DEVELOPMENT OF LIBERATING LEARNING MODEL TO IMPROVE THE STUDENTS' INDEPENDENCE LEARNING

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ABSTRACT

Abstract

This study aimed to produce an effective liberating learning model to increase the students' learning independence at Faculty of Education, UNY. This research was a continuation of previous research, namely research in the first year (2020) on discovering the students' attitudes and understanding of liberating learning. Meanwhile, research in Year II (2021) producing a prototype of a liberating learning model that is feasible to increase student learning independence. Ultimately, research in Year III (2022) had examined the effectiveness of the learning model that has been declared feasible to increase student learning independence. This research (in 2022) was an experimental research of Posttest Equivalent Groups with research subjects of FIP UNY students. The data collection instrument used an observation sheet to see the course of the lecture using an independent learning model, a posttest to measure learning outcomes and a questionnaire to measure student learning independence after the application of the model. Based on the prerequisite test, the research data was declared to be normally distributed and the variance is homogeneous.

Based on the results of hypothesis testing using the independent t-test, it was found that the value of Sig. (2-tailed) = 0.012 which is smaller than 0.05 which means that H0 was accepted and Ha was rejected. So, it can be concluded that the liberating learning model was not effective in increasing the learning independence of FIP UNY students. This finding was supported by no difference in learning outcomes (posttest) for the experimental class and the control class after the model was applied. Whereas the observation results showed that the Learning Model has been applied very well in the experimental class. This phenomenon led to the assumption that FIP UNY students had high learning independence before the liberating learning model was applied, so that a follow-up was carried out, namely interviews with lecturers and students of FIP UNY.

Based on the results of interviews, it was found that FIP UNY Lecturers had implemented a liberating learning model for many years so as to encourage the development of independent learning for FIP UNY students. In addition, it was found that one of the study programs at FIP UNY has an Independent Learning course in its curriculum which is given to semester 3 students. This good pattern that has been built was supported by adequate facilities provided by UNY so that it further strengthens the development of independence of FIP UNY students.

Kata Kunci: *Learning Model, Independent Learning, Liberating Learning*