



## Exploring Junior High School Teachers' Ability to Identify Learners' Autonomy: A Case Study

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### Abstrak

Peran guru dalam membimbing siswa menuju kemandirian belajar telah banyak diakui, namun pemahaman mengenai bagaimana guru mengkonseptualisasikan kemandirian belajar dalam konteks pendidikan masih menunjukkan kesenjangan. Penelitian kualitatif ini menggunakan pendekatan studi kasus untuk mengeksplorasi perspektif teoretis dan penerapan praktis kemandirian belajar dari sudut pandang seorang guru Bahasa Inggris sebagai Bahasa Asing (EFL). Data diperoleh melalui observasi kelas dan wawancara tatap muka dengan satu responden menggunakan pertanyaan terbuka guna menggali pemahaman yang lebih mendalam. Data dianalisis dengan metode analisis tematik melalui tahapan transkripsi, pengkodean, dan penarikan kesimpulan. Hasil penelitian menunjukkan empat bidang utama, yaitu: (1) pengetahuan dan konseptualisasi guru tentang kemandirian belajar, (2) kelayakan dan kesediaan guru dalam menerapkan kemandirian belajar, (3) strategi penerapan kemandirian belajar di kelas, dan (4) refleksi guru terhadap praktik tersebut. Temuan ini memberikan kontribusi penting bagi pengembangan literatur mengenai kemandirian belajar dengan menghadirkan gambaran mendalam tentang bagaimana guru EFL memahami serta mengimplementasikan konsep ini dalam praktik pengajaran. Penelitian ini diharapkan dapat menjadi rujukan dalam pengembangan profesional guru serta mendorong penelitian lanjutan untuk memperkuat kemandirian belajar sebagai salah satu tujuan utama pendidikan.

Kata Kunci: guru bahasa Inggris sebagai bahasa asing, kemandirian belajar, keyakinan guru

### Abstract

*The role of teachers in fostering learner autonomy has been widely acknowledged, yet there remains a significant gap in understanding how teachers conceptualize this notion within the educational context. This qualitative study, employing a case study approach, seeks to explore both theoretical perspectives and practical applications of learner autonomy from the viewpoint of an English as a Foreign Language (EFL) teacher. The study involved classroom observation and face-to-face interviews with one participant as the respondent, using open-ended questions to gain deeper insights. Data were analyzed thematically through processes of transcription, coding, and interpretation to generate a comprehensive understanding of the teacher's perspectives. Findings highlight four major areas: (1) the teacher's knowledge and conceptualization of learner autonomy, (2) the feasibility and willingness to implement learner autonomy in practice, (3) classroom applications and strategies to support autonomous learning, and (4) reflective practices related to learner autonomy. The study contributes to the growing literature on learner autonomy by providing an in-depth exploration of how an EFL teacher interprets and enacts this concept in real classroom settings. It is expected that these findings will inform teacher professional development and encourage further exploration of learner autonomy as a pathway to enhancing independent and lifelong learning.*

*Keywords: EFL teacher, learner autonomy, teacher beliefs.*

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## **Introduction**

The concept of lifelong education means that learning is a continuous process throughout a person's life because education is an integral part of life itself (Nasir et al., 2017; Waseso, 2018). In line with the main goals of education, this lifelong learning approach is aimed at ongoing personal development and autonomy (Candy, 1991; Holec, 1981; Little, 2007; Littlewood, 2017). This means that individuals are expected to become autonomous learners because teachers cannot always provide students with all the knowledge, they need in their lives. In addition to the shift towards 21st century learning, there is a greater focus on getting students to participate actively and work together to make learning more impactful (Rochmahwati, 2013). Therefore, the promotion of learning autonomy is not only about personal growth, but also plays an important role in developing leadership, creativity and innovation, which are the keys to success in today's global and digitally connected environment (Ministry of Education and Culture of the Republic of Indonesia, 2016). Therefore, education today cannot be separated from the use of technology which actively contributes to enhancing the improvement of students' 21st century learning skills and lifelong learning (Fidyati, 2016; Tran & Duong, 2018; Trilling & Fadel, 2009). Thus, students are expected to become independent and responsible for their learning, underlining that autonomous learners play an important role for students in achieving goals, thus it is important for teachers to shape and direct students to become autonomous learners

In Indonesia, the concept of learner autonomy through the implementation of the Emancipated Curriculum proves that the foundation of education in Indonesia is based on Constructivism as one of the Philosophical Foundation of education (Nasir et al., 2017; Waseso, 2018). Constructivists view education as the freedom and opportunity of learners to make a choice (Borisov, 2014). This is in line with Emancipated Curriculum that emphasizes the learner's role through a student-centered approach. This approach enables students to be

accountable for managing their learning, which and leads to the improvement of their EFL skills (Ministry of Education and Culture of the Republic of Indonesia, 2016). Thus, as a result, learner autonomy is highlighted in the teaching-learning process. Furthermore, the Indonesian educational philosophy, Tut Wuri Handayani, which translates to 'providing support from behind,' suggests that teachers should encourage students to tap into their potential to achieve their goals independently is a key part of the country's educational foundation, which includes elements of philosophy, sociology, and information and communication technology (Claramita, 2016). This philosophy aligns with a learner-centered approach that prioritizes constructive and collaborative learning (Benson, 2011). The teachers play a facilitating role, helping students to learn from their mistakes, motivating their participation, and guiding them towards becoming thoughtful and responsible individuals. They also act as role models and work to bridge the gap between attitudes and behaviors (Claramita, 2016). This learning philosophy expects students to be autonomous learners.

The importance of learner autonomy has been recognized since the 1980s. He describes learner autonomy as the ability of learners to take charge of their learning. However, Benson defines autonomy as the capacity to take control of one's own learning (Benson, 2016). Essentially, in philosophy and psychology, autonomy has come to be associated with the capacity of the individual to act as a responsible member of society because learners cannot be free without considering others. Actually, the main idea of learner autonomy is that learners should take responsibility of their own learning, rather than be dependent on the teacher (Holec, 1981). Autonomous learners construct their knowledge from direct experience, rather than respond to someone's instruction (Benson, 2016). In addition, learner autonomy provides learners with the ability to take on responsibility for their own learning. The learner may make decisions about what and how they should learn by themselves. These matters are suitable with the teaching practice today. Learning in the 21st century, there is a gradual shift of typical classroom context. Learners are demanded to be active and self-directed. The teaching and learning process is expected to support students

on how to learn by finding knowledge and information themselves.

More specifically, the learning processes motivate students to actively participate in the classroom, work collaboratively, be disciplined, and be responsible with. Although learner autonomy is very promising in enabling learners to learn independently, a number of obstacles can still be found in implementing learner autonomy, especially in a classroom setting. Lengkanawati (2014) reported that there were some barriers that make learner autonomy difficult to develop among Indonesian learners such as limited time allotted for the implementation of the curriculum, learners' lack of autonomous learning experience, too much focus on national examinations, and insufficient proficiency in English (Lengkanawati, 2017).

Moreover, some researches have explained that the greatest problems in promoting learner autonomy come from the learners' side (Keung and Heng, 2016; Haji-Othman and Wood, 2016); Tapinta, 2018). Most of them do not understand the importance of developing learner autonomy, lack the skills to learn independently, and are not accustomed to being asked to take responsibility for their learning. In general, they are accustomed to a spoon-feeding teaching style. Meanwhile, on the teachers' side, the challenges include their own lack of autonomy and their need to follow to the prescribed curriculum, syllabus, and materials. Institutional factors include lack of resources and time for promoting learner autonomy. In addition, as the need to be an autonomous learner is inevitable in the global competition, teacher should consider the strategies to promote autonomous learning not merely as strategies for teaching but as a means to get the real meaning of learning (Andriani and Budasi, 2018). In line with Lengkanawati, she suggests that teacher should teach learners how to learn by using learning strategies. It is unavoidable that we must help them become autonomous which in turn will help them have better learning outcomes (Lengkanawati, 2014).

Previous research has primarily focused on learners when studying learner autonomy. Researchers have aimed to identify the characteristics of autonomous learners. However, it is equally essential to explore the teacher's perspective on learner autonomy. Teachers' beliefs significantly impact the learning process. Their support for learner autonomy is influenced by their own learning experiences and

understanding. Benson (2016) emphasized that teachers cannot effectively promote autonomous learning in students if they themselves do not adhere to the same principles. Understanding teachers' beliefs is crucial for integrating learner autonomy effectively into teaching. Research has shown that teachers' beliefs about educational concepts, approaches, and methodologies shape their practices (Al-Busaidi and Al-Maamari, 2014). Teachers do not adhere to a uniform set of beliefs about learner autonomy. Instead, their conceptions vary due to personal and professional factors. These factors shape how teachers perceive and approach learner autonomy. Consequently, conducting such research will encourage teachers to engage in reflective dialogue and constructive discussions about the fundamental principles related to this concept

Numerous studies have explored teachers' perspectives on learner autonomy, focusing on students' abilities and the factors that either support or hinder its development in educational settings (Haji-Othman and Wood, 2016). However, there has been limited research specifically investigating teachers' own definitions of learner autonomy and the origins of these definitions. Previous studies often relied on classic definitions of learner autonomy to interpret teachers' views and practices. Consequently, this study aims to offer new insights into the concept of learner autonomy. Understanding what learner autonomy means to teachers and the underlying principles that shape their perspectives is crucial for effectively integrating it into language curricula. Additionally, this research seeks to bridge the gap between the theoretical definition of learner autonomy and teachers' practical understanding of the concept. Therefore, in this study the researcher aims to answer the research questions following 1) How does the teacher define learner autonomy in the context of English as a Foreign Language (EFL) teaching? 2) What are the sources of the teacher's definitions and understandings of learner autonomy?

## **Method**

### *Participants*

A purposive sampling method was used to select participants for this study based on specific criteria. The criteria included a teacher from a junior high school in Cirebon who had at least five years of teaching experience in schools and

agreed to participate in interviews and observations. A teacher was selected for her extensive experience and deep understanding of her students' characteristics in terms of learner autonomy. The reason for selecting an English teacher from this school was that English was a mandatory subject in junior high school and learner autonomy had been introduced in junior high schools, especially since the implementation of the Emancipated Curriculum (Sherly, Dharma, E., & Sihombing, H. B., 2020).

### *Instrument*

To grasp and explore the personal experiences and insights of the participants regarding the topic they had directly encountered, this study employed a case study. A case study investigated the ways individuals constructed meanings from their actions in specific social contexts, as outlined by Denzin & Lincoln (1995). It aimed to uncover the significance of certain events from the viewpoints of those involved (Patton, 1990). In such a study, the researcher sought to comprehend how people perceived and interpreted various phenomena. The aim was also to record, interpret, and explain the meanings that individuals attached to their experiences. This research required qualitative instruments which examined in depth how the teacher's perspectives on learner autonomy and how the teacher conceptualized learner autonomy in educational settings. Firstly, the research conducted classroom observations to determine what the teacher implemented in the classroom and to evaluate the extent to which the teacher's practices supported learner autonomy in the classroom.

Secondly, data collection began with plans to execute semi-structured, one-on-one interviews adapted from Borg and Al-Busaidi (2012). These initial discussions aimed to capture the participants' personal experiences with learner autonomy, including the teacher's knowledge about learner autonomy, the implementation of learner autonomy in the classroom, and the teacher's reflections.

### *Data Analysis*

The data from observation were analyzed descriptively. The analysis began by transcribing the classroom interaction. After that, the transcriptions were read and coded by matching the data with the research questions. The data from observation were analyzed to validate the

data obtained from the interview regarding the teacher's implementation of learner autonomy. The observation data were then categorized based on the implementation of learner autonomy in the classroom. To ensure the validity of the data from observations, the researcher used member checking by taking the results of the observation back to the participant, in this case, the teacher, through a follow-up interview to gather comments on the findings (Creswell, 2009). Finally, all data were synthesized and interpreted to draw the final conclusion of the research findings.

Meanwhile, the data obtained from the interview were analyzed by transforming them into transcriptions and coding them to organize the information according to the categories or themes proposed by Borg and Al-Busaidi (2012). The interview data were first gathered into transcripts and then translated into English. After the data were organized into transcription form, important notes were taken to assist in coding them into several themes and categories, namely knowledge about learner autonomy, the desirability and feasibility of learner autonomy, learner autonomy in the classroom, and teacher's reflections.

## **Results And Discussion**

The results are organized by the research questions, with the aim to provide thicker and more in-depth insights about the issues addressed in the earlier studies (Borg and Al-Busaidi, 2012a).

### *A. Teacher's Understanding of Learner Autonomy*

The analysis, based on earlier studies by Borg and Al-Busaidi (2012a and 2012b), looked at broad and metacognitive ideas about learner autonomy (LA) and presented what most people agreed on (Borg and Al-Busaidi, 2012a). In this study, however, more specific details are included, such as definitions focused on practical teaching matters and dualist perspectives. These practical ideas focus on everyday teaching tasks like curriculum planning, using materials, teaching methods, and learning strategies. In the interview conducted with a junior high school English teacher in Cianjur, she shared her definition of learner autonomy based on both her experiences and theoretical understanding. When asked how she defines learner autonomy,

the teacher highlighted the importance of internal motivation. She explained that learner autonomy means having the self-driven initiative to learn. It is not something that comes from external pressures but rather from a personal desire to gain knowledge and explore subjects independently.

**Q:** *“Could you please explain your understanding of learner autonomy, particularly in the context of language learning?”*

**A:** *“In my view, learner autonomy means the motivation or initiative to learn comes from within, without any external force. It is more about a conscious willingness to learn and a desire to know more about something. Learners must take responsibility for their learning, showing discipline and independence in their efforts.”*

On the broad dimension of LA definitions, the teacher focused on defining learner autonomy from a metacognitive angle. These definitions are not about learning per se, but relate to conceptions that are about learning, strategies that regulate this learning. This orientation reminds one with the definitions which abound in the earlier literature on learner autonomy. Conceptions about 'independence', 'freedom', 'voice', 'decision'. Furthermore, the teacher highlights learner autonomy as a combination of internal motivation and responsibility. These are key elements in the concept of autonomous learning, where students are not solely dependent on external guidance but engage actively in their own learning processes. The teacher acknowledges the importance of intrinsic motivation, which is consistent with definitions in the literature on learner autonomy, such as those from Holec (1981), who defines autonomy as "the ability to take charge of one's own learning.

#### *B. Sources of the Teacher's Definition*

##### **Language Teaching**

As the teacher reflects on her experiences teaching English at a junior high school level, she views learner autonomy as a student's motivation to learn independently. For her, it is about having the initiative and self-driven desire to learn without relying heavily on the teacher. In an English language teaching context, she mentioned the importance of fostering an environment where students can take responsibility for their learning, such as reading material at home or working on assignments independently before discussing them in class.

**Q:** *“What sources have shaped your views on learner autonomy, particularly in teaching English?”*

**A:** *“My experience as a teacher over the years has played a role. My own professional development has shaped my view, through reading articles, attending webinars, and, of course, interacting with students. In these sessions, I realized how important student-centered learning is. We need to encourage students to be proactive, rather than passively waiting for instructions.”*

**Q:** *“How do you apply learner autonomy in your classroom teaching methods?”*

**A:** *“I always encourage my students to read the materials I provide at home, then answer questions based on those materials before we discuss them in class. This method pushes them to engage with the content independently. In class, we follow a collaborative learning approach where students discuss in groups and share their understanding. I also use problem-based learning, where students analyze videos or case studies on their own and discuss the issues they observe. This promotes their autonomy in learning English.”*

The teacher mentioned integrating strategies such as Problem-Based Learning (PBL). In this strategy, students explore problems, often through videos or case studies, and engage in group discussions to find solutions. This aligns with fostering learner autonomy, as students are not merely waiting for the teacher's explanations but are actively participating in learning processes. Additionally, the teacher's understanding has been shaped by practical experience as an educator. Moreover, the teacher also believes that autonomy, especially in learning English, is essential because students need to actively engage with the language, whether through speaking, listening, or other activities. Technology, such as using YouTube videos, plays a key role in encouraging autonomous learning.

**Q:** *“How else do you promote learner autonomy through your teaching practices?”*

**A:** *“Besides group discussions and pre-class reading, I try to get students to rely on themselves before asking for help. When we do video observations, for example, I encourage them to analyze what's happening before I step in to explain. They can then present their insights, which helps them develop independent thinking and self-reliance”.*

### **Language Learning**

The teacher's reflections on her personal experiences, both as a student and a language learner, provide valuable insights into how she developed her views on learner autonomy. Looking back at her own learning journey, she underscores the significant role that autonomy played in her academic success, particularly in the context of language learning. The teacher recalls, *"I was given the freedom by my parents to express myself, especially in terms of education. I was always encouraged to take responsibility for my own learning, which eventually led me to pursue a career as an educator. I remembered when I was in senior high school, I was interested in English. At that time, I tried to learn English by myself, such as from lyrics, and I attempted to translate or interpret the content to know the meaning."*

This early engagement with language learning, where she took initiative in exploring English outside the classroom, exemplifies the essence of autonomous learning. The teacher's approach to learning was self-directed from the outset, highlighting her transition from a dependent learner to an independent one. As she engaged with English on her own terms through activities such as translating song lyrics and interpreting content, she not only developed her language skills but also acquired the self-regulation and motivation that are hallmarks of an autonomous learner. According to Little (1995), learner autonomy is fundamentally about taking responsibility for one's own learning, and this teacher's early experiences directly reflect this definition.

By stepping beyond traditional classroom instruction and using personal interests, such as music, as tools for learning, she cultivated an intrinsic motivation for English learning, which is a critical component of autonomous learning. The teacher's personal learning journey shaped her beliefs about autonomy in the classroom. She believes that empowering students to take ownership of their learning mirrors her own development as a self-directed learner. Drawing from her own experiences, she recognizes the value of fostering learner autonomy in her students, believing that it leads to greater confidence, motivation, and academic success.

She explains, *"I realized that my interest in English grew as I was given the freedom to explore it on my own. This self-driven learning approach made me more confident and capable of making decisions about my learning. I want my students to have the same opportunity."* Her belief in autonomy stems not only from theoretical understanding but also from her lived experience, where autonomy directly contributed to her success as a learner and later as an educator.

Moreover, this teacher's reflections align with the idea that language learning is not simply about acquiring linguistic knowledge but about developing the ability to manage one's learning independently. Holec (1981) asserts that learner autonomy is the capacity to take control of one's learning, and this teacher's self-guided language learning methods exemplify this principle. She employed strategies such as interpreting song lyrics and seeking out language content beyond formal lessons, demonstrating the active role she played in her own learning process.

This autonomy in language learning was transformative, equipping her with the confidence to navigate new challenges and seek out resources independently, qualities that she now strives to pass on to her students. In the context of current educational reforms such as the Emancipated Curriculum in Indonesia, which encourages the development of learner autonomy, the teacher's experiences provide a relevant framework for understanding the shift towards more student-centered teaching practices. She believes that fostering autonomy in students is crucial for preparing them to thrive in an increasingly complex and fast-paced world. Reflecting on her own development, she stresses that autonomous learners are not just capable of learning in the classroom but are prepared for lifelong learning, which is essential for both academic and personal growth in the modern world. As Benson (2011) notes, promoting autonomy in the classroom is essential for developing learners who are self-regulated, motivated, and able to navigate the challenges of an ever-changing world.

### **In-service professional development**

The teacher's cognitions about learner autonomy are significantly shaped by her

extensive engagement in professional development, which has provided her with a deep understanding of the concept. Data from this study suggest that the teacher's ideas about autonomy were largely influenced by attending various conferences, workshops, and reading literature that defines learner autonomy or discusses its implementation in different educational contexts. These activities have equipped her with a theoretical foundation, as well as practical insights, to incorporate autonomy in her own teaching practice. One of the key theories that has particularly shaped her views is the work of educational expert Tirta Harja, whose theory emphasizes that learner autonomy is driven by a student's internal motivation and personal responsibility. The teacher recalls Harja's work, which defines learner autonomy as being closely linked to self-will and personal responsibility. This theory resonates deeply with her teaching philosophy, where she views autonomy as a combination of students' internal motivation and their sense of responsibility. This idea aligns well with her approach to teaching, where she encourages students to take responsibility for their own learning journey, a practice that she believes is essential for developing lifelong learning habits.

When asked to elaborate on how her teaching experience has shaped her views on learner autonomy, the teacher responded: *"I've integrated articles I've read and theories I've studied, like Tirta Harja's work that stated learner autonomy is learning driven by self-will and responsibility."* This highlights how the teacher actively integrates theoretical frameworks into her teaching practice. This is not an isolated approach but part of a broader pedagogical perspective she has cultivated over years of professional development. Along with her reading, the teacher has found that engaging in webinars and articles related to learner autonomy has reinforced her belief in student-centered learning as a pivotal aspect of fostering autonomy. As she points out, *"From webinars and articles, I learned that student-centered learning is essential in promoting autonomy. It helps students to be proactive without waiting for the teacher."* This underscores her growing understanding that autonomy is best cultivated when students take an active role in their learning process, rather than being passive recipients of information. Such views reflect a strong shift towards more progressive pedagogical models,

where the teacher acts as a facilitator, guiding students to become more self-sufficient.

Moreover, the teacher's perspectives on autonomy are deeply rooted in her own personal and professional experiences outside the classroom. These experiences have profoundly shaped her understanding of how to foster autonomy in her students. For instance, her previous work in the hospitality industry taught her the importance of being self-driven and independent.

The teacher explains: *"My past work experience in the hospitality sector helped me understand how essential it is to apply learning autonomously. I practiced what I learned in school, applied it in a professional setting, and learned independently to improve myself. That experience directly ties into the teaching profession. If I had not developed independent learning habits early on, I wouldn't be able to guide my students as effectively as I do today."*

This experience allowed the teacher to internalize the importance of independent learning, which she now considers vital for both her personal growth and her students' success. In this sense, her work in hospitality became a formative experience that directly influenced her approach to teaching. It's clear that the teacher views autonomy not only as a classroom concept but as an integral life skill that extends beyond formal education.

In addition to her professional and academic development, the teacher acknowledges the profound impact of her family environment in shaping her views on autonomy. Reflecting on her personal experiences, she explains that learning is not confined to the classroom but is an ongoing process that begins at home.

She shared *"Yes, personal experiences are crucial. Learning isn't limited to the classroom. At home, children are taught to be independent in daily tasks like cooking or managing responsibilities. This kind of informal learning builds autonomy. In my family, my parents allowed me to explore and take charge of my education. That approach helped me throughout my schooling and in becoming the teacher I am today. I believe fostering this*

*independence early on is critical for long-term success.*” This highlights the idea that autonomy is fostered in various environments and is not limited to formal educational settings. Her parents’ encouragement of self-directed learning at a young age undoubtedly played a crucial role in shaping her beliefs about the importance of autonomy in education.

The teacher’s professional development, including her involvement in teacher training programs that emphasize learner autonomy, further reinforced her commitment to fostering independence in her students. These training programs have provided her with practical tools and strategies to help students become more autonomous learners. For instance, the teacher recalls how a specific teacher-training session on emancipatory curricula helped her realize that autonomy is not only about student choice but also about dismantling traditional power structures in the classroom. *“In one of the training sessions, we discussed emancipatory curricula, which focus on empowering students to take control of their own learning. This perspective really resonated with me. It made me realize that the teacher’s role is not just to transmit knowledge but to create a space where students feel free to explore, make decisions, and take responsibility for their learning.”* This aligns with critical pedagogy (Omodan. 2022), where autonomy is seen as a means of liberation, enabling students to become critical thinkers and active participants in their own learning process.

This qualitative study explored learner autonomy from the perspectives of an EFL teacher and sought to understand how her experiences, both inside and outside the classroom, have shaped her views on autonomy. One of the key findings from this study is that the teacher connects her understanding of learner autonomy to her daily teaching practices, such as the methods she employs, the assessments she designs, and the materials she develops. She links her ideas to broader themes found in the learner autonomy literature, such as control, capacity, and freedom. Furthermore, her personal and professional development have played an essential role in shaping her understanding of how autonomy can be fostered in students.

In contrast to the apprenticeship of observation (Taylor et al., 2022) which suggests that teachers form their teaching philosophies

largely through their experiences as students, the teacher in this study does not base her understanding of autonomy solely on her past educational experiences. Instead, she integrates her diverse experiences, both as a language learner and a professional in another field, such as hospitality, into her teaching practice. This broader view of autonomy reflects her ability to critically reflect on her own learning and professional experiences, which is a hallmark of autonomous learning.

Additionally, the teacher acknowledges the significant role of professional development in shaping her perceptions of learner autonomy. She credits attending conferences, reading academic articles, and engaging with the latest research in the field as critical sources of knowledge that continue to influence her approach. These professional growth opportunities are integral to her evolving understanding of autonomy, allowing her to remain responsive to new theories and practices that encourage self-directed learning among students.

This study confirms the findings of previous research (Borg & Al-Busaidi, 2012), which emphasizes that professional development opportunities are key to teachers’ development of learner autonomy. The teacher’s holistic approach to understanding autonomy, which integrates both formal and informal learning experiences, offers valuable insights into the complexities of teaching and learning. It is clear that both teachers’ and students’ perceptions of autonomy are crucial for promoting autonomy in the classroom. Thus, the development of learner autonomy requires a dynamic and ongoing process that integrates personal, professional, and theoretical experiences

## Conclusion

This study explored a teacher’s views on learner autonomy, specifically examining how she defines it and where her ideas originate. The research revealed that the teacher’s understanding of autonomy is shaped by a variety of factors, including her professional development, personal experiences, and theoretical knowledge. These influences have led her to develop a nuanced perspective on autonomy, where she views it as a blend of self-motivation, responsibility, and active



participation in the learning process. The findings suggest that teachers' experiences and ongoing professional development play a critical role in shaping their understanding of autonomy and their ability to foster it in students.

Moreover, future research should investigate how these views on learner autonomy are put into practice in the classroom, specifically focusing on how teacher perspectives translate into teaching strategies and student outcomes. There remain many open questions about the specific roles of learners and teachers in fostering autonomy, the materials needed to support autonomous learning, and the methods for assessing students' autonomy. Furthermore, the ideal teacher preparation and professional development programs required to cultivate an autonomous learning environment still need to be explored. It is essential to understand how teachers can develop the necessary skills to

effectively implement learner autonomy into their teaching practices. In conclusion, for teachers to effectively promote learner autonomy, they must first possess a certain level of autonomy in managing their own courses.

Teachers who lack autonomy in their teaching methods should receive targeted training to develop the skills needed for independent decision-making and learner-centered practices. Teacher education programs must integrate training on how to encourage and foster learner autonomy, equipping future educators with the tools and knowledge necessary to create environments where students take responsibility for their own learning. Only by empowering teachers to embrace autonomy themselves can we expect them to successfully foster it in their students, ultimately contributing to the development of independent, self-directed learners.teaching

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