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No Correlation between Self-Directed Learning and Life Skills: How to Explain?

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Abstract: 21st-century education demands students to possess learning and innovation skills, proficiency in using technology, information media literacy, and life skills. This research aims to determine the correlation between students' self-directed learning and life skills. The subjects of this study were XF class students, totalling 32 students. Self-directed learning was measured using a questionnaire, including students' interest in learning biology, self-efficacy, self-assessment, and self-reaction. Meanwhile, life skills were measured using an observation sheet covering interpersonal skills, goal setting and collaborative achievement, responsibility, and management. Learning was conducted by implementing guided inquiry-based learning. This research is a correlational study using regression correlation through the SPSS program. The results of this study indicate no correlation between self-directed learning and students' life skills. Guided inquiry remains a reference in efforts to empower self-directed learning and life skills.

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Introduction

The 21st-century education is known as the knowledge age, where all efforts to meet life's needs in various contexts are more knowledge-based. These efforts include knowledge-based education, knowledge-based economic development, knowledge-based social empowerment, and knowledge-based industry development (Mukhadis, 2013). In this century, students are required to have learning and innovation skills, technology and information media skills, and life skills (Indriwati et al., 2018).

The above explanation emphasizes that one indication of 21st-century learning is the development of life skills and learning independence in students. However, observations conducted on December 17, 2022, at MA Miftahul Ulum Bettet Pamekasan indicate that students' learning independence has not been fully empowered. This is evident in the classroom, where students still tend to be passive and highly dependent on the teacher, such as waiting for the teacher to call on them to answer questions. In other words, students are not yet consciously aware that they are in control of their learning activities, can monitor their motivation and academic goals, and become active participants in the learning process. A second observation on December 18, 2022, provided a similar picture of the learning environment. Students still tend to be passive and often point to other classmates to answer their teacher's questions, indicating that students are unaware of their potential for development in learning. The observations indicate that students have not been empowered to become independent learners, a crucial skill for facing real-life challenges closely related to life skills.

In addition to learning independence, life skills are also important to be empowered in education. Generally, life skills are defined as an individual's ability to reasonably live and face life's problems and challenges without feeling pressured then proactively and creatively seek and find solutions to overcome them (Marwiyah, 2012). Life skills provide significant benefits to students, especially as preparation for overcoming various life problems and challenges. Moreover, as the next generation, students should be able to solve various problems independently, accustomed to and capable of breaking dependence on others to overcome challenges and difficulties. Students are required to take the initiative and step forward. This initiative is the first step towards creative, innovative, improvisational, and productive efforts (Sukma et al., 2016).

Considering the importance of these two skills for students, efforts are needed to empower them. Empowering any skills in education (including learning independence and life skills) can be better achieved using specific learning models, such as guided inquiry. Guided inquiry is a learning model in which the teacher provides broad guidance or instructions to students, encouraging them to have experiences and conduct experiments that allow them to discover principles for themselves (Lovisia, 2018). Guided inquiry provides direct learning experiences, involves activities, and encourages students to engage in experimental activities to discover biological concepts (Wijayanti & Hindarto, 2010).

The above explanation illustrates the importance of learning independence and life skills in education. However, their relationship has not been explicitly explored in research. Nevertheless, correlation studies are essential to reveal the relationship and contribution of variables to each other. Therefore, a correlation study on learning independence and life skills needs to be conducted.

Research Method

This research employs a correlational design to investigate the relationship between self-directed learning and students' life skills. The measurement of self-directed learning is conducted using a questionnaire, while the measurement of life skills is done through an observation sheet. The relationship between predictors and criteria can be observed in Figure 1.

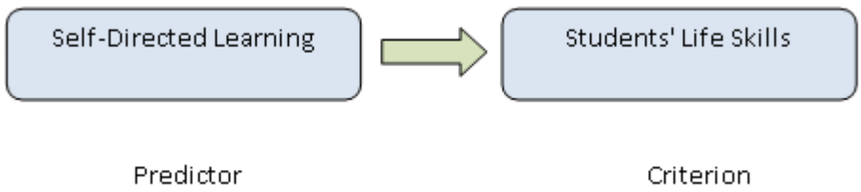

Figure 1. Correlation between Self-Directed Learning and Students' Life Skills

This research was conducted at MA Miftahul Ulum Bettet Pamekasan in the second semester of the 2022/2023 academic year. The population of this study comprised all tenth-grade students at MA Miftahul Ulum Bettet Pamekasan for the 2022/2023 academic year. The sample used in the study consisted of XF class students, totalling 32 students. Self-directed learning was measured using a questionnaire developed by Akhtar and Mahmood (2017). Life skills were measured using an observation sheet developed by Greenstein (Greenstein, 2012). Data on life skills were obtained from the results of life skills scores, with scoring conducted at each learning session, amounting to 6 (six) meetings. Observations were carried out with the assistance of an observer using a life skills observation sheet.

Result and Discussion

The data obtained in the study includes data on self-directed learning and life skills. The average scores for self-directed learning and life skills can be seen in Table 1.

Table 1. Descriptive Statistics

	Mean	Std. Deviation	N
Students' Life Skills	74.4475	3.11919	32
Self-Directed Learning	59.5406	6.36778	32

The Results of the Assumption Test for the Linearity of Self-Directed Learning and Life Skills Data

The linearity assumption test was conducted to determine the linear nature of the data distribution between variables X and Y. Figure 2 indicates that the data distribution or the relationship between X and Y is linear. Therefore, the linearity assumption has been met, and the model used is the linear regression equation $Y = a + bX$.

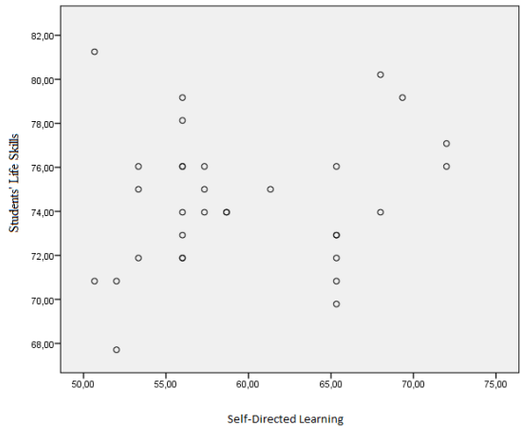

Figure 2. Distribution of Self-Directed Learning and Life Skills Data

Results of the Residual Normality Assumption Test

The normality test is normally distributed if the significance level is greater than 0.05. Table 2 shows that the P-value is 0.004, meaning P < 0.05, indicating that the residuals are not normally distributed. Therefore, the assumption of residual normality is not met. A summary of the results of the residual normality assumption test can be seen in Table 2.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Unstandardized Residual	.191	32	.004

Results of the Homoscedasticity Assumption Test

The homoscedasticity assumption test aims to observe or determine whether the residuals' variance should be homogeneous. Homogeneous residuals are indicated by the graph in Figure 3 with a random distribution of residuals. This indicates that the homoscedasticity assumption is met.

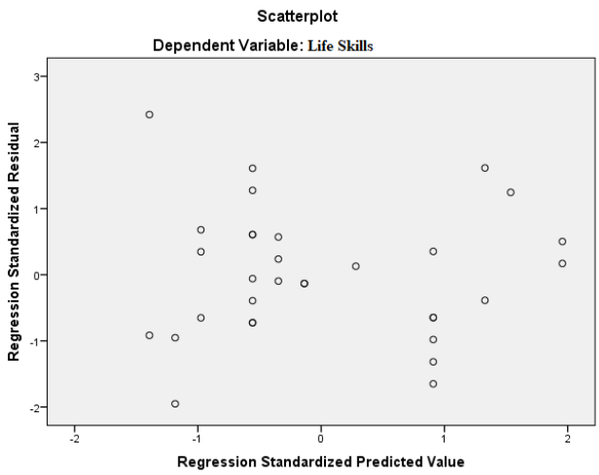

Figure 3. Residual Distribution

Results of the Research Hypothesis Test

The hypothesis test results are based on the data analysis. The analysis of the correlation coefficient can be seen in Table 3.

Table 3. Summary of Regression Correlation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.048[a]	.,002	-,031	6,03988	2,220

a. Predictors: (Constant), Self-Directed Learning

b. Dependent Variable: Life Skills

Table 3 shows that the simple correlation coefficient (R) magnitude is 0.048, indicating a weak relationship between self-directed learning and life skills. In addition, the coefficient of determination (R2) is 0.002, indicating that the contribution of self-directed learning (X) to life skills (Y) is 0.2%, while the remaining 99.8% is influenced by other variables that were not examined or are beyond the scope of the study.

Table 4. Summary of Significance Test Analysis for Correlation Coefficients

ANOVA[a]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.571	1	2.571	.070	.792[b]
	Residual	1094.406	30	36.480		
	Total	1096.977	31			

a. Dependent Variable: Life Skills

b. Predictors: (Constant), Self-Directed Learning

Based on Table 4, it can be observed that the significance of the correlation coefficient is 0.792 ($p > 0.05$). This result indicates that the null hypothesis (Ho) is accepted, and the research hypothesis (H1) is rejected, meaning "there is no significant relationship between self-directed learning and life skills." This finding is further reinforced by the value of the sum of squares (SS) for the self-directed learning variable being smaller than the residual SS. The representation of the regression line equation can be seen in Table 5.

Table 5. Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.506	16.540		3.840	.001
	Kemandirian belajar	-.067	.252	-.048	-.265	.792

a. Dependent Variable: Kecakapan hidup

The regression line equation obtained from Table 5 is $Y = 63.506 - 0.067X$. This regression equation can be interpreted as follows: the constant value of 63.506 means that the value of life skills will be 63.506 when the value of self-directed learning is 0. The coefficient B value of -0.067 indicates that for every increase of 1 unit in self-directed learning, life skills will decrease by 0.067.

The research findings indicate no relationship, as evidenced by observations showing that students' learning activities in the class are less active (passive). However, students need to have self-directed learning driven by the enthusiasm and spirit that should be inherent in students to support the quality of education (Nurfadilah & Hakim, 2019). Self-directed learning is students' active and independent effort in their learning process by monitoring, regulating, and controlling cognition, motivation, and behaviour, oriented or directed toward learning goals. This skill's primary focus is to develop students' ability to create independent learning strategies. The dimensions of self-directed learning can encourage students to develop self-regulation abilities in their learning optimally (Alhadi & Supriyanto, 2017).

The research results reveal the absence of a relationship between self-directed learning and students' life skills. Life skills are the ability and courage to face life problems and then proactively and creatively seek and find solutions to overcome them. Life skills need to be mastered by every member of society to face the challenges of competitive life changes and meet the needs of life (Yusup, 2020). The lack of a relationship between students' self-directed learning can be explained by factors influencing students' life skills beyond self-directed learning.

The life skills possessed by students are influenced by many factors, including factors from within the students themselves, such as students' learning motivation, students' learning activities, and factors from outside students (the environment), as well as learning facilities and

infrastructure (Kiswoyowati, 2011). Moreover, in this study, the guided inquiry learning model was used, where, in practice, MA students (in this study, based on a pesantren-based school) may need more time to adjust to the implementation of guided inquiry learning. This adjustment becomes more challenging because guided inquiry learning requires more time to complete the entire syntax since students need additional time to plan and conduct experiments (Ural, 2016).

Although this study reveals no correlation between self-directed learning and students' life skills, both variables remain important to empower students. One of the learning models that can be a "vehicle" in empowering both variables in biology education is guided inquiry.

Conclusion

This study reveals no correlation between self-directed learning and students' life skills. The presence of other factors influencing students' life skills is one of the reasons for the absence of a correlation between these two variables. Students' character in pesantren-based schools may also be a factor in this study. However, self-directed learning and life skills are crucial skills to be developed by students for educational success and the future. The guided inquiry remains a relevant learning model in empowering both variables.

Recommendations

Future researchers may consider the character of students in their research. Moreover, a sharper problem analysis before the study is necessary to obtain accurate solutions and research results.

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