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**| RESEARCH ARTICLE**

## Lecturers' and Students' Perception of Autonomous Learning in Teaching English for Travel Industry Study Program in Indonesian Higher Education

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**| ABSTRACT**

This research was motivated by the lack of reference about the lecturers' and the students' autonomous learning perception at the Travel Industry Study Program in UHN IGBS Denpasar; its purpose was to explore the lecturer's and students' autonomous learning perception; this research utilized a qualitative approach, grounded theory method, and data triangulation analysis; the result of the study showed that the lecturers and the students perceived autonomous approach as a concept of autonomy in learning as much as they could inside and outside the classroom; however, they did not visualize it as an approach of learning that supported by concrete area of English learning with complete facility and environment that provide various of options to choose for their comfortable way of learning; therefore, it can be suggested to the further researchers to research the detail requirement for establishing an area of English language study based on autonomous learning approach.

**| KEYWORDS**

Autonomous Learning Perception; Autonomous Learning; ELT; Travel Industry Department.

**| ARTICLE INFORMATION**

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### 1. Introduction

There are two types of higher education institutions in Indonesia based on their Supervise Ministry; the first is the one that stands under the supervise of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, and the second one stands under the supervise of the Ministry of Religious Affairs of the Republic of Indonesia. This current research has limited the study at the Universitas Hindu Negeri I Gusti Bagus Sugriwa (UHN IGBS) Denpasar-Bali, the second type of higher education in Indonesia. This higher education is the first State Hindu university in Indonesia which has been formally demanded to improve its quality of human resources in the field of English by the Minister of Religious Affairs of the Republic of Indonesia at the event of the recognition of the UHN IGBS Denpasar toward World Class University (Efendi, 2021). UHN IGBS Denpasar stands under the supervise of the Ministry of Religious Affairs and has a vision to advance in virtue, competitive in science, and adaptive in culture (*terdepan dalam dharma, berdaya saing dalam widya dan adaptif dalam budaya*) (Menag RI, 2020), which means the university has to take serious responsibility in fulfilling the requirement to enable the competitive power in the science of its human resources coherently with the minister's demands, starting from the student's English proficiency.

English proficiency is essential to be concerned about because success in achieving English proficiency in this modern era is the way to open expansive windows of knowledge and information; therefore, it becomes essential to select appropriate strategies in English learning and teaching (ELT). Many researchers have studied the proper strategy for ELT; many of them delivered the ideas, concepts, and even design of strategy, which were claimed by those researchers as the significant ones to support the acquisition of the English language.

Jeremy Harmer (2007) conveyed that if we believe acquisition means superior learning, we will try hard to provide continuously comprehensible input and direct the students to not focus on how the language works (Harmer, 2007a). Considering the assertion of some scholars, He concluded that the most beneficial approach for students is to immerse them in extensive amounts of comprehensible input in a relaxed environment. It is essential to prioritize natural language acquisition and delay explicit language instruction until a later stage to maximize writing skills (Harmer, 2007b). The emphasis on continuously comprehensible in an extensive amount of exposure that is set in relaxing form guides us to the concept of a humanistic way of learning, where the students become the center of the learning process and are treated as human beings with all their unique characteristics.

A humanistic way of learning is a method of handling the students as if they were human beings. The learning process has to involve the humanistic part, which educators have to keep in mind. They are dealing with the learner as a human being; it is not only a brain or a bureaucratic target in education. Educators have a responsibility to create an atmosphere of meaningful learning by utilizing humanistic approaches and educating the learners by guiding them to use their humanistic abilities, such as self-initiated (Rogers, 1994). The principles of humanistic education and the concept of constructivism unequivocally advocate for self-regulated learning. It is fundamental in humanistic education that students take a central role in directing their own education, including making choices about what, when, and how they will study. Furthermore, students must conscientiously reflect on the diverse components that contribute to the learning process (Jiménes Raya & Vieira, 2015).

The implementation of humanistic education, which will lead to self-regulated learning or autonomous learning, requires an appropriate class environment in order to gain success in reaching language acquisition that will lead to proficiency improvement in English learning. More information than assertions is needed on possible strategies to achieve English acquisition that will lead to improvement in English ability among the UHN IGBS Denpasar students. The profound information of autonomous learning will open the possibility of receiving better comprehension of important aspects to implement it.

The essential knowledge about autonomous learning implementation has been provided by many researchers from many countries in the world, and their findings vary depending on the area of study and other learning aspects. Some previous research on autonomous learning that became the current research basepoint of thought consisted of 1) Bisse (2016) proclaimed that instructional materials, the procedures of presentation, the practice, and the production, which are based on autonomous learning, are appropriate for students and school curriculum of Senior High School in Makassar – South Sulawesi - Indonesia, where he has done the research; 2) Halabi (2018) proclaimed that the concept and the practice of learner autonomy were different in teachers and student's perceptions at King Abdulaziz University in Jeddah, Saudi Arabia. The teachers are more positive than the students in implementing learner autonomy in the classroom than the students. The students disclosed their high level of interest and motivation in learner autonomy, but they still believe that more captivating classroom activities than conventional ones are possible, preventing them from covering the exam syllabus. A general consensus among the teachers confirmed the benefits of learner autonomy, but they were also aware that they lacked experience in learner autonomy implementation strategy for the language classroom; 3) Jianfeng (2019) elaborated that the students in mainland Chinese universities generally were ready for learner autonomy and the approaches offered by SACs (Self-Access Centers) were effective in promoting it. The factors that have a substantial impact on learner autonomy encompass language learning beliefs, learning strategies, motivation, and anxiety levels. Although teachers may have a relatively minor direct impact, they can still exert influence on learner autonomy through mediating functions such as learning strategies and motivation. Additional factors such as self-control, learning environment, learning materials, information literacy, and technology can also significantly affect learner autonomy. This research effectively identified and diagnosed prevalent issues in SACs, offering impactful solutions that stand to significantly improve the operation of SACs in mainland China. Furthermore, the study provided robust pedagogical suggestions for English language teachers to empower their students in advancing learner autonomy; 4) Macaskill & Denovan (2013) urged about the importance of positive psychology strengths for increasing students' self-esteem in conducting autonomous learning based on their research on first year's students at a very large range of British modern university; 5) Yan (2007) described that Chinese postgraduate EFL learners at seven universities in China restrained positive attitudes towards autonomous English learning (AEL); however, their autonomous learning behaviors outside the classroom were at the medium level only, and the correlations between their attitudes and behaviors detected at low level; and 6) Suhardiana (2021) described that The students in the English Department, where the research was conducted, firmly believed that Learner Autonomy (LA) was paramount for English language learning and the development of their English abilities. Some of them actively demonstrated their support for LA by acquiring affective and behavioral English vocabulary. Nevertheless, a noticeable gap persisted between the participants' cognitive attitudes regarding LA and their emotional attitudes, as well as their efforts to implement LA when acquiring English vocabulary.

Those studies focused on English learning in autonomous concepts and delivered insight into the positive results of the research objectives. Smith (2015) elaborated based on the assertion of Henry Holect, a prominent figure in the autonomy field, that learners will be capable of being autonomous if they have a strong determination to do it, the materials of study support it, and there are no inhibitions from the social and psychological constraints to apply it. This concept was affirmed by Benson (2013); according to

some experts, autonomous learning is more effective than non-autonomous learning, suggesting that developing autonomy leads to better language learning. Autonomy is rooted in learners' natural inclination to take charge of their own learning. It is accessible to all but manifests differently based on individual characteristics and learning environments. By creating suitable conditions and preparation, every learner can cultivate autonomy. The management of teaching and learning strategies significantly influences the development of learners' autonomy, as these strategies determine the opportunities for learners to take control of their learning. This elaboration of the preliminary study on autonomous learning has made this approach possible to be considered as a solution or to be employed as a measure that may correspond to the effort to improve students' English proficiency at the Travel Industry Study Program of UHN IGBS Denpasar.

Some problems have been identified in the intention to utilize an autonomous learning approach in teaching English to students at the Travel Industri Study Program of UHN IGBS Denpasar as follows: 1) It was understood that a humanistic approach in learning class management and strategy would deliver a positive effect on learner's motivation to develop autonomous learning. However, the student of the Travel Industry Study Program – UHN IGBS Denpasar would not guarantee to be eagerly motivated to learner autonomy; and 2) Based on the preliminary study, it could be comprehended that the learner's curriculum target achievement would not be guaranteed fulfilled in time limited by the education system regulation when educators employ learner autonomy in class management. Considering the identified problems, the exploration of the lecturers' and students' perceptions of autonomous learning in teaching English became intriguing to study in reference to the previous studies.

The meta-analysis of the previous studies showed that the research findings well established that autonomous learning was a better approach than conventional one in creating a learning atmosphere for the students; however, they were not exploring the lecturers' and students' perceptions of autonomous learning in teaching English for Travel Industry Study Program in UHN IGBS Denpasar. Therefore, the core of this current research was the perceptions about autonomous learning conducted at the Travel Industry Study Program of UHN IGBS Denpasar.

The implementation of the current research followed the highlighted problem statements that were built based on the notable gap from the previous study. The problem statements consisted of the following: 1) How do the lecturers perceive autonomous learning in teaching English for the Travel Industry Study Program in UHN IGBS Denpasar? And 2) How do the students perceive autonomous learning in teaching English for the Travel Industry Study Program at UHN IGBS Denpasar? The main purpose of the research was to elaborate on Lecturers' and Students' Perceptions of Autonomous Learning in Teaching English for the Travel Industry Study Program in Indonesian Higher Education, especially in UHN IGBS Denpasar: it divided into two objectives of the research, consisting of the elaboration of the lecturers' perception about autonomous learning in teaching English for the Travel Industry Study Program in UHN IGBS Denpasar; and the elaboration of the students' perception about autonomous learning in teaching English for the Travel Industry Study Program in UHN IGBS Denpasar.

The process of perception is undeniably a complex function of the nervous system, sparking immense interest across various scientific fields. Psychophysics rigorously examines the physical and sensory aspects of perception, while neuroscience delves deeply into the intricate cognitive processes involved. While sensory stimuli were once considered the sole genuine objects, mental illusions and ambiguous images have catalyzed profound philosophical inquiry into the intricate relationship between perception, objective reality, and the human brain. The human brain unequivocally relies on robust perceptual systems to comprehend and navigate the world around us. (Tourimpampa & Drigas, 2018). A quasi-perceptual phenomenon is a phenomenon that is similar to a perceptual experience, but that is not entirely based on sensory input. Quasi-perceptual phenomena may be influenced by factors such as memory, expectation, and attention and may involve the integration of multiple sources of information. Theory perception must include two major features, those are: a characterization in its own basic theoretical terms of the various kinds of perceptual and quasi-perceptual states of perceivers and a statement of necessary and sufficient conditions for a perceiver to perceive something in the different sense modalities (Pitcher, 1971).

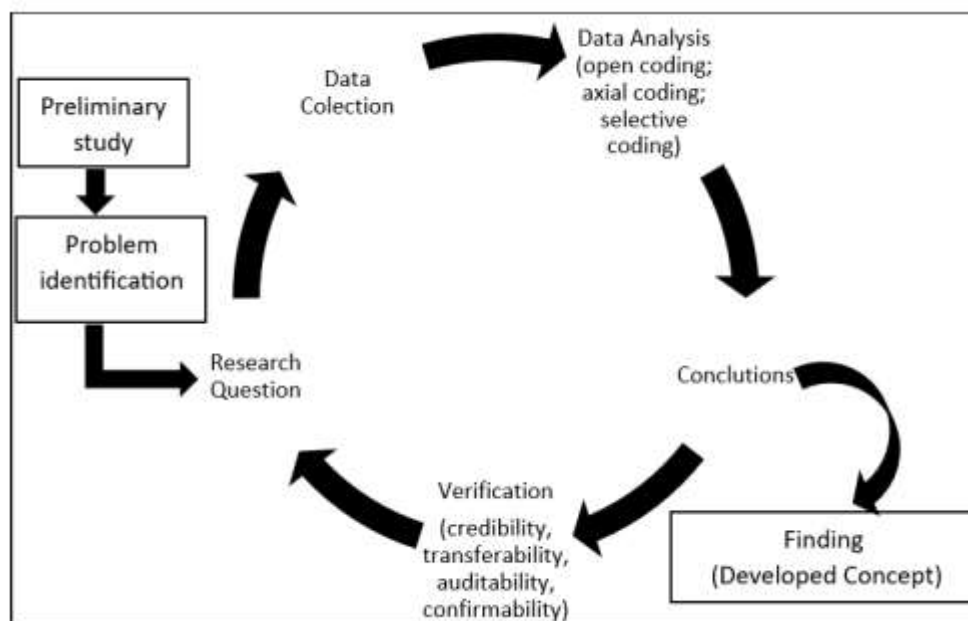
The elaboration of the lecturer's and students' perceptions in this research utilized the Gestalt theory of Perception in the analysis. Perception in a natural context is usually different from one person to another, depending on their characteristic, life experiences, beliefs, personal needs, and environment. Rahman (2015) The Gestalt theory of psychology unequivocally supports the philosophy of phenomenology, which asserts the necessity of approaching experiences with impartiality. According to this perspective, a phenomenon comprises two essential elements: the object and its meaning. Initially perceived by the senses, an object evolves into information while simultaneously taking on significance for us. Spillmann et al. (2023) also described that Max Wertheimer, the founder and protagonist of the Gestalt movement, identified the factors responsible for intra-figural and figure-ground perception consisted of symmetry, good continuation, and closure for segmentation, proximity, similarity, and common fate for grouping. The explanation for those principles are following: 1) the principle of similarity, which explains that humans utilize similar components to group pieces together; 2) the principle of continuation, which explains that humans will follow the easiest, or

smoothest, path along linear visuals, even if other parts of the visual change; 3) the principle of closure which is explaining that human's brains will complete visuals with missing pieces if enough data is available; 4) the principle of proximity which is explaining that human mind will organize individual components that are relatively closer to one another; 5) the principle of figure/ground which is explaining that human mind can produce many images from one visual by distinguishing between the foreground and background; and 6) the principle of symmetry & order (also called Prägnanz) which is explaining that human simplifies complex shapes into simple or more symmetric shapes.

According to Gestalt psychology, all perceptual organization relies solely on "autochthonous factors" present in the stimulus itself rather than on prior knowledge, expectations, voluntary attitudes, or intentions of the observer. Wertheimer posited that when an observer naturally views a perceptual field without exerting effort or scrutiny, the field spontaneously separates into distinct perceptual units formed by the elements within the field, which tend to group themselves based on specific factors. These are 1) proximity, 2) similarity, 3) continuity of direction or good curve, 4) common fate, 5) past experience, and 6) Prägnanz (Luccio, 2011). Weithimer, together with Kohler and Koffka, based on Gestalt psychology theory, proposed that an individual can form their perception of a new item through the laws of closure, proximity, and similarity, resulting in a perceived meaning (Ibrahim, 2014). However, The weakness of the Gestalt theory is that in terms of time and repeated observations, if someone spends a long time recording an object, then the longer they observe, the more likely they are to see each part and the more they can differentiate them, especially if the observation is done repeatedly. (Sumarandak et al., 2021).

## 2. Methodology

This research utilized a qualitative approach, grounded theory method, descriptive data collection method, triangulation technique of data collection, and data triangulation as the data analysis method. Some reasons for the qualitative approach has been selected in conducting this research because the collected data of this current research was in the form of words without emphasis on numbers; they were subjective because they can be interpreted differently from one person to another; the research was examining each of problem statement deeply in order to find the description of the final finding of the research; and because the finding of this research more emphasizes the significance or meaning rather than a generalization. This qualitative approach was supported by Glaser's grounded theory, which assumes that human beings are actors who respond to different situations and adjust their behaviors accordingly. The process of the field research has covered four characteristics or key components of the grounded method, consisting of data collection, coding, analysis, memo writing, and theoretical categorization method; therefore, the research was designed as follows in Chart 1:



**Chart 1** Research Design

Annotation:

The preliminary study which has been conducted related to the effort to improve the English ability of the students has directed to the possibility that a humanistic approach in learning led to the importance of autonomous learning approach implementation; however, some problems were identified from that comprehension, and based on those identified problems, two research questions are formulated. These research questions start the whole circle of the current research process, which consists of data

collection, data analysis (including the steps of open coding, axial coding, and selective coding), conclusion, and verification (including credibility, transferability, audit-able, and confirmability). If the data verification requires further data, a new research question will be formulated as the substructure for the next cycle of data collection, data analysis, conclusion, verification, and so on until the data is saturated. The verified conclusion after the data was saturated has been described as the research finding.

The research data that was processed in a grounded way has been collected by the descriptive method; it means all of the data is in the form of collection words and sentences and has been given a final conclusion in a descriptive and explanatory way of meaningful sentences and paragraphs. The technique in collecting data was utilizing triangulation because it combined observation, interview, and literature documentation and because it could maximize the types of data repositories that could be collected, so that can be used to support the effort in finding trusted data by employing the process of the data verification by other available data.

Primary and secondary data were collected for this current research. Primary data was collected directly from the research subject through interview and observation, and the secondary data was collected indirectly, which means the researcher did not collect the data by herself from the research field; instead, it was collected from related repository data, the ready-made static data that never change because it has been documented/recorded. The subject of this research was the whole population of students and lecturers of the Travel Industri Study Program of UHN IGBS Denpasar – Bangli Campus, consisting of seventeen students from two classes and two English lecturers of the department.

The selection of the Bangli Campus of UHN IGBS Denpasar was because this campus is the main campus of the University; it is located at Jl. Nusantara-Kubu-Bangli Regency. The selection of the classes was made purposively by the researcher as the main instrument of the research. The researcher became the main instrument because the various data of this research required the instrument that 1) best comprehended the object, 2) did word data gathering from the interview, observation, and documentation data repository, 3) did the data analysis, and 4) develop guidance questions' instrument of interview, observation, and literature documentation. The researcher took action as a human instrument because, in this qualitative research, a human instrument functioned to determine research focus, select data sources, collect data, assess data quality, analyze data, interpret data, and make conclusions based on their findings. So, it can be concluded that the instrument of this research was the researcher, the interview guidelines, the observation guidelines, and the literature documentation guidelines. The data collection tools needed in this research consisted of a note-taker tool, a recorder, a camera, and a laptop.

The data collection of this research has been cross-checked data by data in terms of the data triangulation method. The illustration of Chart 1 shows that the process of data cross-checking was done at the beginning of the research, at the process of research, and at the end of the research, and it was done in a circle, including the analysis process by the principle theory used in this current research, which was Gestalt's theory of perception.

The principle of Gestalt's theory of perception, which was narrowed to the six principles in this research, has become the indicators in arranging the questions' guidelines of the research-supported instruments as follows:

**Table 1** Interview and Observation Guideline of Teacher's Perception

<b>Principle</b>	<b>Similarity</b>	What contexts have been equalized by the teacher to the comprehension of autonomous learning in teaching English for the Travel Industry Study Program?
	<b>Continuation</b>	What aspect or element has been ignored by the teacher to reach the general perception of autonomous learning in teaching English for the Travel Industry Study Program?
	<b>Closure</b>	What aspect has been added to the completion of the perception of autonomous learning in teaching English for the Travel Industry Study Program by the teacher?
	<b>Proximity</b>	How does the teacher organize the perception of the aspect of autonomous learning?
	<b>Figure/ground</b>	How does the teacher image the importance of autonomous learning?
	<b>Symmetry &amp; Order</b>	How does the teacher simplify the meaning of autonomous learning?

**Table 2** Interview and Observation Guideline of Student's Perception

<b>Principle</b>	<b>Similarity</b>	What contexts have been equalized by the student to the comprehension of autonomous learning in learning English for the Travel Industry Study Program?
	<b>Continuation</b>	What aspect or element has been ignored by the student to reach the general perception of autonomous learning in learning English for the Travel Industry Study Program?
	<b>Closure</b>	What aspect has been added to the completion of the perception of autonomous learning in learning English for the Travel Industry Study Program by the student?
	<b>Proximity</b>	How does the student organize the perception of the aspect of autonomous learning?
	<b>Figure/ground</b>	How does the student image the importance of autonomous learning?
	<b>Symmetry &amp; Order</b>	How does the student simplify the meaning of autonomous learning?

### 3. Result and Discussion

Focus data for the problem statements has been elaborated on using Gestalt perception theory. The Gestalt perception theory consists of (1) the principle of similarity, (2) the principle of continuation, (3) the principle of closure, (4) the principle of proximity, (5) the principle of figure/ground, and (6) the principle of symmetry and order. Those principles elaborated into the aspects of lecturer's and student's perception of autonomous learning in teaching English for the Travel Industry Study Program in UHN IGBS Denpasar, and the result illustrated as follows:

#### 3.1 The Lecturer's Perception of Autonomous Learning in Teaching English for the Travel Industry Study Program in UHN IGBS Denpasar

**Table 3.** Teacher's Perception

<b>Principle</b>	<b>Similarity</b>	The teacher comprehended autonomous learning as similar to autonomy in learning by the student inside and outside the classroom. Otonom is identical to the freedom to decide when to learn and how to learn outside the classroom only; however, in the classroom, students still have to follow the conventional way of learning that is instructed by the teacher.
	<b>Continuation</b>	The aspects that have been ignored were the importance of the availability of environment, media, tools, and methods that provide options for students to choose from while learning.
	<b>Closure</b>	The aspect that added to fill the gap of the unavailability of an autonomous learning environment and facility was the task and project to be conducted at home by the student with the emphasis on autonomous action in finding a way to fulfill the project.
	<b>Proximity</b>	Teachers still organized the ELT for the students as a whole without organizing them based on the unique characteristics of each student.
	<b>Figure/ground</b>	The teacher understood the importance of autonomous learning in teaching English; however, the image of its importance got distracted by the lack of environment and facility support.
	<b>Symmetry &amp; Order</b>	Teachers simplify autonomous learning as autonomy in learning outside the classroom only.

It is crucial to design the ELT classroom in a way that fosters students' perceptions of autonomy, as it seems that the years spent in teacher training programs have not effectively nurtured autonomous learning skills. Therefore, ELT programs should prioritize enhancing both student and teacher understanding of autonomy in the language learning process to facilitate the development

of students' independent study skills. It is essential not to underestimate the role of autonomous learning in promoting students' and teachers' perceptions of achievement (Genç, 2015). In English language teaching, teachers unequivocally define autonomous learning as the state in which students learn English independently, without the need for teachers' assistance, and have full authority over their learning process. Meanwhile, teachers take responsibility for the planning and evaluation processes. Additionally, teachers emphasize the critical attributes of autonomous English learning, such as monitoring, initiating, and evaluating processes, and ensure that students achieve all sixteen characteristics of autonomous learning (Khotimah et al., 2019).

The humanistic learning theory was formulated by Abraham Maslow, Carl Rogers, and James F. T. Bugental during the early 1900s. Carl Rogers, a psychologist, father of humanistic education & one of the founders of Humanistic psychology, wrote a book entitled *Freedom to Learn* in 1969 as a response to the need for teachers to be more student-centered in teaching. Humanistic psychology asserts that learners bring out the best in themselves and are primarily driven by their emotions rather than external rewards or punishments. Educators who embrace humanistic psychology focus on addressing underlying emotional issues when dealing with negative behavior rather than simply applying punishment. The humanistic approach to education expands our understanding of learning by emphasizing that meaningful learning must be self-initiated. A fundamental principle of humanistic education is that students should take a central role in directing their own education, choosing what to study and, to some extent, when and how to study it. Therefore, humanism promotes self-regulated learning, with the idea that learners should be consciously reflective of the various aspects of the learning process. From this perspective, learners must be cognizant of their own progress in the learning-to-learn process or in the development of autonomy (Jiménes Raya & Vieira, 2008).

Sani (2014) elaborated that James Bugental (1964) unequivocally postulated five fundamental principles of humanistic psychology: 1. Individuals are beyond a reduction to mere components. 2. Humans undeniably possess a unique internal context. 3. Human consciousness invariably encompasses self-awareness in relation to others. 4. People undeniably have the capacity for choices and the corresponding responsibilities. 5. Humans act with unmistakable intentionality; they seek meaning and value, and they have creativity. The humanism perspective emphasizes that humans are free-will creatures with the freedom to determine their own lives. Humans live free from being controlled by any factors outside themselves, their lives directed and regulated by their internal powers. The values developed by the humanism approach consist of freedom, self-actualization, and autonomy. However, the deification of the values of freedom and autonomy can deviate into egocentrism and excessive individualism, and it possibly triggers anarchic and indifferent attitudes that numb the sense of solidarity and social responsibility. Education plays a crucial role in preventing negative effects on the humanistic approach. The humanistic theory involves the development of social skills, emotions, intellect, artistic abilities, practical skills, and more as part of the educational process. Self-esteem, aspirations, and complete autonomy are essential components of humanistic learning theory. Teachers should focus on guiding learning strategies and laying the groundwork for learners to develop effective study habits. Once learners acquire suitable learning skills and techniques, they will engage in independent and successful learning (Wang, 2014).

The humanistic teacher serves as a facilitator, prioritizing participatory and discovery methods over traditional didacticism. They prioritize addressing the emotional and academic needs of the students, recognizing the close interlink between feelings and thoughts. Fostering positive self-esteem is a significant focus for the humanistic teacher, aiming for students to feel good about themselves and to believe in their capability to set and achieve appropriate goals. This child-centered form of education places responsibility on the students for their own learning. In contrast to behaviorists who may advocate praise and criticism, humanists reject both, as they believe that children can become dependent on praise and may lose motivation if their efforts go unnoticed. This stands in contrast to the satisfaction of learning for its own sake, as observed in adults seeking knowledge independently. If education is meant to prepare children for adult life, the humanist approach seems to be the more appropriate choice (Nath et al., 2017).

Based on the data analysis of collected data from the primary and secondary sources, it can be described that the lecturer's perception of autonomous learning in teaching English for the Travel Industry Study Program in UHN IGBS Denpasar already consists of comprehension of individual learning of the student inside and outside the classroom; however, the teacher still taught in conventional way such as knowledge transfer and only sometimes the teacher instructed the students to employ autonomous based of homework or project as the realization of their perception of autonomous learning.

### 3.2 The Lecturer's Perception of Autonomous Learning in Teaching English for the Travel Industry Study Program in UHN IGBS Denpasar

**Table 4.** Student's Perception

<b>Principle</b>	<b>Similarity</b>	The student comprehended autonomous learning as similar to autonomy in learning outside the classroom; it is similar to learning when they feel to learn only.
	<b>Continuation</b>	The aspects that have been ignored were the importance of the availability of environment, media, tools, and methods that provide options to choose for learning.
	<b>Closure</b>	The aspect that added to fill the gap of the unavailability of an autonomous learning environment and facility was the effort to fulfill homework tasks and projects given by the teacher in the classroom.
	<b>Proximity</b>	Students did not organize the aspect of autonomous learning because they did not perceive the original concept of autonomous learning.
	<b>Figure/ground</b>	The student image the importance of autonomous learning only as an additional effort to be faster to develop their English skill by learning more outside the classroom.
	<b>Symmetry &amp; Order</b>	The student simplifies the meaning of autonomous learning by working extra on learning.

The concept of autonomy first entered the field of language teaching through the Council of Europe's Modern Language Project. Holec (1981) asserted that Yves Chalon, the *Centre de Recherches et d'Applications en Langues* / the Center for Research and Applications in Language Teaching (CRAPEL) founder, is considered the father of autonomy in language. Therefore, the origin of autonomy in learning can be traced back to the project established in 1971, which delivered the establishment of the CRAPEL at the University of Nancy in France as one of its outcomes (Smith, 2015). The principles of humanistic learning as the foundation of autonomous learning are as follows: 1) human has a natural way of learning; 2) learning occurs significantly if the subject matter is felt to have relevance for a particular purpose; 3) learning involves changes in the perception of self-learners; 4) meaningful learning is obtained if students are doing the meaningful learning process; 5) Learning will run smoothly if students are involved in the learning process. Learning that engages students can produce profound results; 6) Confidence in students is grown by getting used to introspection; and 7) Social learning is learning about the learning process. According to Carl Ransom Rogers, the most important thing in the learning process is the importance of teachers paying attention to the principles of education and learning, as follows: 1) being human means having a natural power to learn. Students do not have to learn about things that have no meaning; 2) students will learn things that are meaningful to them; 3) organizing teaching materials means organizing new materials and ideas as meaningful parts for students; and 4) learning meaningfully in modern society means learning about processes (Sani, 2014).

The expert strongly emphasizes that autonomous learners unequivocally embrace responsibility for their learning, actively participate in setting learning objectives, take the lead in planning and executing learning activities, and consistently evaluate the effectiveness of their language learning. This proactive approach to autonomous learning is robustly implemented in Western countries. Moreover, autonomous language learning effectively thrives between students and teachers, as well as among peers, cultivating a sense of interdependence as they collaborate on their learning goals (categorized as reactive autonomous learning). While learners may not always initiate their own directions, once a direction is established, they autonomously organize their resources to achieve their objectives. Learners with this level of autonomy can effortlessly learn vocabulary, independently complete examination papers, or autonomously coordinate study groups to cover reading assignments (Aliponga et al., 2013). Based on the data analysis of collected data from the primary and secondary sources, it can be described that the student's perception of autonomous learning in learning English for the Travel Industry Study Program in UHN IGBS Denpasar is still in the limit of comprehension on individual learning outside the classroom; therefore, they only employ autonomous based of homework or project as the realization of their perception of autonomous learning.



#### 4. Conclusion

Based on the data-to-data analysis and after the final verification by Gestalt's theory of perception, this current research finding can be described that the lecturers and the students perceived the autonomous approach as a concept of autonomy in learning as much as they could inside and outside the classroom; however, they did not visualize it as an approach of learning that supported by concrete area of English learning with complete facility and environment that provide various of options to choose for their comfortable way of learning. This conclusion is derived from the finding that the lecturer's perception of autonomous learning in teaching English for the Travel Industry Study Program in UHN IGBS Denpasar already consists of comprehension of individual learning of the student inside and outside the classroom even though the teacher still taught in a conventional way such as knowledge transfer and only sometimes the teacher instructed the students to employ autonomous based of homework or project as the realization of their perception of autonomous learning; and the student's perception about autonomous learning in learning English for the Travel Industry Study Program in UHN IGBS Denpasar still in the limit of comprehension on individual learning outside the classroom; therefore, they only employ autonomous based of homework or project as the realization of their perception of autonomous learning. Therefore, it can be suggested that the researchers should conduct further study of the detailed requirement for establishing an area of English language study based on an autonomous learning approach in order to develop a deep comprehension of the definition and the origin and development concept of autonomous learning to use in ELT.

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