

## **CoALM, a Model of Autonomous Learning Approach for the ETL in the Travel Industry Study Program of UHN IGBS Denpasar-Bali-Indonesia**

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### **Abstract**

*This research was motivated by the lack of references regarding the implementation of the Autonomous Learning Approach in English teaching and learning (ETL) for the Travel Industry Study Program at UHN IGBS Denpasar. The purpose of this study was to explore the implementation of the Collaborative Autonomous Learning Model (CoALM), which emerged from the execution of the Autonomous Learning Approach in ETL for students in the Travel Industry Study Program of UHN IGBS Denpasar; the research utilized a qualitative approach, employing grounded theory methods and data triangulation analysis; the findings indicated that the students' efforts to implement Autonomous Learning in their English practice and studies led to the development of a collaborative learning environment. This collaboration arose from the students' engagement in practical language application within the field. It represented a natural form of autonomous language learning that yielded mutual benefits for both students and foreign tourists, ultimately resulting in the creation of the Collaborative Autonomous Learning Model (CoALM), which is student-directed; the research findings were analyzed and concluded based on data collected from various sources and locations, which presented certain constraints. Therefore, it is suggested that future researchers explore this area of study using a broader range of data sources and locations.*

**Keywords:** *Autonomous Learning, English Learning, ETL, CoALM, Travel Industry.*

### **INTRODUCTION**

There are two types of higher education institutions in Indonesia, which are categorized based on their supervising ministries. Those include institutions under the Ministry of Education, Culture, Research, and Technology, as well as those under the Ministry of Religious Affairs. This

research specifically examines the Travel Industry Study Program classes of Universitas Hindu Negeri I Gusti Bagus Sugriwa (UHN IGBS) in Denpasar, Bali, which operates under the Ministry of Religious Affairs. UHN IGBS is distinguished as the first state Hindu university in Indonesia. The Minister of Religious Affairs has officially called for improvements in the university's human resources, particularly in English proficiency, during an event recognizing UHN IGBS's efforts to achieve World Class University status (Efendi, 2021). UHN IGBS is committed to advancing in virtue, excelling in science, and adapting to cultural changes. This vision underscores the university's responsibility to enhance the competitiveness of its human resources, especially in English proficiency, as outlined in the minister's directives, starting from the students' English proficiency.

English proficiency is vital in our modern world, as it provides access to a wealth of knowledge and information. Consequently, selecting effective strategies for learning the English language is essential. Numerous researchers have investigated various techniques in this regard, presenting their ideas, concepts, and strategic frameworks, which they claim are essential for facilitating the acquisition of the English language. If we believe that acquisition leads to superior learning, we will strive to provide continuous, comprehensible input and encourage students to focus less on the mechanism of the language (Harmer, 2007a). Considering the assertion of some scholars, the most beneficial approach for students is to immerse them in extensive amounts of comprehensible input in a relaxed environment. It is essential to prioritize natural language acquisition and delay explicit language instruction until a later stage (Harmer, 2007b). Emphasizing continuous and comprehensible content through extensive exposure in a relaxing format introduces us to the concept of humanistic learning. In this framework, students are placed at the center of the learning process and are recognized as individuals, each with their own unique characteristics.

A humanistic approach to learning guides the learning strategy by treating students as individuals, thereby humanizing the learning experience. The principles of humanistic learning strongly endorse self-regulated learning. In this educational framework, students are empowered to take charge of their own education by making decisions about what, when, and how they study. Moreover, it is essential for students to engage in thoughtful reflection on the various factors that influence their learning process (Jiménes, Raya & Vieira, 2015). The implementation of humanistic learning, which fosters self-regulated or autonomous learning, requires an appropriate classroom environment to achieve successful language acquisition and improve English proficiency. It was still required to have more detailed information on effective strategies for English language acquisition to enhance English skills among students at UHN IGBS Denpasar. A deeper understanding of Autonomous Learning will provide insights into key aspects necessary for its successful implementation.

Researchers from various countries worldwide have provided essential knowledge about the implementation of Autonomous Learning, and their findings vary depending on the area of study and other learning aspects. Some previous research on autonomous learning that became the current research base point consisted of 1) Bisse, who proclaimed that instructional materials, the procedures of presentation, the practice, and the production, which are based on autonomous learning, are appropriate for students and the school curriculum of Senior High School in Makassar – South Sulawesi - Indonesia, where he has done the research (Bisse, 2016); 2) Halabi proclaimed that the concept and the practice of learner autonomy were different in teachers' and students'

perceptions at King Abdulaziz University in Jeddah, Saudi Arabia. The teachers exhibit a more optimistic outlook than the students regarding the application of learner autonomy in the classroom. The students expressed a strong interest and motivation for learner autonomy; however, they believe that engaging classroom activities beyond traditional ones are essential, which hinders their ability to complete the exam syllabus. The teachers generally agreed on the advantages of learner autonomy, but they also recognized their limited experience with strategies for its implementation in the language classroom (Halabi, 2018); 3) Jianfeng elaborated that the students in mainland Chinese universities were generally ready for learner autonomy, and the approaches offered by SACs (Self-Access Centers) were effective in promoting it. The elements that significantly affect learner autonomy include beliefs about language learning, learning strategies, levels of motivation, and anxiety. While the direct influence of teachers may be fairly limited, they can still impact learner autonomy indirectly through improvements in learning strategies and motivation. Other contributing factors, like self-discipline, the learning environment, educational materials, information literacy, and technology play a crucial role in shaping learner autonomy (Jianfeng, 2019); 4) (Macaskill & Denovan, 2013) urged about the importance of positive psychology strengths for increasing students' self-esteem in conducting autonomous learning; 5) Yan described that Chinese postgraduate English Foreign Language (EFL) learners at seven universities in China restrained positive attitudes towards autonomous English learning (AEL); however, their autonomous learning behaviors outside the classroom were at the medium level only, and the correlations between their attitudes and behaviors were detected at a low level (Yan, 2007); and 6) Suhardiana described that the students in the English Department, where this research was conducted, firmly believe that Learner Autonomy (LA) is essential for learning English and developing their language skills (Suhardiana, 2021). Those studies focused on the implementation of Autonomous Learning for English learning and delivered insights that the approach has yielded positive outcomes towards the research objective.

Learners can become autonomous if they possess strong determination, have supportive study materials, and face no social or psychological barriers that inhibit their application of autonomy (Smith, 2015). Experts suggest that autonomous learning is more effective than traditional learning methods, indicating that fostering autonomy enhances language acquisition. Autonomy is grounded in the inherent desire of learners to take responsibility for their educational journey. It is available to everyone, but its manifestation varies according to personal traits and the learning context. By establishing appropriate conditions and preparation, any learner can develop autonomy that able to deliver the chances for students to take control of their own learning process (Benson, 2013). This elaboration of the preliminary study on autonomous learning has made this approach a viable solution to consider or a measure that may contribute to improving students' English proficiency at UHN IGBS Denpasar, especially in the Travel Industry Study Program.

The effort of UHN IGBS Denpasar that took the Autonomous Learning approach idea which has been committed to enhancing the English language proficiency, particular focus on the student body were the implementation of students' collaboration field study and training programs with the SIT Program's students of World Learning (an educational organization located in Boston, USA, which was the academic cooperation partner institution of the UHN IGBS Denpasar). The programs were designed to promote students' English practice and self-esteem, aligning with autonomous learning's self-concept, and were effective in motivating students to be aware of their English proficiency. However, the result was still far from expectations, and these programs were

halted due to the Memorandum of Understanding (MoU) between the two institutions expiring, and it has not been extended since the COVID-19 pandemic. Considering this, lecturers must explore alternative solutions to enhance students' English proficiency. The strategy employed by the lecturer in the Travel Industry Study Program involved delivering instruction that naturally promoted learner autonomy. This approach encourages students to engage in self-directed English practice, embracing an autonomous learning framework that allows them to learn and practice the language naturally, anytime and anywhere, seizing any opportunity that arises.

Several problems have been identified regarding the implementation of an Autonomous Learning Approach in English Teaching and Learning (ETL) for students in the Travel Industry Study Program at UHN IGBS Denpasar. Firstly, while a humanistic approach to classroom management and strategy is believed to influence learners' motivation to pursue autonomous learning positively, it cannot be assumed that students in the Travel Industry Study Program will naturally exhibit a strong motivation for learner autonomy. Secondly, preliminary studies suggest that achieving curriculum targets within the constraints of the education system's regulations may not be guaranteed when lecturers adopt learner autonomy in their classroom management. Given these identified issues, it becomes essential to explore the implementation of the Autonomous Learning Approach in ETL, which leads to the formation of the Collaborative Autonomous Learning Model (CoALM) for the Travel Industry Study Program at UHN IGBS Denpasar.

The meta-analysis of the previous studies showed that the research findings well established that autonomous learning was a better approach than conventional one such as lecturing method of ETL in creating a learning atmosphere for the students; however, they were not exploring a collaborative way of Autonomous Learning between students and foreigner in ETL for Travel Industry Study Program of UHN IGBS Denpasar. Therefore, the core of this current research was the implementation of autonomous learning through CoALM at the Travel Industry Study Program of UHN IGBS Denpasar.

The implementation of the current research has followed the highlighted problem statements, which were developed based on the notable gap identified in preliminary studies. The problem statements consisted of the following: 1) How is the Autonomous Learning Approach implemented in ETL for the Travel Industry Study Program at UHN IGBS Denpasar? And 2) How is the formation of the CoALM in ETL for the Travel Industry Study Program at UHN IGBS Denpasar? The main purpose of the research was to elaborate on the CoALM in ETL for the Travel Industry Study Program at UHN IGBS Denpasar, and it was divided into two objectives of the research, consisting of the elaboration of the Autonomous Learning Approach implemented in ETL for the Travel Industry Study Program at UHN IGBS Denpasar, and the elaboration of the CoALM in ETL for the Travel Industry Study Program at UHN IGBS Denpasar. The elaboration of the Autonomous Learning Approach implementation and the formation of CoALM in this research was based on an analysis that utilized theoretical validation of the Humanistic Learning theory and the Autonomous Learning concept.

The preliminary study on the humanistic learning theory and the Autonomous learning concept provided the following literature documentation. This educational theory and method are grounded in humanistic psychology, emphasizing the belief that children are inherently good and that teaching should aim at nurturing the whole child in a rational manner (McLeod, 2023). Learning and psychology are strongly related. People whose psychological condition is normal will be able to regulate their thoughts and behavior (Semiun, 2006). A person's psychic abilities

are difficult to predict; there will always be phenomena that do not align with psychological theories (Bertens, 2016). The psychological state of an individual cannot always be anticipated. For instance, when someone enters a hypnotic state, they may have no memory of that mental condition. Yet at a pre-determined moment, various impulses may suddenly invade their mind, prompting them to act in ways they do not consciously comprehend (Tennant, 2006).

Humanistic theory is an outlook or system of thought that focuses on human beings. This system stresses that human beings are inherently good (Cherry, 2022). Human consciousness involves a sense of self-awareness (Sani, 2014). The humanistic learning theory is rooted in humanistic psychology and was established by Abraham Maslow, Carl Rogers, and James F. T. Bugental in the early 20th century. Humanistic psychology highlights the concept that individuals have the potential to achieve their best selves, and that emotions motivate humans more than rewards and punishments do. This understanding that emotions drive human behavior leads educators who are familiar with humanistic psychology to address the emotional and human factors underlying negative behavior, rather than merely administering punishment (WGU, 2020).

One of the fundamental principles of humanistic education is that learners should take a primary role in managing their own learning, making decisions about what subjects to pursue and, to a certain degree, when and how to engage with them. Therefore, we can claim that humanism inherently assumes self-directed learning (Jiménez Raya & Vieira, 2008). The humanistic approach in education transitions the paradigm from a teacher-centered model to a learner-centered one. This framework enhances our understanding of learning by emphasizing that meaningful education must be self-initiated. In this context, the teacher's role is to guide students in their personal development, helping them to appreciate their individuality and to unlock the potential that resides within each of them (Rogers, 1994). It means the learning process promotes student-centered learning and students' self-concept.

Self-concept is an enduring and core component of personality that is developed through life experiences and relationships. Self-concept includes individuals' beliefs about themselves, others, and the environment (Magnuson, 2012).

Based on the description of humanistic psychology and humanistic learning, the essential principles to consider when developing a humanistic approach to learning include the notions that humans are inherently good, that each person is unique, that self-concept is rooted in self-awareness, and that student-centered learning fosters meaningful learning opportunities.

Autonomous learning originated from humanistic theory. It is formed from the combination of the terms autonomy and learning. According to the Oxford dictionary, autonomy is defined as the capability to act and make choices independently, without external control, and the definition of autonomous refers to the ability to do things and make decisions without having any help from anyone (Hornby, 2003). Autonomy can be defined as the capacity to take control over one's own learning (Benson, 2013). Learner autonomy is the willing capacity to take control of (or take charge of or responsibility for) one's own learning (Smith, 2015).

The definition of autonomous learning itself has been emphasized by researchers, which refers to a situation in which learners are responsible for their learning (Pinto-Llorente & Izquierdo-Álvarez, 2024); the process in which individuals take responsibility for their learning (Reid-Martinez et al., 2009); a situation where teachers are relegated to the background and are expected to facilitate the process by giving advice and helping pupils when necessary (Parra & Abril, 2020).

The concept of autonomy first entered the field of language teaching through the Council of Europe's Modern Language Project, which was established in 1971, and delivered the establishment of the CRAPEL at the University of Nancy in France as one of its outcomes (Smith, 2015). The function of autonomous learning, or learner autonomy, is to personalize and direct the learning experience, enabling learners to achieve improved educational outcomes as the process is tailored to their individual needs and preferences. Learner autonomy refers to the concept that learners should assume significant responsibility for both the content of their learning and the methods they use to learn it (Richards, 2023).

Based on the description of autonomous learning, it can be understood that the key elements supporting the autonomous learning approach primarily consist of self-concept (Self-planning, self-directed, self-evaluated, and self-regulated) and intrinsic motivation. These elements of the Autonomous Learning concept, combined with the principles of the Humanistic theory, were utilized to analyse the data collection of the Autonomous Learning Approach implementation in ETL for the Travel Industry Study Program at UHN IGBS Denpasar, and the data collection of the CoALM formation in ETL for the Travel Industry Study Program at UHN IGBS Denpasar.

## **METHOD**

This research employed a qualitative approach, utilizing the grounded theory method, a descriptive data collection method, and a triangulation technique for data collection, with data triangulation as the primary method of data analysis. Several reasons for selecting a qualitative approach in this research include the nature of the data collected, which consisted of words rather than numerical values. This type of data is subjective and can be interpreted in various ways by different individuals. The research aimed to explore each problem statement in depth, providing a rich description of the final findings. Furthermore, the emphasis of this study lies more on meaning rather than on generalizations. This qualitative approach aligns with Glaser's grounded theory, which posits that human beings are actors who respond to various situations and adapt their behaviors accordingly. The field research encompasses four key components of the grounded theory method: data collection, coding, analysis, memo writing, and theoretical categorization.; therefore, the research was designed as Chart 1:

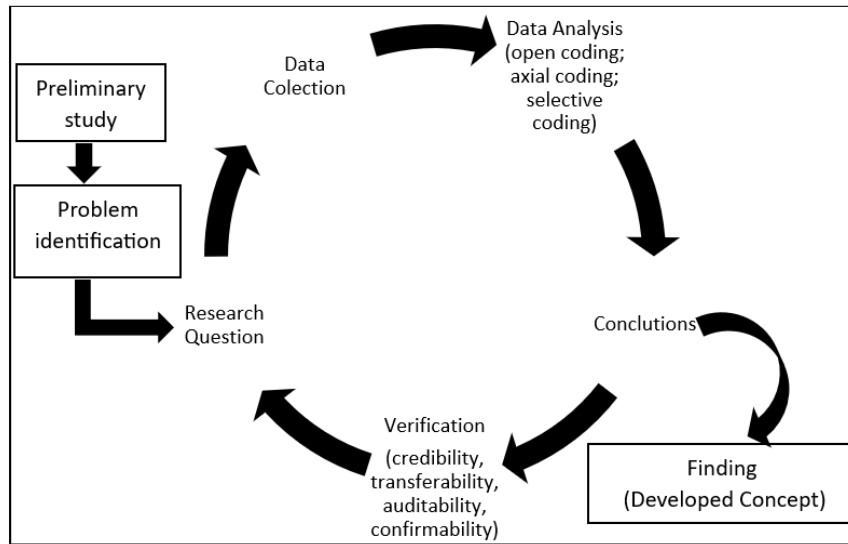


Chart 1. Research Design

**Annotation:**

The preliminary study which has been conducted related to the effort to improve the English ability of the students has directed to the possibility that a humanistic approach in learning led to the importance of autonomous learning approach implementation; however, some problems were identified from that comprehension, and based on those identified problems, two research questions are formulated. These research questions initiate the entire research process, which encompasses data collection, data analysis (including the steps of open coding, axial coding, and selective coding), conclusion, and verification (including credibility, transferability, auditability, and confirmability). If the data verification requires further data, a new research question will be formulated as the substructure for the next cycle of data collection, analysis, conclusion, verification, and so on, until the data are saturated. The verified conclusion, once the data were saturated, has been described as the research finding.

The research data were collected using a grounded method and the descriptive method. This means that all the data consists of collected words and sentences, leading to a final conclusion presented in a descriptive and explanatory manner through meaningful sentences and paragraphs. The data collection technique employed triangulation, which combined observation, interviews, and literature documentation. This approach maximized the variety of data sources collected, thereby enhancing the reliability of the findings. Additionally, it involved verifying data using other available sources to ensure accuracy.

Both primary and secondary data were gathered for this research. The primary data was obtained directly from the research participants through interviews and observations, while the secondary data was acquired indirectly, meaning that the researcher did not personally gather this information from the research environment; instead, it was obtained from relevant existing repositories of data, which are pre-existing static records that remain unchanged because they have been documented. The research subjects were purposively selected from two classes of students at the Travel Industry Study Program of UHN IGBS Denpasar – Bangli Campus, consisting of three students. One student (S1) was selected from the first semester students of the Travel Industry

class at Bangli Campus (TI 1), and two students (S2 and S3) were selected from the third semester students of the Travel Industry class at Bangli Campus (TI 3).

The Bangli Campus of UHN IGBS Denpasar was chosen because it serves as the main campus of the university, located on Jl. Nusantara in Kubu, Bangli Regency. The selection of classes was made purposefully by the researcher, who serves as the primary instrument of the research. The researcher became the main instrument because the various data of this research required the instrument that 1) best comprehended the object, 2) did word data gathering from the interview, observation, and documentation data repository, 3) did the data analysis, and 4) develop guidance questions' instrument of interview, observation, and literature documentation. The researcher acted as a human instrument because, in this qualitative research, a human instrument was employed to determine the research focus, select data sources, collect data, assess data quality, analyze data, interpret data, and draw conclusions based on the findings. Therefore, it can be concluded that the instruments used in this research were the researcher, the interview guidelines, the observation guidelines, and the literature documentation guidelines. The data collection tools used in this research included a note-taking tool, a recorder, a camera, and a laptop.

The data collection of this research has been cross-checked for accuracy through data triangulation. The illustration of Chart 1 shows that the process of data cross-checking was done at the beginning of the research, at the process of research, and at the end of the research, and it was done in a circle including the analysis process by the principal theory used in this current research, which was humanistic learning theory, combined with the element of the Autonomous Learning Approach.

The principle of humanistic learning theory became the basis for arranging the guidelines of research-supported instruments as follows:

Table 1. The Interview and the Observation Guideline indicators 1

Humanistic Learning Theory Principles	Humans are inherently good.	What is the student's behavior that represents the principle that humans are inherently good during the implementation of the Autonomous Learning Approach for ETL?
	Every individual is Unique	How do students use their unique characteristics in the Autonomous Learning Approach implementation for ETL?
	Self-Concept	How do students show their self-concept during the implementation of the Autonomous Learning Approach for ETL?
	Student-Centered Learning	How does the principle of Student-Centered Learning underlie the implementation of the Autonomous Learning Approach for ETL?

The key instrument of the Autonomous Learning Approach became the basis for arranging the guidelines of research-supported instruments as follows:

Table 2. The Interview and the Observation Guideline indicators 2

The key elements of the Autonomous Learning Approach	self-planning	How do students self-plan their Autonomous Learning Approach implementation for ETL?
	self-directed	How do students self-direct their learning process during the Autonomous Learning Approach implementation for ETL?
	self-evaluated	How do students self-evaluate their learning process during the Autonomous Learning Approach implementation for ETL?
	self-regulated	How do students self-regulate their English language practice during the Autonomous Learning Approach implementation for ETL?
	intrinsic motivation	How does the intrinsic motivation establish within the student's mind during the Autonomous Learning Approach implementation for ETL?

## FINDINGS

The focus data for the problem statements has been analyzed and elaborated on using humanistic learning theory, combined with the Autonomous Learning Approach concept. The humanistic learning theory consists of (1) the principle that humans are inherently good, (2) the principle that emphasizes that every individual is Unique, (3) the principle of Self-Concept, and (4) the principle of Student-Centered Learning. Meanwhile, the element of the Autonomous Learning Approach consists of: (1) self-planning, (2) self-directed, (3) self-evaluated, (4) self-regulated, and (5) intrinsic motivation. The result is illustrated as follows:

### **The Implementation of the Autonomous Learning Approach in ETL for the Travel Industry Study Program at UHN IGBS Denpasar**

The data analysis process yielded the following results: 1) TI 1 and TI 3 consistently demonstrate commendable behavior and show respect towards the lecturer. The importance of treating students humanely is based on the belief that humans inherently are good. The expert emphasized that the fundamental distinction between humans and other animals lies in their moral nature. This perspective suggests that human nature is intrinsically good (Sheng, 2023). This approach to student treatment will foster a positive and healthy classroom environment. Healthy personality development will trigger them to become more capable of self-reflection, spontaneity, creativity, self-determination, and a greater sense of fulfillment (Bland & DeRobertis, 2019); 2) in line with the principle of individual unique characteristics, S1, S2, and S3 choose enjoyable ways to learn English that align with their hobbies. Individual unique characteristics encompass not only physical differences but also differences in mental state, character, emotion, environment, and experience, among others. The expert explains that individuals frequently engage in social comparisons regarding various attributes, including personality traits, opinions, and physical characteristics (Schumpe & Erb, 2015); 3) in alignment with the principle of self-concept, S1, S2, and S3 demonstrate self-motivation by selecting their own resources, materials, timing, and settings for learning and practicing the English language in a manner that is enjoyable and reflective of their hobbies. Throughout their learning journey, S1, S2, and S3 frequently engage in self-evaluation to assess their progress in English learning and practice. Everyone's self-concept

is unique, reflecting the distinctiveness of each person. By regulating behaviors and shaping perceptions of their environment, self-concepts guide the processing of self-relevant information, enabling individuals to define themselves across various contexts and to engage in behaviors that support the pursuit of their goals. Self-concepts help individuals establish their identities through specific roles, directing their attention to the relevant context, and facilitating their navigation and adaptation to different environments (Wehrle & Fasbender, 2019). Academic self-concept, learning strategies, and academic achievement represent three essential, interconnected components that significantly contribute to student success. It is important to understand the interactive nature of these elements in fostering an effective learning environment (McInerney, et al., 2012); 4) in accordance with the principle of student center learning, S1, S2, and S3 self-regulated their English learning and practice based on their own interest and supported their effort to learn English that is meaningful for their selected field of study. It means the lecturer was placed as a learning facilitator for the students. Educators are frequently viewed as facilitators, but their level of involvement can vary based on the maturity of their students and the specific student-centered practices they employ. Research indicates that effective supervision, support, and monitoring by the educators play a crucial role in the success of these practices. There is more flexibility regarding syllabi and content, as educators design and implement lessons with students' interests in mind, encouraging them to take initiative in their own learning. However, Current educational practices present an opportunity to enhance learning by balancing teacher-centered and student-centered approaches. By thoughtfully incorporating elements from both methodologies, we can create a more effective and engaging educational environment that meets the diverse needs of all learners (Tang, 2023); and 5) In alignment with the principles of autonomous learning, S1, S2, and S3 exhibit a low intention to engage in self-planning for their English studies. However, their English lecturer intentionally crafted and implemented the target learning plan for TI 1 and TI 3, as outlined in the syllabus and lesson plans. The syllabus should clearly outline the course structure, including the various instructional methods the teacher plans to use to facilitate student learning (Lumpkin, 2020). The crucial aspect of lesson planning is to create a coherent and accurate link among the intended objectives, lesson material, teaching strategies, and student assessment. Additionally, it is essential to always consider the characteristics of the students (Farhang, et al., 2023). Lesson plans play a crucial role in enabling educators to meet their goals and objectives effectively. They provide a structured approach that not only enhances teaching confidence but also aids in proactively addressing potential challenges in the educational process (Nesari & Heidari, 2014). Another autonomous learning element is self-motivation, which has been moderately demonstrated by S1, S2, and S3 through their efforts to pursue independent English learning and practice outside the classroom whenever possible. Their self-regulated learning reflects a high investment of effort. This transformation stems from the metacognitive awareness of S1, S2, and S3 regarding their interest in English, manifested through self-selected learning materials and practical experiences in the tourism field. Meta-cognition is the ability to recognize that certain signals are emitted and intended to instruct. Meta-cognition is closely linked to self-consciousness (Frith, 2008). Additionally, S1, S2, and S3 show a high degree of self-directed learning by dedicating extra time to study outside of the classroom, guided by the objectives established by their lecturer. On the other hand, S1, S2, and S3 conduct self-monitoring and self-evaluation of their progress in English learning and practice with low intention because

the academic system for students' learning assessments in UHN IGBS Denpasar remains the responsibility of the lecturer.

### **The Formation of the CoALM in ETL for the Travel Industry Study Program at UHN IGBS Denpasar**

Based on the students' efforts to establish learner autonomy, a collaborative learning model emerged from the field study conducted. It represented the natural way of Autonomous language learning. The collaborative English learning and practice that the students prefer to conduct naturally was English learning and practice in a tourism area, collaborating with foreign tourists. It becomes a collaborative learning process because it involves both ways of learning. The students generally learned about English associated with the Travel Industry field, especially the tour guide field (English for Specific Purpose (ESP) or English for Occupational Purposes (EOP)). Foreigners also learned about the Indonesian and Balinese languages from the students. Through this collaborative process, the students also realize the importance of memorizing tenses when explaining the history of the ancient building to foreigners.

This collaborative learning was self-regulated by the students during their visit to the tourism area, and this process of learning can be designed as an autonomous learning model that provides a framework for implementing effective collaborative field English learning and practice experiences involving travel industry English learning materials, especially tour guide learning materials. A model is a simple description of a group of complex systems or processes, used for understanding or explaining how something works (oxfordlearnersdictionaries, 2025). It means that the collaborative model for implementing the Autonomous Learning approach in the ETL of the Travel Industry Study Program at UHN IGBS Denpasar contains some key components to ensure its well-conducted implementation.

The key components of the Model can be comprehended based on the fact that the Collaborative Autonomous Learning Model (CoALM) is self-directed by the student. The implementation of it is motivated by the student intrinsically and by the lecturer extrinsically; the objective of CoALM is to support students' English learning effort by implicating them in enjoyable English autonomous learning and practice, and provide them with the opportunity to promote learner autonomy in a natural way; the framework of CoALM in English language learning and practice involves 1) self-planning (pre learning and practice), 2) execution (CoALM implementation), and 3) self-evaluation, including self-reflection.

In this research, the planning stage of CoALM was happened intentionally and unintentionally in the students' minds, promoted by intrinsic and extrinsic motivation; the execution was conducted by the students autonomously in the form of collaborative field English learning and practice with foreign tourists that they met at the tourism area during their sightseeing time. The students learn English in a natural way, which means they were willing to learn because they were interested in doing it; and self-evaluation during the implementation of CoALM was conducted by the students unintentionally when they met a situation that promoted awareness about the difficulty of understanding English in different English dialects that they were familiar with, and they reflect this challenges by learning and practicing more in order to receive repetitions experience about it.

### **DISCUSSIONS**

### **The Implementation of the Autonomous Learning Approach in ETL for the Travel Industry Study Program at UHN IGBS Denpasar**

Based on the research data analysis, it can be concluded that the investigation into the implementation of the Autonomous Learning Approach in ETL for the Travel Industry Study Program at UHN IGBS Denpasar was divided into two environments: the first within the classroom, and the second outside the classroom. The implementation process of the approach is illustrated as follows:

- a. TI 1 and TI 3 follow the instruction to learn English autonomously, combined with the lecturing method guided by the lecturer. They received instructions to implement the approach in three steps: Planning (pre-teaching and learning), Execution (teaching-learning process), and Evaluation (learning assessments, including reflection). a) The teaching-learning plan integrated the Autonomous Learning approach into the learning syllabus and lesson plans. These were developed considering the unique characteristics of TI 1 and TI 3, and aligned with the challenges and limitations of the facilities available at the Bangli Campus for the Travel Industry Study Program in English learning at UHN IGBS Denpasar. They were then presented to TI 1 and TI 3 with the instruction to emphasize the importance of learner autonomy in achieving the course objectives. b) The ETL process began with their lecturer's elaboration on the syllabus, lesson plan, and course contract at the beginning of the semester. The lecturer also provided guidance for TI 1 and TI 3 to encourage autonomous English learning, both inside and outside the classroom. During each lecture, the lecturer provided a general overview of the material and then offered instructions for TI 1 and TI 3 to independently research supporting study materials. The class closed with students submitting their assignments, followed by daily assessments and reflections from the lecturer to better prepare for the next session. c) The lecturer formally conducts learning evaluations at the beginning of every lecture, at the mid-term, and at the final term. These evaluations include assessments from TI 1 and TI 3, along with reflections on them.
- b. S1, S2, and S3 express their intention to apply the Autonomous Learning Approach in their English learning journey through the steps of learning plan, learning execution, and learning evaluation. a) S1, S2, and S3 joined their English lecturer's learning plan and, with low intention, unconsciously aimed to develop learner autonomy in practicing English based on their interests. b) TI 1 and TI 3 began with a teacher-centered approach to learning, where the lecturer opened the class by lecturing on the material. This was followed by a shift to a student-centered approach, encouraging self-exploration and self-direction in English studies to complete the daily tasks assigned by the lecturer. The classroom activities were closed with assessments and reflections provided by the lecturer for that day. S1, S2, and S3 showed a moderate development of self-motivation, working towards becoming autonomous learners. They engaged in self-regulated and self-directed English learning and practice outside the classroom at various locations, including the Bangli Campus area, their homes, and local tourist areas, where they visited. c) With low intention, S1, S2, and S3 unconsciously engaged in self-evaluation and self-reflection, which they used for better learning in future opportunities.

The final conclusion regarding the integration of Autonomous Learning in the ETL for the Travel Industry Study Program at UHN IGBS Denpasar was drawn under two scenarios. Firstly,

the Autonomous Learning Approach was merged with conventional teaching methods (lectures) and implemented within the classroom setting. Secondly, the Autonomous Learning Approach took place outside of the classroom, allowing students the freedom to learn in a meaningful and enjoyable manner.

Both approaches to implementing Autonomous Learning can provide better learning in the future if the crucial obstacles that prevent their implementation can be addressed in the appropriate way by all parties involved. The effort to create a learning atmosphere that focuses on the student's natural good habits and enjoyment as humans should consider their unique characteristics, such as their hobbies or skills. Learning English vocabulary through English songs helps learners express their feelings and emotions, creates an enjoyable atmosphere, and aids in vocabulary retention. While listening to English songs, cognitive and metacognitive strategies are also applied to help acquire vocabulary more effectively (Lestari & Hardiyanti, 2020). An enjoyable learning experience will promote students' self-motivated learning. Self-motivated and directed learning is integral to the human condition. As individuals, we constantly absorb information. The extent to which we successfully and continuously build a knowledge base drives who we are, and the accumulation of knowledge built up over a lifetime drives how we operate within society. Understanding how motivational and cognitive processes influence self-motivated and directed learning is essential to forming comprehensive insights into lifelong learning (Cronin-Golomb & Bauer, 2023). Those self-concepts are leading to the adoption of the Autonomous Learning approach.

### **The Formation of the CoALM in ETL for the Travel Industry Study Program at UHN IGBS Denpasar**

The implementation of the Autonomous Learning Approach in ETL has led students to practice and learn in a self-regulated manner. This collaborative learning process, involving both students and foreign tourists, resulted in the formation of the CoALM. The CoALM formation involved five components, consisted of: 1) students' English knowledge, including students' intrinsic and extrinsic motivation as the Students' Input; 2) the Autonomous Learning Approach as the Learning Agent; 3) Phases of Learning that includes establishing English learning and practice self-esteem, practicing English speaking and listening, self-evaluation and self-reflection on the English practice, and obtaining the better comprehension about English listening and speaking; 4) Learning Output that targeting the students' awareness of English field practice aligned with the Travel Industry English learning material; and 5) Learning Outcome that targeting the better English proficiency of the student. Thus, the five components encompass the indicators of the model, comprising students' English knowledge, including both intrinsic and extrinsic motivation; the Autonomous Learning Approach; the learning execution process; students' learning awareness; and students' improved English proficiency. The illustration of the CoALM can be viewed in the following chart:

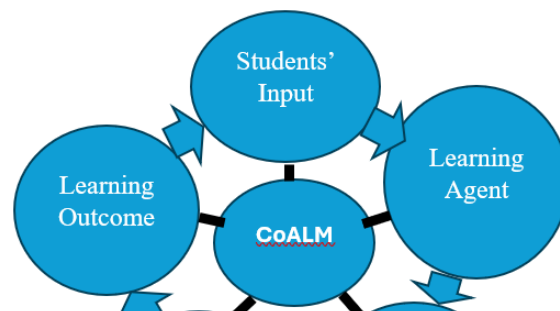


Figure 1. Collaborative Autonomous Learning Model (CoALM)

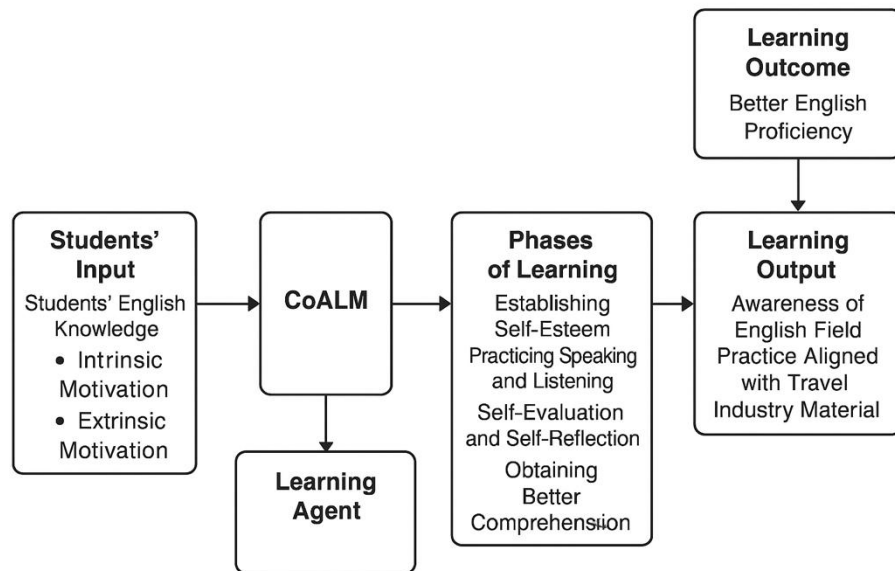


Chart 2. The flow of the CoALM Framework

CoALM has provided the students of the Travel Industry Study Program at UHN IGBS Denpasar with English learning materials that are not commonly found in the formal learning process. For example, the word “French-fries” in American English is known as “chips” in British English, and the word “chips,” which is commonly used as a term for a potato snack in American English, is called “crisps” in British English. On the other hand, the foreigner also learned to understand some uncommon words, such as “by me, Sir”, which was uttered by street sellers and meant “please buy our product.”

In conclusion, CoALM represents a model of the Autonomous Learning Approach, developed by students from the Travel Industry Study Program at UHN IGBS Denpasar, in collaboration with international tourists. The execution of this model was driven by the students' intrinsic motivation alongside the lecturer's guidance to foster learner autonomy as a form of extrinsic motivation. The learning process was aligned with the elements of Autonomous Learning and adhered to the learning phases that build self-esteem, facilitate speaking and listening practice, encourage self-

evaluation, and promote self-reflection, ultimately leading to enhanced English proficiency. A positive output of this model is the growing awareness among students regarding the English study material pertinent to the Travel Industry Study Program, which may enable them to achieve higher levels of English proficiency.

## CONCLUSIONS

Based on data analysis and subsequent verification through humanistic learning theory, combined with the concept of Autonomous Learning, this research indicates that the integration of Autonomous Learning within the ETL framework for the Travel Industry Study Program at UHN IGBS Denpasar can be approached in two ways. Firstly, an Autonomous Learning Approach can be blended with traditional teaching methods, such as lectures, and implemented in the classroom setting. Secondly, this approach can be conducted outside of the classroom, providing students with the freedom to learn in a meaningful and enjoyable manner. The students' efforts to implement Autonomous Learning outside the classroom through English field practice and learning have led to the development of a collaborative learning environment that represented a natural form of autonomous language learning that yielded mutual benefits for both students and foreign tourists, ultimately resulting in the creation of the Collaborative Autonomous Learning Model (CoALM), which is student-directed.

The research findings drawn from this study, which were limited in time, location, and number of participants, presented certain constraints. Therefore, it is suggested that future researchers explore this area of study using a broader range of data sources and locations, and with extended time provided.

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