CHAPTER 1
INTRODUCTION

This chapter provides a comprehensive overview of the study, including the background, formulation of the problem, operational definitions, the aim of the study, and significance of the study.

1.1 Background of the Study

Nowadays, self-directed learning (SDL) enables independent learning outside the classroom. It allows students to develop their learning approach and evaluate their progress independently. This learning can facilitate lifelong learning, enabling individuals to learn at any time, from anywhere, and in any environment, based on their needs and interests. Supported by Ahammad (2023), the ideas of lifelong learning and self-directed learning are intertwined and mutually supportive. It can also be their personalized learning journey.

In addition, one must acquire specific skills and abilities to understand learning better. These skills and abilities are essential in developing a comprehensive perspective on learning. Dynan et al. (2008) mention that students in charge of their study can implement basic concepts into real-life situations. Lord et al. (2010) describe self-directed learning as characterized by reflection and analysis, autonomy, flexibility, and high motivation levels. Supported by Warbuton and Volet (2012), self-directed learners explore how to improve, question teaching concepts, challenge assumptions about newly discovered ideas, find appropriate information sources, and have the ability to use or modify the selected materials.

A case study seeks learners' Indonesian university performances in higher education to accomplish their study. In this study, the issue started with curiosity, as learners followed the plan by deciding their strategies and reflecting on their learning to accomplish their tasks in learning activities. The researcher finds that the issue can be called the steps to follow in self-directed learning. As supported by Brockett et al. (2018), self-directed learning provides a rationale for understanding the process and goals. Individuals can learn how to change their performance, make independent decisions, demonstrate initiative and creativity through self-directed learning activities, and solve problems without the help of others.

According to Knowles (1975), self-directed learning can occur under conditions

where teachers act as facilitators, learners select learning resources and strategies, and learners self-assess their learning outcomes. Norman (1999) argued that learners and educators should understand self-directed learning and choose appropriate teaching strategies to enhance students' self-directed abilities, including self-assessment.

Several researchers have conducted studies of self-directed learning and learning goals. The previous study conducted by Dewi et al. (2019) revealed behavior to suggest the student's potential and purposely help both students and the teacher select the appropriate way to deal with the autonomous learning behavior. Thus, the facts that choose their needs are not only to make the learners understand their needs. Moreover, behavior results from an individual's motivation to succeed in their learning. As learners, it is necessary to establish and prioritize individual goals to succeed in the study. Ahammad (2023) revealed that self-directed learning emphasizes effective practice. There are 4 stages revealed in this research related to educators and learners: (1) students lack direction, (2) students are semi-autonomous, (3) students toward independence as they grow more self-directed, and (4) students are self-directed.

Furthermore, Ngozwana (2020) discovered that andragogy is used for educators and adult learners. The study revealed that adult educators put little step into supporting andragogy when dealing with adult learners in the teaching and learning environment. Furthermore, adult learners seemed overcome with challenges that influenced their learning process. As a result, it was suggested that adult learners admit autonomy in learning to empower them to be assertive. Additionally, adult learners are responsible for deciding what they want to learn. It is necessary to use one of the useful methods for them to understand their learning sufficiently.

However, to fill the gap in this research, it focuses on how learners accomplish their academic achievement by viewing their self-directed learning. This study revealed that learners follow a four-step process: (1) Learners' Motivation, (2) Learners' Strategies, (3) Personal Monitoring, and (4) Social Interaction. It was found that maintaining all these aspects is important for adult learners to indicate their high self-directed learning and successfully accomplish their study. It can be concluded that learners can measure their progress and set specific goals, such as completing their study on time. Engaging in self-directed learning can significantly enhance learners' understanding of their learning goals.

1.2 Formulation of the Problem

Based on the background above, the researcher pointed out the following question, "How do learners accomplish their academic achievement by viewing their self-directed learning?"

1.3 Operational Definitions

To ensure that this research is not misunderstood, here are the operational definitions of each keyword:

1.3.1 Self-Directed Learning	:	Self-directed learning is a journey that emphasizes the learners' initiative in their educational process to accomplish their study. It allows individuals to adapt their learning to their needs and preferences. Self-directed learning refers to taking control of learners' learning journey by focusing on several key aspects, such as motivation (intrinsically or extrinsically), self-management (implementing appropriate learning strategies or activities), evaluating progress, and interpersonal skills related to the learners' relationship through their social interaction.
1.3.2 Andragogy	:	It refers to the adult learning method that ensures adult learners' experience by providing relevant and engaging experiences related to how they accomplish their academic achievement.
1.3.3 EFL Adult Learners	:	It refers to EFL adult learners who are responsible for their own learning and actively lead their learning process to achieve academic success.
1.3.4 Academic Achievement	:	It refers how learners complete their academic achievement which is completing their thesis on time.

1.4 Aim of the Study

This study aimed to seek learners' process by viewing their self-directed learning in accomplishing their academic achievement.

1.5 Significances of the Study

1.5.1 Theoretical Significance

This study can provide theoretical significance by enhancing the ability of higher education learners to maintain their learning process through self-directed learning and complete their academic achievement.

1.5.2 Practical Significance

This study can have practical significance by delivering knowledge to learners to help them achieve academic achievement related to completing their studies. It also allows learners to reflect on their learning by viewing self-directed learning.

1.5.3 Empirical Significance

This study can be valuable support and insight into how to get and analyze the data regarding self-directed learning in accomplishing their study process to complete learners' academic achievement.