W. (1996). “Autonomy”: An anatomy and a framework. *System*, 24(4), 427–435.
- Livingstone, S. (2012). Critical reflections on the benefits of ICT in education. *Oxford Review of Education*, 38(1), 9–24.
- Lynch, T. (2001). Promoting EAP learner autonomy context. *Research Perspectives on English for Academic Purposes*, 390.
- Mardiana, D., & Umiarso, U. (2020). Merdeka Belajar di tengah pandemi COVID-19: Studi di Sekolah Menengah Pertama di Indonesia. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 13(2), 78–91.
- Mardjuki, M. S. (2018). Learner autonomy: Gender-based perception among EFL Indonesian students. *Indonesian Journal of EFL and Linguistics*, 3(1), 1.
- Martha, Y. N., Gustine, G. G., & Muslim, A. B. (2021). Exploring EFL teachers' beliefs on the implementation of learner autonomy in online classrooms. *EDULANGUE*, 4(1), 90–106.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Mirzajani, H., Mahmud, R., Ayub, A. F. M., & Wong, S. L. (2016). Teachers' acceptance of ICT and its integration in the classroom. *Quality Assurance in Education*.
- Mustaghfiroh, S. (2020). Konsep “Merdeka Belajar” perspektif aliran progresivisme John Dewey. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 141–147.
- Mullamaa, K. (2010). ICT in Language Learning--Benefits and Methodological Implications. *International Education Studies*, 3(1), 38–44.
- Mwalongo, A. (2011). Teachers' perceptions about ICTs for teaching, professional development, administration and personal use. *International Journal of Education and Development Using ICT*, 7(3), 36–49.
- Myartawan, I. P. N. W., Latief, M. A., & Suharmanto, S. (2013). The correlation between learner autonomy and English proficiency of Indonesian EFL

- college learners. *Teflin Journal*, 24(1), 63–81.
- Nguyen, N. T. (2014). *Learner autonomy in language learning: Teachers' beliefs* (Doctoral dissertation, Queensland University of Technology).
- Nguyen, T. N., Tangen, D., & Beutel, D. (2014). Exploring the concept of learner autonomy in cross-cultural research. *SiSAL Journal: Studies in Self-Access Learning*, 5(3), 202–216.
- Nick, T. G. (2007). Descriptive statistics. *Topics in Biostatistics*, 33–52.
- Niswarni. (2010). *Metode Angket*. Jakarta: Rineka Cipta.
- Nowlan, A. G. P. (2008). Motivation and learner autonomy: Activities to encourage independent study. *The Internet TESL Journal*, 14(10), 66–80.
- Noor-Ul-Amin, S. (2013). An effective use of ICT for education and learning by drawing on worldwide knowledge, research, and experience. *ICT as a Change Agent for Education. India: Department of Education, University of Kashmir*, 1–13.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307–332.
- Pang, W.-g. (2001). Lun xue sheng de zi zhu xue xi [On self-regulated learning]. *Journal of East China Normal University (Educational Sciences)*, 20(2), 78–83.
- Parikhani, R. A. (2012). The relationship between learner autonomy and learner motivation among Iranian EFL learners. *Unpublished Doctoral Dissertation, Urmia University, Urmia, Iran*.
- Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System*, 29(2), 177–195.
- Permatasari, N. P. I., & Arianti, M. (2016). Learner autonomy and culture in Bali: Perspectives from secondary school Indonesian EFL context. *7th Annual International Conference on TESOL*.
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380–390.
- Pickering, A. (2005). Harnessing influences for change: some implications from research for teacher educators. *Affect and Self-Esteem in Teacher Education*, 17–26.

- Priyatno, A., & others. (2017). Promoting learner autonomy through Schoology m-learning platform in an EAP class at an Indonesian university. *Teaching English with Technology*, 17(2), 55–76.
- Putra, R. S., & Irwansyah, I. (2020). Media komunikasi digital, efektif namun tidak efisien, studi media richness theory dalam pembelajaran jarak jauh berbasis teknologi di masa pandemi. *Global Komunika: Jurnal Ilmu Sosial Dan Ilmu Politik*, 3(2), 1–13.
- Rahardjo, S. (2009). *Ki Hajar Dewantara: Biografi Singkat, 1889-1959*. Garasi.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. *Handbook of Research on Teacher Education*, 2(102–119), 273–290.
- Romero, M., Usart, M., & Ott, M. (2015). Can serious games contribute to developing and sustaining 21st century skills? *Games and Culture*, 10(2), 148–177.
- Schwienhorst, K. (2012). *Learner autonomy and CALL environments*. Routledge.
- Serdyukova, N., & Serdyukov, P. (2013). Student autonomy in online Learning. *CSEDU*, 229–233.
- Shahsavari, S. (2014). Efficiency, feasibility and desirability of learner autonomy based on teachers' and learners' point of views. *Theory & Practice in Language Studies*, 4(2).
- Shofa, Jayanty Nada. (2020, March 13). Rise of e-learning apps amid Covid-19 pandemic. Retrieved April 21 2021, from <https://jakartaglobe.id/tech/rise-of-elearning-apps-amid-covid19-pandemic>
- Simarmata, J., Abi Hamid, M., Ramadhani, R., Chamidah, D., Simanihuruk, L., Safitri, M., Napitupulu, D., Iqbal, M., & Salim, N. A. (2020). *Pendidikan di era revolusi 4.0: Tuntutan, kompetensi & tantangan*. Yayasan Kita Menulis.
- Skott, J. (2015). The promises, problems, and prospects of research on teachers' beliefs. *International Handbook of Research on Teachers' Beliefs*. Routledge
- Sunadi, L. (2013). Pengaruh motivasi belajar dan pemanfaatan fasilitas belajar terhadap prestasi belajar siswa pada mata pelajaran ekonomi kelas XI IPS di SMA Muhammadiyah 2 Surabaya. *Jurnal Pendidikan Ekonomi (JUPE)*, 1(3).
- Son, J.-B., Robb, T., & Charismiadji, I. (2011). Computer literacy and

- competency: A survey of Indonesian teachers of English as a foreign language. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 12(1), 26–42.
- Tapinta, P. (2016). Thai teachers' beliefs in developing learner autonomy: L2 education in Thai universities. *Language Learner Autonomy: Teachers' Beliefs and Practices in Asian Contexts*. IDP Education (Cambodia) Ltd. [http://dx.doi.org/10.5746/LEiA/LA\\_Asia](http://dx.doi.org/10.5746/LEiA/LA_Asia)
- Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered. *The Internet TESL Journal*, 6(11), 37–48.
- Van Loi, N. (2016). Learner autonomy in Vietnam: Insights from English language teachers' beliefs and practices. *Language Learner Autonomy: Teachers' Beliefs and Practices in Asian Contexts*. Phnom Penh, IDP Education Cambodia Ltd, 1–22.
- Van, N. T. (2011). Language learners' and teachers' perceptions relating to learner autonomy-Are they ready for autonomous language learning? *VNU Journal of Foreign Studies*, 27(1).
- Voller, P. (2014). Does the teacher have a role in autonomous language learning? In *Autonomy and independence in language learning* (pp. 98–113). Routledge.
- Wang, Y., & Barnard, R. (2015). *Developing learner autonomy: Chinese university EFL teachers' perceptions*.
- Wang, Y., & Wang, M. (2016). Developing learner autonomy: Chinese university EFL teachers' perceptions and practices. *Language Learner Autonomy: Teachers' Beliefs and Practices in Asian Contexts*. IDP Education (Cambodia) Ltd. [http://dx.doi.org/10.5746/LEiA/LA\\_Asia](http://dx.doi.org/10.5746/LEiA/LA_Asia)
- Warni, S., Aziz, T. A., & Febriawan, D. (2018). The use of technology in English as a foreign language learning outside the classroom: An insight into learner autonomy. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 148–156.
- Weiguo, P., & Qingguo, X. (2001). The thought of self regulated learning in ancient China [J]. *Psychological Science*, 1.
- Wiraningsih, P., & Santosa, M. H. (2020). EFL teachers' challenges in promoting

- learner autonomy in the 21st-century learning. *Journal on English as a Foreign Language*, 10(2), 290–314.
- Xhaferi B., & Xhaferi G. (2011). Developing learner autonomy in higher education in Macedonia. *Procedia – Social and Behavioral Sciences* 11. 150–54.
- Yang, N.-D. (1998). Exploring a new role for teachers: Promoting learner autonomy. *System*, 26(1), 127–135.
- Yu, W.-s. (2001). Lve tan zhu ti xing yu zi zhu xue xi [On autonomy and autonomous learning]. *Exploring Education*, 2001(12), 32-33.
- Yuzulia, I. (2020). EFL teachers' perceptions and strategies in implementing learner autonomy. *Linguists: Journal of Linguistics and Language Teaching*, 6(1), 36–54.
- Young, J. (2002). The 24-hour professor. *The Chronicle of Higher Education*, 48 (38), 31-33.