

## ABSTRACT

Dzuriyati, Yunita. Registered Number Student ( 128510203022). 2022. *Promoting Autonomous Learning by Using E-Moodle at SMK Islam 1 Blitar*. Thesis English Education Departement. Magister Program. Sayyid Ali Rahmatullah State Islamic University of Tulungagung. Advisor: Dr. H. Nursamsu, M.Pd and Dr. Susanto, S.S., M.Pd.

**Keywords :** Autonomous Learning, Autonomous Level, Behavior, Teachers' role, E-Moodle

Promoting autonomous learning during the pandemic of Covid-19 has been a great challenge, especially in secondary schools. The term of autonomous learning was not popular among them. Moreover, it was more effortful because during the pandemic of Covid-19 the schools used E-Moodle, which was also not popular among the students, as its learning platform. As the result, both parties – teachers and students – needed to adapt to use the platform effectively.

This research aimed at finding how the use of E-Moodle promoted autonomous learning, the autonomous learners' level, learners' behaviors, and the teachers' role. This research employed descriptive qualitative as the research method. The data of this research was gathered from semi structured, in-depth interview and documentation. There were 5 students taken as the subject of this research. The students were selected by several criteria such as they had strong motivation in studying, they had big responsibility for their own learning progress, and they could decide what they wanted to study. The instruments of this research were interview guidelines. The data were analyzed narratively using the theory of Miles, namely data condensation, data display, conclusion drawing, and verification.

The result revealed that the use of E-Moodle promoted autonomous learning in the way it “forced” the students to work independently because no one can be relied on, it encouraged the students to explore more about the topic through the internet, it allowed the students to manage his/her time to study so the student could focus on improving the knowledge they wanted to achieve, and it made the students easy to access the learning material and monitor the progress they had made. Additionally, the students could be categorized to involvement and creation level. Despite being autonomous learners, teachers were considered to play crucial roles especially as facilitators, managers, active participants, and motivators. It could be concluded that the use of E-Moodle could promote autonomous learners in different ways and teachers were still needed to promote autonomous learners, especially at vocational schools.

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Mempromosikan pembelajaran mandiri selama pandemi Covid-19 menjadi tantangan besar, terutama di sekolah menengah. Istilah belajar mandiri tidak populer di kalangan mereka. Selain itu, lebih menantang karena di masa pandemi Covid-19 sekolah-sekolah menggunakan E-Moodle yang juga belum populer di kalangan siswa sebagai platform pembelajarannya. Akibatnya, kedua belah pihak – guru dan siswa – perlu beradaptasi untuk menggunakan platform secara efektif.

Penelitian ini bertujuan untuk menemukan bagaimana penggunaan E-Moodle mendorong pembelajaran mandiri, tingkat dan perilaku siswa yang mandiri, dan peran guru. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Data penelitian ini diperoleh dari wawancara semi terstruktur, wawancara mendalam dan dokumentasi. Ada 5 siswa yang dijadikan subjek penelitian ini. Pemilihan siswa dilakukan dengan mengacu pada beberapa kriteria seperti, mereka mempunyai motivasi yang kuat untuk belajar mandiri, mereka bertanggungjawab atas peningkatan proses belajar mereka, dan mereka mampu memilih materia apa yang akan mereka pelajari. Instrumen penelitian ini adalah pedoman wawancara dan dokumen. Data yang terkumpul dianalisis secara naratif menggunakan teori Miles, yaitu kondensasi data, penyajian data, penarikan kesimpulan, dan verifikasi.

Hasil penelitian ini mengungkapkan bahwa penggunaan E-Moodle mendorong pembelajaran mandiri dengan cara “memaksa” siswa untuk bekerja secara mandiri karena tidak ada yang dapat diandalkan, mendorong siswa untuk mengeksplorasi lebih banyak tentang topik melalui internet, memungkinkan siswa dapat mengatur waktunya untuk belajar sehingga siswa dapat fokus untuk meningkatkan pengetahuan yang ingin dicapai, dan memudahkan siswa untuk mengakses materi pembelajaran dan memantau kemajuan yang telah dicapai. Selain itu, siswa dapat dikategorikan ke tingkat keterlibatan dan penciptaan. Meskipun menjadi pembelajar otonom, guru dianggap memainkan peran penting terutama sebagai fasilitator, manajer, peserta aktif, dan motivator. Dapat disimpulkan bahwa penggunaan E-Moodle dapat mempromosikan pembelajar mandiri dengan cara yang berbeda dan guru masih diperlukan untuk mempromosikan pembelajar mandiri, terutama di sekolah kejuruan.