REFERENCES

Bolhuis, S., & Voeten, M. J. M. (2001). Toward self-directed learning in secondary schools: What do teachers do? *Teaching and Teacher Education*, *17*(7), 837–855. https://doi.org/10.1016/S0742-051X(01)00034-8

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, *9*(2), 27–40. https://doi.org/10.3316/QRJ0902027

Häkkinen, P., Järvelä, S., Mäkitalo-Siegl, K., Ahonen, A., Näykki, P., & Valtonen, T. (2017). Preparing teacher-students for twenty-first-century learning practices (PREP 21): a framework for enhancing collaborative problem-solving and strategic learning skills. *Teachers and Teaching: Theory and Practice*, *23*(1), 25–41. https://doi.org/10.1080/13540602.2016.1203772

Harchegani, M. K., Biria, R., & Nadi, M. A. (2013). The Effectiveness of Self-Directed-Learning Method in Teaching Speaking Skill to Iranian EFL Learners. *International Research Journal of Applied and Basic Sciences*, *7*(9), 565–575.

Hastie, P., & Glotova, O. (2012). Analysing qualitative data. *Research Methods in Physical Education and Youth Sport*, 309–320. https://doi.org/10.4324/9780203807170

Humaira, S. A. (2018). *Students ' Perspectives towards Self-Directed Learning out of Classroom. November. International Research Journal of Applied and Basic Sciences,* https://doi.org/10.2991/iconelt-17.2018.2

Jaleel, S., & O.M., A. (2017). A Study on the Relationship between Self Directed Learning and Achievement in Information Technology of Students at Secondary Level. *Universal Journal of Educational Research*, *5*(10), 1849–

1852. https://doi.org/10.13189/ujer.2017.051024

Jossberger, H., Brand-Gruwel, S., Boshuizen, H., & van de Wiel, M. (2010). The challenge of self-directed and self-regulated learning in vocational education: A theoretical analysis and synthesis of requirements. *Journal of Vocational Education and Training*, *62*(4), 415–440. https://doi.org/10.1080/13636820.2010.523479

Kemendikbud. (2020). *PEDOMAN PELAKSANAAN BELAJAR DARI COVID-19 RUMAH SELAMA DARURAT BENCANA DI INDONESIA Surat*. *15*.

Kivunja, C. (2015). Exploring the Pedagogical Meaning and Implications of the 4Cs "Super Skills" for the 21st Century through Bruner's 5E Lenses of Knowledge Construction to Improve Pedagogies of the New Learning Paradigm. *Creative Education*, *06*(02), 224–239. https://doi.org/10.4236/ce.2015.62021

Chou, P.-N. (2013). Students Perceptions Of Success In The Online Graduate-Level Classes: A Self-Directed Learning Perspective. *Contemporary Issues in Education Research (CIER)*, *6*(1), 115. https://doi.org/10.19030/cier.v6i1.7610

Hewitt-Taylor, J. (2001). Self-directed learning: Views of teachers and students. *Journal of Advanced Nursing*, *36*(4), 496–504. https://doi.org/10.1046/j.1365-2648.2001.02001.x

Lengkanawati, N. S. (2017). *Learner autonomy in the indonesian efl settings*. 222–231.

Milkova, S. (2005). *Strategies for Effective Lesson Planning Stiliana Milkova Center for Research on Learning and Teaching*. *2*, 37–39.

Morris, T. H. (2020). Creativity through self-directed learning: three distinct dimensions of teacher support. *International Journal of Lifelong Education*, *00*(00), 1–11. https://doi.org/10.1080/02601370.2020.1727577

Province, H. (2014). *Autonomous English language learning aided by an online teaching system Zhihua Jing *, Jianqi Chen and Zhaoxia Li*. *13*(1), 54–63.

RACHMAH, N. (2020). Effectiveness of Online vs Offline classes for EFL Classroom : a study case in a higher education. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *3*(1), 19. https://doi.org/10.20527/jetall.v3i1.7703

Son, B. (2016). Innovative collaborative learning strategies for integrated interactive E-learning in the 21st century. *Proceedings of the 13th International Conference on Cognition and Exploratory Learning in the Digital Age, CELDA 2016, Celda*, 315–318.

Sulistyaningrum, H., Winata, A., & Cacik, S. (2019). Analisis Kemampuan Awal 21st Century Skills Mahasiswa Calon Guru SD. *Jurnal Pendidikan Dasar Nusantara*, *5*(1), 142. https://doi.org/10.29407/jpdn.v5i1.13068

Yen, S. C., Lo, Y., Lee, A., & Enriquez, J. M. (2018). Learning online, offline, and in-between: comparing student academic outcomes and course satisfaction in face-to-face, online, and blended teaching modalities. *Education and Information Technologies*, *23*(5), 2141–2153. https://doi.org/10.1007/s10639-018-9707-5

Zainuddin, Z., & Perera, C. J. (2018). Supporting students' self-directed learning in the flipped classroom through the LMS TES BlendSpace. *On the Horizon*, *26*(4), 281–290. https://doi.org/10.1108/OTH-04-2017-0016

Koç, S. E. (2019). the Relationship Between Emotional Intelligence, Self-Directed Learning Readiness and Achievement. *International Online Journal of Education and Teaching (IOJET)*, *6*(3), 672–688.

Koh, N. A., Amr Soltani Ar Abshahi, K. A., Ta Moj Ta Hedzadeh, R. I., Abbaszadeh, A., Ebeh A K H Sh A Ni, T. R., & Housein Emami, A. (2017).

Kohan N et al. Barriers of self-directed learning in virtual environment Self-directed learning barriers in a virtual environment: a qualitative study. *J Adv Med Educ Prof*, *5*(3), 116.

Lengkanawati, N. S. (2017). Learner autonomy in the indonesian efl settings. 222–231. . Procedia - Social and Behavioral Sciences

Province, H. (2014). Autonomous English language learning aided by an online teaching system Zhihua Jing *, Jianqi Chen and Zhaoxia Li. 13(1), 54–63. Issues in Education Research (CIER)

Laal, M., Laal, M., & Kermanshahi, Z. K. (2012). 21st Century Learning; Learning in Collaboration. *Procedia - Social and Behavioral Sciences*, *47*, 1696–1701. https://doi.org/10.1016/j.sbspro.2012.06.885

Lounsbury, J. W., Levy, J. J., Park, S. H., Gibson, L. W., & Smith, R. (2009). An investigation of the construct validity of the personality trait of self-directed learning. *Learning and Individual Differences*, *19*(4), 411–418. https://doi.org/10.1016/j.lindif.2009.03.001

Mentz, E., Beer, J. de, & Bailey, R. (2019). *Self-directed learning for the 21st century: Implications for higher education* (Vol. 3, Issue 3). *Adult Education Quarterly*.

Morris, T. H. (2019). Self-directed learning: A fundamental competence in a rapidly changing world. *International Review of Education*, *65*(4), 633–653. https://doi.org/10.1007/s11159-019-09793-2

Muganga, L., & Ssenkusu, P. (2019). Teacher-Centered vs. Student-Centered. *Cultural and Pedagogical Inquiry*, *11*(2), 16–40. https://doi.org/10.18733/cpi29481

Muhammedi. (2016). Perubahan kurikulum di indonesia : studi kritis tentang upaya menemukan kurikulum pendidikan islam yang ideal. *Raudhah*, *IV*(1),

49–70.

pouline, habimana, T. (2013). Data Collection Instruments (Questionnaire & Interview). *Training in Sexual and Reproductive Health Research Geneva*, *1*(Geneva Workshop 2013), 18. http://www.gfmer.ch/SRH-Course-2012/Geneva-Workshop/pdf/Data-collection-instruments-Abawi-2013.pdf

Rana. (2016). *Article information : Promoting Self-Directed Learning in the Learning Organization : Tools and Practices. Procedia - Social and Behavioral Sciences*

Sahin, M. C. (2009). Instructional design principles for 21st century learning skills. *Procedia - Social and Behavioral Sciences*, *1*(1), 1464–1468. https://doi.org/10.1016/j.sbspro.2009.01.258

Sulistyaningrum, H., Winata, A., & Cacik, S. (2019). Analisis Kemampuan Awal 21st Century Skills Mahasiswa Calon Guru SD. *Jurnal Pendidikan Dasar Nusantara*, *5*(1), 142. https://doi.org/10.29407/jpdn.v5i1.13068

ȚÎMPĂU, C. (2015). *IMPORTANCE OF SELF DIRECTED LEARNING*. *5747*(1), 37–49 *Adult Education Quarterly*.

Toit-brits, C. (2019). *A focus on self-directed learning : The role that educators ' expectations play in the enhancement of students ' self -directedness. 39*(2), 1–11.*Issues in Education Research (CIER*

Turan, M. B., Education, P., & Education, P. (2018). *The Impact of Self-Directed Learning Readiness on Critical Thinking and Self-Efficacy among the Students of the School of Physical Education and Sports*. *7*(6), 98–105. *Adult Education Quarterly*. https://doi.org/10.5430/ijhe.v7n6p98

Wood, J. V. (1989). Theory and Research Concerning Social Comparisons of Personal Attributes. *Psychological Bulletin*, *106*(2), 231–248. https://doi.org/10.1037/0033-2909.106.2.231

Garrison, D. R. (1997). Self-directed learning: Toward a comprehensive model. *Adult Education Quarterly*, *48*(1), 18–33. https://doi.org/10.1177/074171369704800103

Rachmah, N. (2020). Effectiveness of Online vs Offline classes for EFL Classroom : a study case in a higher education. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *3*(1), 19. https://doi.org/10.20527/jetall.v3i1.7703

Sahin, M. C. (2009). Instructional design principles for 21st century learning skills. *Procedia - Social and Behavioral Sciences*, *1*(1), 1464–1468. https://doi.org/10.1016/j.sbspro.2009.01.258

Singh, S., Rylander, D. H., & Mims, T. C. (2012). Efficiency of Online vs. Offline Learning: A Comparison of Inputs and Outcomes. *International Journal of Business, Humanities and Technology*, *2*(1), 93–98. http://ijbhtnet.com/journals/Vol_2_No_1_January_2012/12.pdf

Yen, S. C., Lo, Y., Lee, A., & Enriquez, J. M. (2018). Learning online, offline, and in-between: comparing student academic outcomes and course satisfaction in face-to-face, online, and blended teaching modalities. *Education and Information Technologies*, *23*(5), 2141–2153. https://doi.org/10.1007/s10639-018-9707-5

Tan, L., & Koh, J. H. (2014). Self-directed Learning : Learning in the 21st century. Singapure Ministry of Education.

Chou, P.-N. (2013). Students Perceptions Of Success In The Online Graduate-Level Classes: A Self-Directed Learning Perspective. *Contemporary Issues in Education Research (CIER)*, *6*(1), 115. https://doi.org/10.19030/cier.v6i1.7610

Hewitt-Taylor, J. (2001). Self-directed learning: Views of teachers and students. *Journal of Advanced Nursing*, *36*(4), 496–504. https://doi.org/10.1046/j.1365-

2648.2001.02001.x

Lengkanawati, N. S. (2017). *Learner autonomy in the indonesian efl settings*. 222–231.

Milkova, S. (2005). *Strategies for Effective Lesson Planning Stiliana Milkova Center for Research on Learning and Teaching*. 2, 37–39.

Morris, T. H. (2020). Creativity through self-directed learning: three distinct dimensions of teacher support. *International Journal of Lifelong Education*, *00*(00), 1–11. https://doi.org/10.1080/02601370.2020.1727577

Province, H. (2014). *Autonomous English language learning aided by an online teaching system Zhihua Jing *, Jianqi Chen and Zhaoxia Li*. *13*(1), 54–63.

RACHMAH, N. (2020). Effectiveness of Online vs Offline classes for EFL Classroom : a study case in a higher education. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *3*(1), 19. https://doi.org/10.20527/jetall.v3i1.7703

Son, B. (2016). Innovative collaborative learning strategies for integrated interactive E-learning in the 21st century. *Proceedings of the 13th International Conference on Cognition and Exploratory Learning in the Digital Age, CELDA 2016*, *Celda*, 315–318.

Sulistyaningrum, H., Winata, A., & Cacik, S. (2019). Analisis Kemampuan Awal 21st Century Skills Mahasiswa Calon Guru SD. *Jurnal Pendidikan Dasar Nusantara*, *5*(1), 142. https://doi.org/10.29407/jpdn.v5i1.13068

Yen, S. C., Lo, Y., Lee, A., & Enriquez, J. M. (2018). Learning online, offline, and in-between: comparing student academic outcomes and course satisfaction in face-to-face, online, and blended teaching modalities. *Education and Information Technologies*, *23*(5), 2141–2153. https://doi.org/10.1007/s10639-018-9707-5

Zainuddin, Z., & Perera, C. J. (2018). Supporting students' self-directed learning in

the flipped classroom through the LMS TES BlendSpace. *On the Horizon*, *26*(4), 281–290. https://doi.org/10.1108/OTH-04-2017-0016