

INDONESIAN LANGUAGE AND LITERATURE EDUCATION STUDENTS' PERSPECTIVES ON AUTONOMOUS LEARNERS IN THE ARTIFICIAL INTELLIGENCE ERA

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Abstract

Autonomous students are expected to improve the quality of education and achieve educational goals. Therefore, research on the level of student independence is considered important to provide input in the development of educational programs. Artificial intelligence (AI) is identified as an important element in this context, contributing to the development of educational programs by providing adaptive and personalized learning resources. This research uses a quantitative approach with a type of survey research used to view survey results regarding autonomous student styles, with data collected through questionnaires. The research population included all students of the Indonesian Language and Literature Education Study Program, with simple random sampling as the sample. The data analysis technique is descriptive, with percentage calculations. The author concludes that there are significant differences between the planning, process, and evaluation stages, especially at the evaluation stage, which is still below 50%. This shows the need for the role of educators or lecturers in helping students evaluate independent learning outcomes. However, the use of artificial intelligence was rated positively by students, indicating that this technology can be an effective tool for supporting independent learning. This research makes an important contribution to the understanding of learner autonomy.

Keywords: learner, autonomous, artificial intelligence, language

Introduction

In education, autonomy is an individual's ability to be independent and carry out specific tasks effectively and efficiently (Santos et al., 2022). In this regard, students with a high level of autonomy are expected to contribute to improving the quality of education and achieving educational goals (Beghili et al., 2025). However, in reality, many students lack adequate autonomy. As a result, they struggle to take initiative and be independent, and achieve desired outcomes (Tokseitova & Aubakirova, 2021). Therefore, research on student autonomy is necessary to identify the factors that influence it. It is hoped that the results of this research will inform the

development of educational programs that enhance students' autonomous abilities.

Artificial Intelligence (AI) is closely linked to current technological developments. AI has become a key driver of digital transformation across sectors, including business and industry (Okolo et al., 2024). In this sector, AI is used for data analysis, market trend prediction, personalized customer experiences, and supply chain optimization. In the context of research on student autonomy, artificial intelligence can make a significant contribution to the development of educational programs that enhance students' autonomous abilities (Akbarani, 2024). By using AI in learning, learners can be given the opportunity to develop their autonomy. For example, with

AI providing adaptive, personalized learning resources, learners can organize and customize their learning to suit their learning styles (Eshmamatov, 2024). Furthermore, AI can help learners identify areas of weakness and provide relevant learning recommendations (Gyönyörű, 2025). In research on autonomous learners, understanding the advancements and applications of artificial intelligence can provide insights into how this technology can be used to enhance learners' autonomy in today's digital age.

Artificial intelligence can make a significant contribution to Indonesian language learning by enabling adaptive, personalized technology. Here are some examples of the links between Indonesian language learning, learner autonomy, and artificial intelligence. (1) Automated assessment and feedback. Using artificial intelligence technologies such as natural language processing (NLP), systems can provide automated assessment and feedback on students' Indonesian language skills. These systems can automatically analyze students' written or spoken assignments, assess their abilities, and provide relevant feedback (Sangkala & Mardonovna, 2024). (2) Adaptive teaching. Using artificial intelligence, Indonesian language learning systems can be personalized for each student based on their ability level, preferences, and learning style (Wang, 2025). These systems can identify students' strengths and weaknesses across various language domains, such as grammar, vocabulary, and writing. Thus, they can provide appropriate learning materials to help students improve their language skills independently. (3) Development of speaking and listening skills. Artificial intelligence can be used to develop students' Indonesian speaking and listening skills (Okolo et al., 2024). Systems can offer virtual, interactive conversation exercises that give students opportunities to practice speaking and listening actively. This system can also analyze and provide feedback on students'

pronunciation, intonation, and speech clarity. (4) Provision of comprehensive learning resources. Artificial intelligence can be used to collect, analyze, and organize various Indonesian language learning resources available online (Eshmamatov, 2024). This system can provide learning material recommendations tailored to students' interests, ability levels, and needs. This provides students with the flexibility to determine the material they want to study and to organize their learning according to their preferences and schedules. (5) Collaboration and communication between students. Artificial intelligence can facilitate collaboration and communication between students in Indonesian language learning (Nurjanah et al., 2024). The system can provide a platform for students to collaborate on language projects, discuss topics, and provide feedback to fellow students. This can broaden the learning experience and enable students to interact with others in Indonesian. By utilizing artificial intelligence in Indonesian language learning, it is hoped that students' autonomy in developing and improving their language skills will increase, enabling them to do so effectively and efficiently.

In this context, the use of artificial intelligence can provide significant benefits. Indonesian language and literature education students aim to master Indonesian and develop a deep understanding of Indonesian literature and culture. In this regard, the use of artificial intelligence can support students in achieving their autonomy in learning (Ponomarenko et al., 2024). With artificial intelligence, students can receive automated assessment and feedback on their written work, including grammar, appropriate vocabulary, and literary analysis (Torres & Statti, 2025). Artificial intelligence systems can also assist with adaptive teaching, tailoring learning content to students' ability levels and interests. Furthermore, these systems can assist in developing analytical and

interpretive skills for understanding literary texts and provide relevant learning resources and references (Y. Chen, 2024). Thus, the use of artificial intelligence in Indonesian language learning can support Indonesian language and literature education students in achieving their goals of autonomy in learning and mastering Indonesian, as well as engaging in a deep understanding of Indonesian literature and culture.

Age is a factor that influences a person's learning style development. Everyone has a different learning style, including autonomous learning, which emphasizes the ability to learn independently and take responsibility for their own learning process (Sefiane, 2024). On the other hand, intelligence level also influences the learning process, with students with higher intelligence levels tending to have better learning outcomes, including the ability to learn autonomously (Salazar Hurtado et al., 2023). However, it's important to remember that learning styles are not solely determined by age or intelligence level but are also influenced by other factors such as motivation, attention, and prior knowledge (Jang et al., 2016). Therefore, educators need to understand students' diverse learning styles and provide a learning environment that supports them.

Program Studi Pendidikan Bahasa dan Sastra Indonesia is one of the study programs at the Faculty of Teacher Training and Education, Muhammadiyah University of Jember. This study program is designed to equip students with a deep understanding of the Indonesian language and Indonesian literature. The learning strategies or lectures implemented are closely related to Problem-Based Learning and Project-Based Learning. Project-Based Learning (PBL) and Problem-Based Learning (PBL) are both student-centered educational approaches that encourage autonomy. Despite their similarities, the two have striking differences. Project-Based Learning emphasizes the creation of a final

product or similar to demonstrate content skills, while Problem-Based Learning focuses on solving clear, authentic problems. Thus, Project-Based Learning and Problem-Based Learning both promote student autonomy and active learning, but differ in their emphasis and learning approach. Based on this background, the author examines the perspectives of students from the Indonesian Language and Literature Education study program at the University of Muhammadiyah Jember regarding autonomous learning in the era of artificial intelligence.

Method

This type of research uses a qualitative approach. This approach can be understood as research aimed at natural phenomena or indicators. Qualitative research is a natural, fundamental process that cannot be conducted in a laboratory (Abdussamad, 2021). But rather in the field. Furthermore, qualitative research aims to describe and observe phenomena, social activities, behavior, beliefs, and thoughts of individuals or groups (Susetyo et al., 2023). Meanwhile, the research method is a survey. The researchers aim to observe the effects of autonomous learning styles on students in the Program Studi Pendidikan Bahasa dan Sastra Indonesia at the Universitas Muhammadiyah Jember. According Maidiana, (2021) survey research is the collection of data from respondents via questionnaires or interviews to describe various aspects of a population. In this study, researchers select data from respondents and use questionnaires or interviews to collect data on variables of interest. The desired data is ordinal. The collected information is then used to describe the characteristics of a specific population. The following questionnaire was designed to obtain the desired data.

Table 1. Questionnaire Instrument Items for Respondents

No	Questionnaire Item
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1	I usually set my own learning goals or study plans for each semester when studying Indonesian language and literature.
2	I identify my learning needs.
3	I determine my learning sequence.
4	I decide what I need to learn on my own.
5	I enjoy the activities or decisions I make regarding the materials I study.
6	I organize my learning environment according to my learning needs.
7	I use resources that support my learning.
8	I find materials that are suitable for my learning.
9	I use various resources when my learning does not match my expectations.
10	I prepare a list of my learning objectives.
11	I use different methods in my learning process on my own initiative when studying Indonesian Language and Literature.
12	I evaluate what and how I learn during the learning process.
13	I evaluate the time I spend studying materials.
14	I evaluate the results of my own learning.
15	I evaluate how far I have achieved my goals after studying the material.
16	I evaluate how far the materials I selected have supported my learning process.
17	I think I learn Indonesian language and literature better when I study it independently.
18	I think my educator or lecturer should always guide me when learning Indonesian language and literature.
19	I think I can learn Indonesian language and literature independently without needing an educator or lecturer.
20	I always want my educator or lecturer to give instructions about what I should learn.
21	I would learn better if my educator or lecturer explains something during lessons or lectures.
22	I feel that artificial intelligence can help me identify my learning needs.
23	I believe artificial intelligence can help me plan the most effective learning sequence.
24	I believe artificial intelligence can provide recommendations for learning materials suited to my needs and interests.
25	I feel artificial intelligence can help me adjust my learning methods when I face difficulties.
26	I believe artificial intelligence can help me design and manage my learning goals.
27	I believe artificial intelligence can provide suggestions about the most effective learning methods for me.

28	I feel artificial intelligence can help me reflect on and evaluate my learning process.
29	I believe artificial intelligence can provide insights into time efficiency in my learning.
30	I believe artificial intelligence can help me evaluate my achievement of learning goals.
31	I feel artificial intelligence can help me evaluate the quality of the learning materials I use.

Source: Yigit & Yildirim, 2018, Ghobain, 2020, Deregözü & Hatipoğlu, 2018

The researcher selected all students in the Indonesian Language and Literature Education Study Program at Muhammadiyah University of Jember. Meanwhile, the sample selection technique used simple random sampling. The purpose of this sample selection was to provide an overview of learning autonomy in the Indonesian Language and Literature Education Study Program during the era of artificial intelligence. The desired sample consisted of students in semesters 1, 3, 5, 7, 9, and 11. The questionnaire was distributed to respondents via Google Form with the link: <https://forms.gle/UkGgkX7WoWXmSM3C7>. This distribution technique was chosen to save time and effort for later data analysis.

Research data analysis is a crucial step in the research process because it is where the research results are ultimately revealed. After all data is collected, the next step is to analyze the information to draw conclusions. The data analysis strategy in this study employed descriptive information analysis techniques. Meanwhile, the questionnaire used percentages for calculations. The information analysis method determines the relative frequency of the percentage using the following formula.

$$\text{Persentase (\%)} = \frac{n}{N} \times 100\%$$

Source: Hatmoko, 2015

Description:

n = value obtained

N= Total number of values

%= percentage level

Findings and Discussion

Based on a questionnaire administered to respondents on December 1, 2023, data was collected from 49 respondents, with the following composition.

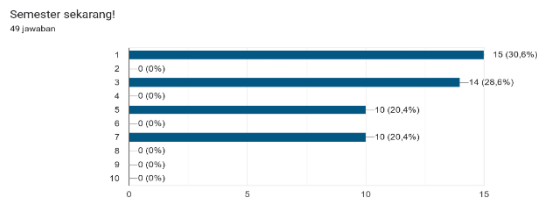


Figure 1. Number and Percentage of Questionnaire Respondents

The diagram above explains that there is some evidence. (1) Respondents who filled out the questionnaire came from semesters 1, 3, 5, and 7. These respondents were a number of students from Program Studi Pendidikan Bahasa dan Sastra Indonesia, Universitas Muhammadiyah Jember, which was a research sample selected using a simple random sampling technique within a cluster random sampling design. (2) Semester 1 students filled out the questionnaire the most because that class had the most students. (3) Meanwhile, semester 3 had 14. (4) For semester 5 and 7 students, there were 10 students each.

The autonomous learning *planning* phase of students in Program Studi Pendidikan Bahasa dan Sastra Indonesia, Universitas Muhammadiyah Jember has demonstrated the importance of planning before studying lecture material. This is evident in the average 60.45% of students in this study program who agreed. Meanwhile, only 0.5% strongly disagreed, 19.9% strongly agreed, and 17% responded neutral. Planning during the learning process is crucial for students because it helps them achieve their educational goals, manage their time and effort, and ensure that independent learning activities proceed

systematically (Higgs, 1988). With good planning, students can also make effective use of appropriate learning resources and improve their academic performance (Widodo, 2025). Furthermore, study plans create variety in students' learning processes. Furthermore, advances in artificial intelligence (AI) help students personalize study plans to suit their individual needs. For example, students can use AI to (1) identify learning needs, (2) create a sequence of study materials, and (3) help them plan key questions and answers for the material to be studied.

The implementation phase of the autonomous learning model for students in the Program Studi Pendidikan Bahasa dan Sastra Indonesia, Universitas Muhammadiyah Jember has demonstrated that the activities are aligned with the planned plan. Students have made efforts and organized their own learning patterns in studying the lecture material. This is evident in the average agreement of 59.1% of students in this study program. Meanwhile, only 0.5% strongly disagreed, 24.3% strongly agreed, and 18.64% responded neutral. Artificial intelligence can also be used to create learning environments that support independent learning, such as virtual assistants that can help students answer questions or provide advice (Anca, 2023). With the help of virtual assistants powered by artificial intelligence, students can receive support for independent learning, making learning more effective and efficient. AI can help personalize learning, which is crucial for student skill development. When students study independently, they have the opportunity to develop independent skills such as problem-solving, initiative, and independence (G. Chen, 2024). Furthermore, independent learning allows students to learn at their own pace and in their preferred learning style, thereby improving comprehension and retention of material.

In this context, artificial intelligence can play a crucial role. By using artificial intelligence, students receive recommendations for learning resources tailored to their needs and learning styles (Rohaniyah, 2017). For example, a recommendation system using artificial intelligence can analyze students' learning patterns and recommend appropriate learning materials so that students can learn more effectively on their own (Eshमतov, 2024). Thus, implementing self-directed learning can provide significant benefits for developing students' skills, and artificial intelligence can play a significant role in supporting students' self-directed learning.

The evaluation phase of the autonomous learning patterns of students in the Program Studi Pendidikan Bahasa dan Sastra Indonesia, Universitas Muhammadiyah Jember has demonstrated that evaluation activities focus on completed activities or learning. Students have made efforts and sought solutions to determine the results and solutions for success in learning the lecture material. This is evident in the average agreement of students in this study program, with 49.91%. Meanwhile, only 1.4% answered strongly disagree, 20.86% chose strongly agree, and 21.28% answered neutral. Self-assessment of learning plays a significant role in developing student abilities (Lou, 2021). By conducting self-assessments, students can identify their strengths and weaknesses, thereby improving their understanding of the material they are studying (Ramadhan & Inayati, 2024). Furthermore, self-assessment also fosters reflection, analysis, and problem-solving skills, which are essential for lifelong learning. In this context, artificial intelligence can play a crucial role. With AI, students can receive accurate, timely feedback on their learning performance (Saparova, 2024). Furthermore, artificial intelligence can be used to create learning environments that support self-evaluation, for example, through virtual assistants that provide real-

time feedback (Li, 2023). With virtual assistants, students can receive assistance during self-evaluation, making the evaluation process more efficient and effective. Thus, self-evaluation of learning can significantly benefit student development, and artificial intelligence can play a crucial role in supporting self-evaluation.

The use of AI for autonomous learning among students in the Program Studi Pendidikan Bahasa dan Sastra Indonesia, Universitas Muhammadiyah Jember has demonstrated the existence of independent learning activities driven by AI. Students have attempted to use AI to learn lecture material. This is evident in the average 60.33% of students in this study program who agreed with the study material. Meanwhile, only 0% strongly disagreed, 14% strongly agreed, and 26.37% were neutral. Interpretatively, the results of this study indicate that the application of AI in the learning process has entered the early stages of adoption and is moving towards pedagogical integration (Safsouf & Mouachi, 2024). However, full internalization in student learning practices has not yet been achieved. In other words, although AI has been recognized as a legitimate alternative learning resource, but not all students consider it an integral part of their self-regulated learning (Barac & López-Rodríguez, 2024, (Mehmood et al., 2025). Therefore, pedagogically, strategies are needed to strengthen academic AI literacy, provide training on the ethical and effective use of AI, and integrate AI-based tasks into learning designs. This aims to increase students' confidence, skills, and independence in learning (Jin et al., 2023).

Previous research has emphasized the importance of learner autonomy as a core competency for lifelong learning (Franco-Dall'Agnol et al., 2021). Therefore, this study seeks to this issue by providing empirical evidence. However, there are significant differences between the planning, process, and evaluation stages.

The evaluation stage remains below 50%, at 49.91%. This indicates that educators or lecturers are still needed to help students evaluate their independent learning process (Do, 2024). This is to ensure results, follow-up, and effective improvements aligned with the objectives of the course material (Sumantri, 2023). 60% of students agreed that AI can assist them in learning course material or attending lectures. This is comparable to the 60% of students who expressed independence in the learning process. This indicates a link to students' experiences using artificial intelligence.

Conclusions

Based on the discussion, it can be concluded that autonomous learning planning is highly appreciated by students, with an average approval rating of 60.45%. This planning is considered essential in helping students achieve educational goals, manage study time and effort, and ensure the smooth running of independent learning activities. Furthermore, at the implementation stage of autonomous learning patterns, students also showed a high level of approval (59.1%). They actively manage their own learning patterns, and artificial intelligence (AI) can be a tool for creating a supportive learning environment. Virtual assistants powered by artificial intelligence can provide real-time assistance, enhancing the effectiveness and efficiency of independent learning. Although self-study evaluations are still below 50%, students recognize their importance for skill development.

Artificial intelligence plays a crucial role in providing accurate feedback on student learning performance. At the stage of using AI for autonomous learning patterns, students demonstrated positive acceptance (60.33%). The use of AI helps in learning course material and creates an adaptive learning environment tailored to individual needs. However, the authors highlight significant differences between the

planning, process, and evaluation stages, particularly at the evaluation stage, which remains below 50%. This demonstrates the need for educators or lecturers to help students evaluate the outcomes of their self-directed learning. Nevertheless, students rated the use of artificial intelligence positively, indicating that this technology can be an effective tool in supporting self-directed learning. Thus, this study contributes to the understanding of learner autonomy and the implementation of artificial intelligence in educational contexts.

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