The Student's Response to Independent Learning Based on Social Cognitive Theory Perspective

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Abstract

This research aims to explore student responses to the Independent Campus Learning Program (MBKM) and its impact on learning independence, using Albert Bandura's social cognitive theory approach. The 21st century demands critical, collaborative, communicative and creative skills, but graduates still face gaps with industry needs. MBKM is implemented as a government effort to create quality graduates. This research involves students majoring in accounting as subjects, evaluating students' preparation, expectations, experiences, as well as evaluations and assessments of MBKM. The results show that students prepare themselves better cognitively and seek information from the surrounding environment before taking part in MBKM. Student expectations are influenced by environmental factors, and learning independence is reflected in the evaluation and assessment process, although some students face obstacles such as unclear regulations and less strict monitoring. These findings support social cognitive theory, emphasizing the role of environmental and cognitive factors in shaping students' independent learning behaviour. This research provides in-depth insight into student responses to MBKM and its contribution to learning independence. The theoretical implication is that environmental and cognitive factors play a major role, while self-efficacy and role models still need to be improved. The practical implications highlight the importance of paying attention to regulations, monitoring and evaluation that support student learning independence in the MBKM context. This research shows the relevance of social cognitive theory in explaining social phenomena among students in the MBKM program.

Keywords: *Independent Learning; Social Cognitive Theory; Student Evaluation of MBKM; Educational Regulations; 21 Century Skill*

Introduction

In 21st century, people are required to have skills to compete in the world of work (Khoirunnisa & Habibah, 2020), such as critical thinking, collaboration, communication, and creativity (Mardhiyah et al., 2021). University is expected to producing graduates that correspond to industrial needs and master skills required in 21st century. However, in fact, there are a lot of unemployed graduates (Kamalia & Andriansyah, 2021). Lim et al., (2016) found that accounting graduates do not have skills and attributes required by employers. It is supported by Cloete, (2018) who stated that accounting graduates were not

quite ready to adapt to the world of work. Accounting program is quite worrying as well because university only gives technical materials and it is not enough to develop students learning independence (van Romburgh & van der Merwe, 2015). One of the efforts done by the government to produce high qualified graduates who has high learning independency is trough Independent Learning Independent Campus Program (ILICP) (Fauziansyah et al., 2022). However, there are pros and cons regarding to his policy, especially in creating student learning independency (Asmadi et al., 2023). Therefore, it is important to conduct a research to find out students response regarding to Independent Learning Independent Campus Program (ILICP) in forming independent learning.

Social cognitive theory Albert Bandura assumed that students play an important role and become primary controller of behaviour in learning process (D. H. Schunk, 2013). *Social Cognitive Theory* (SCT) plays a role in interpreting independent learning from students' perspective trough Independent Learning Independent Campus. The assumptions to explain the theory are cognitive process, *self-efficacy*, environmental influence as well as the importance of *role model* (D. H. Schunk, 2013). Collaboration and creativity are the skills required in 21st century to create students learning independence (Sokhanvar et al., 2021). In the context of Independent Learning Independent Campus, students learn outside the classroom (Kania, 2022), they are required to be active and independent to collaborate with other students from different college (Andayani et al., 2022). The process of independent learning will be formed trough series of learning activities (Sa'diyah et al., 2022), such as working together in problem solving independently without lecturers' supervision. Creativity will play a role in encouraging students to find out learning sources independently (Kamalia & Andriansyah, 2021), so they will experience the real learning process (Syahruddin & Tambaip, 2023). Therefore, Independent Learning Independent Campus is expected to help us facing the challenge in 21st century to create high qualified human resources trough collaboration and high level of creativity.

Independent Learning Independent Campus Program planned by the government responding to the challenge of contemporary developments (Asmadi et al., 2023), raises pros and cons towards lecturers, students, as well as industry partners (Rahayu et al., 2022). Expressions of sentiment regarding Independent Learning Independent Campus Program are expressed trough social media such as twitter (Pramayasa et al., 2023), as a form of critic for the government. Various critics were expressed, such as "*new minister will change the policy*" and "it is implemented independently" (Pramesti & Pratiwi, 2023). Those expressions are meaningful because it verifying government performance of their consistency in conducting educational program. Opinions or feedback given by the society will be useful as evaluation for the government (Kholik et al., 2022), as well as consideration for future policy. Therefore, people who have cons opinion toward Learning Independent Campus Program play an important role in policy supervision.

Learning Independent Campus Program also gives positive impact for many parties (Chelsya & Wiranata, 2022), such as students, lecturer, and industry partner. The advantages for the students are: they can learn outside the college and taking subjects which are not in line with their scientific field (Vhalery et al., 2022). From the perspective of independent learning, Learning Independent Campus Program gives chance for the students to choose various learning sources and materials freely (Sukmawati et al., 2023). In the field, they will be faced with the real job and responsibility that will lead them to learn various new things (Moenardy et al., 2022). The duration of Learning Independent Campus Program which is conducted for 6 months will create students who are independent, collaborative, well communicated, and skilful in accordance to industrial needs (Andayani et al., 2022). Therefore, indirectly, Learning Independent Campus Program will help universities in creating qualified graduates.

The aim of this research is to find out the meaning of student independent learning trough Learning Independent Campus Program based on the perspective of social cognitive. This research is different from the previous research conducted by Sukmawati et al., (2023) which focus on students respond towards Learning Independent Campus Program wich was conducted by the Ministry of

Education, Culture, Research, and Technology. The difference is the subject of the research and perspective theory used in this research. Accounting students are the respondents of the research regarding to respond the thread that accountant will be replaced by the machine (Terblanche & De Clercq, 2021), therefore, accounting students are required to master skills and higher learning independency. This research does not only analyze students respond towards Learning Independent Campus Program conducted by central government, but also to find out students respond towards Learning Independent Campus Program conducted by State University of Malang. It is important to be conducted to find out how far the program works in forming students learning independency. Therefore, social cognitive theory is expected to explain students respond towards learning independence in Learning Independent Campus Program.

Literature Review

Social cognitive theory assumed that there are important factors in learning process; social, cognitive and behaviour factors (D. H. Schunk, 2013). Students are required to be independent and responsible in learning process and performance (Finn, 2020). The achievements of learning objectives are affected by social and cognitive behaviour that assist the students in self-control, motivation, predetermined plans (Dale H. Schunk & DiBenedetto, 2020). Competition in the world of work in 21st century requires qualified human resources with high learning independence. SCT helps the students to be independent in learning process trough confidence (*self-efficacy*) and modelling someone behaviour (*role model*) (Mujahidah & Yusdiana, 2023). It cannot be separated from the role of surrounding environment that affect and motivate the students to achieve learning independence.

The process in SCT is expected to explain accounting student respond regarding to Learning Independent Campus Program. SCT emphasized on students' behaviour which is affected by internal and external interaction (Dale H. Schunk & DiBenedetto, 2020). An individual can increase motivation and confidence trough interaction with social environment which leads to learning performance improvement and beneficial behaviour (Finn, 2020). Therefore, SCT and students learning independence are connected trough students mindset and behaviour to achieve predetermined goals. Social cognitive theory helps students to achieve learning objectives by considering behaviours affected by environment factor and individual character (Yan, 2020). SCT aligns with learning independence because the process of students learning is controlled and managed by students' internal power (D. H. Schunk, 2013). It will encourage them to create an effective learning strategy, so learning objectives will be achieved easier (Mujahidah & Yusdiana, 2023). Therefore, SCT is relevant to be applied to explain the profile of students' independency in Learning Independent Campus Program.

Learning Independent Campus Program is the application of advance curriculum study program based on Indonesian national Qualification Framework (KKNI) and emphasizes on learning performance competence; they are: behavior/score component, knowledge, general skills and specific skills (Devi et al., 2023). Independence learning activity becomes the main concept, not how many subjects given, but how many competencies demonstrated. Learning Independent Campus Program is the continuity from independence learning program to college education. *World Economic Forum* (2016), explained that students are required to master at least 16 skills in 21st century (Baharuddin, 2021). 16 skills are divided into literacy, competency and character quality (Faiz & Purwati, 2021). Trough Learning Independent Campus Program, students can choose to learn subjects outside their study program maximum for two semesters, or up to 40 Indonesian Credit System (SKS) in different study program in different university, or one semester, or 20 university credits (Pramesti & Pratiwi, 2023).

The essence of education is to emerge independency so individual can grow and develop to become him/herself (Astuti & Muslim, 2022). Self freedom and freedom of thought are two articles in 'Taman Siswa Principle in 1992' by Ki Hajar Dewantara in his speech in the opening of Taman Siswa

(Rahayu et al., 2022). Learning independence can also be defined in several way; they are: to state learning objectives according to the needs (Kania, 2022), interest and aspiration (Niarti et al., 2022), set the priority (Suratman et al., 2023), determine the ways of learning and its rhythm, including to adapt to the new effective ways (Alharahsheh & Pius, 2020) for example to take advantage of information technology and conduct evaluation regarding the effectiveness of learning methods, techniques and strategies (Nurdin & Pettalongi, 2022). Education is learning experience which occurs in every environment and lifelong learning   (Syahruddin & Tambaip, 2023), as an effort to increase dignity, we are required to create better human resources quality (Ekasari et al., 2022).

Research Methods

Phenomenology approach with interpretive paradigm was used in this research to found out how social cognitive theory explains students' response regarding to independence learning in Learning Independent Campus Program. The source of the data was taken from questionnaire which was given to accounting students of State University of Malang by using questionnaire technique. Interpretive paradigm was used to understand social phenomenon trough the role of someone's language, interpretation, and understanding (Alharahsheh & Pius, 2020). Interpretive understanding was built based on social reality that its presence is in-concrete (Darby et al., 2019), but it was built based on individual subjective as well as objective experience (Nurdin & Pettalongi, 2022).

Data was processed using coding technique method and divided into several themes according to social cognitive theory to find out whether SCT can explain existing social phenomenon. The researchers also revealed that the context of this research is an observation regarding the procedure of Learning Independent Campus Program in State University of Malang especially in Accounting Department in 2020-2022. Several technical steps were conducted for validity testing; they are: the veracity of the researchers, data, methods and theory (Alfansyur & Mariyani, 2020). Validity test was conducted to obtain credible research findings and interpretation. Triangulation technique used in this research was data triangulation. This triangulation technique was conducted by comparing interview result with the content of documentation data (secondary data), comparing observation data with interview result and comparing what was told by general party with researchers' assumption. Source triangulation was also conducted in this research by confirming to related parties regarding to the policy of Learning Independent Campus Program which was conducted in Accounting Department.

Result and Discussion

We collected information from 38 informants to find out the respond regarding Learning Independent Campus Program. Majority informants enrol Learning Independent Campus Program conducted by State University of Malang, such as internship, teaching assistance as well as research program. Students enrol Learning Independent Campus Program in odd semester; for example semester 3, 5, and 7. They get information about this program mostly from the department. There are also students who get information from The Ministry of Education, Culture, Research, and Technology. It means that information about Learning Independent Campus Program has been delivered well to the students. Discussion will be divided into 4 parts; they are: preparation process, students' expectation and experience regarding Learning Independent Campus Program, evaluation and assessment, and critics and suggestions. SCT will be used to explain those parts which is reviewed based on cognitive process, *role model*, environmental influence, and *self-efficacy* (Dale H. Schunk & DiBenedetto, 2020).

Preparation process is one of important factors before the students conducting Learning Independent Campus Program. Based on analysis result that has been done, students prepare their cognitive better to anticipate things they have not mastered yet before taking part in the field. Students believe that they have to process enough knowledge and review the material which has been delivered by

the lecturers. Regarding to this, trough cognitive process, the students can manage their thought to achieve their objectives independently. It is in line with social cognitive theory that explain that they will conduct cognitive process before achieving learning objectives (Mujahidah & Yusdiana, 2023). The interesting part in the finding, especially about cognitive process is that majority of students tend to do cognitive process because they are worried that they cannot perform well in Learning Independent Campus Program.

> *"For internship program preparation, I reviewed my knowledge in accounting by reviewing materials from the first semester. Moreover, I searched material about how to make financial report which was required by internship partner to give the best service to make them not to be disappointed"- Informant 1*

Information searching process was also done by students, for example by asking to their seniors. It represents that they use role model as guidance before doing their activities.

> *"Before conducting Learning Independent Campus Program, I searched information about activities in Learning Independent Campus Program from my colleague and seniors who has joined Learning Independent Campus Program."-Informan 2*

Based on the finding, only a few students managed to get information from their colleagues. There are several reasons why it probably happened such as worries of getting no response or they do not have relation with their seniors. It can be considered as negativity because they are reluctant to find out the condition in the field which cause the lack of students' preparation. Environment also becomes one important factor that influences the students. They will collect information about their target before conducting the activities.

> "*Find out the condition of The Teaching Assistant Activity from a senior who has done it previously, then reading the guidance needed"-Informant 3*

Different from preparation steps, students' expectation about Learning Independent Campus Program is more affected by environmental factors: organizational culture, academic culture, *toxic* environment because of their Learning Independent Campus Program colleagues, and institution incompatibility. There are several institutions which have different culture, but the students have not been able to adjust to the culture well. Based on cognitive theory, students have to be able to adapt and there are the process of adaptation that has to be done (D. H. Schunk, 2013) starting from early adaptation until they feel comfortable in that environment. However, there are students especially those who take part in The Teaching Assistant Program who feel that they have met their expectation because it is in line with their field. In contrary, students who take part in Learning Independent Campus Program feel that it is not in line with their field because they ought to teach in elementary, but in fact they teach in high school.

> "*It was corresponding because I was assigned in Vocational High School and teach subject in accordance with my department"- Informant 4*

> "*It was corresponding. Moreover as teacher candidate, it is important for me to find out the condition in the field or the real condition at school"- Informant 5*

Reviewed from cognitive process, students have reflected independent learning because they obtain knowledge or experience that cannot be obtained in the college. Students stated that they obtained knowledge directly while working in the field and they implement it in the working sites well. For example, they did transactional input in *Zahir Accounting* application which is similar to application that they have learnt. It indicates the cognitive process that they have done by adjusting the knowledge that they have obtained in internship environment.

"It was as I expected because my jobdesk was similar to what I have learnt in college, such as to input transactional journal in zahir application which is similar to what I have learnt in accounting computer subject"- Informant 6

According to the students, evaluation and assessment process is suitable to the competence that they have obtained while taking part in Learning Independent Campus Program. However, there are some opinions stated that students are burdened with substitution assignments which is more difficult to be done, so they cannot focus effectively in conducting Learning Independent Campus Program and finishing department' requirements. The lack of regulation regarding to the condition in the field and the change of rules in the department become the burden for the students. The students complained about the lack of audience from the department, and the sudden change of rules. Moreover, unsuitable field supervisor became the obstacle for the students because they probably get difficulty in supervision process.

Monitoring and evaluation from the university which is not strict also made the lecturer to not to conduct monitoring. It affected in the lack of measurement students' independency so the lecturer did not know how the development and knowledge obtained by the students while participating in Learning Independent Campus Program. Therefore, not only students who are required to be independent trough this program, but also the lecturer ought to do monitoring and evaluation according to their responsibility.

One aspect that became interesting finding was majority of the students suggested that the objectives of assessment and evaluation not only measure knowledge, but also assessing skills. Psychomotor skill is considered important to find out how far the students implement their knowledge. There are several ways to be done, as follow: the assessment for students who conducted The Teaching Assistant Program is to assess the skill in managing classroom directly and in step by step. Moreover, the assessment for students who conducted internship program is to assess transactional record, financial report, as well as providing information for policy makers.

"Proficiency is also important for assessment, especially in the context of career as an auditor. Proficiency while conducting internship is the knowledge of accounting principle and auditing. For example, have I understood about various account and the journals, am I capable in operating Ms. excel. It can increase my knowledge and can be beneficial for my evaluation"- Informant 7

"It is very important,for example teaching and public speaking ability to speak to the students in the classroom"-Informant 8

Conclusion and Suggestion

The aim of this research is to find out students' respond regarding Learning Independent Campus Program related to independent learning trough social cognitive theory. The result of this research showed that social cognitive theory can explain students' respond, and majority of the students are affected by the environment factor and cognitive process. A few students are affected by *role model* and self efficacy needs to be increased for maximum independent learning. In theory, this research implied to social cognitive theory which explained that the students who took part in Learning Independent Campus Program behave independent learning which was likely affected by environmental factor and cognitive than *role model* and *self-efficacy*. For the government, this research implied as the consideration for establishing policy, especially university institution and partner so that the program conducted could give experience for the students. Limitation of this research is on the process of data collection trough questionnaire causing the lack of information collected. There are more factors that can be figured out from the informants to find out what affected them. Therefore, hopefully the next research can be accomplished trough different data collection technique such as deep-talk interview with key informants.

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