



SNAP TO READ

PROMPTING FACTORS CULTIVATING INDONESIAN EFL LEARNERS' LEARNING AUTONOMY BEHAVIORS

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Abstract:

Previous research results unearthed that highly-autonomous EFL learners are more inclined to possess a higher sense of ownership of their learning enterprises owing to the advanced level of learning management. This library study was a further attempt enacted by the researcher to profoundly investigate particular factors believed to cultivate Indonesian EFL learners' learning autonomy behaviors. In light of this major research objectivity, 30 previous learning autonomy literature were selectively selected to shed clearer enlightenment for Indonesian EFL experts, practitioners, curriculum designers, and educators to start internalizing various meaningful learning activities consolidating learners' autonomous learning behaviors. Generally speaking, the obtained research results unveiled that the constant nourishment of Indonesian EFL learners' learning autonomy behaviors can be insured in case second language teachers are committed to promoting more facilitative and innovative learning enterprises in their daily routines. In conformance with these research results, it is of foremost importance for second language teachers to organize their classroom learning dynamics harmonious with learners' specific learning situations to advance their autonomous learning behaviors to greater development.

Keywords: Learning autonomy, Indonesian EFL learners, library study

INTRODUCTION

Since the exponential development of the industrial revolution 4.0 era, educational landscapes had undergone a varied exponential transformation, particularly in learning behaviors. Gleason (2018) avers that worldwide educationalists, practitioners, experts, policy-makers, and learners are required to become more adaptable academicians to achieve more fruitful educational outcomes in the industrial revolution 4.0 era. One of the promising learning behaviors worthwhile to be constantly cultivating to attain the aforesaid learning objectivity is learning autonomy. This term can be defined as the learners' abilities, willingness, and responsibility to exert more potent control over their ongoing learning processes in order to fully obtain more gratifying learning achievements. This definition is in line with Benson and Voller (2014) stating that learning autonomy behaviors are closely interlinked with proactive, mature, and accountable actions constantly showcased by learners to successfully fulfill the desired learning objectivities.

In globalized EFL fields, the cultivation of learning autonomy is extremely crucial for not only leading learners to become more competent academicians but also transforming them into more life-long, strategic, and innovative knowledge seekers. Hsu et al., (2019) also acknowledges that the fullest development of learning autonomy behaviors can potentially enable EFL learners to become more persistent, knowledgeable, and adaptable academicians skillful at utilizing various efficient learning strategies compatible with their learning situations.

In reverse, an effective means of developing EFL learners' learning autonomy behaviors is not steady, rather it is a dynamic process in which language teachers are commissioned to provide adequate supervision for learners whenever they confront particular learning obstacles. This suggestion is in relation to the theory of Blidi (2017) advising second language teachers all around the globe to provide an

adequate accompaniment for the further advancement of learners' target language learning motivation and learning autonomy behaviors. One of the effective strategies that can potentially sustain the further growth of learning autonomy behaviors is through learner-centered learning activities. It is believed that in the support of more learner-centered learning dynamics, EFL learners can transfigure into more proactive learning participants since they are fully involved in a wide range of encouraging and meaningful knowledge-sharing enterprises. This belief is strongly corroborated by the theory of Yigit and Yildirim (2018) avowing that second language teachers need to internalize a vast array of engaging learner-centered activities where learners can participate actively to discover valuable insights influential for their further development of independent learning characters. Owing to the implementation of this learning mode, second language teachers are highly advocated to rejuvenate their current roles as supportive learning facilitators, faithful learning counselors, and innovative strategy-makers. By doing so, learners will be more desirous of accomplishing the given learning tasks excellently and autonomously. The importance of this pedagogical shift is also confirmed by Alonazi (2017) believing that by becoming more facilitative learning facilitators, attentive listeners, and judicious decision-makers, second language teachers can potentially promote a more positive learning atmosphere where all self-reliant learners are committed to accomplishing the targeted learning assignments successfully.

Furthermore, another indispensable learning action second language teachers have to incorporate while fostering learners' learning autonomy behaviors is to allow them to freely select various learning activities and strategies appropriate with their particular learning needs, preferences, competencies, and interest. Through these means, learners will be more critical, strategic, and skillful while being crammed with the complexities of target language learning processes. Mynard (2019)

highly recommends worldwide second language teachers deliberately grant learners a higher level of freedom in choosing the specific learning dynamics and strategies best suit their present learning contexts. The prolific cultivation of learning autonomy behaviors can significantly affect EFL learners' cognitive, affective, and psychological domains. Highly-autonomous learners generally possess a higher degree of intention to maintain their motivation, lifelong learning characters, and self-reflexivity strategies in order to fully have a sense of ownership toward their existing learning venture. Chang (2020) describes highly-autonomous learners are more encouraged to preserve lifelong learning spirit and conduct an exhaustive self-reflection in order to manage their learning dynamics well.

There were five previous studies pertaining to the major theme of this present library study. The first study was conducted by Dalilan (2021) who discovered that the majority of Indonesian university EFL learners were capable of elevating their learning autonomy characters after being supported by meaning-making and contextual learning dynamics. Istiqomah (2020) uncovered that a vast majority of Indonesian university EFL learners were skilled at comprehending various listening contents autonomously since their lecturers addressed a wide variety of authentic listening materials. In another study, Melvina and Suherdi (2019) strongly advised Indonesian educational institutions to conduct more intensive EFL teachers' professional development training with regard to the effective classroom activities highly improving learners' learning autonomy behaviors. Wijaya (2021) highly advised Indonesian EFL educators to incorporate collaborative and problem-based learning activities in diverse-wide ranging second language classroom contexts to constantly nurture learners' learning autonomy behaviors. Lastly, Wijaya (2020) strongly advocated for Indonesian EFL educationalists to start internalizing outcome-based education values in heterogeneous classroom circumstances in order

to progressively improve learners' learning curiosity rewarding for the utmost development of their learning autonomy behaviors. Irrespective of these beneficial research results, there is still scarce literature profoundly investigating specific factors that can cultivate learners' learning autonomy behaviors in Indonesian EFL learning contexts. For this reason, this current library study deserved to be carried out in order to shed enlightenment for Indonesian ELT experts, practitioners, policy-makers, and educators concerning the potential factors that are believed to strengthen learners' learning autonomy behaviors in the long run. To comply with this major research objectivity, the researcher made an attempt to answer one research problem as follows: (1) what are the prompting factors believed to cultivate Indonesian EFL learners' learning autonomy behaviors?

Specific Obstructions Impeding the Nourishment of Learning Autonomy Behaviors

Nurturing EFL learners' learning autonomy behaviors is not without its serious impediments. As a considerable number of second language teachers are still unfamiliar with effective strategies on how to properly activate learning autonomy characters through various hands-on, intriguing, and learner-centered activities, they will easily rely on traditional teaching-learning processes in which the targeted knowledge is addressed rigidly by teachers to learners. Lengkanawati (2017) unearthed that a predominant number of Indonesian EFL educators were more inclined to adopt teacher-centered learning activities in their daily-based classroom settings since they are still lacking of the sophisticated teaching methodologies that can buttress their learners' learning autonomy development. Anchored on this above-explicated truth, another taxing hurdle hindering the maximization of learning autonomy characters is also derived from the learners' side. Since an overwhelming majority of EFL learners, particularly in Indonesian learning contexts possess minimum personalized learning experiences

dealing with autonomous learning dynamics, they are more likely to abandon this novel learning enterprise due to the higher level of complexities.

Mardjuki (2018) stated that most Indonesian EFL learners are not highly aroused to proactively engage in autonomous learning activities addressed by their teachers owing to the fact that this learning approach is extremely challenging, taxing, and frustrating for them. All these aforementioned hindrances are increasingly getting more severe when it comes to the fixed learners' perspectives convincing that the designated teaching-learning processes highly depend on the teachers' roles in addressing the targeted knowledge for them. It can also be said that these highly-dependent learners have experienced a higher level of comfort by means of traditional second language learning enterprises in which they only have to become passive listeners by waiting for their teachers' explanations.

This common belief is strongly substantiated by Benson (2016) repudiating that a great majority of worldwide EFL learners are still concerned with teacher-centered teaching-learning dynamics in their academic lives on account of readily-served information imparted by educators toward learners' minds. The prolific cultivation of EFL learners' learning autonomy behaviors also has a mutual interplay with the specific learning activities internalized by second language teachers. In other words, when teachers are skillful at designing more enjoyable, encouraging, and richer learning activities, learners will be extremely motivated to foster their learning performances to the fullest potential, which in turn results in the robust reinforcement of learning autonomy development. This conception is tightly interwoven with the theory of Razeq (2014) scientifically propounding that more sophisticated, captivating, and favorable teaching-learning dynamics will act as one of the potent impetuses for EFL learners to progressively develop their target language competencies and learning autonomy

growth into the utmost levels.

Effective Means of Cultivating EFL Learners' Learning Autonomy Development

There are a wide variety of probable learning strategies to foster EFL learners learning autonomy behaviors namely independent books exploration, daily-reviewed learning activities, and a self-access center. Lengkanawati (2017) critically mentioned three critical determinants affecting EFL learners' learning autonomy growth such as self-learning reviews, reading books at the library, and discovering the truth through a trustworthy internet website. Besides all these above-mentioned personalized learning strategies, second language teachers are also responsible for devising more contextual, encouraging, and compatible learning enterprises where learners can elevate their learning autonomy behaviors to the utmost development. These matters can be actualized by implementing cooperative, portfolio, and self-reflection learning activities.

The significance of these three aforesaid learning trajectories is closely correlated with the finding of Cakici (2017) asserted that through the continuation of cooperative, portfolio, and self-reflection learning enterprises, EFL learners will become more cognizant of the particular learning strengths along with weaknesses gradually transforming them into more conscientious, critical, and autonomous academicians. Apart from all these explanations, second language teachers should expand their profound understanding of autonomous learning activities by relying on six domains of independent-based approaches as postulated by Benson (2013) namely resource-based, technology-based, learner-based, classroom-based, teacher-based, and curriculum-based approaches. Pedagogically speaking, all these six approaches should be resided in corresponding ways when second language teachers plan to design more facilitating, interactive, and holistic learning enterprises continuously nourishing learners'

learning autonomy behaviors. By making use of these six pedagogical streams, EFL learners will be more skilled at solving specific learning obstacles, establishing a more mutual collaborative networking with other learning community members, and possessing a higher level of ownership concerning the particular learning enterprises.

All these argumentation are markedly endorsed by Khulaifiyah et al., (2021) strongly prompted globalized EFL educationalists to consistently promote more learner-oriented classroom environments at the commencement of ever-changing second language learning exposure in order to disseminate plentiful advantageous learning outcomes in the presence of variegated learners truly manifested in the full activation of robust learning autonomy characters, problem-solving skills, and collaborative learning behaviors. As alluded to in the previous section, second language teachers are also collectively invited to provide a more sound basis for the significant advancement of learners' learning autonomy behaviors development by progressively renewing their roles to become more supportive learning facilitators, faithful learning partners, well-organized learning organizers, and attentive learning counselors.

By integrating all these four elements, EFL learners can potentially instill more robust learning motivation, commitment, and perspective to attain the pre-determined learning objectives set beforehand. Borg and Alshumaimeri (2019) operationalized that second language teachers are urgently demanded to instill more concerted efforts with learners in creating a more pleasant learning atmosphere by transfiguring into more facilitative learning companions, conscientious learning planners, true-hearted learning counterparts, and considerate learning counselors in order to infuse more positive perceptions within learners to eventually attain fruitful learning outcomes.

METHOD

The current small-scale qualitative investigation was manifested in the library study to yield renewed perspectives on the specific events. On that basis, the researcher selectively picked up 30 pieces of literature relevant to the major theme proposed in this study. Scientifically speaking, these selected 30 pieces of literature heeded more exhaustive attention to the particular factors believed to better cultivate Indonesian EFL learners' learning autonomy behaviors. There were two fundamental backgrounds in choosing these 30 articles. First, the predominant number of second language learning enterprises conducted in Indonesia still heavily relies on teacher-centered approaches. Thus, the researcher expectantly hoped that the results of this in-depth library exposure can greatly magnify Indonesian EFL teachers' confidence to incorporate a wide variety of autonomous learning activities.

Second, given the importance of learning autonomy behaviors in this modern age, the results taken from this study could potentially reveal a new perspective for Indonesian EFL learners to start appreciating the critical importance of robust learning autonomy levels in their daily-based second language learning venture in order to transfigure into more competent, critical, and self-reliant academicians possessing a spirit of excellence in this fast-paced era. To fulfill all these main objectivities, the researcher analyzed and subdivided the most identical findings generated by the selected 30 articles into some specific big themes. By releasing this well-organized study approach, more in-depth research results overview were more likely to produce more robust, eclectic, and comprehensive visions prompting Indonesian ELT stakeholders to start illuminating their diverse-wide ranging language classroom learning circumstances with varied tailor-made pedagogical approaches sustaining learners' learning autonomy development for a long period of time.

FINDINGS AND DISCUSSION

This section is purported to critically overview some potential prompting factors believed to cultivate Indonesian EFL learners' learning autonomy behaviors. There were two major specific themes deduced from this library study namely: (1) Facilitative learning vicinities can promote a higher level of learning autonomy and (2) Innovative learning activities can escalate Learners' learning autonomy levels. To yield more trustworthy and relevant findings, the researcher only paid more exhaustive focus on over-viewing 30 prior research results in agreement with the above-proposed research theme. All specific explications can be seen as follows.

Table 1: Facilitative Learning Vicinities Can Promote a Higher Level of Learning Autonomy

Theme 1	Authors
Facilitative Learning Vicinities Can Promote a Higher Level of Learning Autonomy	Ahsanu and Wijayawati (2020); Ahsanu (2017); Fidyati (2016); Ginting et al., (2020); Mardjuki (2018); Marsevani (2021); Myartawan et al., (2013); Sulištiyo and Kamil (2022); Wiraningsih and Santosa (2020); Yosintha and Yunianti (2021).

It has been a consensus that facilitative learning vicinities can be one of the key factors promoting a higher level of learning autonomy among Indonesian EFL learners. In this context, facilitative denotes teachers' willingness, capabilities, and commitment to bring about more supportive learning environments where learners' learning autonomy behaviors can intensively thrive. The first action second language teachers can carry out to internalize this holistic learning climate is to become more faithful learning partners in the presence of diverse-wide ranging learners. Ahsanu and Wijayawati (2020) strongly prompted Indonesian EFL teachers to gradually transfigure

into more loyal learning companions for their learners to amplify their learning autonomy development. The second thoughtful strategy Indonesian EFL teachers can internalize to actualize a more facilitative learning environment is to abandon the continuity of the teacher-centered learning approach. As alluded to before, in the light of the teacher-centered learning strategy, learners only act as passive knowledge recipients waiting for their teachers to transfer the designated knowledge and skills. As a result, there is an absence of learning autonomy growth within them. Thus, Indonesian EFL teachers are strongly advised to incorporate more student-oriented activities in their classroom circumstances to establish, nourish, and elevate their learners' language learning autonomy behaviors to the fullest levels. This notion has a similar common ground with the finding of Ahsanu (2017) who discovered that an overwhelming majority of Indonesian EFL learners are capable of fostering their learning autonomy development after their teachers are strongly committed to relinquishing more learner-centered learning enterprises continually.

In the same line, Indonesian EFL teachers are concurrently commissioned to suffice their learners with myriad learning strategies at the onset of autonomous learning dynamics. Through the customization of plentiful learning strategies, learners can fully experience a higher degree of pleasurable learning climate directing them to become more inquisitive, enthusiastic, and independent target language academicians. This further strategy is strongly substantiated by the finding of Mardjuki (2018) highly recommended second language teachers working in Indonesian EFL learning vicinities start introducing a vast array of efficient learning strategies at the commencement of autonomous learning activities for their learners to constantly maintain their learning excitement, curiosity, and independence contributed to their further advancement of learning autonomy behaviors. To fine-tune learners' robust learning motivation with learning autonomy

behaviors, Indonesian EFL teachers are also encouraged to bring about a more pleasurable, less anxious and relaxing learning atmosphere in their classroom settings. It is indispensably paramount to integrate this type of learning climate in Indonesian EFL classroom vicinities since learners will have more tendencies to transfigure into more cooperative knowledge disseminators highly desirous of fulfilling the pre-determined learning objectivities by ingraining more robust learning autonomy behaviors. These positive influential impacts are in harmony with the finding of Marsevani (2021) uncovering that a great number of Indonesian university EFL learners have progressively transformed into more mutual learning community members, motivated target language academicians, and self-reliant knowledge discoverers after experiencing the true enjoyment of ongoing second language learning processes.

There is a tight-knit relationship between EFL learners' learning autonomy and target language competencies development. This compatibility resulted from learners' commitment to exhibiting their best learning performances amid the complexities of learning enterprises they are confronting. Hence, it is worth suggesting for Indonesian EFL teachers to instilling more viable, meaning-making, and encouraging learning vicinities in which learners' learning autonomy and target language proficiency can simultaneously be nurtured. This contention is in concord with Myartawan et al., (2013) who strongly motivated Indonesian EFL teachers to put forth more lively, meaningful, and moderately-challenging learning enterprises to sustainably increase their learners' learning autonomy and target language skills development. Corresponding with these above-explained strategies, it is worth underscoring here that Indonesian EFL teachers are also demanded to design more contextual learning enterprises best suit learners' existing learning needs, preferences, interests, and contexts to ascertain a more comprehensive integrativeness between their

autonomous as well as responsible learning characters. This strategy aligns with Yosintha and Yunianti (2021) asserting that it is of utmost importance for Indonesian EFL teachers to invent various tailor-made learning activities compatible with existing learners' learning situations to preserve a more stable equilibrium between their accountable and independent learning behaviors.

Table 2: Innovative Learning Activities Can Escalate Learners' Learning Autonomy Levels

Theme 2	Authors
Innovative Learning Activities Can Escalate Learners' Learning Autonomy Levels	Ardi (2017); Ariebowo (2021); Cirocki et al., (2019); Darsih (2018); Ghufon and Nurdianingsih (2019); Halimah et al., (2018); Khotimah et al., (2019); Khulaifiyah et al., (2021); Lengkanawati (2017); Melvina and Julia (2021); Melvina et al., (2021); Baru, M., Tenggara, W. N., & Mataram, M. U. (2020); Ningsih and Yusuf (2021); Almendo (2020) Rahmat et al., (2021); Lengkanawati, N. S. (2019); Soraya and Lengkanawati (2021); Tyas (2020); Wulandari (2017); Yuliani and Lengkanawati (2017).

It is worth noting in this regard that innovative learning enterprises are also responsible for improving Indonesian EFL learners' learning autonomy levels. In this vein, innovation refers to teachers' inventiveness in devising a wide array of meaningful technological and pedagogical approaches harmonious with nowadays learners' learning situations. In line with all these basic conceptions, Indonesian EFL teachers can start implementing more sophisticated technological learning platforms in their subject-specific fields to improve learners' learning autonomy levels. One of the learning platforms worthwhile to be internalized in this 21st-century teaching-learning era is Schoology. In the support of this learning platform, Indonesian EFL learners can

adeptly become more planful strategy-makers, collaborative learning counterparts for other learning community members, and autonomous target language learning academicians. All these positive impressions are closely interlocked with the finding of Ardi (2017) Unearthing that a vast number of Indonesian EFL learners began to proactively participate in various target language learning dynamics after being introduced to Schoology where they can utilize varied efficient learning strategies, establish a more solid collaborative networking with other learning companions, and transfigure into more life-long academicians.

Another rewarding technological learning platform worthwhile to be incorporated by Indonesian EFL teachers responding to the complexities of nowadays second language learning contexts is through Orai application. After resorting to this online learning platform, Indonesian EFL teachers can notice some significant transformations taking place within their learners' cognitive, affective, and motivation domains. Simply stating, learners will be more capable of exercising their target language competencies confidently, rigorously, and independently due to the adequate learning supervision granted by teachers. This advantageous value is positively linked with the finding of Halimah et al., (2018) confessing that on account of Orai application implementations in daily-based classroom learning processes, a more conducive and friendly learning climate has been thoroughly undergone by Indonesian EFL learners in which they can share their thoughts to other trusted learning companions more confidently, lively, and autonomously.

The last technological learning platform valuable to continuously reside in Indonesian teaching-learning contexts is Exelsa. With the support of this online learning platform, a more psychologically sound learning atmosphere can be assured since learners are more committed to proactively being involved in varied independent learning dynamics, become more life-long truth seekers, and broaden their specific

understanding of the targeted discipline-specific fields. Wulandari (2017) critically mentioned that one of the probable holistic ways to transfigure Indonesian university EFL learners into more self-reliant academicians is through the utilization of the Exelsa learning platform where they can exponentially enhance their critical perspective toward the specifically-given learning topics, actively engage in various autonomous learning activities, and committedly discover a wide array of valuable information.

Anchored on these aforesaid beneficial values, Indonesian EFL teachers are strongly commissioned to provide more intensive training for learners concerning how they stipulate clearer learning goals, design more exhaustive learning plans, and evaluate the obtained learning outcomes. Through these means, learners will not merely transform into well-organized but also independent target language academicians strongly willing to execute the designated learning activities in an orderly fashion. These positive learning outcomes are mutually interlinked with the finding of Cirocki et al., (2019) strongly advising Indonesian EFL teachers to arm their learners with decent learning plans, organizations, and reflections at the onset of innovative second language learning enterprises, which no doubt will promote a higher degree of benefit for their autonomous learning behaviors and strategized learning actions.

In a similar vein, robust commitment also plays another crucial role in the continual advancement of Indonesian EFL learners' learning autonomy behaviors. In this regard, commitment connotes teachers' willingness to dedicate extra efforts to creating more sustainable autonomous learning enterprises that fully supported their current learners' learning situations. To put it more simply, a higher level of professional commitment showcased by teachers will act as a continuum with target language learning achievements, outcomes, and performances achieved by their learners. Therefore, highly-dedicated

teachers have to integrate more extraordinary effortful actions to progressively transfigure their learners into more competent and autonomous academicians. This suggestive advice is strongly affirmed by the finding of Khulaifiyah et al., (2021) decisively articulating that Indonesian EFL teachers need to infuse a stronger underlying premise in the teaching preparation stage by heeding their profound attention to inventing more conducive, meaningful, and contextual autonomous learning materials intensively invigorating their learners' target language proficiency along with autonomous learning growth.

In the long-term second language learning trajectories, educational institutions should provide more intensive professional development training for Indonesian EFL teachers, particularly concerning the potential strategies they can harness while attempting to incorporate more autonomous learning dynamics for their learners. This further initiative needs to be undertaken unless the designated second language learning activities will be detrimental and debilitating for the striking proliferation of Indonesian EFL learners' learning autonomy development. This idea seems to accord with Lengkanawati (2017) clarifying that continual teacher professional development training navigating on the efficient pedagogical approaches they can probably implement to sustain Indonesian EFL learners' autonomous learning behaviors is deemed as one of the reference points for the holistic transformation of second language learning dynamics.

CONCLUSION

Given the research results obtained from this library study, it is worth accentuating here that through the robust inculcation of learning autonomy behaviors, Indonesian EFL learners can have a more positive perspective toward their present and future second language learning enterprises they are engaging with. This strong optimism took place since the research results showed that highly-autonomous learners

are capable of navigating their complex learning venture with the accompaniment of decent learning plans, strategies, and evaluations. To do so, second language teachers must integrate more learner-based classroom learning dynamics highly emphasizing supportive and innovative knowledge exposure for these heterogeneous learners. On the other hand, this current library investigation is restricted by particular shortcomings. Since this study solely investigated specific prompting factors cultivating Indonesian EFL learners' autonomous learning behaviors, a much more in-depth future investigation focusing on the significance of this positive learning character in four specific target language competencies is indispensably needed to better understand the distinctive pedagogical treatments needed to be internalized by second language teachers.

Furthermore, since scant attention has been paid to investigating particular cultures and customs that can potentially impede the significant development of Indonesian EFL learners' learning autonomy behaviors, it will be rewarding for future researchers delve more profoundly into cultural hindrances hindering our learners from developing their autonomous learning characters into the fullest potentials. By doing so, certain anticipatory classroom learning strategies can be utilized more efficiently by educators to minimize these potential issues. Regardless of the aforementioned drawbacks, the specific results derived from this library study had given a new enlightenment for Indonesian EFL experts, practitioners, policy-makers, and educationalists concerning the potential factors that positively contributed to the learners' potentiality to infuse a higher sense of ownership toward varied learning enterprises they are dealing with.

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