

**Exploring Senior High School Students' Perception of Learner Autonomy
in English Language Learning**

Khafidaturrafi'ah

Universitas Negeri Malang

E-mail: khafidaturrafiyah.2402218@students.um.ac.id

Nurenzia Yannuar

Universitas Negeri Malang

E-mail: nurenzia.yannuar.fs@um.ac.id

Suharyadi

Universitas Negeri Malang

E-mail: suharyadi.fs@um.ac.id

Submitted: 11-12-2025

Accepted: 06-01-2026

Published: 11-02-2026

Abstract

Learner autonomy has become a key component of learner-centered English language education, emphasizing students' responsibility for planning, monitoring, and evaluating their learning. However, empirical studies examining learner autonomy among senior high school students in the Indonesian EFL context remain limited. This study aims to investigate senior high school students' perceptions of learner autonomy in English language learning. Using a quantitative research design, this study involved 55 senior high school students as participants, collected data through a questionnaire-based survey, and analyzed the data using descriptive statistical techniques. Using a cross-sectional survey design, this study involved 55 senior high school students from Public Islamic Senior High Schools in Bima Town, West Nusa Tenggara as participants. The data was collected through a questionnaire-based survey. The instrument is adapted from the learner autonomy perception questionnaire by Nguyen & Habok (2021) with five dimensions: (1) Belief about teachers' role, (2) Motivation and desire, (3) Metacognitive knowledge in ELT, (4) Metacognitive skills in EL, and (5) Freedom, using 5 Likert scale. Further, the data were analyzed using descriptive statistical techniques. The findings revealed that students demonstrated generally positive perceptions of learner autonomy, by showing strong motivation and desire, well-developed planning, monitoring, and evaluating skills, and having many opportunities to learn. In conclusion, senior high school students in the Indonesian EFL context hold generally positive perceptions of learner autonomy, particularly in terms of motivation, metacognitive skills, and learning opportunities, within classroom learning environments.

Keywords: English learning, learner autonomy, students' perception

INTRODUCTION

The shift from teacher-centered to learner-centered approaches is occurring in English language teaching and learning, particularly in Indonesia. The teacher-centered approach is widely criticized for its limited capacity to promote creativity, collaboration, and learner autonomy. By contrast, learner-centered instruction is considered more effective in fostering student engagement, critical thinking, and deeper understanding of learning content (Shafi & Masood, 2023). In Indonesia, this shift is evident in the latest curriculum, the Merdeka Curriculum and the Deep Learning Curriculum, by emphasizing students' ability to take control of their own learning. The shift from teacher-centered to learner-centered approaches highlights the growing importance of learner autonomy. However, despite extensive research on learner autonomy in higher education, there is a limited focus on senior high school students.

Learner autonomy has increasingly gained attention as an essential element in modern educational discourse, particularly in learner-centered approaches. As autonomy has been extensively studied in higher education (Tsai, 2019; Muliayah et al., 2020; Nguyen & Habok, 2020; Saeed, 2021; Tuan, 2021), little is known about how adolescent learners, particularly those in Indonesian senior high schools, perceive this concept. In reality, students in senior high school need high self-confidence, independence, freedom in learning, and responsiveness to their surroundings, as they prepare to face real-world challenges in the future (Anis & Anwar, 2020). Knowing senior high school students' perceptions on learner autonomy could benefit in identifying how senior high school students are ready to take responsibility for their learning, what challenges they face, and how teachers can support them by designing classroom practice that incorporates a more student-centered approach, such as offering more learner choice or independent tasks.

The concept of learner autonomy has been widely discussed and theoretically grounded in educational literature. Learner autonomy itself was introduced by Holec (1981) as the learner's capacity to take responsibility for their own learning that obtained by natural means or structured and deliberate learning. This concept is derived from both practical and idealistic reasons, and the responsibility for every decision relating to every aspect of learning. Building on this definition, Holec (1981) emphasized that learners often require training to achieve the skills and attitudes to act independently. In language learning, autonomy relies on building and practicing capacities for detachment, critical reflection, decision-making, and independent action (Little, 1991). Accordingly, autonomous learners are expected to plan, monitor, and evaluate their own learning processes (Holec, 1981). Moreover, autonomy-supportive and non-controlling teachers are also contributing to the development of students' motivational orientation and self-determination in language learning (Dörnyei, 2005).

From a pedagogical perspective, learner autonomy is closely linked to specific principles that guide language teaching and learning. Autonomy in language learning is underlined by three main pedagogical principles, which are learner involvement, learner reflection, and proper use of the target language (Najeeb, 2013). These principles encourage learners to share responsibility and actively engage in planning, implementing, monitoring, and evaluating their learning. Consequently, learner autonomy plays a pivotal role in English as a Foreign Language (EFL) context, as it encourages active, personal, and focused learning by having students plan, apply, monitor, and evaluate their own learning. As learners exercise autonomy individually

and collaboratively, they gradually develop reflective and communicative skills that become part of their plurilingual repertoire and identity (Little, 2022).

In classroom settings, learner autonomy is manifested through instructional practices that promote independent learning behaviors. In practice, autonomy in the English language classroom refers to both in-class and out-of-class activities designed to promote autonomous learning habits (Chong & Reinders, 2025).. Therefore, English language learning autonomous learners are those who can learn collaboratively and reflect on their learning process using the knowledge about learning (Holec, 1981; Allwright, 1990; Little, 1991). Given these characteristics, examining students' perceptions of learner autonomy is crucial for understanding how autonomy is fostered in English language teaching and learning contexts.

To address this gap, this study aims to statistically examine Indonesian senior high school students' perceptions of learner autonomy in English learning. By focusing on how learners perceive their role in planning, monitoring, and evaluating their learning, this study provides empirical evidence relevant to discussions in SLA and language pedagogy.

METHOD

Design

A quantitative research approach was adopted to systematically investigate students' perceptions of learner autonomy. This study employed a cross-sectional survey design (Wang & Cheng, 2020), utilising a Likert-scale questionnaire with closed-ended statements adapted from the well-developed learner autonomy perception questionnaire by Nguyen & Habok (2021), with a 5-point scale. Using this research design, this study aimed to describe students' current perceptions of learner autonomy. Descriptive statistics are used to analyze data, which aid in summarizing the variable in the dataset that demonstrates the central tendency and help researchers to understand the typical behavior in this study (Kotronoulas et al., 2023).

Participant

The selection of participants was carefully conducted to ensure relevance to the objectives of the study. The subject of this study was selected using purposive sampling (Campbell et al., 2020). The subjects were selected based on the same characteristics relevant to the study's methodology, aims, and objectives (Andrade, 2021; Campbell et al., 2020). This study involved 55 senior high school students from Public Islamic Senior High Schools in Bima Town who had experience with independent learning tasks. To ensure the credibility of this study, participants' consent and voluntary agreement were obtained. Participants' identities and their responses will remain confidential and will be used only for study purposes. Participants should have experience in independent learning tasks such as homework, projects, and online assignments.

Instrument

A structured questionnaire was used as the primary instrument for data collection. The study applied the learner autonomy perception questionnaire adapted by Nguyen and Habok (2021). The questionnaire is divided into five sections: (1) Belief about teachers' role, (2) Motivation and desire, (3) Metacognitive knowledge in ELT, (4) Metacognitive skills in EL, and (5) Freedom. In this study, the researcher adopted

some statements and modified them to align with the participants' level, since the questionnaire was used at the undergraduate level. The questionnaire consisted of 41 statements, consisting of closed-ended statements scored on a five-point Likert scale that was adopted from Linder & Linder's (2024) Questionnaire Scale (Linder & Linder, 2024).

Table 1. Questionnaire Scale (Linder & Linder, 2024)

Scale	Score
Strongly agree	5 - 4.51
Agree	4.5 - 3.51
Neutral	3.5 - 2.51
Disagree	2.5 - 1.51
Strongly disagree	1.5 - 1

The questionnaire was reviewed and validated by experts in ELT and learner autonomy, followed by revision and pilot tests with non-participant senior high school students to confirm validity and reliability. Based on the reviewers' feedback and suggestions, only a few statements were revised. The reliability analysis indicated that most variables demonstrated high internal consistency, with Cronbach's Alpha coefficients exceeding 0.7. Therefore, all questionnaire items were retained.

Table 2. Cronbach's Alpha Result

Variable	Cronbach's Alpha	N of Items	Result
Belief in the teacher's role	0.798	6	Reliable
Motivation and desire	0.834	6	Reliable
Metacognitive knowledge in ELT	0.849	13	Reliable
Metacognitive skill in ELT	0.994	14	Reliable
Freedom	0.714	2	Reliable

Data Collecting Technique

The data were collected through a questionnaire administered to senior high school students during English lessons. Students as participants were given sufficient time to complete the questionnaire, and the responses were subsequently checked and prepared for statistical analysis. Also, students were also informed that their data and responses would remain anonymous and be used solely for research purposes.

Data Analysis

To systematically interpret the collected data, an appropriate statistical analysis method was applied. The data analysis technique employed was descriptive statistics, which analyzed the frequency distributions and mean scores (Kotronoulas et al., 2023), using a statistical program named IBM SPSS 25. This approach was used to provide a comprehensive description of learners' perceived autonomy. The detailed results of the descriptive statistical analysis are reported in the results chapter.

FINDINGS AND DISCUSSION

Findings

Belief in the Teacher's Role

The third table deals with learners' beliefs about teachers' roles in responsibility in and out of class and their readiness to learn English autonomously.

Table 3. The result of belief in the teacher's role dimension

No.	Statement	SA	A	N	D	SD	Mean	Data Interpretation
1	Teachers should explain my learning.	33	18	3	1	0	4.51	Strongly Agree
2	Teachers should evaluate my learning.	45	10	0	0	0	4.82	Strongly Agree
3	Teachers should set learning goals.	38	14	3	0	0	4.64	Strongly Agree
4	Teachers should provide the learning materials.	33	19	2	0	1	4.51	Strongly Agree
5	Teachers should manage learning activities.	36	19	0	0	0	4.65	Strongly Agree
6	Teachers should stimulate my learning.	32	11	8	4	0	4.29	Agree

The data above presents all statements related to teacher responsibility that obtained high mean scores. Students reported high levels of agreement across all items, with most statements categorized as "agree" or "strongly agree." The results show consistent responses among participants regarding teachers' roles in explaining learning, evaluating performance, setting learning goals, providing materials, managing learning activities, and stimulating learning.

Motivation and Desire

Table four presents students' motivation and desire to learn English.

Table 4. The result of motivation and desire dimension

No.	Statement	SA	A	N	D	SD	Mean	Data Interpretation
<i>Motivation</i>								
7.	I learn English because it will help me get a good job in the future.	26	18	9	1	1	4.22	Agree
8.	I learn English because I want to pass exams.	13	19	21	1	1	3.76	Agree
9.	I learn English because I can communicate with English speakers.	22	12	20	1	0	4	Agree
10.	I learn English because it's a required course in my school.	14	20	20	1	0	3.85	Agree
<i>Desire</i>								
11.	I learn English because I find it very interesting.	21	17	14	2	1	4	Agree
12.	I am willing to make further efforts to improve my English skills.	32	12	7	3	1	4.29	Agree

The numerical data fall within the “agree” category across all items, indicating generally consistent responses among participants. It shows that students have high motivation and a strong desire to learn English. Students reported agreement with statements related to practical benefits as future goals and academic reasons, communicative purposes, and compulsory learning requirements, as well as willingness to make further efforts and interest in learning English.

Metacognitive knowledge in ELT

Table 5, presented below, illustrates students’ metacognitive knowledge in learning English, including their perceptions of themselves as learners, the subject matter of English learning, the learning context, and the learning process.

Table 5. The result of metacognitive knowledge in ELT dimension

No.	Statement	SA	A	N	D	SD	Mean	Data Interpretation
<i>About myself as a learner</i>								
13.	I’m responsible for the success of my English learning.	16	28	11	0	0	4.09	Agree
14.	I know both my strengths and weaknesses in learning English.	18	24	11	1	1	4.04	Agree
<i>About subject matter</i>								
15.	It is necessary to know about English-speaking cultures to learn English well.	26	18	9	2	0	4.24	Agree
16.	It is important to understand every word in an English text I read.	29	19	7	0	0	4.4	Agree
17.	It is important for me be able to write well in English	29	15	11	0	0	4.33	Agree
18.	It is important to understand every word when listening audio material in English.	23	17	13	2	0	4.11	Agree
19.	One of the most important components of learning a foreign language is grammar.	30	15	9	0	1	4.33	Agree
20.	One of the most important parts of learning English is translating from Indonesian.	22	19	13	1	0	4.13	Agree
21.	It is important to have excellent pronunciation in English	27	17	11	0	0	4.29	Agree
22.	One of the components in English which is important to be learned is vocabulary.	31	13	9	2	0	4.33	Agree
<i>About the learning context</i>								
23.	I feel I have sufficient opportunities to learn English in my environment.	18	13	18	4	2	3.75	Agree
24.	I feel I have sufficient opportunities to use English in my environment.	11	19	17	6	2	3.56	Agree
<i>About the learning process</i>								
25.	I know how to manage my English learning, such as setting goals, checking progress, or planning my English learning.	18	12	21	3	1	3.78	Agree

Table 5 displays all the items received within the “agree” category, illustrating generally consistent responses among participants regarding their understanding of learning English and its components. Students have positive awareness across all dimensions, including knowledge about themselves as learners, the subject matter, the learning context, and the learning process.

Metacognitive Skill in ELT

The following table shows the learner’s metacognitive skills in learning English, including planning, monitoring, and evaluating.

Table 6. The result of metacognitive skill in ELT dimension

No.	Statement	SA	A	N	D	SD	Mean	Data Interpretation
<i>Planning</i>								
26.	I set my goals in learning English.	14	19	19	3	0	3.8	Agree
27.	Before doing any English tasks, I think about the knowledge or skills I need to complete those tasks.	10	21	24	0	0	3.75	Agree
28.	I plan how I learn English (for example, by making schedules or organizing my study time).	7	22	26	0	0	3.65	Agree
<i>Monitoring</i>								
29.	I change my learning content/ target/ methods according to my needs.	19	20	13	2	1	3.98	Agree
30.	I use my mistakes to improve my English skills	24	16	13	2	0	4.13	Agree
31.	I check to make sure I’ve understood what I have learned.	22	23	8	2	0	4.18	Agree
32.	I check to make sure I’ve understood what I need to learn.	12	24	19	0	0	3.87	Agree
33.	I try to follow through with my English learning plans (for example, studying regularly or completing tasks I started)	26	13	14	1	1	4.13	Agree
<i>Evaluating</i>								
34.	I check my English proficiency by taking an English proficiency test voluntarily	8	12	29	6	0	3.4	Agree
35.	I think about my progress in learning English	20	18	16	1	0	4.04	Agree
36.	I reflect on what I learn.	20	15	18	1	1	3.95	Agree
37.	I take something important from what I learn.	30	14	11	0	0	4.35	Agree
38.	I think about the methods I use to learn English.	23	14	15	3	0	4.04	Agree
39.	I think about the effectiveness of the methods I use to learn English.	19	19	16	0	1	4	Agree

The previous table reports that all the statements were categorized as “agree”, reflecting the participants demonstrated awareness of planning their learning, monitoring their understanding, and evaluating their learning progress. Students

reported positive metacognitive behaviors across all three components. Among the evaluating items, one statement (“*I check my English proficiency by taking an English proficiency test voluntarily,*” with a 3.4 mean score) received a comparatively lower mean score than the others, although it remained within the “*agree*” category.

Freedom

The last table demonstrates students’ freedom to learn English, what they are allowed to do, and what they actually do to take charge of their own learning.

Table 7. The result of freedom dimension

No.	Statement	SA	A	N	D	SD	Mean	Data Interpretation
40.	I have chances to improve my English proficiency by myself (listening, reading, writing, speaking).	23	17	12	2	1	4.07	Agree
41.	I have chances to improve my English proficiency with classmates and teachers.	27	16	8	3	1	4.18	Agree

The results show that students reported agreement with items related to opportunities for improving their English proficiency. Overall, students indicated that they had opportunities to develop their English both independently and collaboratively with classmates. The responses across these items were generally consistent, reflecting positive perceptions of learning opportunities inside and outside the classroom.

Discussion

The findings of the study indicate that senior high school learners in Bima Town show high dependence on the teacher, strong motivation and desire, and moderate to high metacognitive awareness, provided they have freedom in learning English. Students agreed that teachers should explain, evaluate, and manage their learning; however, they also demonstrated strong instrumental motivation and positive interest in learning English. Their metacognitive knowledge and skills were also positive.

First, regarding beliefs about teachers’ roles in English learning, the high level of agreement across all teacher-related items indicates that students perceive teachers as central figures in their English learning. This suggests that students still rely heavily on teachers to structure, direct, and evaluate the learning process. This finding aligns with Ly (2024), who reported that teachers perform multiple instructional and facilitative roles in EFL classrooms. Also, Sudarsono (2021) demonstrates that students still need teachers to serve as learning facilitators who guide them throughout the learning process. Despite differences in educational level, this result is consistent with a study by Nguyen & Habók (2021), which similarly highlights undergraduate students’ reliance on lectures for goal setting, explanation, and guidance. The urgency of this finding lies in demonstrating that learner autonomy develops gradually and requires teacher scaffolding, rather than having students do everything individually and independently.

Second, regarding students’ motivation and desire, students generally reported positive motivation and a strong desire to learn English. High levels of agreement were

found across items related to practical benefits, communicative purposes, future goals, and willingness to improve English proficiency. This suggests that students have a favorable attitude toward learning English. These findings echo earlier research conducted by Yang et al. (2022), who reported that senior high school students demonstrate positive attitudes toward autonomy. Conversely, studies by Wirapatni et al. (2021) reported different findings: from the teacher's perspective, Indonesian students still exhibited low motivation, suggesting that not all Indonesian students have high motivation to learn and that this lack of motivation leads them to be less autonomous.

Third is metacognitive knowledge in ELT. The agreement across metacognitive knowledge dimensions suggests that students are aware of their roles as learners, their strengths and weaknesses, the importance of mastering linguistic skills, the opportunities available to them, and the learning process. This result is consistent with Yang et al. (2022), who found that senior high school students may lack sufficient English learning strategies, but generally, they know what is expected of them in the process. The significance of this finding lies in the fact that awareness alone does not automatically lead to independent learning. While students demonstrate metacognitive knowledge, this does not necessarily mean they can fully apply it to plan and regulate their learning independently. Therefore, metacognitive knowledge should be supported by explicit strategy instruction and opportunities for reflective practice in the classroom.

Next, in the metacognitive skill in English learning. The consistent agreement across planning, monitoring, and evaluating items suggests that students possess a foundational level of metacognitive awareness, enabling them to regulate and evaluate their learning processes. This finding supports previous research suggesting that planning and monitoring influence learner autonomy, indicating that planning increases the likelihood of higher autonomy, while monitoring reduces the risk of low autonomy (Uslu & Durak, 2022). The present findings further align with Khoudri et al. (2023), who argue that Project-Based Learning boosts learner autonomy by allowing students to decide their goals, content, and tasks, as well as to modify the material used. Furthermore, previous studies have shown that the use of metacognitive strategies in specific language skills, such as speaking (Sari et al., 2025) and listening (Vellanki et al., 2024), can further promote learner autonomy, suggesting that integrating skill-focused metacognitive instruction may strengthen students' ability to regulate their learning across different language domains. Overall, these findings indicate that while students demonstrate emerging metacognitive skills, continued pedagogical support is necessary to strengthen these skills further and promote more independent learning.

The last section is freedom. Students perceive sufficient opportunities to improve their English proficiency both independently and collaboratively. A supportive learning environment may facilitate the development of learner autonomy. This observation is consistent with Khoudri et al. (2023), who stated that independent learners should acknowledge their responsibility to teach others based on the goals, content, and tasks. It also aligns with a study by Paethrangsi et al. (2024), who suggested that independent learning activities should encourage students to work together. Saeed (2021) further explains how opportunities to increase autonomy can be fostered through peer intervention and social media. All of this shows that to increase learner autonomy in English learning, students must not only do everything themselves but also collaborate with both peers and teachers.

Taken together, the findings across the five dimensions of learner autonomy indicate that Indonesian senior high school students demonstrate an emerging but not

fully developed form of autonomy in English learning. While students show strong motivation, positive metacognitive knowledge, and developing self-regulatory skills, they continue to rely heavily on teachers to structure, direct, and evaluate their learning. Meaning students still need their teachers as facilitators, by creating activities that develop students' ability in planning, self-reflection, self-assessment, teamwork, and time management, particularly through the use of technology and effective communication (Paethrangsi et al., 2024). Thus, autonomy in this context appears to be conditional and teacher-supported rather than fully self-initiated.

Overall, the consistency between the present study and previous research highlights a familiar pattern: students show positive attitudes toward autonomous learning yet still require teachers' support. Examining students' perspectives on their learner autonomy is essential to understanding their learning behaviour and improving instructional practices. However, prescriptive differences will still occur depending on the student's background, prior knowledge and practice, and the teachers' beliefs and practices. Furthermore, all previous studies conducted in the Asian EFL context, where most regions use English as a second language or even a foreign language. The results could differ for native English speakers.

CONCLUSION

This study examined the level of learner autonomy among Indonesian senior high school students across five dimensions: belief in the teacher's role, motivation and desire, metacognitive knowledge, metacognitive skills, and freedom in learning English. The findings indicate that students demonstrate strong motivation, positive metacognitive knowledge, well-developed planning, monitoring, and evaluating skills, as well as perceived freedom to engage in English learning activities. However, the results also reveal a high level of dependence on teachers, particularly in initiating and structuring learning activities. Based on these findings, it is recommended that teachers reduce excessive teacher-centered practices and provide structured opportunities for students to plan, monitor, and evaluate their learning more independently. Strengthening these skills may help students progress toward greater learner autonomy in Indonesian EFL classrooms. This study has several limitations. First, the sample size was relatively small and limited to a specific population. Second, the data relied solely on students' self-reported questionnaire responses. Therefore, the findings may not fully represent the broader population of Indonesian senior high school students. Future research is recommended to involve larger and more diverse samples. In addition, the use of qualitative methods, such as interviews and classroom observations, may provide a deeper, more comprehensive understanding of the development of learner autonomy among Indonesian senior high school students.

REFERENCES

- Allwright, D. (1990). *Autonomy in Language Pedagogy in CRILE Working Paper 6*. Centre for Research in Education: University of Lancaster.
- Andrade, C. (2021). The Inconvenient Truth about Convenience and Purposive Samples. *Indian Journal of Psychological Medicine*, 43(1), 86-88. <https://doi.org/10.1177/0253717620977000>
- Anis, M., & Anwar, C. (2020). Self-organized learning Environment Teaching Strategy for ELT in Merdeka Belajar Concept for High School Students in Indonesia. *JEES (Journal of English Educators Society)*, 5(2), 199-204. <https://doi.org/10.21070/jees.v5i2.869>

- Benson, P. (2007). Autonomy in Language Teaching and Learning. *Language teaching*, 40(1), 21-40. <https://doi.org/10.1017/s0261444806003958>
- Çakıcı, D. (2015). Autonomy in Language Teaching and Learning Process. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 16(1), 31-42. <https://doi.org/10.17679/iuefd.16168538>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive Sampling: Complex or Simple? Research Case Examples. *Journal of research in Nursing*, 25(8), 652-661. <https://doi.org/10.1177/1744987120927206>
- Chong, S. W., & Reinders, H. (2025). Autonomy of English Language Learners: A Scoping Review of Research and Practice. *Language Teaching Research*, 29(2), 607-632. <https://doi.org/10.1177/13621688221075812>
- Holec, H. (1981). *Autonomy and Foreign Language Learning*. Oxford: Pergamon Press.
- Iamudom, T., & Tangkiengsirisin, S. (2020). A Comparison Study of Learner Autonomy and Language Learning Strategies among Thai EFL Learners. *International Journal of Instruction*, 13(2), 199-212. <https://doi.org/10.29333/iji.2020.13214a>
- Jun, N. C., & Zai-Xiu, N. H. (2019). A Structural Analysis of Senior High School Students' English Achievement Goal Orientation, Learning Anxiety, and Autonomous Learning Behavior. *Journal of Literature and Art Studies*, 9(8). <https://doi.org/10.17265/2159-5836/2019.08.010>
- Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Naskah Akademik Pembelajaran Mendalam Menuju Pendidikan Bermutu untuk Semua*. Pusat Kurikulum dan Pembelajaran, Badan Standar, Kurikulum, dan Asesmen Pendidikan. <https://guru.kemendikdasmen.go.id/dokumen/kGn0z42DeN?parentCategory=Pemahaman%20tentang%20Implementasi>
- Khoudri, I., Khoudri, A., & Zeriuoh, M. (2023). Enhancing EFL Learner Autonomy through Project-Based Learning: The Case of Secondary School Students. *Journal of English Language Teaching and Linguistics*, 8(3), 341. <https://doi.org/10.21462/jeltl.v8i3.1199>
- Kotronoulas, G., Miguel, S., Dowling, M., Fernández-Ortega, P., Colomer-Lahiguera, S., Bağcıvan, G., Pape, E., Drury, A., Semple, C., Dieperink, K. B., & Papadopoulou, C. (2023). An Overview of the Fundamentals of data Management, Analysis, and Interpretation in Quantitative Research. *Seminars in Oncology Nursing* 39(2), 151398. <https://doi.org/10.1016/j.soncn.2023.151398>
- Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.
- Little, D. (2020). Language Learner Autonomy: Rethinking Language Teaching. *Language Teaching*, 55(1), 64-73. <https://doi.org/10.1017/s0261444820000488>
- Little, D. (2022). Language learner autonomy: Rethinking language teaching. *Language Teaching*, 55(1), 64-73. <https://doi.org/10.1017/s0261444820000488>
- Ly, C. K. (2024). Teachers' Roles on English Language Teaching for Promoting Learner-centered Language Learning: A Theoretical Review. *International Journal of TESOL & Education*, 4(2), 78-98. <https://doi.org/10.54855/ijte.24425>
- Marantika, J. E. R. (2021). Metacognitive Ability and Autonomous Learning Strategy in Improving Learning Outcomes. *Journal of Education and Learning (EduLearn)*, 15(1), 88-96. <https://doi.org/10.11591/edulearn.v15i1.17392>

- Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., & Sitepu, S. S. W. (2020). Exploring Learners' Autonomy in Online Language-Learning in STAIN Sufyan Tsauri Majenang. *Getsempena English Education Journal*, 7(2), 382-394. <https://doi.org/10.46244/geej.v7i2.1164>
- Najeeb, S. S. (2013). Learner Autonomy in Language Learning. *Procedia-Social and Behavioral Sciences*, 70, 1238-1242. <https://doi.org/10.1016/j.sbspro.2013.01.183>
- Nguyen, S. V., & Habók, A. (2021). Students' Beliefs about Teachers' Roles in Vietnamese Classrooms. *Electronic Journal of Foreign Language Teaching*, 18(1), 38-59.
- Nguyen, S. V., & Habók, A. (2021). Designing and Validating the Learner Autonomy perception questionnaire. *Heliyon*, 7(4). <https://doi.org/10.1016/j.heliyon.2021.e06831>
- Nguyen, S. V., & Habók, A. (2022). Non-English Major Students' Perceptions of Aspects of Their Autonomous Language Learning. *Language Learning in Higher Education*, 12(1), 231-253. <https://doi.org/10.1515/cercles-2022-2044>
- Paethrangsi, N., Teekasap, S., Khiewpan, R., & Jandaboue, W. (2024). Empowering Students' Autonomous Learning through Self-regulation, Metacognitive Strategies, and Collaborative Learning Environments. *Journal of Liberal Arts RMUTT*, 5(1), 69-79. <https://doi.org/10.60101/jla.2024.5.1.4065>
- Saeed, M. A. (2021). Learner autonomy: Learners' Perceptions on Strategies to Achieve Autonomy in an EFL Classroom. *International Journal of Linguistics, Literature and Translation*, 4(3), 150-158. <https://doi.org/10.32996/ijllt.2021.4.3.17>
- Saeed, M. A. (2021). Learner Autonomy: Learners' Perceptions on Strategies to Achieve Autonomy in an EFL Classroom. *International Journal of Linguistics Literature & Translation*, 4(3), 150-158. <https://doi.org/10.32996/ijllt.2021.4.3.17>
- Sari, P. R., Sinaga, J. B., & Ashari, E. (2025). Developing University Students' Speaking Skill through Metacognitive Strategies. *Lectura: Jurnal Pendidikan*, 16(1), 144-153. <https://doi.org/10.31849/lectura.v16i1.25294>
- Shafi, S., & Masood, M. H. (2023). Pedagogical Approaches in English Language Learning (ELL): Comparative Analysis of Teacher-centred Approach and Student-centred Approach. *Research Highlights in Language, Literature and Education*, 7, 68-77. <https://doi.org/10.9734/bpi/rhll/v7/5341b>
- Sudarsono, S., Lestari, L. A., & Setyawan, S. (2021). Learner Autonomy in EFL: Senior High School Teachers' Perception and Practices. *Journal of Educational and Practice*. 27(12). <https://doi.org/10.7176/JEP/12-27-04>
- Tsai, Y. R. (2019). Promotion of Learner Autonomy within the Framework of a Flipped EFL Instructional Model: Perception and Perspectives. *Computer Assisted Language Learning*, 34(7), 979-1011. <https://doi.org/10.1080/09588221.2019.1650779>
- Tuan, D. M. (2021). Learner Autonomy in English Language Learning: Vietnamese EFL Students' Perceptions and Practices. *Indonesian Journal of Applied Linguistics*, 11(2), 307-317. <https://doi.org/10.17509/ijal.v11i2.29605>
- Uslu, N. A., & Durak, H. Y. (2022). Predicting Learner Autonomy in Collaborative Learning: The Role of Group Metacognition and Motivational Regulation Strategies. *Learning and Motivation*, 78, 101804. <https://doi.org/10.1016/j.lmot.2022.101804>

- Vellanki, S. S., Khan, Z. K., & Mond, S. (2024). Fostering Learner Autonomy through Explicit Metacognitive Strategy Instruction: A study in the Omani EFL Context. *Journal of Pedagogical Research*, 8(4), 178-201. <https://doi.org/10.33902/jpr.202428581>
- Wang, X., & Cheng, Z. (2020). Cross-sectional Studies: Strengths, Weaknesses, and Recommendations. *Chest*, 158(1), 65-71. <https://doi.org/10.1016/j.chest.2020.03.012>
- Wirapatni, A. A. I. S., Nitiasih, P. K., & Artini, L. P. (2021). Exploring Senior High School EFL Teachers' Beliefs Regarding Learner Autonomy. *Journal of Education Research and Evaluation*, 5(1), 118. <https://doi.org/10.23887/jere.v5i1.29945>
- Yang, S., Liu, L., & Hunt, N. (2022). Exploring the Influence of Perceived Classroom Environment on Learner Autonomy in a Chinese EFL Learning Context. *Frontiers in Psychology*, 13, 1063473. <https://doi.org/10.3389/fpsyg.2022.1063473>