



# Gender Perspective: Independent Learning of Generation Z in Online Learning

Ali Muhtadi<sup>1\*</sup>, Cristina Ismaniaty<sup>2</sup>, Haryanto<sup>3</sup>, Estu Miyarso<sup>4</sup>, Desi Dwi J<sup>5</sup> 

<sup>1,2,3,4,5</sup> Instructional Technology, Yogyakarta State University, Yogyakarta, Indonesia

## ARTICLE INFO

### Article history:

Received April 10, 2022

Revised April 11, 2022

Accepted May 12, 2022

Available online May 25, 2022

### Kata Kunci:

Kemandirian, Pembelajaran Online, Dan Jenis Kelamin

### Keywords:

Independent, Online Learning, And Gender

### DOI:

<https://dx.doi.org/10.23887/jet.v6i2.45619>

## ABSTRAK

Kemandirian belajar menjadi prasyarat pelaksanaan pembelajaran online secara mendasar yang masih menjadi persoalan tersendiri terutama di kalangan generasi Z baik itu yang berjenis kelamin laki-laki ataupun perempuan, padahal jenis kelamin merupakan salah satu faktor pengaruh dalam proses perkembangan kemandirian belajar. Penelitian ini bertujuan menganalisis kemandirian belajar generasi Z dalam mengikuti pembelajaran online berdasarkan jenis kelamin. Jenis penelitian ini adalah deskriptif kuantitatif. Populasi adalah mahasiswa lintas prodi dan fakultas dengan jumlah sampel sebanyak 70 mahasiswa terdiri dari 35 mahasiswa laki-laki dan 35 mahasiswa perempuan, pengambilan sampel dilakukan dengan teknik snowball sampling. Pengumpulan data menggunakan teknik survey online dengan instrumen angket online (google form) skala 5. Data dianalisis menggunakan teknik deskriptif kuantitatif dengan bentuk persentase. Berdasarkan penelitian menunjukkan bahwa nilai rerata skor kemandirian belajar mahasiswa laki-laki sebesar 3,74, sedangkan mahasiswa perempuan sebesar 3,84 dengan nilai signifikansi perbedaan sebesar 0,031. Dari data tersebut dapat diambil kesimpulan bahwa terdapat perbedaan kemandirian belajar generasi Z yang ditinjau dari jenis kelamin, hal tersebut dapat dilihat dari aspek indikator rasa kepercayaan dirinya, perilaku disiplin, sikap tanggung jawab, sikap inisiatif dan sikap kontrol diri yang dimiliki kedua jenis kelamin tersebut selama mengikuti pembelajaran online. Penelitian ini diharapkan dapat memberikan kontribusi dalam pengembangan IPTEK dan humaniora yang terkait langsung dalam keilmuan dan bidang garapan Teknologi Pendidikan terutama dalam merancang, menerapkan, serta mengevaluasi sistem dan proses pembelajaran online. Implikasi penelitian ini ialah generasi Z menjadi mampu mengevaluasi diri tentang gambaran kemandirian belajarnya

## ABSTRACT

Independence in learning is a prerequisite for the implementation of basic online learning which is still a problem in itself, especially among the Z generation whether it is male or female, even though gender is one of the influencing factors in the process of developing learning independence. This study aims to analyze the learning independence of Generation Z in participating in online learning based on gender. This type of research is descriptive quantitative. The population is students across study programs and faculties with a total sample of 70 students consisting of 35 male students and 35 female students. The sample was taken using the snowball sampling technique. Collecting data using online survey techniques with online questionnaire instruments (google form) scale 5. The data were analyzed using quantitative descriptive techniques in the form of percentages. Based on the research, it shows that the mean score of learning independence for male students is 3.74, while female students are 3.84 with a significant difference value of 0.031. From these data it can be concluded that there are differences in the learning independence of Generation Z in terms of gender, this can be seen from the aspects of indicators of self-confidence, disciplined behavior, attitude of responsibility, initiative attitude and self-control attitude possessed by both sexes during follow online learning. The implication of this research is that generation Z becomes able to evaluate themselves about the picture of their learning independence.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.  
Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.



## 1. INTRODUCTION

Conducting online learning is necessary during the COVID-19 pandemic. All countries including Indonesia currently still implement online learning as a solution for the dilemma in the education world; this is to overcome the spread of the COVID-19 virus as the effort of Large-Scale Social Restrictions (PSBB) (Hasibuan & Ashari, 2020; Pramesti, 2020). In general, independent learning is someone's ability to actively manage their learning, typically using various strategies and resources, such as setting learning time as effective as possible, controlling energy and a learning environment directed to achieve the set learning goals, i.e., independence. Learning is an activity triggered by initiative toward its desires and skills, and the individual can be responsible

for him/herself during the learning process (Afiani, 2016; Hidayat et al., 2020).

However, independent learning as a prerequisite for implementing online learning is still a fundamental issue, especially among Generation Z (Gen Z). Generation Z or I-generation is a condition where humans were born and raised when the internet was used. Some experts agree that this generation was born between 1995 until 2010 and the age ranges from 11 to 26. It might be dominated by students who are currently studying in universities, particularly during the COVID-19 pandemic. Gen Z includes students who are experiencing a transition or learning revolution from face-to-face learning to online learning in mass simultaneously. (Putra Surya Yanuar, 2016; Sumardianta, J., & Aw, 2018). One of the factors that must be possessed by Gen Z in learning is autonomy, because by having optimum independence, an individual will be able to carry out his learning activities with a full sense of responsibility, strong will, and high discipline which will affect the improvement of learning outcomes (Damayanty Yolanda Dita, 2016; Tsuwaybah Al Aslamiyah, Punaji Setyosari, 2019).

Ideally, the readiness and independent learning at the level of Gen Z or students should have achieved the third level of learning, namely heutagogy. At this level, individual independence is well-formed; individuals are emphasized on the development of learning autonomy, capacity, and capability. Also, they are expected to be able to become a learning agent for oneself. The existence of different emphases, of course, adjusts the characteristics of the target and pays attention to the uniqueness of each individual. What needs to be realized at this level is that the central point is the existence of autonomy; individuals who are motivated to learn, able to take control, to manage, and to actively reflect on their learning independently. At this level, the individual focuses on how to learn not what to learn (Richardson et al., 2018; Sumarsono, 2020).

However, in reality, the value of independence possessed by students is not optimum. It is indicated by the student confidence in their abilities; students still ask for direction or guidance from lecturers continuously in lecture activities and assignments; students still need help or assistance from their friends in solving their learning problems because they are not able to study independently; students carry out activities based on instructions, students still often ask friends for answers of assignments or exams; students do assignments instantly; students use their learning time on campus to play and chat with friends, and they always want to end the learning activities as soon as possible (Novitasari, 2018; Tsuwaybah Al Aslamiyah, Punaji Setyosari, 2019).

Independent learning is significant for higher education levels, particularly in online learning, because it helps individuals to learn actively. Besides, having good independent learning, students will be able to manage their learning activities by planning, implementing, completing, and evaluating activities. (Hidayat et al., 2020; Pratiwi & Laksmiwati, 2016). Independent learning in individuals is driven by several things, namely teachers, support from families, task-oriented learning processes, student activities in their environment or relevant experiences from critical learning. According to the research results, skills that can train independence learning is preparation, performance, and reflection on the results. In addition, several things cause low independence, including student needs to obtain direction to do something, lack of confidence, no clue for learning objectives, and good self-control. To explore how to acquire knowledge and solve their problems, students are also free to organize their learning process based on the goals (Gu et al., 2020; Kesuma et al., 2021).

Several aspects influencing the growth of independent learning are internal and external factors. Internal factors grow within the individual that affect independent learning, such as self-confidence, disciplined behavior, initiative, responsibility, and self-control. Meanwhile, external factors come from outside the individual, which encourage the growth of independent learning (Sugianto et al., 2020; Yuliawan & Nusantoro, 2020). Gender is one of the factors that influence the process of developing independent learning. There are differences in the characteristics possessed by men and women due to individual personal and physical differences between the two from a psychological side. This raises an assumption of some people who say that there is a difference in independence between male and female (Fakih, 2010; Hasmalawati & Hasanati, 2018). Another supporting theory explains that there are differences in independent learning based on gender. According to the general view, female students tend to have better accuracy and skills than male students' in managing the learning environment (Ab, 2019; Soenarjadi, 2020). Previous research explained that independent learning in college students can be analyzed with aspects of motivation, behavior, and cognition. In line with this, other research explains that independent learning can also be identified based on indicators of initiative, responsibility, self-confidence, and ability to overcome obstacles, The results showed that most of the students had a level of independent learning in the fair category. Besides, the study also showed that the independent learning of female students was higher than that of male students (Astuti, 2019; Nurul Shofwah, Hepsi Nindiasari, 2020). The novelty of the current research lies in the development of indicators used to analyze student independent learning. Another novelty is in the explanation of how student independent learning is seen from their learning activities during online mode (Moodle, Zoom, and Google Classroom). Previous studies only analyzed independent learning based on aspects of motivation, behavior, and cognition and did not explain in detail the results obtained for each aspect of the indicator; it only explained tables or diagrams and did not

describe what learning activities were carried out in each indicator.

Based on this elaboration, this study aimed to analyze the independent learning of Gen Z in joining online learning (Moodle, Zoom, and Google Classroom) in terms of gender. This research is expected to be the basic material for developing online learning plans and other academic activities relevant to the condition of student independent learning. In addition, it should contribute to the development of science and technology and humanities that are directly related to the field of Educational Technology, particularly in designing, implementing, and evaluating sustainable online learning systems and processes at UNY during the pandemic. For the students, this study is expected to be a material for self-reflection on independent learning to determine the goals and greater positive impact in participating in online learning and other academic activities at UNY.

## 2. METHOD

The research was conducted at the campus of Yogyakarta State University. This type of research was quantitative descriptive with the research design as shown in Figure 1.

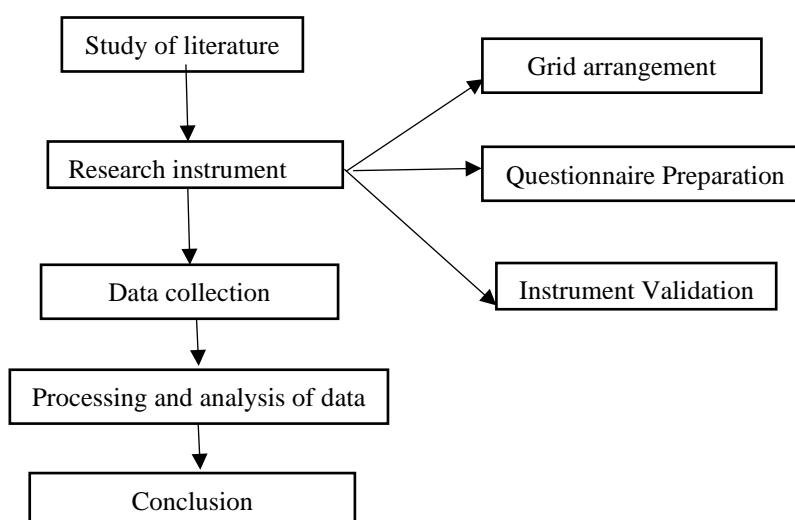


Figure 1. Research design (Astuti, 2019; Sugianto et al., 2020)

The steps in this research were as follows: conducting a literature study that was relevant to the research focus; developing, validating, distributing a questionnaire via Google forms to respondents through WhatsApp groups for 6th and 8th- semester students across Study Programs and Faculties at UNY, collecting data using a descriptive percentage analysis technique and interpreting the data; drawing conclusion. The population in this study included Yogyakarta State University students across study programs and faculties, living in South Sulawesi, West Java, Central Java, East Java, Yogyakarta Special Region, Riau, Aceh, West Nusa Tenggara, North Sumatra, and West Sumatra. The sample was taken using a snowball sampling technique by considering that the person concerned was still part of the Z generation, namely students who were currently in semester 6 or 8. Students in that semester were relatively easy to contact and they represented Gen Z ranging from 21-22 years old. The number of samples was 70 students consisting of 35 male students and 35 female students. The data were collected through an online survey technique with an online questionnaire instrument (Google Form) using a scale of 5. The study used a quantitative descriptive analysis in the form of percentages. The blueprint of the instrument is presented in Table 1.

Table 1. Research Instrument Grid

No	Aspects	Indicators
1.	Self-confidence	Can take risks and be actively involved in learning and be able to set their own goals and achieve those goals
2.	Discipline	Students can obey existing rules during online learning
3.	Responsibility	Students with their encouragement can complete the tasks that have been given by the lecturer
4.	Initiative	Students can be active on their own without being asked by others.
5.	Self-control	Students are able to control themselves to do tasks that have been given by lecturers, and are able to manage their stimulus

(Sugianto et al., 2020; Yuliawan & Nusantoro, 2020)

The data that has been collected is then analyzed using the criteria in Table 2.

**Table 2.** Guideline of Quantitative Data to Qualitative Data Conversion Results

Scor	Range	Criterion
5	$X > 4,08$	Excellent
4	$3,36 < X \leq 4,08$	Good
3	$2,64 < X \leq 3,36$	Fair
2	$1,92 < X \leq 2,64$	Poor
1	$X \leq 1,92$	Verry Poor

(Nadhif Moh, 2019; Ulya Himmatul, 2018)

### 3. RESULT AND DISCUSSION

#### Result

Based on the data collected by distributing an online questionnaire instrument organized on a google form in the form of a link: : <https://bit.ly/3GfXHkD> to respondents via WhatsApp groups for 6th and 8th-semester students across Study Programs and Faculties at UNY, the level of independent learning of Gen Z in joining online learning in terms of gender in each indicator is as follows: 1) Male and female students' self-confidence is included in the good category, 2) male and female students' discipline is included in the good category, 3) male and female students' responsibility is in the good category, 4) male and female students' initiative is in the good category, and 5) male and female students' self-control is in the good category. The level of independent learning of Gen Z in online learning by gender can be seen in Table 3.

**Table 3.** Generation Z's Level of Independent Learning in Online Learning by Gender

No	Indicator Aspects	Average Female Score	Average Male Score	Category
1.	Self-confidence	3,61	3,57	Good
2.	Discipline	3,75	3,65	Good
3.	Responsibility	4,11	4,00	Good
4.	Initiative	4,07	3,87	Good
5.	Self-control	3,47	3,40	Good
	<b>Average</b>	<b>3,84</b>	<b>3,74</b>	<b>Good</b>

Based on the results of the study, the level of Gen Z independent learning in online learning at Yogyakarta State University based on gender is in a good category. These results illustrate that female and male student have good independent learning, but when viewed from the mean scores obtained, there are differences between female and male students to determine the level of significance of these results. Then, the researcher carried out the Independent Sample Test using a significance value of 0.05 as reference. The test results showed that the significance value of the test was 0.031, meaning that there were significant differences in independent learning between male and female students in joining online learning (Moodle, Zoom, and Google Classroom). There were several differences in learning activities for male and female students during online learning, which include the aspect of self-confidence. Male students were still found to be hesitant to express their opinions, to have doubts about their abilities, for example when doing assignments, male students sometimes ask their friends for help to do them Also, there are still male students who tend to be less confident in their written and verbal communication skills, particularly when they are going to ask questions and communicate with lecturers. The second aspect is disciplined behavior including time discipline, neatness in dressing, and obedience to rules. In this aspect, there are still male students who carry out other activities during online learning, such as playing cellphones, laptops, or other electronic devices. They did not activate the camera if using a video conference application. For the aspect of responsibility, there are still male students who are not fully motivated to always try new experiences and face challenges in learning and have not been able to determine goals and learning targets. Also, some male students have not been able to determine strategies to achieve their learning goals and evaluate their development process. In the initiative aspect, there are still male students who lack initiative in asking lecturers for online learning materials. They tend not to record important points from the lecturers' explanations, and if they do not understand the material, they are reluctant to ask the lecturer to explain further. In addition, in searching for additional learning reference materials and online exam readiness, male students have not taken the initiative to prepare them. Regarding self-control, some male students are less able to control themselves not to do other activities while paying attention to the lecturer's explanation. Besides, some rarely download lecturer's learning materials, and do not provide enough information and appreciation of self-learning.

## DISCUSSIONS

In general, independent learning is someone's ability in managing learning, typically using various strategies and resources, such as setting learning time as effective as possible, managing energy and learning environment to achieve the learning goals, i.e., independence. Learning is an activity that takes place on the initiative of one's abilities, self-choice, and self-responsibility (Afiani, 2016; Hidayat et al., 2020). Independent learning is a prominent element in an individual's learning activities. This is supported by the research of Sudiana and Anggraeni, which stated that individuals need independent learning to be responsible and disciplined in developing their abilities and achieving learning goals, and it is a sign of the maturity of an educated individual (Anggraeni & Sole, 2022; Sudiana et al., 2017). From the results of the study, it is known that the level of independent learning of male and female students in online learning is included in the good category, but there are differences in the average values of each indicator obtained by male and female students.

A theory explains that gender is one of the influencing factors in the process of developing independent learning for male and female students. Differences in the characteristics possessed by male and female are caused by individual personal and physical differences in both physically and mentally. Psychologically, this raises an assumption that there is a difference in independence between male and female (Fakih, 2010; Hasmalawati & Hasanati, 2018). This theory is supported by several studies which explain that there are differences in independent learning based on gender. Female students tend to have better accuracy and skills than male students' in managing the learning environment. (Ab, 2019, 2021).

There are two gender theories related to this matter, in theory, the definition of gender is divided into two, namely nature and nurture. The first theory, namely extreme nature, explains that there are psychological differences between men and women due to their biology, while the second theory, namely nurture, explains that there are psychological differences in men and women that are mostly artificial. It is because in reality the human as an individual and his/her interactions with other individuals are influenced by biological and psychological factors. On average, female individuals show more advanced verbal abilities, usually tend to have better vocabularies, generally achieve higher grades in school, and do well on reading and writing assignments (Eko & Cahyono, 2017; Putry, 2016).

In this study, the level of independent learning of male and female students of Gen Z in online learning can be seen from several aspects of indicators, namely 1) self-confidence, 2) disciplined behavior, 3) responsibility, 4) initiative, and 5) self-control (Sudiana et al., 2017; Sugianto et al., 2020). The aspect of self-confidence is very necessary for a student to take risks and be actively involved in learning activities; those who have good self-confidence will be able to set their own goals and work hard to achieve these goals without worrying about the results obtained (Ab, 2019; Apriani et al., 2020; Hadiyati & Fatkhurahman, 2021; Sugianto et al., 2020). For disciplined behavior, it can encourage people to obey applicable rules. These polemics are in the form of a burden in carrying out disciplined behavior and heavy feelings arise because of a coercive background in themselves, not by students' awareness. This is in line with the statement of discipline that is motivated by coercion usually because students are afraid of legal sanctions for violating the rules. To enforce discipline does not always have to involve other people, but also involve themselves. Even, involving themselves is more important because self-involvement in discipline can raise awareness. People are successful in studying and working because they always put discipline above all. Types of discipline include time and action discipline (Daulae, 2020; Novianty, 2020; Saetban, 2020; Wahyuningsih, 2020).

Responsibility is defined as approach-oriented or avoidance-oriented and referring to all temporal dimensions (past, present, and future). It can be considered as a relatively stable disposition or specific outcome. There are internal factors in the responsibility. Enforced responsibility (accountability) does not guarantee personal commitment or a sense of internal obligation. For example, when a teacher assigns a student a project, the student may consider him/herself responsible for project completion, but he/she is not internally motivated to complete the project as the learning function. Similarly, there is a clarification of the difference between 'responsible' and 'deemed responsible'. The characterization of the difference is that those who feel responsible will be motivated internally and then can regulate themselves, while those who are considered responsible are more likely to apply efforts or carry out their tasks only in proportion to external control. Based on this explanation, the attitude of responsibility can be interpreted as person's awareness in carrying out duties without being ordered or encouraged by outsiders. They will willingly learn and try to find solutions to the tasks that have been given (Andrianti, 2019; Bariyyah et al., 2018; Muratama, 2018; Syafitri, 2017). In the process of online independent learning, the initiative aspect has an important role because it can affect student progress in applying the learned theories into practices. In addition, initiative can be interpreted as a student's behavioral intention to set goals and work hard so that he/she can continue to learn without having to wait for someone to provide a solution for him, and to start learning activities and related processes such as goal setting and planning. Initiative attitude can also be interpreted as someone proactive in achieving goals, coming from oneself.

These two things can be formed because they have owned a high attitude toward persistence. After all, persistence is significant to achieve goals. A person has his own initiative to take actions and be proactive in

doing tasks, but if he/she cannot do it continuously, it may make him/her lose focus on the real goal. There are five behavioral theoretical constructs of initiative in self-learning as a behavioral syndrome consisting of five behaviors: 1) Goal-direction means that someone does something based on a certain goal determined by her/himself. This refers to the conception of setting learning goals and working towards their goal achievement, 2) Action orientation refers to a plan of action that a student builds to pursue the goals they have already achieved. In the learning process, when students have the desired level to achieve they also consider their steps and plan how to achieve the goal in the best way and it will turn into learning activities, 3) Self courage, Ponton further defines initiative as a self-motivating behavior to start a learning activity; this occurs when students can identify desired outcomes, create goals, develop plans, and work to achieve goals independently, 4) An active approach to problem-solving, Individuals' ability to perceive opportunity, timing, and urgency is presently based on their active approach to problem-solving. The active approach refers to how the person taking responsibility creates strategies to solve problems that might hinder the achievement of goals, and 5) Persistence in overcoming obstacles. Persistence is an initiative behavior related to the continuation of the action through each condition. The perseverance is required by students in the teaching and learning process to have responsibility for every plan they have made and to overcome obstacles (Cahyono, 2017; Putri & Dirgantoro, 2018; Witarsa, 2017) (Eko & Cahyono, 2017; Putri & Dirgantoro, 2018; Witarsa, 2017).

Self-control is a person's self-assessment by examining his/her behavior and deciding whether he/she has done it or not. Self-recording- the individual can objectively record the frequency of his performance of a particular behavior. Self-determination, individual determines reinforcement of all available trait reinforcers, and the amount of reinforcement depends on the performance of the educator, on their willingness to cooperate and enthusiastically participate. Self-reinforcement, the individual provides his reinforcement (which may or may not be self-determined) depending on his or her performance of a particular behavior or class of behavior (Hastuti, 2018; Husna et al., 2014; Intani & Ifdil, 2018; Komsu et al., 2018). Based on the findings, the study provided several suggestions for improvement in the future. It can be used as evaluation and improvement materials, one of which is campus facilities to support student independent learning. In addition, it can be used as motivational materials in improving teaching methods to enhance student independence and in fostering enthusiasm. It can help students to learn continuously and improve learning outcomes, and it serves as a reference for other researchers in developing different aspects to obtain more developed and better results.

#### 4. CONCLUSION

In conclusions, there are differences in independent learning of Gen Z viewed from gender. It is based on the activities during online learning with indicator aspects including self-confidence, discipline, responsibility, initiative, and self-control. Thus, the research is expected to contribute to the development of science and technology and humanities, which are directly related to the field of Educational Technology, especially in designing, implementing, and evaluating online learning systems and processes during the pandemic.

#### 5. REFERENCES

- Ab, J. S. (2019). Jurnal Pendidikan Progresif Problem Solving Ability of Junior High School Students Towards Geometry : Gender and Mathematical Disposition Analysis. *Jurnal Pendidikan Progresif*, 9(2), 209–219. <https://doi.org/10.23960/jpp.v9.i2.201923>.
- Ab, J. S. (2021). Perbedaan Kemandirian Belajar Ditinjau dari Gender dan Disposisi Matematis. *Jurnal Inovasi Matematika (Inomatika)*, 3(2), 188–201. <https://doi.org/10.35438/inomatika>.
- Afiani, N. (2016). Pengaruh kemampuan komunikasi matematis dan kemandirian belajar terhadap prestasi belajar matematika. *JKPM (Jurnal Kajian Pendidikan Matematika)*, 02(01), 1–13. <https://doi.org/10.30998/jkpm.v2i1.1844>.
- Andrianti, S. (2019). Pendekatan Model Pembelajaran Berbasis Portofolio dalam Meningkatkan Tanggung Jawab Belajar Mahasiswa di Sekolah Tinggi Teologi. *DUNAMIS: Jurnal Teologi Dan Pendidikan Kristiani*, 3(2), 135. <https://doi.org/10.30648/dun.v3i2.188>.
- Anggraeni, D. M., & Sole, F. B. (2022). Analisis Kemandirian Belajar Mahasiswa Melalui Pembelajaran Daring Berbasis Moodle. *Jurnal Penelitian Pendidikan Matematika Sumba*, 3(1), 65–70. <https://doi.org/10.53395/jppms.v3i1>.
- Apriani, L., Alpen, J., & Arismon, A. (2020). Tingkat percaya diri dan keterampilan micro teaching. *Edu Sportivo: Indonesian Journal of Physical Education*, 1(1), 42–49. [https://doi.org/10.25299/es:ijope.2020.vol1\(1\).5155](https://doi.org/10.25299/es:ijope.2020.vol1(1).5155).
- Astuti, B. (2019). Profil kemandirian belajar mahasiswa bimbingan dan konseling. *Jurnal Penelitian Ilmu Pendidikan*, 12(1), 63–74. <https://doi.org/10.21831/jpipfip.v12i1.24327>.

- Bariyyah, K., Hastini, R. P., Kartika, E., & Sari, W. (2018). Konseling Realita untuk Meningkatkan Tanggung Jawab Belajar Siswa. *Jurnal KONSELOR*, 7(1), 1–8. <https://doi.org/10.24036/02018718767-0-00>.
- Cahyono, A. E. Y. (2017). Pengembangan perangkat pembelajaran dengan model PBL berorientasi pada kemampuan berpikir kreatif dan inisiatif siswa. *PYTHAGORAS: Jurnal Pendidikan Matematika*, 12(1), 1. <https://doi.org/10.21831/pg.v12i1.14052>.
- Damayanty Yolanda Dita, S. (2016). Hubungan Antara Kemampuan Numerik, Kecerdasan Emosi Dan Kemandirian Belajar Dengan Prestasi Belajar Fisika Siswa. *Jurnal Ilmiah Pendidikan Fisika-COMPTON*, 3(2), 50–56. <https://doi.org/10.30738/cjipf.v3i2.683>.
- Daulae, T. H. (2020). Upaya Keluarga dalam Pembinaan Disiplin Belajar di Era Milenial. *Darul Ilmi: Jurnal Ilmu Kependidikan Dan Keislaman*, 08(02), 18. <https://doi.org/10.24952/di.v8i2.3203>.
- Eko, A., & Cahyono, Y. (2017). Pengembangan Perangkat Pembelajaran Problem-Based Learning Berorientasi pada Kemampuan Berpikir Kreatif dan Inisiatif Siswa Developing Problem-Based Learning Instructional Kits Oriented to Creative Thinking and the Initiation of the Students. *PYTHAGORAS: Jurnal Pendidikan Matematika*, 12(1), 1–11. <https://doi.org/10.21831/pg.v12i1.14052>.
- Fakih, M. (2010). *Analisis Gender dan Transformasi Sosial*. Pustaka Pelajar.
- Gu, P., Zhang, Y., & Gu, H. (2020). Creating a technology-enhanced constructivist learning environment for research ability development in a BA Thesis Writing course. *Computer Assisted Language Learning*, 33(5-6), 538–566. <https://doi.org/10.1080/09588221.2019.1576735>.
- Hadiyati, H., & Fatkhurahman, F. (2021). Dampak Kepercayaan Diri Mahasiswa Berwirausaha Melalui Lingkungan Keluarga dan Kemandirian. *INOBIS: Jurnal Inovasi Bisnis Dan Manajemen Indonesia*, 5(1), 77–84. <https://doi.org/10.31842/jurnalinobis.v5i1.213>.
- Hasibuan, R. P. P. M., & Ashari, A. (2020). Optimasi Peran Negara Menghadapi Pandemi Corona Virus Disease 2019 dalam Perspektif Hukum Tata Negara Darurat. *SALAM: Jurnal Sosial Dan Budaya Syar-i*, 7(7). <https://doi.org/10.15408/sjsbs.v7i7.15379>.
- Hasmalawati, N., & Hasanati, N. (2018). Perbedaan Tingkat Kelekatan Dan Kemandirian Mahasiswa Ditinjau Dari Jenis Kelamin. *Psikoislamedia Jurnal Psikologi*, 3, 11. <https://doi.org/10.22373/psikoislamedia.v3i1.2472>.
- Hastuti, L. W. (2018). Kontrol Diri dan Agresi: Tinjauan Meta-Analisis. *Buletin Psikologi*, 26(1), 42–53. <https://doi.org/10.22146/buletinpsikologi.32805>.
- Hidayat, D. R., Rohaya, A., Nadine, F., & Ramadhan, H. (2020). Kemandirian Belajar Peserta Didik Dalam Pembelajaran Daring Pada Masa Pandemi Covid -19. *Jurnal Perspektif Ilmu Pendidikan*, 34(2), 147–154. <https://doi.org/10.21009/PIP.342.9>.
- Husna, A. N., Hidayati, F. N. R., & Ariati, J. (2014). Regulasi Diri Mahasiswa Berprestasi. *Jurnal Psikologi Undip*, 13(1), 50–63. <https://doi.org/10.14710/jpu.13.1.50-63>.
- Intani, C. P., & Ildil, I. (2018). Hubungan kontrol diri dengan prestasi belajar siswa. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 4(2), 65–70. <https://doi.org/10.29210/120182191>.
- Kesuma, A. T., Retnawati, H., & Putranta, H. (2021). Analysis of Self-Regulated Learning Skills in Senior High School Students: A Phenomenological Study. *TEM Journal*, 10(3), 1285–1293. <https://doi.org/10.18421/TEM103>.
- Komsil, D. N., Hambali, I. M., & Ramli, M. (2018). Kontribusi pola asuh orangtua demokratis , kontrol diri , konsep diri terhadap motivasi belajar pada siswa The contribution of democratic parenting pattern , self-control and self-concept on the students ' learning motivation. *Journal Evaluation, and Technology in Educational Research*, 1(1), 55–61. <https://doi.org/10.33292/petier.v1i1.21>.
- Muratama, M. S. (2018). Layanan Konseling Behavioral Teknik Self Management Untuk Meningkatkan Disiplin Dan Tanggung Jawab Belajar Siswa Di Sekolah. *Nusantara of Research : Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri*, 5(1), 1–8. <https://doi.org/10.29407/nor.v5i1.11793>.
- Nadhif Moh. (2019). Pengembangan Multimedia Dalam Pembelajaran ( المفردات ) Kosakata Bahasa Arab Di Pesma Al-Hikam Malang. *Cordova Journal*, 9(1), 52–71. <https://doi.org/10.20414/cordova.v9i1.1776>.
- Novianty, R. (2020). Pengaruh Disiplin Belajar terhadap Hasil Belajar Mahasiswa Pada Mata Kuliah Metodologi Penelitian. *Ekspose: Jurnal Penelitian Hukum Dan Pendidikan*, 18(2), 828–840. <https://doi.org/10.30863/ekspose.v18i2.483>.
- Novitasari, N. (2018). Profil Kemampuan Literasi Sains Mahasiswa Calon Guru Biologi. *Biosfer : Jurnal Tadris Biologi*, 9(1), 36–44. <https://doi.org/10.24042/biosf.v9i1.2877>.
- Nurul Shofwah, Hepsi Nindiasari, S. (2020). Analisis Kemandirian Belajar Siswa Berdasarkan Gender di. *Jurnal Penelitian Dan Pengajaran Matematika*, 2, 163–176. <https://doi.org/10.48181/tirtamath.v2i2.8999>.
- Pramesti, D. A. A. I. (2020). Implementasi Peraturan Gubernur Bali No. 46 Tahun 2020 Di Desa Batubulan. *Jurnal Kertha Wicara*, 10(1), 71–82. <https://doi.org/KW.2020.v10.i01.p06>.
- Pratiwi, I. D., & Laksmiwati, H. (2016). Kepercayaan Diri dan Kemandirian Belajar Pada Siswa SMA Negeri “X.” *Jurnal Psikologi Teori Dan Terapan*, 7(1), 43–49. <https://doi.org/10.26740/jptt.v7n1.p43-49>.

- Putra Surya Yanuar. (2016). Theoretical review: Teori perbedaan generasi. *Jurnal Ilmiah Among Makarti*, 9(2), 123–134. <https://doi.org/10.52353/ama.v9i2.142>.
- Putri, K., & Dirgantoro, S. (2018). Inisiatif Mahasiswa Guru sebagai Bentuk Pembelajaran. *Polyglot: Jurnal Ilmiah*, 14(1). <https://doi.org/10.19166/pji.v14i1.495>.
- Putry, R. (2016). Manifestasi Kesetaraan Gender Di Perguruan Tinggi. *Jurnal EDUKASI: Jurnal Bimbingan Konseling*, 2(2), 164. <https://doi.org/10.22373/je.v2i2.814>.
- Richardson, L. P., McGowan, C., & Styger, L. (2018). A Quality Approach to Masters Education Using an Australian Case Study A Reflection A Quality Approach to Masters Education Using an Australian Case Study. *Journal of Educational Research*, 6, 1837–1847. <https://doi.org/10.13189/ujer.2018.060829>
- Saetban, A. A. (2020). Internalisasi Nilai Disiplin melalui “Perencanaan” Orang Tua dalam Membentuk Karakter Baik Remaja. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 12(1), 90–98. <https://doi.org/10.37640/jip.v12i1.285>.
- Soenarjadi, G. (2020). Profil Pemecahan Masalah Siswa Pada Masalah Geometri ditinjau dari Perbedaan Jenis Kelamin dan Gaya Belajar. *Jurnal Riset Pendidikan Dan Inovasi Pembelajaran*, 3(2), 78–91. <https://doi.org/10.26740/jrpipm.v3n2.p78-91>.
- Sudiana, R., Fatah, A., & Khaerunnisa, E. (2017). Kemandirian Belajar Mahasiswa Melalui Pembelajaran Berbasis Virtual Class. *Jurnal Penelitian Dan Pembelajaran Matematika*, 10(1). <https://doi.org/10.30870/jppm.v10i1.1292>.
- Sugianto, I., Suryandari, S., & Age, L. D. (2020). Efektivitas Model Pembelajaran Inkuiri Terhadap Kemandirian Belajar Siswa Di Rumah. *Jurnal Inovasi Penelitian*, 1(3), 159–170. <https://doi.org/10.47492/jip.v1i3.63>.
- Sumardianta, J., & Aw, W. K. (2018). *Mendidik Generasi Z Dan A*. Gramedia Widiasarana Indonesia.
- Sumarsono, S. (2020). The paradigms of heutagogy and cybergogy in the transdisciplinary perspective. *Jurnal Pendidikan Dan Pengajaran*, 52(3), 172–182. <https://doi.org/http://dx.doi.org/10.23887/jpp.v52i3.22882>.
- Syafitri, R. (2017). Meningkatkan Tanggung Jawab Belajar Melalui Strategi Giving Questions And Getting Answers Pada Siswa. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 1, 57–63. <https://doi.org/10.23887/jppp.v1i2.12623>.
- Tsuwaybah Al Aslamiyah, Punaji Setyosari, H. P. (2019). Blended Learning Dan Kemandirian Belajar Mahasiswa Teknologi Pendidikan. *JKTP Jurnal Kajian Teknologi Pendidikan*, 2(2), 109–114. <https://doi.org/10.17977/um038v2i22019p109>.
- Ulya Himmatul, R. R. (2018). Uji Kelayakan Perangkat Pembelajaran Open-Ended Berbasis Etnomatematika Ditinjau dari Gaya Kognitif Siswa. *Journal of Medives: Journal of Mathematics Education IKIP Veteran Semarang*, 2(2), 183–194. <https://doi.org/10.31331/medives.v2i2.645>.
- Wahyuningsih, N. E. (2020). Analisis Perbedaan Gender Dalam Tingkat Kedisiplinan Belajar Mahasiswa Di Masa Pandemi Covid 19. *Musawa: Journal for Gender Studies*, 12(2), 311–337. <https://doi.org/10.24239/msw.v12i2.674>.
- Witarsa, R. (2017). Pengaruh Perilaku Inisiatif Terhadap Kesuksesan Akademik Anak Usia Dini. *Jurnal Tunas Siliwangi*, 2(1), 114–137. <https://doi.org/https://doi.org/10.22460/ts.v2i1p114-137.312>.
- Yuliawan, H., & Nusantoro, E. (2020). Hubungan Antara Keyakinan Diri Dan Perilaku Disiplin Belajar Dengan Kemandirian Belajar Siswa Kelas XI SMK Se-Kabupaten BOJA. *Jurnal EDUKASI: Jurnal Bimbingan Konseling*, 6(2), 124. <https://doi.org/10.22373/je.v6i2.6369>.