

**A CORRELATION BETWEEN ONLINE INDEPENDENT
LEARNING AND PEDAGOGICAL SELF-EFFICACY
AMONG PRE-SERVICE TEACHERS OF ENGLISH**

THESIS

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**DELA WINATA RAJA GUKGUK
NIM. 2288203043**

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF EDUCATION AND VOCATIONAL STUDIES
UNIVERSITAS LANCANG KUNING
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ABSTRAK

Dela Winata R, 2026 : A Correlation Between Online Independent Learning And Pedagogical Self-Efficacy Among Pre-Service Teachers Of English

Online learning requires pre service teachers to develop a high level of learning independence in order to manage the learning process effectively. In teacher education contexts, Online Independent Learning plays an important role in shaping Pedagogical Self Efficacy, which refers to students' beliefs in their ability to plan, implement, and evaluate instructional activities. This study aims to examine the correlation between Online Independent Learning and Pedagogical Self Efficacy among pre service teachers in the English Education Study Program, Faculty of Teacher Training and Education, Universitas Lancang Kuning. This study employed a quantitative correlational design involving 55 students as respondents. Data were collected using Online Independent Learning and Pedagogical Self Efficacy questionnaires and analyzed using Spearman Rank Correlation because the data were not normally distributed. The results showed a significance value of $0.000 < 0.05$ with a correlation coefficient of 0.769, indicating a positive and strong correlation between the two variables. These findings confirm that higher levels of online independent learning are associated with higher levels of pedagogical self efficacy, highlighting the importance of strengthening learning independence in online learning environments to support the pedagogical competence development of pre service teachers.

Keywords: Correlational Study, Online Independent Learning, Pedagogical Self Efficacy, Pre Service Teachers

ABSTRAK

Dela Winata R, 2026 : Hubungan antara Pembelajaran Mandiri Daring dan Efikasi Diri Pedagogis pada Calon Guru Bahasa Inggris

Pembelajaran daring menuntut mahasiswa calon guru untuk memiliki tingkat kemandirian belajar yang tinggi agar mampu mengelola proses pembelajaran secara efektif. Dalam konteks pendidikan guru, *online independent learning* berperan penting dalam membentuk *pedagogical self-efficacy*, yaitu keyakinan mahasiswa terhadap kemampuan mereka dalam merencanakan, melaksanakan, dan mengevaluasi kegiatan pembelajaran. Penelitian ini bertujuan untuk mengkaji hubungan antara *online independent learning* dan *pedagogical self-efficacy* pada mahasiswa calon guru Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Lancang Kuning. Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan 55 mahasiswa sebagai responden. Data dikumpulkan melalui angket *online independent learning* dan *pedagogical self-efficacy*, kemudian dianalisis menggunakan uji Korelasi Rank Spearman karena data tidak berdistribusi normal. Hasil analisis menunjukkan nilai signifikansi sebesar $0,000 < 0,05$ dengan koefisien korelasi sebesar 0,769, yang mengindikasikan adanya hubungan positif dan kuat antara kedua variabel. Temuan ini menegaskan bahwa semakin tinggi tingkat kemandirian belajar daring, semakin tinggi pula tingkat *pedagogical self-efficacy* mahasiswa calon guru. Oleh karena itu, penguatan kemandirian belajar dalam lingkungan pembelajaran daring menjadi hal yang penting untuk mendukung pengembangan kompetensi pedagogik mahasiswa calon guru.

Kata kunci: studi korelasional, *online independent learning*, *pedagogical self-efficacy*, mahasiswa calon guru.

HALAMAN PENGESAHAN

Judul : A Correlation Between Online Independent Learning and
Pedagogical Self-Efficacy Among Pre-Service Teacher of
English
Nama : Dela Winata Raja Gukguk
NIM : 2288203043
Program Studi : Pendidikan Bahasa Inggris

Disetujui

Pembimbing



Refika Andriani, S.Pd.I. M.Pd

NIDN: 1008088603

Diketahui

Dekan,



Dr. Herlinawati, S.S., M.Ed
NIDN: 1017037901

Ketua Program Studi



Refika Andriani, S.Pd.I., M.Pd
NIDN: 1008088603

EXAMINER'S APPROVAL

A thesis entitled:

A Correlation Between Online Independent Learning And Pedagogical
Self-Efficacy Among Pre-Service Teachers Of English

Has been examined on February 11th, 2026

Approved by,

Advisor : Refika Andriani, S.Pd.I., M.Pd


(_____)

Examiner I : Dr. M. Fadhly Farhy Abbas, S.Pd., M.Pd


(_____)

Examiner II : Destina Kasriyati, S.Pd., M.Pd


(_____)

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Pekanbaru, 11, Juni, 2026
Saya Yang Menyatakan



Dela Winata Raja Gukguk
2288203043

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Dela Winata Raja Gukguk
2288203043

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The rapid development of digital technology over the past decade has transformed the landscape of higher education and encouraged universities around the world to adopt more flexible learning models. Learning environments are no longer confined to physical classrooms but have expanded into digital spaces that allow students to engage independently with a wide range of online resources. This shift aligns with the UNESCO report, which emphasizes that technology integration has become a new foundation for modern education systems and requires students to develop strong independent learning skills to meet the academic and professional demands of the twenty first century UNESCO (2021). This condition becomes even more important for pre service teachers who are expected not only to understand instructional content but also to utilize technology as part of their pedagogical practice.

Universitas Lancang Kuning implements a blended learning policy consisting of sixty percent face to face instruction and forty percent online learning. This policy provides opportunities for students to actively engage in technology enhanced learning through the Edlink platform. Edlink allows students to access materials, participate in discussions, complete quizzes, and submit assignments using smartphones or other digital devices. Such a digital learning environment has the potential to strengthen online independent learning skills, particularly when students are able to apply effective self regulation strategies as described by Broadbent and Poon (2021).

Although online learning offers extensive opportunities for students to develop autonomy, it also presents significant challenges. Online Independent Learning (OIL), requires students to manage their time, set learning goals, monitor progress, and sustain motivation without direct supervision from instructors. Broadbent and Poon (2021) explain that the demands of independent learning in digital environments can create cognitive overload when students lack

adequate self regulation skills. Panadero (2020) further highlights that online independent learning requires not only academic competence but also psychological resilience, as students must navigate learning tasks and materials on their own.

Preliminary observations conducted among seventh semester students in the English Language Education (ELE), Study Program indicate that although students are accustomed to using Edlink and other digital tools, many still face challenges in maintaining learning routines, managing time, and completing assignments without continuous guidance. Seventh semester students are considered pre service teachers because they have completed most pedagogical courses and participated in microteaching. However, the fact that some students still struggle to manage their online learning suggests that technological familiarity does not necessarily translate into strong independent learning skills, which is consistent with the findings of Panadero (2020).

These conditions are closely related to the concept of Self Regulated Learning, which explains that successful independent learning requires conscious planning, monitoring, and evaluation of one's learning process. Self regulation plays an essential role in preparing students to face academic challenges and future teaching practice. Klassen et al (2021) argue that self regulation not only influences academic achievement but also contributes to students' confidence in carrying out their roles as prospective educators. Therefore, fostering online independent learning skills becomes an important aspect of teacher preparation.

Difficulties in managing online learning also affect students' pedagogical self efficacy, which refers to their belief in their ability to effectively conduct teaching and learning processes. Based on Social Cognitive Theory, self efficacy develops through learning experiences, reflection, and one's belief in their own capabilities. When students encounter obstacles in organizing online independent learning, these experiences may lower their pedagogical confidence. Tschannen Moran (2022) explains that Pedagogical Self- Efficacy (PSE), strongly influences teaching quality, resilience when facing classroom challenges, and teachers' capacity to provide meaningful learning experiences.

Although online independent learning and pedagogical self efficacy have been explored in previous research, most studies discuss these two variables separately. Research that specifically examines the relationship between them remains limited, particularly in the context of pre service English teachers in Indonesia. Li et al (2023) found that students with stronger online learning autonomy tend to have higher self efficacy. However, further investigation is needed to understand the nature of this relationship within particular institutional settings. This gap highlights the need for correlational research that addresses both variables simultaneously.

Given that seventh semester students at Lancang Kuning University are at an advanced stage of professional preparation, examining the relationship between online independent learning and pedagogical self efficacy is crucial. The findings of this study are expected to provide empirical insights that support curriculum improvement, strengthen digital learning strategies, and enhance the overall quality of teacher education. Therefore, this research aims to ensure that pre service English teachers develop both strong online independent learning skills and solid pedagogical self efficacy to meet the challenges of twenty first century education.

B. Identification of the Problem

Based on the explanation presented in the background, it can be identified that research examining the relationship between online independent learning and pedagogical self-efficacy among pre-service English teachers is still limited, as most existing studies discuss these two variables separately and do not provide a clear picture of how they are connected. At the same time, pre-service teachers continue to face various challenges in managing online independent learning, such as maintaining consistency, utilizing digital platforms for academic purposes, and developing confidence in applying pedagogical competencies during the learning process. These conditions suggest that suboptimal online independent learning skills may be associated with lower levels of pedagogical self-efficacy, indicating

the need for more in-depth investigation to understand how these two aspects relate specifically to English education students at Universitas Lancang Kuning.

C. Limitation of the Problem

This research focuses on the relationship between online independent learning and pedagogical self-efficacy among pre-service English teachers at Universitas Lancang Kuning. The study does not cover all factors that may influence pedagogical self-efficacy, such as teaching experience, personal motivation, or learning environment support. Instead, it emphasizes how students' ability to manage, organize, and engage in online independent learning relates to their confidence in teaching. Therefore, the scope of this research is limited to two main variables: online independent learning as the independent variable (X) and pedagogical self-efficacy as the dependent variable (Y).

D. Formulation of the Problem

The formulation of this research problem can be stated as follows: "Is there any significant correlation between online independent learning and pedagogical self-efficacy among pre-service English teachers at Universitas Lancang Kuning?"

E. Purpose of the Research

This correlational research contributes to the development of the English Language Education Program at Lancang Kuning University by examining the relationship between online independent learning and pedagogical self-efficacy among pre-service teachers. The findings are expected to provide empirical evidence that supports curriculum improvement and the strengthening of students' professional readiness.

F. Significance of the Research

This research is expected to provide the following benefits:

- a. Theoretical Significance

The results of this study can enrich knowledge and serve as an additional reference in the field of education, particularly concerning the relationship between online independent learning and pedagogical self-efficacy among pre-service English teachers.

b. Practical Significance

a). For Lecturers and Educators

The findings may serve as a reference in designing teaching strategies that promote students' independent learning and enhance their confidence in teaching.

b). For Students

This study is expected to raise students' awareness of the importance of online independent learning skills as a factor that can strengthen their teaching confidence.

c). For Institutions or Study Programs

The results can be used as a basis for developing academic policies and curricula that support technology integration and independent learning in higher education.

G. Definition of Key Terms

To avoid differences in interpretation and to clarify the focus of this study, several key terms used in this research are defined as follows:

1. Online Independent Learning

Online independent learning refers to students' ability to take full responsibility for their own learning process through digital platforms. This ability includes managing study time, setting learning goals, finding and evaluating online learning resources, and completing tasks without direct supervision from lecturers. In this study, online independent learning is defined as students' capacity to learn actively and autonomously in an online learning environment.

2. Pedagogical Self-Efficacy

Pedagogical self-efficacy refers to pre-service teachers' belief in their ability to plan, manage, and carry out teaching activities effectively. This includes confidence in classroom management, applying teaching

strategies, utilizing technology in instruction, and motivating students to learn. In this study, pedagogical self-efficacy is defined as the level of confidence pre-service English teachers have in performing teaching-related tasks, both in face-to-face and digital learning settings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the correlational study conducted, it can be concluded that there is a positive and significant relationship between online independent learning and pedagogical self-efficacy among pre-service teachers of the English Education Study Program at Universitas Lancang Kuning. This finding indicates that students' ability to manage their learning process independently in an online learning environment is closely related to their level of confidence in their pedagogical abilities.

The findings of this study are strengthened by the results of the Spearman correlation test, which revealed a linear and significant relationship between the two variables. This provides empirical evidence that pre-service teachers who demonstrate higher levels of online learning independence tend to have better pedagogical self-efficacy. Therefore, the alternative hypothesis (H_a) proposed in this study is accepted, while the null hypothesis (H_0) is rejected, indicating that online independent learning is significantly correlated with pedagogical self-efficacy.

Overall, the results of this study confirm that online independent learning plays an important role in the development of pedagogical self-efficacy among pre-service teachers. Online learning environments that require independence, self-regulation, and responsibility for the learning process can help students build confidence in planning, implementing, and evaluating instruction. Thus, this study makes a meaningful contribution to understanding the importance of online learning independence as a supporting factor in strengthening the pedagogical competence of future teachers.

B. Suggestions

The fundamental consideration in writing this thesis is the growing transformation of teacher education in the digital era, where pre-service teachers are required not only to master pedagogical knowledge but also to develop autonomy in online learning environments. The rapid integration of technology into higher education has shifted learning responsibility toward students, making online independent learning an essential competence. At the same time, pedagogical self-efficacy plays a crucial role in shaping pre-service teachers' confidence in planning, managing, and delivering instruction effectively.

Observing this reality within the English Language Education context, this study was designed to examine the relationship between these two variables in order to provide empirical evidence that supports the development of more adaptive, self-directed, and professionally confident future teachers. Through this investigation, the thesis seeks to contribute both theoretically and practically to the strengthening of teacher education programs in response to contemporary educational demands.

It is recommended that future research expand this study by involving larger and more diverse samples from different universities to enhance the generalizability of the findings. In addition, incorporating mixed-method or longitudinal designs may provide deeper insights into how online independent learning develops over time and how it continuously shapes pedagogical self-efficacy. Practically, teacher education programs are encouraged to design structured digital learning experiences that intentionally foster students' self-regulation skills alongside pedagogical competence.

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