THE CORRELATION BETWEEN TECHNOLOGY-ASSISTED INDEPENDENT LEARNING AND STUDENTS' PERCEIVED ACADEMIC PERFORMANCE AMONG ENGLISH EDUCATION STUDENT AT UNIVERSITAS LANCANG KUNING

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ABSTRACT

Audrey Regita C, 2026 : The Correlation Between Technology-Assisted Independent Learning and Students' Perceived Academic Performance among English Education Student at Universitas Lancang Kuning

The integration of digital technology in higher education encourages students to become more actively involved in independent learning processes. This study aimed to examine the correlation between Technology-Assisted Independent Learning and Students' Perceived Academic Performance among English Education Students' at Universitas Lancang Kuning. This study employed a quantitative correlational research design involving 91 students selected through simple random sampling from a population of 118 students. Data were collected using two Likert-scale questionnaires measuring technology-assisted independent learning and students' perceived academic performance. Descriptive statistical analysis indicated that students demonstrated a high level of technology-assisted independent learning (M = 2.97) as well as a high level of perceived academic performance (M = 3.13). Prior to conducting the correlation analysis, assumption tests were performed. The normality test showed that the data were normally distributed ($p = 0.198 > 0.05$), while the linearity test indicated that the relationship between the variables was not linear ($p = 0.040 < 0.05$). Therefore, Spearman's Rank Correlation analysis was applied. The results revealed a significant positive correlation between technology-assisted independent learning and students' perceived academic performance ($r_s = 0.619$; $p < 0.01$), indicating a strong relationship. These findings suggest that students who actively utilize technology to manage and regulate their independent learning tend to have higher perceptions of their academic performance. This study highlights the importance of purposeful technology utilization in strengthening learning independence, self-confidence, and students' academic development within digital learning environments.

Keywords : Technology-Assisted Independent Learning, Students' Perceived Academic Performance

ABSTRAK

Audrey Regita C, 2026 : Korelasi Antara Pembelajaran Mandiri Berbantuan Teknologi dan Persepsi Kinerja Akademik Mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Lancang Kuning

Integrasi teknologi digital dalam pendidikan tinggi mendorong mahasiswa untuk lebih aktif terlibat dalam proses pembelajaran mandiri. Penelitian ini bertujuan untuk mengkaji korelasi antara *Technology-Assisted Independent Learning* dan *Students' Perceived Academic Performance* pada mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Lancang Kuning. Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan 91 mahasiswa yang dipilih melalui teknik *simple random sampling* dari populasi sebanyak 118 mahasiswa. Data dikumpulkan menggunakan dua kuesioner skala Likert yang mengukur pembelajaran mandiri berbantuan teknologi dan persepsi kinerja akademik mahasiswa. Analisis statistik deskriptif menunjukkan bahwa mahasiswa memiliki tingkat pembelajaran mandiri berbantuan teknologi yang tinggi (M = 2,97) serta tingkat persepsi kinerja akademik yang tinggi (M = 3,13). Sebelum analisis korelasi dilakukan, uji asumsi terlebih dahulu dilaksanakan. Uji normalitas menunjukkan bahwa data berdistribusi normal ($p = 0{,}198 > 0{,}05$), sedangkan uji linearitas menunjukkan bahwa hubungan antarvariabel tidak bersifat linear ($p = 0{,}040 < 0{,}05$). Oleh karena itu, analisis korelasi menggunakan Spearman's Rank Correlation diterapkan. Hasil analisis menunjukkan adanya korelasi positif yang signifikan antara pembelajaran mandiri berbantuan teknologi dan persepsi kinerja akademik mahasiswa ($r_s = 0{,}619$; $p < 0{,}01$), yang menunjukkan hubungan yang kuat. Temuan ini mengindikasikan bahwa mahasiswa yang secara aktif memanfaatkan teknologi untuk mengelola dan mengatur pembelajaran mandiri cenderung memiliki persepsi yang lebih tinggi terhadap kinerja akademik mereka. Penelitian ini menegaskan pentingnya pemanfaatan teknologi secara terarah untuk memperkuat kemandirian belajar, kepercayaan diri, dan perkembangan akademik mahasiswa dalam lingkungan pembelajaran digital.

Kata kunci : Pembelajaran Mandiri Berbantuan Teknologi, Persepsi Kinerja Akademik Mahasiswa

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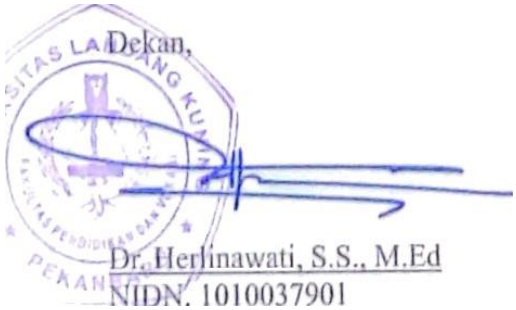

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PERNYATAAN KEASLIAN TULISAN

Dengan ini saya menyatakan bahwa :

a. Karya tulis ini, dengan judul : *The Correlation Between Technology-Assisted Independent Learning and Students' Perceived Academic Performance among English Education Student at Universitas Lancang Kuning* adalah karya asli saya sendiri dan belum pernah diajukan untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) di Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan dan Vokasi Universitas Lancang Kuning.
b. Karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan oleh orang lain kecuali dikutip secara tertulis dengan jelas sesuai dengan aturan pengutipan dan dicantumkan sebagai referensi pada halaman daftar pustaka.

Demikianlah pernyataan ini saya buat, apabila ditemukan penyimpangan dan ketidakbenaran dari pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

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Saya yang menyatakan,

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LIST OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1
INTRODUCTION

A. Background of the Research

In today's digital era, technology has become an essential component of learning in higher education. Students interact with various digital platforms and online resources that provide flexible and accessible support for academic tasks. These technological developments encourage students to take a more active role in their learning by enabling independent study processes. Digital learning environments offer features that allow students to review course materials, monitor their learning progress, and manage academic responsibilities more efficiently. Urbina et al., (2021) explain that technology-supported environments supply tools that assist students in planning, monitoring, and evaluating their learning activities, contributing to greater autonomy in the learning process.

Independent learning has therefore become increasingly important within technology-supported education. Independent learners take initiative in determining what to study, how to manage their academic responsibilities, and how to use digital resources to strengthen their understanding of course content. Stalmach et al., (2023) found that digital learning environments support students in organizing their learning strategies, managing study time, and evaluating their comprehension of academic materials. Students who actively engage with digital tools tend to develop stronger self-direction, illustrating the supportive role of technology when used intentionally. In Indonesia, digital technology has been widely integrated into higher education, with many institutions relying on online platforms to facilitate learning. Zakir et al., (2025) reported that digital literacy significantly contributes to students' engagement in digital learning. Students with strong digital literacy skills are generally more independent in completing academic tasks because they can navigate digital resources effectively, interpret online instructions, and handle learning challenges with confidence.

At Universitas Lancang Kuning, technology is fully integrated into the teaching and learning process. Lecturers consistently use platforms such as EdLink and Google Classroom to distribute materials, assign tasks, and guide course activities. This technology-assisted learning environment requires students to access materials independently, follow online instructions, and manage assignment deadlines on their own. Although all students have equal access to digital facilities, their levels of engagement vary. Some make active use of digital tools to understand course content and organize their study routines, while others interact with the platforms only when necessary. These variations highlight the importance of examining the extent to which students engage in technology-assisted independent learning.

Students' Perceived Academic Performance is another key aspect for understanding learning outcomes. This concept refers to students' own evaluation of their academic progress, competence, and confidence in completing academic tasks. Research indicates that such perceptions develop through reflection on learning experiences. Yan et al., (2023) reported that self-assessment helps students identify strengths, recognize weaknesses, and set clearer academic goals. (Karaman, 2024) Similarly, it was found that when self-assessment was supported by feedback, students developed stronger academic self-confidence and better self-regulation skills.

In digital learning environments, cognitive and emotional engagement have been shown to predict perceived learning, whereas behavioral engagement is associated with measurable academic outcomes, as demonstrated by Navarro et al., (2024) Furthermore, Badr et al., (2024) found that information quality and self-regulation influence how students evaluate their academic performance, and that validated self-report instruments can effectively capture students' perceptions in digital learning settings.

Moreover, although many studies measure academic performance through Grade Point Average (GPA) or test results, few examine students' own perceptions of their academic achievement. Self-perceived academic performance is important because it reflects how students evaluate their success and progress, which may

differ from formal grades. Understanding this perception provides insight into how learning habits and self-beliefs interact in shaping academic outcomes. This raises an important question: How are Students' Technology-Assisted Independent Learning related to their Perceived Academic Performance? This question extends existing research by connecting student behavior, self-perception, and technology use within a single study. Based on recent literature, the connection between Technology-Assisted Independent Learning and Perceived Academic Performance is acknowledged yet still underexplored. While previous studies have examined how Digital Literacy, Self-efficacy, and Learning Independence contribute to academic success, only a few have focused specifically on students' own perceptions of their performance.

Although independent learning, digital literacy, and academic performance have been widely studied, research that specifically investigates the relationship between Technology-Assisted Independent Learning and Students' Perceived Academic Performance remains limited. In Indonesian higher education, particularly at Universitas Lancang Kuning, such studies are still scarce. This gap highlights the need for further investigation into how technology-assisted independent learning corresponds with students' evaluations of their own academic performance. Given the extensive use of digital learning platforms at Universitas Lancang Kuning and the lack of studies addressing this connection, the present research aims to explore the correlation between Technology-Assisted Independent Learning and Students' Perceived Academic Performance among English Education students. Using a quantitative correlational design supported by a Likert-scale questionnaire, this study seeks to determine whether a correlation between the two variables. The findings are expected to provide deeper insight into how technology-assisted independent learning relates to students' perceptions of their academic performance and to contribute to the development of learning environments that foster independence, digital competence, and academic confidence. Overall, this study seeks to enrich ongoing discussions on digital learning by emphasizing the importance of purposeful and active technology use in supporting students' academic development.

B. Identification of the Research

Based on the background presented above, several problems can be identified as follows:

1. Although digital platforms are widely used in the learning process at Universitas Lancang Kuning, the extent to which students engage in Technology-Assisted Independent Learning is not yet clearly understood, particularly regarding how they access materials, manage study tasks, and organize their learning independently through technological tools.
2. Students' Perceived Academic Performance has not been examined in depth, especially in terms of how students evaluate their academic progress, competence, and confidence when engaging in technology-supported learning environments.
3. Research exploring the correlation between Technology-Assisted Independent Learning and students' Perceived Academic Performance among English Education students at Universitas Lancang Kuning is still limited, leaving the relationship between these two variables uncertain.

C. Limitation of the Problem

This study is limited to examining the relationship between Technology-Assisted Independent Learning and Students' Perceived Academic Performance. The research focuses specifically on students of the English Education Study Program at Universitas Lancang Kuning during the 2025 academic year.

The independent variable (X) in this study is Technology-Assisted Independent Learning, which refers to students' self-directed learning behaviors supported by technology, including online learning platforms, educational applications, and other forms of digital media. The dependent variable (Y) is Students' Perceived Academic Performance, which reflects how students evaluate their own academic progress and achievement based on self-assessment rather than objective indicators such as Grade Point Average (GPA) or formal test scores. The

term GPA is used to refer to Grade Point Average, which is the standardized measure of academic performance commonly used in higher education.

Geographically, this study is limited to Lancang Kuning University, located in Pekanbaru, Riau, Indonesia. Therefore, these findings are not intended to be applied generally to students at other universities or study programs that may have different academic characteristics, student populations, or technological infrastructure.

Methodologically, this study employs a quantitative correlational design using a Likert-scale questionnaire as the primary instrument for data collection. The study does not adopt experimental or qualitative approaches. In addition, it does not examine other variables such as learning motivation, digital competence, or self-efficacy in depth, as these are beyond the scope of the current research. This study also excludes objective academic indicators such as GPA or standardized test results because the focus is placed on Students' Self-Perceived Academic Performance.

By establishing these limitations, the study aims to maintain a clear and focused scope, allowing the relationship between the two main variables to be examined accurately and meaningfully within the context of the selected population.

D. Formulation of the Research

Referring to the limitations above, this research can be formulated:

1. Is there any correlation between Technology-Assisted Independent Learning and Students' Perceived Academic Performance among English Education students at Universitas Lancang Kuning?

E. Purpose of the Research

The purpose of this study is to examine the correlation between Technology-Assisted Independent Learning and Students' Perceived Academic Performance

among students of the English Education Study Program at Universitas Lancang Kuning. Specifically, this research aims to determine whether a relationship exists between the extent to which students engage in independent learning supported by technology and how they perceive their academic progress and achievement. Through a quantitative correlational approach, this study seeks to provide a clearer understanding of how these two variables are associated within the academic context of Universitas Lancang Kuning.

F. Significance of the Research

1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of educational research, particularly in the field of technology-supported learning and independent learning within English language education. The findings may enrich the existing literature regarding the correlation between Technology-Assisted Independent Learning and Students' Perceived Academic Performance. This study may also serve as a reference for future researchers who wish to explore related constructs such as digital literacy, self-directed learning, and academic perceptions in technology-enhanced learning environments.

2. Practical Significance

Practically, the findings of this study are expected to be useful as follows:

a. For students, The findings may increase students' awareness of the importance of developing effective technology-assisted independent learning practices as part of their efforts to manage and evaluate their academic progress.
b. For lecturers and educators, The results may serve as a reference for designing instructional strategies that promote learner autonomy and encourage meaningful use of digital learning tools in classroom and online settings.

c. This study may provide useful insights for strengthening technology-based learning policies and improving institutional support systems to enhance the quality of academic services and digital learning environments.
d. For future researchers, The study may offer a foundation and reference for further research examining the correlation between technology-assisted independent learning, perceived academic performance, and other related variables within higher education contexts.

G. Definition of Key Terms

To provide a clear understanding and avoid ambiguity, several key terms used in this research are defined as follows:

1. Technology-Assisted Independent Learning

   Technology Assisted Independent Learning refers to students' ability to manage and regulate their learning activities by using digital tools such as online learning platforms, learning applications, and digital media. In this study, the term describes how students plan, monitor, and evaluate their learning independently with technological support. (Faza & Lestari, 2025) explain that technology strengthens self regulated learning by helping students set goals, track their progress, and reflect on their understanding. Their findings show that digital tools encourage students to take greater responsibility for their learning and support the development of independent learning behavior.

2. Students' Perceived Academic Performance

   This concept reflects students' personal evaluate of their academic performance, specifically how effectively they complete required tasks, meet course expectations, and carry out their academic duties. It focuses on their subjective perception of how well they are performing academically, rather than on objective measures like grades or GPA. Yan et al. (2023)

highlight that self evaluation is a central element of self regulated learning because it enables students to monitor their progress, recognize their strengths, and identify aspects that need improvement. Their findings show that these internal judgments play an important role in shaping how students interpret their academic performance, particularly in digital learning settings where active self monitoring is essential.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study, it can be concluded that technology-assisted independent learning and students' perceived academic performance are positively and significantly correlated. The results indicate that students who actively utilize digital tools, online learning platforms, and technology-based learning resources to support their independent learning tend to report higher levels of perceived academic performance. The Spearman Rank correlation analysis confirmed that the relationship between the two variables was statistically significant, leading to the rejection of the null hypothesis. These findings imply that universities and lecturers should continuously encourage the integration of digital learning technologies and provide structured opportunities for students to develop independent learning skills supported by technology, as strengthening these skills may enhance students' academic confidence, engagement, and overall learning outcomes.

B. Suggestion

Based on the conclusions of this study, several suggestions are proposed as follows:

1. For Students

   Students are encouraged to strengthen their technology-assisted independent learning skills by actively utilizing digital platforms and online learning resources to support their learning process.

2. For Lecturers

   Lecturers are advised to design learning activities that encourage independent learning supported by technology, such as online discussions, digital projects, and flexible learning tasks.

3. For Educational Institutions

   Educational institutions are encouraged to provide adequate technological facilities and support systems that facilitate students' independent learning.

4. For Future Researchers

   Future researchers are recommended to examine additional variables related to technology-supported learning and to use different research designs to further explore this topic.

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