SELF- DIRECTED LEARNING AS A STRATEGY IN TEACHING SOCIAL STUDIES: A LITERATURE REVIEW PAPER

Regel P. Bulao
Teacher I, Antipolo National High School
Antipolo City, Rizal, Philippines
rigelbulao123@gmail.com

Abstract

Enhancing students take the imitative in learning is the primary goals of many educational institutions. The main purpose of this study is to discuss the extensive features of the self- directed learning as a strategy in teaching social studies. Definitely, this study focuses on the benefits of self-directed learning, perception of teachers and students to self-directed learning, self-directed as a strategy in teaching social studies and effects associated with self- directed learning. Related studies reveal that when teachers use self- directed learning, learners feel, and exercise, authentic control over the learning, phase and purpose of their own readiness. Thus, self-directed learning can help teachers to diagnose learner's needs with or without help of others. Both academic, metacognition and readiness can enhance the learners.

Keywords

Self-directed learning, Metacognition, Readiness, Social Studies

I. INTRODUCTION

In education, effectiveness of teaching and learning process is based on a definite strategy on how teachers will be able to manage and transfer learning to students. Self- Directed Learning (SDL) is an instructional strategy that ensures learners to boost their interest inside the class and having a freedom by deciding on what and how they learn. Self- Directed Learning allows students to choose their learning based on their skills and strengths while the teacher will serve as a facilitator. Self- Learning Directed in Social Studies is a process of both interest and skills are required to understand concepts, give innovation and motivation to individual to take initiatives in learning. The most essential resources for participation in self-directed learning is the capability to be understood of self and the reality that is happening towards us, and to look extremely concerning other. There are lots of explanation that take into effect regarding on what censorious idea is present, according to Robert Ennis defined it as "Rightful, capable of reflecting which is more on the decision of having a firm of conviction as the goodness of creating an action based on the precise nature" (Ennis, 1996, p.166). According to Kluwer, Wolters and Medknow (2016) Self- Directed Learning can be inducement instrument for students to blacksmith their own learning independently. In the study of Kolodenko (2015) referred that Self-Directed Learning is a better access for students to make their own learning and enjoy freedom in educational ruling to learn on how to become more responsible. In the study of S. Jaleel and Anuroofa O.M (2017) Self-directed learning is an essential foundation in preparing learners to international scene in the future. Teachers has a great role in Self- Directed Learning. They act as facilitator to monitor the learning outcomes and diagnose learning. Learners in the 21st century are pragmatic, they are creative, critical thinker, collaborative, communicative, informative, technology literate and flexible, because of these characteristics, teachers should use Self- Directed Learning to assist their skills and teach students in a logical way.

II. DISCUSSIONS

Benefits of Self-Directed Learning

According to E.H Carson (2012) Self-Directed Learning has been found that students have a greater academic achievement and students take their own learning. P.L Linder (2013) stated that students has a capacity in learning process and identified themselves as self-directed learners. Self- directed learning empowers students to become more self-directed, facilitate their own understanding and minimize their

efforts for successful outcomes. Learners control their own learning by self-regulating, self-directing, and self-reflecting, thus, it has this capacity to take ownership of their learning and identified themselves as self-directed learners. Metacognition, self-regulation and learner control were observed and in positive way it is relative to academic success. In the study of J.B Canipe (2001) Self-Directed Learning point out that learners are more prepared in any modes of learning. Students process and combined are observed at a time in any learning styles. B Rajashekar (2015) cited that the use of Self- Directed Learning as tool is very evident today as teachers deal in 21st century learners. Students with good class standing and has an excellence cognitive skill are more potentials in greater learning that's the reason why implementing Self-Directed Learning as a strategy needs to be more systematic. According to J. D Gresham (2019) self-directed learning has an authentic learning that can be develop, provide direct experiences, and individual learning experiences. It also gives confidence to students to overcome their fear of failing as external motivations. Learners preferred to students centered and self-directed where teacher will serve as a guide to encourage them to become. more independence.

Perception of Teachers to Self-Directed Learning

Gencel and Saracalogu (2018) investigated that teachers who have a capacity of elevated readiness for self-directed learning always ask themselves on what are the best approach, methods and strategy to be applied in teaching in order to enhance students interest. Thus, teachers need to innovate and upgrade their skills as an alternative way of being an educator. Teachers has an important role in learning and should promote critical thinker and blacksmith self-directed learners. In this sense, teachers can be a lifelong learning and through self-directed learning, they can be gaining new knowledge and skills that could be useful in improving their professional career and able to shift from traditional system to 21st century innovations in teaching. M.K.L. Hutton (2011) stated that proficiency of teachers plays an important role in self-directed learning. Educators are labeled as self-directed professional learning, their length of experiences in teaching, trainings, seminar and workshops attended are subject for effective mode of learning. Most of experience teachers are more on coaching opportunity knowing and connecting their students not just giving and instilling information but diagnosing students' readiness. C. Lai, D. Gardner and E. Law explained teachers' aptitudes towards self-directed learning were inspired based on student's outcome being a self-directed learner. Most of educators valued self-directed learning because it promotes development of self-confidence on students and initiative. N. Dina, S. Haronb and

R.M Rashidc (2015) Students become self-learners directed if the quality of teaching is being observed. Educators should plan, control and implement learning environment which is more on strategized. Through these, teachers can create self-directed environment that allows learners to learn independently and they will benefit from it for future activities and better learning.

Perception of Students to Self-Directed Learning

Sears (2016) cited that experiential learning can motivate learners. The most natural and powerful form of learning is experience. Students are responsible for static learning as their experiences being used in a situation to understand and form concepts to become lifelong learning. There are conditions to be considered of students to self-directed learning. The first one is education is the child's responsibility. If they believed that they are responsible, they take initiative to take into account but if they believed that somebody is responsible for education, they do what is being told and in minimum way. The second condition is unlimited opportunity in learning. They have unlimited time to try out different things, well if they are bored we can't tell them what they wanted to do, we cannot expect them to develop passion. The third one is the gadgets culture, today they loved to play computers, and mobile games, it become their extensions of new explorations and self-directions. The last one is, the role of adults in blacksmithing their learning. They need these people with expertise in learning not to be judge by them but to be their helper in stablishing democratic community free from mixing age because it is their nature to educate themselves. N. Saeid1 and T. Eslaminejad (2016) stated that Self-directed leearning can enhance and expand students' readiness. The goal of many educational institutions on how to diagnosed learning based on performance, potential and readiness. Understanding the use of self-directed learning is very important in assessing learner's readiness. In this, educators are not diagnosing learners needs but they also improved self-efficacy for students. H.H Kidane, H. Roebertsen and C.P.M Vleuten in their study, it was concluded that Self-directed learning is an appropriate strategy in preparing learners' readiness to become a lifelong learning. Students should be free from teacher's-centered culture, though some of them has the power to decide on what appropriate learning to implement in the class. Learning should not rely on more on the content covered in lectures and exams which does not influence on self-directed learning. F. Du (2013) found out that students preferred more on collaborative self-learning directed and it develop self-efficacy that contributed learners' differences in self-directed learning.

Effects of Self-Directed Learning

Jaleel (2017) stated that learning experience is better if students learn while they can control their learning or when they are self-directed learners. Curriculum implementers should have prepared learners which is not easy to predict so that self-directed learning become more essentials for 21st century learners. Kayacan and Ektem (2014) their study prove that there is a significant effect on students' self-directed learning content. It found out their study based on the posttest that the experimental group's level of self –directed proficiency was significantly higher compared to other groups. Fyall (2016) stated that the participants did not have the same level of acceptance as other's knowledge claim or use the information as a technique to self-directed learning. This Self-Directed Learning is responsible for the constructions of knowledge and meaning. A learner integrates new ideas, concepts, and moreover develop new knowledge. Turan and Ko (2018) Every individuals needs to be aware of their metacognitive as they learn in their daily life. Furthermore, the goal of education is to raise individuals who continually learn and practiced their skills and ideas which significantly contributed their readiness and general self-efficacy. M. Mahzan (2018) self-directed learning can be integrated as motivation. It involves interactive learning, critical thinking and problem solving. It found out that self-directed learning is suitable to use by teacher as strategy in teaching to improve students' motivation in learning in line with the 21st century learning.

III. SUMMARY

This paper studied on self- directed learning as a strategy in teaching social studies, its benefits of self-directed learning, perception of teachers and students on self-directed learning and associated effects of self-learning directed. Relative studies and reviews reveal that self-directed learning can be a potent learning strategy in teaching students of social studies because this program could lead to improvements in knowledge domain and understanding basic concepts using independent learning. Metacognition, skills, and readiness are among the available practice in self-directed learning and can be use as motivation for students' initiative in learning. On the other hand, self-directed learning helps educators in diagnosing learning needs, formulating learning goals, identifying suitable activities and tools for learning, choosing and implementing appropriate learning strategies, and evaluating learning.

IV. CONCLUSION

On creating effective instructional tool, learning activities, and facilitating strategies should be framed according to learner's proficiency of self-direction. Self-directed learning plays an important role in learning and teaching students capability in self-direction. It manufactured effective teaching learning process and shape students understanding. Primary principles of self-directed must be considered: (a) instructional design should base on the learner's level of proficiency but it testing one's ability, (b) teachers' responsibility in designing instruction must have aligned according to the skills of learners in self-directing and prepare their readiness. In the 21st century, educational system empower learners take their initiative in learning and engaged in self-directed learning. It values greater responsibility of learners in understanding related decision. Furthermore, educators' proficiency is important in facilitating self-directed learners, they frequently being called as a lifelong learning when students acquired and being self-directed. Hence, the purpose of this program is to make students independent learners. Self-directed learning is a natural ways of learning. Today, students don't need to impose schooling because they believed it is the curse of their standard everyday instead of learning, they get stress, anxiety and challenge just to pass the exam. In order to avoid this, educators have to instill their minds that education is not schooling. Education is a necessary thing that we have to live in a satisfying and meaningful life and that is a self-directed education not education is schooling. Meaning to say, education is derived from self-chosen activities from the experiences, those activities deliberately chose by educators for the purpose of self-directed education not just by lecturing in the class but learning must come from experiences to answers their curiosity in a subject matter and sociability.

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