

Peran keyakinan guru tentang kemandirian pemelajar dalam praktek mengajar studi kasus = Role of teachers belief about learners autonomy in teaching practice a case study / Tita Talbiya Tourisia

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Abstrak

[ABSTRAK

Kemandirian pelajar telah menjadi tema penting dalam konteks pembelajaran bahasa asing selama beberapa decade, tetapi penelitian mengenai mengenai keyakinan guru tentang kemandirian pelajar ini masih sangat terbatas. Artikel ini membahas persepsi dan keyakinan guru tentang konsep kemandirian pelajar dan bagaimana keyakinan tersebut dituangkan ke dalam praktek mengajar. Aspek yang akan diobservasi adalah orientasi pengajaran, prinsip pedagogik, tahapan dalam pengembangan kemandirian pelajar dan peran guru dalam mengembangkan sikap mandiri pelajar. Tiga orang guru bahasa Inggris dari 3 sekolah yang berbeda menjadi partisipan dalam penelitian ini. Peneliti menggunakan data kuantitatif dan kualitatif melalui instrumen kuesioner, wawancara dan observasi kelas untuk mendapatkan triangulasi data. Hasil penelitian menunjukkan bahwa pengalaman mengajar, lingkungan sekolah, karakteristik guru, latar belakang pendidikan dan program pengembangan profesi memengaruhi keyakinan dan praktek mengajar guru dalam mengembangkan kemandirian pelajar.

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ABSTRACT

Learners' autonomy has been a key theme in the field of foreign language learning for over decades, but studies on teacher beliefs regarding learners' autonomy are still very limited. This article discusses teachers' perceptions and beliefs about the concept of learners' autonomy and how these beliefs reflected into teaching practice. Aspects to be observed are the orientation of teaching, pedagogic principles, the stages in developing learners' autonomy and the teacher's role in developing learners' autonomy. Three English teachers from three different schools become participants in this study. The Researcher used quantitative and qualitative data through questionnaires, interviews and classroom observation to triangulate the data. The results showed that teaching experiences, school environment, teacher characteristics, educational background and professional development programs influenced teachers' beliefs and teaching practices in developing learners' autonomy.

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