

**E-LEARNING TEACHERS' STRATEGIES
IN DEVELOPING STUDENTS' SELF-DIRECTED LEARNING
DURING COVID-19 PANDEMIC**

A THESIS



**Submitted to the Department of English Education,
Postgraduate Program of Universitas Muhammadiyah Purwokerto
in partial fulfillment of the requirements for the Master's Degree in English
Education**

by

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I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institution in Indonesia or abroad.

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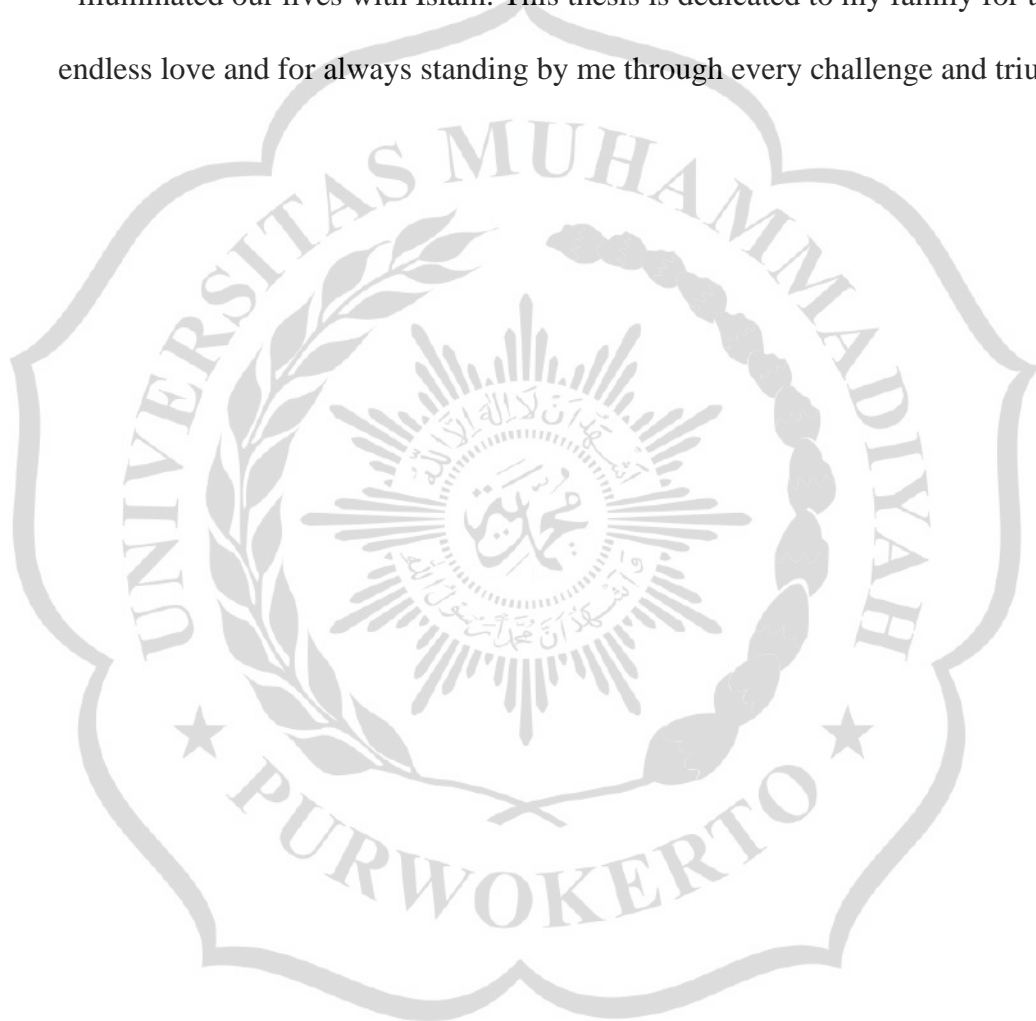


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DEDICATIONS

I would like to dedicate my deepest gratitude to the Most Merciful and Gracious Allah SWT, who has always bestowed the best upon me throughout my life, with no regrets. I extend my Shalawat and Salam to the Prophet Muhammad SAW, who has illuminated our lives with Islam. This thesis is dedicated to my family for their endless love and for always standing by me through every challenge and triumph.



ABSTRACT

The COVID-19 pandemic has significantly transformed the educational landscape, necessitating the rapid adoption of e-learning strategies to ensure instructional continuity. This shift has introduced various challenges, particularly in fostering students' self-directed learning. This study examines teachers' strategies to develop students' self-directed learning capabilities during this unprecedented time. The focus is identifying practical approaches facilitating student engagement and autonomy within the e-learning context. This qualitative descriptive study involved teachers from six high schools in Banjarnegara, Central Java. Data were collected through interviews and observations, providing a comprehensive understanding of the teachers' strategies and implementation. The data were analyzed using an interactive analysis technique, including data collection, reduction, display, and conclusion drawing/verification. This approach allowed for an in-depth examination of the teachers' methods and effectiveness in promoting self-directed learning among students. The study revealed that teachers faced two main challenges in developing students' self-directed learning and employed five strategies to address these challenges. The findings suggest that when effectively implemented, these strategies can significantly enhance students' ability to engage in self-directed learning, thereby mitigating some of the challenges posed by the shift to e-learning during the pandemic.

Keyword: *COVID-19 pandemic, strategies, self-directed learning*

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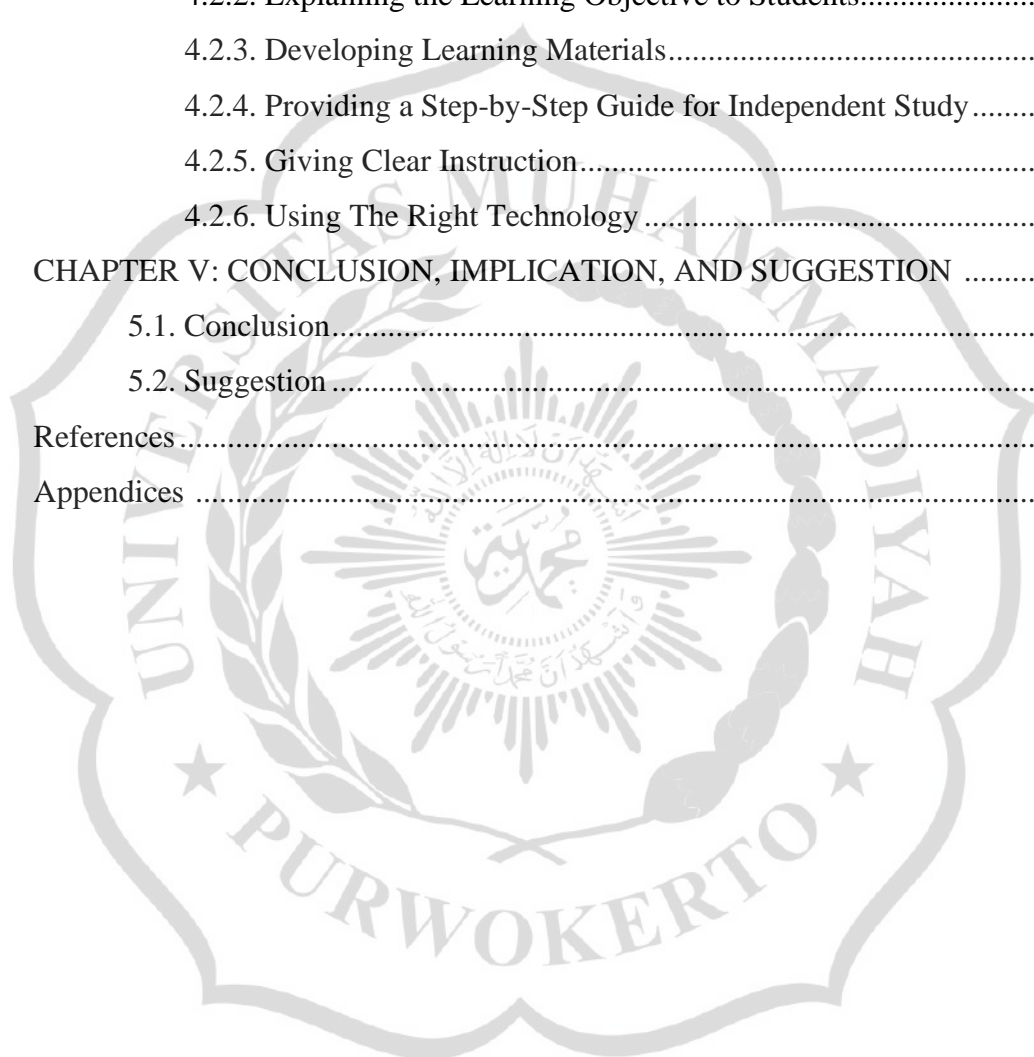
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