Autonomous Self-Directed Learning as the Realization of Learning Society
Study of Online Social Media as a Medium of Learning

Nia Oktaviani and Yanti Shantini

Universitas Pendidikan Indonesia, 229th Dr. Setiabudi Street, Bandung, Indonesia
oktavianiez@student.upi.edu, yanti.shantini@upi.edu

Keywords: Autonomous, Self-Directed Learning, Social Online Media, Autonomous Learner, Learning Society.

Abstract: The purpose of this study is to reveal the autonomous self-directed learning dimension by using social media as a medium of learning. Autonomous self-directed learning is expected to be a way for the realization of a learning society. The wide meaning of learning makes human beings as a learner creating various spaces, dimensions, media and learning models that are seen as effective, efficient and optimal to support their learning. Half of Indonesian population is an active Internet user with social media content as the most frequently accessed medium. The use of the Internet has grown massively and become a medium that cannot be separated from life. Empirically, the content available in social media helps our community to learn, this is because the available social media can be an easy and cheap media to be accessed by anyone, so as to provide incentives to the community to be the autonomous learner. Thus, not excessive presumably when the ideals of realizing learning society have been in sight.

1   INTRODUCTION

This study tries to uncover the dimensions of informal learning that are unwittingly done by every human being. The study aims to investigate the self-directed learning that occurs autonomously.

The study conducted focused on the use of online social media as a medium of learning that can change a person's life. Today's growing internet media that can be used also as a medium of learning. Technological progress is a positive impact of the era of globalization, one application of information and communication technology (ICT) is the internet. Internet network served as a tool for human beings finding a lot of information.

Media available on the internet is very diverse, including Friendster, Twitter, Facebook, Path, Instagram and others. These medias are said to be social media because of their function to connect people from all over the world in cyber media. Over time social media then developed into a medium that is able to provide benefits, especially in self-directed learning.

The Commission of The European Communities (2008) states that one of the main strengths of ICT is to have the capacity to support informal learning.

Independent learning and peer informal learning are so far two important mechanisms for improving competencies.

Online discussion through the online community provides the possibility to build collaborative knowledge, where each member is able to share his thoughts and learn from his group mates. (Kent, Laslo, & Rafaeli, 2016)

Electronic networks related to interests or professions provide a platform for accessing and sharing information, to collaborate and develop collectively skills and competencies. This ICT tool not only presents new opportunities for Internet learning but also offers great potential for connecting exclusively grouped groups into public services, learning and community interests. ICT has transformed society and economy. The challenge now is to achieve innovative transformation in the provision of education and training. E-learning has a role to achieving this result.

As an example of ICT transforming society and economy are through the development of ICT, the use of gadgets and other devices is increasingly widespread and widespread. People began to engage in social relationships through cyberspace, one of the most popular of which are Facebook previously

preceded by Friendster but not so popular. A concrete example is the formation of a cooking community. This community is growing and according to various testimonies from members of this community, many of them learn to cook through this media, even make the result of learning as an additional livelihood and even become the main livelihood. A stay at home mom is able to help the family economy just by selling cookies or other beverages. Many of those getting the knowledge from the community they had followed online.

Whether or not these communities are aware of our informal learning obligations and has enriched the knowledge of each individual so as to realize the learning society that has been the goal by exchanging information in various ways.

2 THE MOST FREQUENTLY-USED ONLINE SOCIAL MEDIA

Based on the survey results of the Association of Internet Service Providers Indonesia (APJII) in 2016, obtained the result that about 132, 7 million of 256.2 million Indonesians are internet users. 52.5% of which are male and 47.5% are female users. The largest population of Internet users stated in Java, which is 65% or 86.3 million people. With the age range 25-34 years as the highest user as much as 35.8% or 47.5 million people, with penetration rate of 76.1%. In terms of employment, 69.22% of internet users are workers/entrepreneurs but the highest internet penetration rate is 89.7% of students, this is possible because many students use the internet as a medium to help complete college assignments. The APJII survey also shows some reasons for internet use, 25.3% for information / news updates, 20.8% on education, 13.5% for leisure, 10.3% for socialization, 9.2% Related education, 8.8% for entertainment, 8.5% for business, trading and looking for some goods. 97.4% of accessed social media content, 96.8% accessed entertainment content, 96.4% accessed news content, 93.8% accessed educational content, 93.1% accessed commercial content and 91.6% of public service content.

From the data of the survey results, shows that the society of Internet users today has more access to social media with various interests, namely the importance of socialization, information, and commercial. The most visited social media content is Facebook by 54%, followed by instagram 15%, youtube 11%, google + 6%, twitter 5,5%, linked in 0,6%. Facebook is able to become a social media that

connects people through the virtual world. Through the use of Facebook people are free to communicate with anyone even to do a virtual transaction. Another thing that most people do through Facebook is to form a group based on the similarity of background, common interest, similarity needs. Based on these equations, our society is able to form a virtual group of virtual which is then able to form a community, one of the learning community.

The usual activities to access social media are to share information of 97.5%, trade 94.6%, socialization of government policy 90.4%, religious doom 81.9%, and politics 75.6%. Of the data, about 97.5% share information, where we can see a lot of information's content shared on various social media. Such information content is widely used as a basis to meet the information needs, furthermore as the fulfilment of the learning needs.

3 LEARNING SOCIETY

Illich (1970) provides a postulate that the learning community is a decomposed society or a deschooled society.

The learning society to be realized if every citizen is always looking for and find something new and meaningful, improve ability and develop themselves through learning activities. Learning activities have become the necessities of life and community habits. (Sudjana, 2000).

Learning activities undertaken by every citizen is not limited only to know or learn something (learning how to learn), nor learn only to solve problems that arise in life (learning how to solve problems), learning activities that they do straight to the interests and progress of his life (learning how to be or learning how to live). Cisco (2010) argues that technologies create learning opportunities not only in the school context, but within the reach of the whole community such as at work, at home, within a community. Learners currently operate in a very different world compared to 50 years ago. They live in fragmented and complex networking environments. Lessons previously monopolized by large formal education institutions are now distributed and delivered by public, private, and non-profit providers.

Human journey in the new age in the 21st century demands superior man and the work of a superior as well. Such excellence is a participatory excellence, meaning a superior man who always participates actively in a healthy competition to seek and get the best from good. Participatory excellence by itself is obliged to explore and develop all the individual

potentials that will be used in an increasingly competitive life that increasingly sharp and will be cruel to humans who do not want to work hard and study hard. (Suryadi, 2009).

The development of society, in general, can be divided into agricultural society, industrial society, and learning society. The development of this community also impacts on the learning process. Looking at the plot, it seems that now the era has begun to reach into the era of learning societies, there is no choice that to manifest a superior man should be made changes in attitudes and cultural behavior of people who are not fond of learning towards learning society. Learning is a process of continuous interaction between learners with learning resources in a learning environment than learning is an effort to create conditions for interaction in learning activities.

Furthermore, Suryadi (2009) argued that in the era of learning society is marked by the rapid progress of information technology (internet, email, website, animation, VCD / DVD and various educational software) and telecommunication infrastructure (teleconference, e-learning, m-learning). Thus allowing the community to study anytime, anywhere, with appropriate media without being limited space and time so that learning can take place intensively. Furthermore, Suryadi (2009) argued that in the era of learning society is marked by the rapid progress of information technology (internet, email, website, animation, VCD / DVD and various educational software) and telecommunication infrastructure (teleconference, e-learning, m-learning). Thus, allowing the community to study anytime, anywhere, with appropriate media without being limited space and time so that learning can take place intensively.

In line with CISCO (2010) citizens of the 21st century need supplements for foundational skills with a set of new skills that have higher demand than ever before. There are eight skill groups in question include:
a. Collecting. Synthesize and analyze information
b. Working autonomously with high standards but with minimal supervision
c. Give good influence to other autonomous workers
d. Be creative and turn that creativity into action
e. Think critically and ask the right questions
f. Strive to understand the perspectives of others and understand the whole issue
g. Communicate effectively and often use technology
h. Work ethically, firmly based on your own community and the planet as a whole

In addition to these cognitive skills, there is growing evidence of the importance of non-cognitive skills or dispositions, suggested among others: social intelligence, emotional resilience, good behavior and fun, self-imposed discipline in the soul.

Jarvis (2007) states that the concept of a learning society is a metaphor to be described. The fact that people encouraged to learn, usually in certain situations and for a purpose that is vocational, when we discuss the learning community, we need to see learning as something other than the learning process, it's about the opportunity to learn certain knowledge and skills.

4 SELF DIRECTED LEARNING

Everyone must experience a thing called learning. Many approaches in learning include self-study. Lots of terms are found related to self-learning, such as self-directed learning, self-regulated learning, autonomous learning, self-initiated learning, autodidact and so on. In the International Dictionary of Adult and Continuing Education compiled by Peter Jarvis (2002), there is a great deal of understanding about self-study along with several terms that follow, including:
a. Autodidact is someone who teaches himself
b. Autonomous learner is someone who has the ability to learn independently and choose the appropriate learning mode for the learning task
c. Autonomy is a philosophical thought that one's desires are governed only by their own principles and rules rather than outside influences. This is a philosophical position held by adult humanistic educators
d. Auto-tutorial devices are tools made by independent learners independent of teacher dependence
e. Self-directed learner is someone who tries to control and manage his own learning.
f. Self-directed learning is learning regulated and controlled by learners, a personality trait, sometimes regarded also as teaching techniques, another example is learning outside the educational institutions conducted by learners with regard to their interests, needs and desires.

From the various understandings above, there is a red thread that can be drawn is that self-directed learning is a person's ability to control and organize learning in accordance with the interests and needs.

Merriam (2008), defines self-directed learning as a learning process whereby people have the initiative to plan, implement and evaluate their learning experiences. The study of Md Nor and Saeednia (2009) in Tang Seng Chee, et al (2011), states that 9-year-olds has the ability to make their learning as an independent learning. In their study, they report that children are capable of displaying discipline, curiosity, independence, persistence, goal orientation, responsibility and enjoying their learning. Furthermore, Vignette argued that self-directed learning is a natural process that develops from a young age. (Tang Seng Chee et al, 2011: 9)

Based on that opinion, Chee et al (2011), notes that learning is not only done in school but also in everyday life and efforts to gain learning that develops naturally from experience. Among youth and adults, self-study is common. For example, after purchasing gadgets with the latest technology, we learn to use them and learn about their applications in various ways. Some choose to learn it by exploring through trial and error, while others choose to read the user manual or some tutorials via youtube or other networks. Another example of self-study is that in many of us in everyday life fill out the tax bill, drive to a new mall to find out the best parking space in the mall, or learn to use a new camera.

In a broad sense, Knowles (1975) describes self-directed learning as a process whereby individuals has the initiative with or without the help of others in diagnosing their learning needs, formulating learning goals, identifying material and human resources for learning, selecting and implementing Appropriate strategies and evaluate learning outcomes.

Gibbons (2002) argues that nothing is so natural besides learning and achievement. We feel so curious from our first breath. We enter the school with the skills we already have and want more. We chase after him, often accompanied by the passion in the rest of our age. The need to survive, be competent, find intimacy and maintain self-esteem to advance better in life. Furthermore, according to Gibbons, we seek a role and work better for friendship, colleagues, and family, to understand each other and ourselves, to master something and its fulfilment. Independent learning is designed to nurture this moment, to expand and deepen, to help the network of citizens learn and filter it.

In relation to self-directed learning, Gross (1999) called it Peak Learning, Sudjana (2000) translated it into prime learning. Gross reveals some of the characteristics of the peak learning which among others is that the learner assumes that learning is a life task that can and should be accomplished anytime and anywhere. They feel proud to find challenges in everyday life and feel proud if they can succeed well in overcoming these challenges. Next, they realize about their ignorance of something. In this connection, they understand that there is always something in life that must be known, appreciated and done. They are not worried about their ignorance and often ask others to assist in obtaining the information they need.

Another feature is that independent learners, looking for sources of learning in the environment, do not wait for the often-limited and dry source of information from contextual information. Furthermore, a self-directed learner has confidence in the ability to learn and understand something of interest. They have the ability to process information, have tools that can help to select the information needed, store in memory and use it. The last feature is the belief that the use of time for self-development is the best investment to be utilized in the future. From some of these characteristics, it gives an idea that someone who is doing self-learning activities/prime learning is the person who makes it as part of the task of life, so that this becomes a call to every person to become self-directed learners.

5 THE EVIDENCES OF AUTONOMOUS SELF-DIRECTED LEARNING

New technologies add to lifelong learning possibilities, where technology has the potential to increase access, add value and disseminate knowledge creation processes. Some are able to do more than that, they can create communities that connect learners of all ages without taking into account territorial boundaries. Chin (2015) argues that learning is crucial in linking global development goals to local realities. Progress in ICT allows new avenues in learning that visible from the traditional approach in the classroom. Globally, many people have accessed the internet, another growing trend of internet access via mobile phones, especially among young people globally. This new reality means that knowledge and skills training at all levels can now be offered to population groups around the world as a means of sustaining a sustainable generation.

Mao's (2014) research finds that Social media can be used as an effective learning tool where students can adjust and control their learning speed. This study provides a powerful example of the importance of contextual approach in the use of social media in

learning and also marks the multilevel strength of youtube. Thus it can be seen that social media is a new force for self-directed learning as part of informal learning and the effort of the realization of learning society.

UNESCO (2015: 8) states that information and communication technology or commonly known as ICT is used to strengthen education system, dissemination knowledge, access to information, quality and effective learning, and more effective service provision.

Lately, social networking services, for example, Facebook, have shown an exponential growth in the number of users. With regard to the popularity of these social networks, educational researchers have explored the potential value of education from social networks. While, several studies that have investigated learner attitudes and the effects of social networking in the classroom, testing of learners' knowledge and cognitive processes through online discussion has received limited attention. Although the public interest in lifelong learning has increased gradually, attention has been minimal, especially the application of social networking services to mature and sustainable education programs.

Facebook has become one of the most popular social networking services. Several studies have examined the link between using Facebook and learning performance. Facebook has many matches related to services that are free, easy to use, encourage social interaction and have been widely adopted by teenagers. Facebook can be easily and freely accessible using mobile phones and from the instructional side, Facebook is pressing development costs.

Found, that elderly and women prefer to discuss things that are not related to the topic of discussion on Facebook, so it can be concluded that the social nature of Facebook and characteristics of adult learners can provide a very important role in this regard. It also found that the sequence of off-topic behavior to cognitive processes called works by women's majority groups, this finding implies that social interactions expressed as irrelevant discussions can lead to meaningful thinking, where earlier studies have suggested that Social interaction can be a key element for the online learning environment. (Lin, Hou, Wang, & Chang, 2013)

Groups on Facebook able to share more information with specific topics, debate related to the topics were comprehensive open wide. This process was important to achieved learning objectives cognitively. (Kelles, 2017)

There is growing evidence that social media increasingly supports informal learning at home as well as in society and that informal learning becomes an important element of education for learners of all ages. Informal learning is a learning that lies entirely in the hands of learners through observation, trial, and error, asking for help in others, the results of the conversation with others, listening to stories, the reflection of daily activities, or things stimulated by interest. The personal learning environment is a new construct in the context of online learning based on the use of social media and gaining the place as an effective platform for learning. (Dabbagh & Kitsantas, 2012)

A study conducted in India that has even been implemented in the form of " The Hole in The Wall " program. Sugata (2012) revealed on January 26, 1999, his friend Vivek put a computer into an open wall adjacent to his office in Kalkaji, New Delhi. The screen is visible from the street and the computer is available to anyone who passes by. The computer has online access and a number of programs that can be used, but there is no explanation on how to use it. What happened next was very surprising. The children ran from the local slums and looked closely at the computer. They feel not enough and start to click and explore. They begin to learn to use them objects that are foreign to them. A few hours later, surprisingly they have been surfing the web.

After the success of the experiment in Kalkaji, it's time to think about some scientific explanations. The computer remains abandoned there and is available to anyone and for 6 months the children in the neighbourhood have learned how to use the mouse, can open and close programs and download games, music and videos. When asked how they learned they said they were learning dejectedly.

From the results of these experiments prove that ICT can be accessed by anyone and easy to learn. In line with the development of the era, now has developed information technology that can be accessed by anyone, anytime and anywhere with an easier and cheaper reach. ICT media is apparently able to become an easy learning media but a great medium in influencing the development of learning in the community even able to become a medium that supports the welfare of the community.

6 CONCLUSIONS

Based on the above description that essentially every human instinctively conducting learning activities throughout his life. Self-directed learning is done

almost half its life, learning is done to meet the needs of life, both in the work environment, at home, and live in the community. The idea that developed from the past until now is to realize the learning community (learning society), where from every dimension of life filled with constant learning. By increasing the usefulness of ICT especially communication media that developed through the internet, then the possibility of the realization of learner society wide open. Apart from the negative effects of internet usage, the community is now better able to use it as a useful medium for its life, so as to be able to perform an autonomous self-directed learning based on applicable principles.

REFERENCES

Association of Internet Service Providers Indonesia (APJII). 2016. *Internet User Penetration and User Performance of Indonesia: Survey 2016.* https://www.apjii.or.id/. Retrieved 07 May 2017

Chee, Tan Seng. *et.al*. 2011. *Self- Directed Learning With ICT: Theory, Practice, and Assessment.* Singapore: Ministry of Education

Chin, A., Jacobsson, T., 2015. *TheGoals.org: mobile global education on the Sustainable Development Goals*, Journal of Cleaner Production

CISCO. 2010. *The Learning Society*. CISCO System. www.cisco.com/c/dam/en_us/about/citizenship/.../LearningSociety_WhitePaper.pdf.

Commission of European Communities. 2008. *The use of ICT to support innovation and lifelong learning for all - A report on progress*. Brussels: Commission Staff Working Document

Dabbagh, N., Kitsantas, A. 2012. Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*, *15*(1), 3–8. https://doi.org/10.1016/j.iheduc.2011.06.002

Gibbons, Maurice. 2002. *The Self-Directed Learning Handbook: Challenging Adolescent Students to Excel.* San Fransisco: Jossey Bass.

Gross, Ronald. 1999. *Peak Learning: How to Create Your Own Lifelong Education Program for Personal Enlightenment and Professional Success*. (revised edition). New York: Penguin Putnam.

Illich, Ivan. 1970. *Deschooling Society*. Cuernavaca: Habrow Books.

Jarvis, Peter. 2002. *International Dictionary of Adult and Continuing Education*. London: Kogan Page.

---------------. 2007. *Globalisation, Lifelong Learning and the Learning Society: Sociological perspectives, Lifelong Learning and the Learning Society (Vol. 2)*. New York: Routledge.

Keles E., Use of Facebook for the Community Services Practices course, Computers & Education. 2017, doi: 10.1016/j.compedu.2017.09.003.

Kent, C., Laslo, E., Rafaeli, S. 2016. Interactivity in online discussions and learning outcomes. *Computers & Education*, *97*, 116–128. https://doi.org/10.1016/j.compedu.2016.03.002

Knowles, Malcolm. 1975. *Self Directed Learning: A Guide for Learners and Teachers*. New Jersey: Cambridge Adult Education.

Lin, P.-C., Hou, H.-T., Wang, S.-M., Chang, K.-E. 2013. Analyzing knowledge dimensions and cognitive process of a project-based online discussion instructional activity using Facebook in an adult and continuing education course. *Computers & Education*, *60*(1), 110–121. https://doi.org/10.1016/j.compedu.2012.07.017

Mao, J. 2014. *Social media for learning: a mixed methods study on high school students' technology affordances and perspectives*. Computers in Human Behavior, 33, 213e223.

Merriam, Sharan. B (editor). 2008. *Third Update On Adult Learning Theory: New Directions For Adult and Continuing Education*. San Fransisco: Jossey-Bass.

Sudjana, Djudju. 2000. *Pendidikan Luar Sekolah: Wawasan, Sejarah Perkembangan, Falsafah, Teori Pendukung dan Asas*. Bandung: Falah Production.

----------------------. 2000. *Strategi Pembelajaran Pendidikan Luar Sekolah*. Bandung: Falah Production.

Sugata, Mitra. 2012. *Beyond The Hole In The Wall*. New York: Ted Conference, LLC.

Suryadi, Ace. 2009. *Mewujudkan Masyarakat Pembelajar: Konsep, Kebijakan, Implentasi*. Bandung: Widya Aksara Press.

UNESCO. 2015. *Education 2030 Incheon Declaration: Toward Inclusive and Equitable Quality Education an Lifelong Learning For all*. Incheon: Republic Of Korea. May, 2015.