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ANALYSIS OF THE EFFECT OF A HUMANISTIC APPROACH IN ONLINE LEARNING ON STUDENT INDEPENDENT LEARNING AND STUDENT SATISFACTION

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ABSTRACT

Online learning experiences difficulties due to limited interaction, time flexibility, and educational venues. It requires careful classroom management and learning and requires lecturers to become creative, intelligent, constructive as instructors and facilitators. This study aims to determine the effect of a humanistic approach on student satisfaction and Student Learning Independence (ILS) in online learning. Data were analyzed using the LISREL 8.80–SEM application obtained using a Likert Scale from 200 respondents spread across five PTS in Jakarta. As a result, the humanistic approach and student satisfaction both partially, simultaneously, and indirectly affect ILS. The student satisfaction dimension is expressed by being able to manage study time and do assignments well. In contrast, the cooperative dimension turns out to have a more significant contribution when compared to the dimensions of responsibility and motivation in forming the ILS variables. However, the results are not much different, so the dimensions of responsibility, motivation, independence learning, and cooperation cannot be ignored in the formation of ILS. The dimension of responsibility through completing assignments and completing studies is a priority in learning. Students' contribution to the development of self-ability and the quality of learning can encourage self-confidence and motivation to learn. The role of the lecturer is very significant in forming a communication network with students when conducting a humane learning process and becoming a strength of online learning.

Keywords: Humanistic, Student Satisfaction, Independence Learning, Class Management, Cooperative.

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BACKGROUND OF STUDY

Nowadays, online learning is becoming a learning model that is gaining popularity in education because it has carried out trials during the Covid 19 Pandemic. In addition to providing convenience to students, it also provides convenience for the implementation of learning, for example, the burden of low costs. The effectiveness of online learning is not only determined by the availability of devices such as computers and the internet but as a form of education is primarily determined by the learning process, starting from the readiness of administrative strategies and class management, as well as teachers and students. Online learning has a different difficulty level than face-to-face learning conventional learning. In order for online learning to be effective, the role of the lecturer is optimally needed by creating a participatory and constructive learning atmosphere for students, in line with Zuber & Altrichter's opinion that educators need to change participatory student learning behavior and form the ability to develop independence (Zuber & Altrichter, 2018), and also Bowlby's opinion that a constructive approach is essential, because it fosters students' self-confidence, so that it can have implications for the growth of independence (Bowlby, 1956). Thus, the lecturer as an educator must change the learning approach, create the learning process to be exciting and fun, and encourage students to deepen personally.

The approach proposed and considered sufficient to build, shape and create more effective online learning situations is humanistic, supported by several previous studies; Lytje is based on experience in teaching languages; a humanistic approach can shape thinking processes, epistemic processes and communicative processes in the learning process (Lytje, 1989), then Jingna found that the application of humanism theory produces something that is self-actualization, practical learning, creates an emotional connection between educators and students as well as student-centered learning (Jingna Du, 2012). Furthermore, Vlachopoulos and Cowan see that a humanistic perspective can increase interest in learning because of flexibility in learning (Vlachopoulos & Cowan, 2014). In addition, there is a reciprocal interaction between educators and students, and the function of the lecturer as a learning facilitator can be felt as an essential part of a humanistic approach.

In support of a humanistic approach, satisfaction for students is needed. Bolliger and Martindale see that several factors determine the level of student satisfaction in online learning using the Online Course Satisfaction Survey (OCSS) measurement tool (Bolliger & Martindale, 2004). The first factor, the role of instructor services, was able to provide satisfaction to students because of their communication, feedback, preparation, content knowledge, teaching methods, encouragement, accessibility, and professionalism. Second, related to technology, where institutions provide adequate equipment so students can easily access it, and students themselves have the supporting tools for that. Third, interactivity, such as the availability of discussion forums, so that students feel involved in online learning. They can participate and be active in the learning process. This measurement tool is used when researchers want to test and determine postgraduate students' satisfaction levels. This measuring tool can also be used for all online lectures to determine student satisfaction.

Testing satisfaction in the learning process was also carried out by Maqbool et al., by finding that satisfaction in online learning was strongly influenced by motivation using a measurement tool called the Situational Motivation Scale (SIMS) (Maqbool et al., 2020). In this study, four types of motivation will be tested for postgraduate students taking English education in online lectures. The findings show a strong positive correlation between learning motivation and learning satisfaction related to online learning systems due to the ease with which learning is delivered online. Learning motivation is closely related to tutors and tutorials, the learning environment, teaching methods, and learning resources. Therefore, self-efficacy also needs to be considered in determining satisfaction. Self-efficacy is an important part that students must have. Parul Kumar et al. said the importance of student self-efficacy because adequate equipment, such as computers, affects student satisfaction in online learning (Pardeep Kumar et al., 2021).



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Another essential element that determines the effectiveness of online learning is student independence. Because online-based learning gives students considerable discretion, it is a challenge for students and understanding the impact this can have. Learners must have a fixed strategy to manage the learning process to run optimally and effectively according to their needs. According to Lock et al., an online learning atmosphere provides a unique opportunity for educators to use various features that can foster students' self-regulation abilities as a form of independence (Lock et al., 2017). Roper further said independence is a form of self-development for students (Roper, 2007). Thus, independence in online learning is self-determined. Empowerment of time in carrying out student duties and activities needs to be organized and managed effectively. In line with Vahrusheva et al., that independence and self-development in online learning can be seen in students' ability to manage their time well and participate actively and be directly involved in learning (Vahrusheva et al., 2020). However, independence and self-development are mainly determined by online learning management from educators, such as designing quizzes and discussion forums, providing motivation, communicating technically about assignments, and establishing relationships with fellow students. Meanwhile, Meyer views independence as something formed from the transfer of responsibility in the learning process from educators to students (Meyer, 2010). Thus, independence is not only the responsibility of students but is also primarily determined by how the role of educators can collaborate with students in forming a fun and constructive learning atmosphere.

The changes in the learning situation occurring at higher institutions in Indonesia today, from conventional to online learning systems, are interesting for further study. Changes that occur suddenly can cause various problems in the learning process. The ability of the online learning system in Indonesia is challenged to create an independent learning climate for students, as the ideal demands in learning. Therefore, research on independence learning student is still needed, especially relating it to student satisfaction in learning and the humanistic approach carried out by lecturers in university.

THEORETICAL FRAMEWORK

Humanistic Approach

The humanistic learning approach places students as active, enterprising, potential, independent subjects, which needs to be encouraged and developed by the educational environment. According to the view of humanism, humans have capacities that animals do not have (Edwards, 1989). This thinking forms the basis of a humanistic approach that originates from the theory of human nature, which believes that humanism is natural, and has self-potential to maintain and strengthen self-existence (Jingna Du, 2012). This concept was later developed and became a concern in humanistic-based learning (Underhill, 1989). Each person's self-potential must be developed through learning abilities (Archana Nath et al., 2017). Through learning, everyone will follow the behaviour of the people around him as organic behaviour (Richards & Richards, 1976).

In learning activities, educators and students continue to communicate their values through language and ways of behaving (Toker Gökçe, 2021), in line with the humanistic approach, which sees education as acceptable and well-understood by students because it becomes an integral part of the reflective person (Goldstein, 1986). The term humanistic in the learning process shows that responsibility is the main element in forming a complete human being (Prabhavathy & Mahalakshmi, 2016). If the main elements are implemented correctly, success will be achieved in learning (Sinclair et al., 2006). In this case, students can actualize themselves as embodying a sense of responsibility (Jingna Du, 2012).

The humanistic approach, as expressed by Gage and Berliner, has five basic principles used in developing learning objectives, namely, (1) students learn what they want and direct their behavioural skills towards their desires and needs, (2) students understand how to learn easier and faster, and this is more important than the provision of knowledge itself, (3) students can carry out self-evaluations so that they can develop themselves based on the potential of each person, (4) students understand that feelings and facts are balanced, namely understanding



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feelings which are as crucial as understanding facts, (5) students can learn well if they are in a safe and comfortable environment, so that the emotional, psychological and physical aspects go well (Magno, 2003).

Based on the various references that researchers use, researchers identify that educators can carry out a humanistic approach through several processes, namely (1) interaction, (2) flexibility, (3) constructive and (4) class management.

The first is interaction, which aims to establish, create, and produce a close quality relationship between educators and students. Even a lecturer must create repetitive, routine, and meaningful interactions. Especially in online learning, communication plays a significant role. Communication failure between lecturers and students in the learning process provides an excellent opportunity for students to experience failure (Lai, 1994). Therefore, communication skills are needed from lecturers with clear, straightforward, and easy-to-understand language to comfort students as a form of competency development in online learning (Alawamleh et al., 2022), (Alawamleh et al., 2022a).

Furthermore, it will generate trust for students towards lecturers in a friendly, educational, and proactive atmosphere (Woods, 2002), (Huckstadt & Hayes, 2005), (Khoo & Kang, 2022). A healthy and dynamic communication climate is a way to develop cognitive abilities and self-efficacy that can form insights into broad, open thinking and provide opportunities for a better future (de Sousa Mata et al., 2021). It will encourage students to find, work on, develop, and even create something new according to the needs of groups of students (Milheim, 2011).

Second, flexibility is increasingly important in online learning because it is not bound by time and place (Coomey & Stephenson, 2001). In addition, the strength and attractiveness of online learning lie in the flexibility of time and place based on the technology and communication networks used (Dong et al., 2020). Therefore, a strategy is needed from lecturers who must consider the suitability of time between doing assignments and the abilities and needs of students (Lapitan et al., 2021). Flexibility allows students to apply their real life by seeing and treating students as active participants to foster skills and creativity (Dresel et al., 2015). Flexibility in the learning process provides a sense of comfort to students who can foster enthusiasm and independence as the goal and essence of educators.

The third is constructive; Lecturers must create a fun, communicative, and constructive learning atmosphere in the learning process. If an error occurs in the learning process, the lecturer must rebuild the relationship with students so that it continues to be healthy and dynamic (Tam, 2000). Lecturers must look for breakthroughs so students can effectively produce something with their abilities and skills, such as WhatsApp, Line, or the world wide web, to find information to increase knowledge (Ishtiaq Khan et al., 2021). Although there are still concerns regarding student mastery in terms of proper and correct use of the web (Candy, 2004), it is undeniable that internet assistance can improve student achievement (Torres-Díaz et al., 2016), such as using videos to interact (Tugtekin & Dursun, 2022), and as a form of student creativity and social responsibility that can produce independent thinking through learning designs created by lecturers (Elizabeth Tisdell & Taylor Elizabeth J, 2000). So, the constructive dimension in this study is the lecturer's responsibility in the learning process through creative learning content to encourage students to create something aligned with learning objectives. Learners will use existing resources better and can gain knowledge without forcing them to become mere recipients of instructions (Felix, 2005).

Fourth, classroom management that is interactive, flexible, and constructive must be managed appropriately because the humanistic approach model can be clearly described in classroom management. Classroom management can run optimally if the lecturer designs the learning process on target and creates groups to increase familiarity, involvement, and class contribution. In addition, the camera during the learning process



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must constantly be on and adapted to online learning, and recordings of the learning process must be made available to all students (Hariharan & Merkel, 2021). Furthermore, from the aspect of delivering material, efforts are made to make it easy to digest, enjoyable, not fixated on knowledge alone, and respect the personality of each student as an individual learner (Coomey & Stephenson, 2001). To integrate all these parts into the online learning process, a lecturer is required who is categorized as an instructor and has experience in an online learning environment (Milheim, 2011). Learning content must be communicative, not just relying on theory, or conversely mere practice, and genuinely constructive (Windschitl, 2002), (Shah Kumar, 2019). When the lecturer designs learning materials and directs the learning process, the lecturer functions as an instructor and is categorized as the first stage in class management. When the lecturer is in the learning process, the lecturer no longer discusses designing learning materials and navigation but displays the abilities and skills to position students as learners, adults, and independently. Here, a lecturer must have a "feel", "soul", and "spirit" as an educator that colours the learning process, including the importance of lecturers' trust in technology-based learning (Ghavifekr & Rosdy, 2015). The role of emotions, feelings, and opportunities to foster creativity is the rationale for a humanistic approach to learning (Gage & Berliner, 1986). These problems require special handling and creativity from lecturers so that students, as human learners, can improve their skills and abilities assisted by available technological devices. Lecturers as facilitators must know and be familiar with the technology to easily promote online interactions (Schmidt & Stewart, 2009).

In the efforts and approaches taken by the lecturer in this second stage, the lecturer acts as a facilitator. These two roles must work in an integrated manner to become one unit in the online learning process so that class management becomes meaningful for the concept of learning and the concept of student independence (Brackett, 1994). The advantage of classroom management in online learning is that it makes it easier for lecturers to read weaknesses and deficiencies when operationalizing classes because it can be seen from the entire lesson plan that is recorded, recorded, and stored. Lecturers must have high creativity to change, give different "colours" than before, and even be "unique" if sluggishness and monotony occur in the learning process, including designing collaborative online learning processes between synchronous and asynchronous. (Zoitoun, 2008), (Kavanagh et al., n.d.), (Coomey & Stephenson, 2001), and the collaborative role between lecturers and students (Lu & Smiles, 2022). In addition, the role of the lecturer in class management must always respect differences and build a community of students who do not feel oppressed and have a sense of "freedom" as a universal value everyone has (Milheim, 2011).

A lecturer can apply the process approach to each class differently because each has its characteristics. In addition, lecturers must also be able to consider potential natural obstacles that can occur as obstacles in online learning. Internet network errors must be considered so students do not feel anxious because they cannot do the assignment. Likewise, the role of the lecturer will be acceptable because it can make students become mature, independent, and creative learners. The method used by this lecturer is called heutagogy (Halupa, 2015), (Blaschke, 2012). Thus, according to the humanistic approach, the ways, and functions of lecturers in the online learning process are that lecturers, as instructors and facilitators, must know the learning environment well. The entire process above is the main stage and part of the humanistic approach.

Student Satisfaction

User satisfaction with a product or service is a measure of the success of a process. In the learning process, the primary service recipients are students. Student satisfaction in the learning process relates to student perceptions based on the experiences they gain during the lecture process, including the assessments they receive while participating in the learning process (Astin, 1993), (Harmon et al., 2010), (Gray & Diloreto, 2016) Researchers identified at least three critical dimensions that shape student satisfaction, namely (1) service, (2) human resources and (3) effectiveness.

First, service. Services in learning are one of the pedagogical methods or strategies in learning that lecturers carry



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out to interact well with students to achieve goals (Spector et al., 2020). In other words, service is the whole process of activities to achieve learning objectives. In this study, the services in question are services provided by lecturers in designing measuring instruments such as quizzes, assessments, and reflections. In addition to providing sufficiently measurable time for students, the measuring tool must also be precise. Lecturers must consider the situation of students to be able to do the assessment. Therefore, services related to assessment need to create a comfortable electronic and network-based learning environment to support student's personal growth because of distance learning (Sargeant et al., 2006). So, the lecturer is always active in giving feedback every time he finishes checking the assignments given and must provide sufficient time to make corrections. Hence, the lecturer designs the time for giving quizzes, assessments, or reflections must consider flexibility, which does not only consider the availability of time from the lecturer but also the availability of time from students to be able to work on assignments in stages and accessible. In addition, since the beginning, lecturers have had to reckon and consider performance through navigation design so that students can systematically and programmatically see the results of what they have done.

Second, resources. The resources referred to here are limited to 1) lecturer resources as instructors (Ala-Mutka et al., 2008), which regulate navigation, including lecturer skills in "turning on" attractive online learning spaces, including all related matters as a system learning; course descriptions, reading sources, assessment composition, assessment rubrics, goals to be achieved, discussion rooms, and assessment rooms. 2) lecturer resources as academics with scientific abilities when compiling material content. Nowadays, students are more enthusiastic about learning in visual form, so lecturers need to be able to mix material in visual form (Raiyn, 2016). The resources of a lecturer in classroom management can influence student activity and student interest in learning, primarily through routine and meaningful reciprocal communication as part of the learning process. It is common for smooth communication to cover weaknesses in learning material content. Thus, the lecturer must have self-efficacy (Achurra & Villardón, 2012). Self-efficacy is the belief in one's ability to do (Bandura, 1994).

Third, effectiveness. In online learning, effectiveness is closely related to, first; well-integrated learning information, second; the availability of technological devices as the primary and fundamental support for the online learning process to run well, and third; the role of an instructor, lecturer, facilitator who has expertise in blending learning so that it is easy to digest, applicable, and in the end can shape student creativity. The role of a lecturer determines the effectiveness of the learning process. For example, when there is learning material that is not clear to students, the role of the lecturer is to clarify what is not understood. Therefore, lecturers must focus on factors that are seen as playing a role in building an influential learning community (Swan, 2002), (Alawamleh et al., 2022b) and must be actively involved in building dialogue in written form with students (Sutton & Basilel, 2014). In other words, effectiveness relates to how much online learning can help solve problems, maximize abilities, encourage activity, and shape students' creative thinking.

Independence Learning Student (ILS)

The learning process often experiences sluggishness because lecturers are more focused on what will be taught and ignore the presence of students. In contrast to the humanistic approach, which makes students the centre focus of the learning process (Tangney, 2014).

In the online learning process, independence is the goal of the learning process. As in conventional learning, online learning systems without strict supervision provide ample opportunities for students to hone their independence expressively, responsibly, and creatively in completing assignments or what should be done (Cantrell et al., 2008), (Rohima et al., 2018). Student independence can be seen through activities in discussion forums with fellow students and lecturers (Arend, 2009) and is mainly determined by motivation (Sondang Sumbawati et al., 2020). The discussion forum has access which can be used at any time to ask questions, provide input, review, criticize and others, which can hone cognitive, affective and moral elements. For example, students



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will arrange their language to be conveyed in the forum. In expressing their opinions, students will consider ethical aspects and the ability to provide interpretations of everything around them, including what they learn. Online learning makes it easier for students to understand holistically, generating ideas such as personality growth and self-empowerment.

Various experts put forward the definition of Independence Learning Student (ILS). Zimmerman stated that ILS includes the ability of students to manage their learning, understand how to learn best for themselves, be motivated to be responsible, and work with other parties to increase the depth and breadth of learning (Zimmerman, 1986). Independence is greatly influenced by self-regulation (Hartley & Bendixen, 2015). Self-regulation is an ability within oneself and must be regulated and used effectively to monitor cognitive strategies (Boekaerts et al., 2000). Self-ability requires a strategy and a willingness to adapt to the learning model appropriately. Learning objectives can be achieved when students have the skills to self-regulate (Scraw & Denisson, 1994). However, self-efficacy needs to be regulated (Pintrich, 2000) because even if self-efficacy is high, not allocating time appropriately to complete tasks will impact decreasing performance (Bandura, 1994). For students of higher learning institutions, learning methods that focus on independent learning are well understood. So, students must be able to be responsible for managing their studies, time, and themselves (Field et al., 2014) by developing the values, attitudes, knowledge and skills needed to make responsible decisions and take appropriate actions about their learning (Meyer, 2010).

Thus, researchers who refer to the views of Zimmerman, Field & Duffy and Meyer et al. concluded that independence learning student could be interpreted as attitudes, behaviours and life values that are carried out by students while attending lectures which are manifested with a complete sense of responsibility, able to manage their studies according to their wishes and needs, have high motivation, have time and way of learning on their own and have the ability to cooperate with various parties in supporting the success of the study.

Framework of Thinking

Based on the theoretical review above, the framework used in this study is presented in Figure 1.

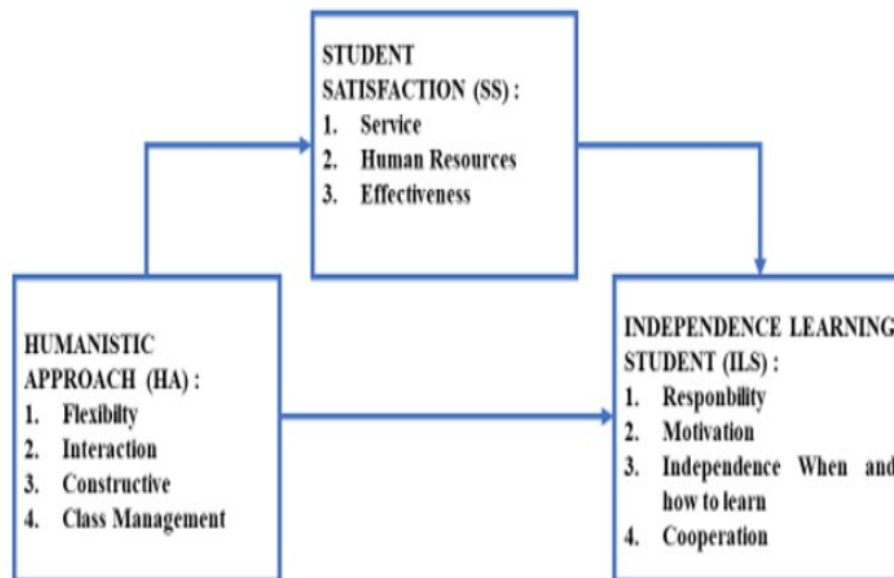


Figure 1. Research Thinking Framework



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METHODOLOGY

Research Design, Population and Sampling

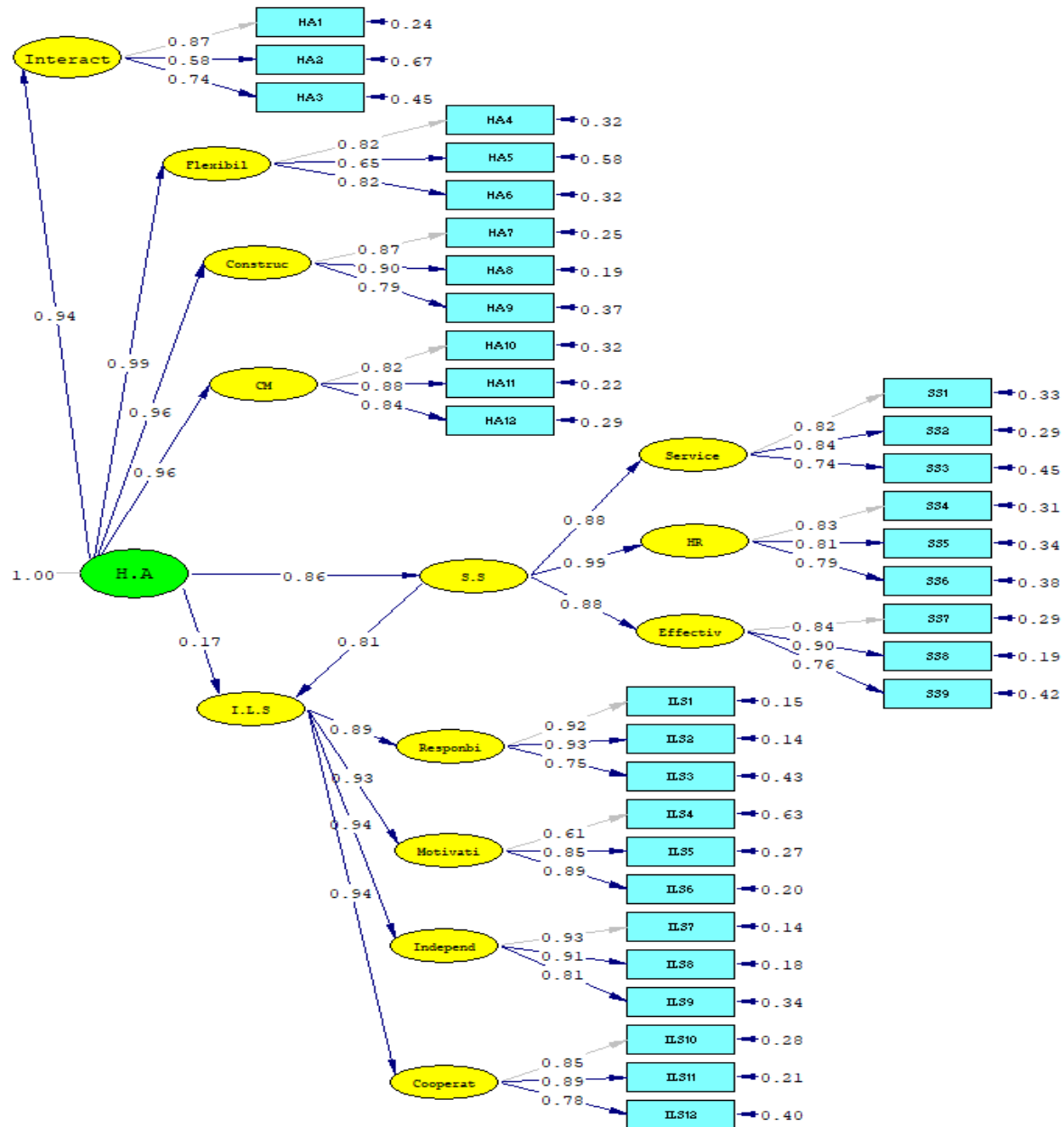
The research uses a quantitative approach by distributing questionnaires to 200 student respondents from five private institutions in Jakarta that have implemented online learning. Data collection was carried out in two ways; first, the researcher conducted direct interviews with 50 respondents, while 150 respondents were distributed via Google Forms. Determining the number of 200 respondents in this study is based on the views of Hair et al., which says that the minimum number of respondents is five times the number of indicators used Hair et al., (2019). Thus, the minimum number of respondents is $5 \times 32 = 160$, and researchers use as many as 200 respondents so that it has exceeded the minimum standard number of respondents.

Instrumentation

The questionnaire used in the study consisted of 5 demographic information and 33 statements related to the research subject derived from variables, dimensions, and indicators. The measurement scale used is the Likert scale. An independent variable is a humanistic approach consisting of four dimensions (interaction, flexibility, constructive and class management). The mediator variable is student satisfaction with three dimensions (service, human resources, and effectiveness). Furthermore, the dependent variable, Independence Learning Student, consists of four dimensions (responsibility, motivation, independence when and how to learn, and cooperation). Each dimension has three indicators, respectively.

The instrument used for each variable is a synthesis based on several expert opinions. In the humanistic approach variable, the instrument used is a synthesis of the opinions of Gage and Berliner (1986), Kaplan (2003), Tam (2000), Milheim (2015) and Windschitl (2002). The variable student satisfaction is a synthesis of the opinion of Spector et al. (2020), Sargeant (2006), Swan (2002) and Coomey & Stephenson (2001). Furthermore, the independence learning student variable is a synthesis of the opinions of Tangney (2013), Cantrell et al. (2008), Zimmerman (1986), Field & Duffy (2014) and Meyer et al. (2008).

All research instruments were pre-tested using 50 respondents to ensure the validity and reliability of each instrument using SPSS. The pre-test results showed that all items or indicators were valid, then continued with the distribution of data to 200 respondents and processed and presented using the LISREL 8.80– SEM structural equation, as shown in Figures 2 and 3 below.



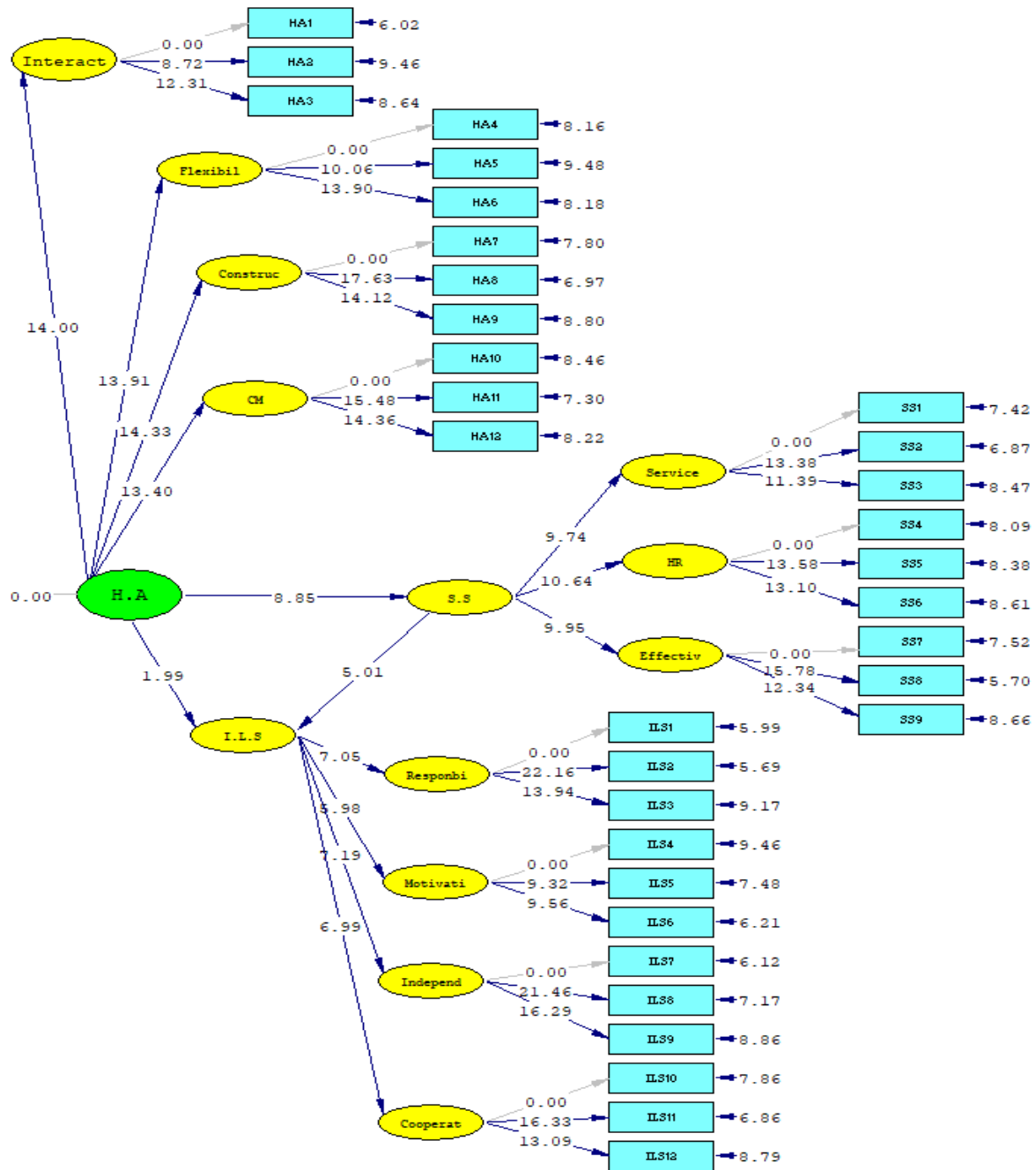
Chi-Square=1393.64, df=481, P-value=0.00000, RMSEA=0.098

Fig 2. Standardize Solution

Shows the magnitude of the influence of the Humanistic Approach on Interaction, Flexibility, Constructive, and Class Management, as well as on Independence Learning Student and Student Satisfaction in online learning.



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Chi-Square=1393.64, df=481, P-value=0.00000, RMSEA=0.098

Fig 3. T Values

Shows the results obtained by testing the research hypothesis about the influence based on the variables and dimensions that are the reference for measurement.



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Construct Reliability and Average Variance Extracted

An indicator is said to have good validity against the construct or its latent variable if it standardizes loading factor (SLF) ≥ 0.50 . In contrast, the reliability of the measurement model is obtained by calculating the Construct reliability (CR) and Variance Extracted (VE). A latent variable is reliable if $CR \geq 0.70$ and $VE \geq 0.5$ (Allen & Yen, 1979).

Table 1. Construct Reliability and Average Variance Extracted of Humanistic Approaches

Construct	Var	Std Loading	Error	CR	AVE
Humanistic Approaches	HA1	0.87	0.24	0.96	0.65
	HA2	0.58	0.67		
	HA3	0.74	0.45		
	HA4	0.82	0.32		
	HA5	0.65	0.58		
	HA6	0.82	0.32		
	HA7	0.87	0.25		
	HA8	0.90	0.19		
	HA9	0.79	0.37		
	HA10	0.82	0.32		
	HA11	0.88	0.22		
	HA12	0.84	0.29		

Based on the results shown in Table 1, the Humanistic Approach variable is valid and reliable because it standardizes factor loading (SLF) ≥ 0.50 , where the Variance Extracted (VE) is 0.65. And Construct reliability (CR) is $0.96 \geq 0.70$.

Table 2. Construct Reliability and Average Variance Extracted of Student Satisfaction

Construct	Var	Std Loading	Error	CR	AVE
Student Satisfaction	SS1	0.82	0.33	0.95	0.67
	SS2	0.84	0.29		
	SS3	0.74	0.45		
	SS4	0.83	0.31		
	SS5	0.81	0.34		
	SS6	0.79	0.38		
	SS7	0.84	0.29		
	SS8	0.90	0.19		
	SS9	0.76	0.42		

Table 2 shows the variable student satisfaction is reliable and has reliability because it obtained Construct reliability (CR) $0.95 \geq 0.70$ and Variance Extracted (VE) $0.67 \geq 0.50$.



Table 3. Construct Reliability and Average Variance Extracted of Independence Learning Student

Construct	Var	Std Loading	Error	CR	AVE
Independence Learning Student	ILS1	0.92	0.15	0.97	0.72
	ILS2	0.93	0.14		
	ILS3	0.75	0.43		
	ILS4	0.61	0.63		
	ILS5	0.85	0.27		
	ILS6	0.89	0.2		
	ILS7	0.93	0.14		
	ILS8	0.91	0.18		
	ILS9	0.81	0.34		
	ILS10	0.85	0.28		
	ILS11	0.89	0.21		
	ILS12	0.78	0.4		

The results shown in Table 3 to measure the reliability of the Independence Learning Student obtained Construct reliability (CR) $0.97 \geq 0.70$, and Variance Extracted (VE) $0.72 \geq 0.50$ so that Independence Learning Student is said to be reliable.

Table 4. Results of Construct Reliability and Average Variance Extracted

Construct	Var	Std Loading	Error	CR	AVE
Humanistic Approaches	interactions	0.94	0.11	0.98	0.93
	Flexibility	0.99	0.01		
	constructive	0.96	0.08		
	Class Management	0.96	0.07		
Student Satisfaction	Service	0.88	0.22	0.94	0.84
	Human Resources	0.99	0.03		
	Effectiveness	0.88	0.22		
Independence Learning Student	Responsibility	0.89	0.21	0.96	0.86
	motivation	0.93	0.14		
	Independence when and how to learn	0.94	0.12		
	Cooperation	0.94	0.11		

Based on the results shown in Table 4, based on the standardizes loading factor (SLF) for all variables and dimensions, the average result is ≥ 0.70 , and the VE value is ≥ 0.50 , so it can be said that it meets the requirements and can describe the Smart People variable as fulfilling reliability.

Demographic Information of the Respondents

The following describes the respondents based on their age, gender, and study period.



Table 5. Demographic Information of the Respondents

Items		N	%
Gender	Male	112	56
	Female	88	44
age	18 - 19	81	40.5
	20 - 21	86	43
	22 - 23	21	10.5
	≥ 24 -	12	6
Study Period Semester	1 - 2	79	39.5
	3 - 4	89	44.5
	5 - 6	23	11.5
	≥ 7	9	4

Table 5 shows a map of the respondents' descriptions differentiated by age, gender, and study period. Thus, the five higher institutions where the research was conducted had a level of distribution of gender and the study period, which was still active.



RESULTS
Hypotheses Testing

Table 6. The Results of Hypotheses Testing

H	Path	Coeff β	t-value	decision
H1	Humanistic Approach → Student Satisfaction	0.86	8.85 > 1.96	Supported
H2	Humanistic Approach → Independence Learning Student	0.17	1.99 > 1.96	Supported
H3	Student Satisfaction → Independence Learning Student	0.81	5.01 > 1.96	Supported
H4	Humanistic Approach → Student Satisfaction → Independence Learning Student	0.69 (Indirect Effects) *	4.56 > 1.96	Supported

The results of hypothesis testing are shown in Table 6 that the T Value > 1.96. with Total Indirect Effects is 0.87. While the Regression Equation:

Student Satisfaction = 0.86

Humanistic Approach, Errorvar.= 0.27, R² = 0.73
(0.097)

8.85

Independence Learning Student = 0.81*S.S + 0.17*H.A, Errorvar.= 0.093, R² = 0.91
(0.16) (0.084)
5.01 1.99

DISCUSSION AND IMPLICATIONS

Discussion

Discussion independence learning student (ILS) is an essential requirement at this time, especially in online learning, where interaction and communication between lecturers and students are not carried out directly. Thus, the learning tasks that are the obligation of students must be carried out by students without relying too much on lecturers. From the SEM calculations, can be seen that the dimensions of independence in determining the time and how to learn, then the dimensions of cooperation have a more significant contribution when compared to the dimensions of responsibility and motivation in forming the ILS variables (See Figure 2 and Table 4). However, these differences are very close, so the four dimensions must be considered in developing the ILS. The independence or freedom of students in determining the time and learning methods can be seen from the parameters of the student's ability to choose the time to complete tasks according to their process and develop themselves according to their wishes (see Table 3). This result is in line with the opinion of Zimmerman (1986) about students who understand how to learn, time, and desires, as well as supported by the view expressed by Boekaerts et al. (2000) and Hartley and Bendixen (2001) that self-regulation in students can be used effectively to improve cognitive abilities.



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Furthermore, on the cooperation dimension, the study results show that the ability to collaborate among students is the most determining parameter, followed by the ability to collaborate with lecturers and the broader social environment (see Figure 2 and Table 3). It is interesting for students to understand that fellow students are the main partners in learning activities and later with lecturers. Therefore, choosing fellow students who are in line is an important decision for students to support the success of their studies. This study's results align with the views of Meyer et al. (2008), who view student independence as very important in making decisions and must be responsible for appropriate actions, including choosing fellow students as partners in the learning process. Student independence in online learning was also conveyed by Winarti et al. (2021) that freedom is primarily determined by student motivation. On the dimension of responsibility, the main parameter shown by students is paying attention to the entire learning process, followed by efforts to complete course assignments. Finally, there is clarity on when the lecture will be finished (see Figure 2 and Table 3). Through these parameters, students prioritize the learning process and carry out their duties, and do not place lecture deadlines as a priority in learning. So, the most important thing for students is to follow and be responsible in the learning process compared than chasing the target time of study completion. In this case, what students do can contribute to developing students' self-abilities and the quality of learning and encourage students' self-confidence in completing studies. The results of this study align with the view of Bandura (1994) that high self-efficacy, followed by the ability to allocate time well to complete tasks, will impact good performance. Therefore, selecting students responsible for the entire learning process is very important to encourage self-confidence to support the completion of studies according to the set time.

Furthermore, the motivation dimension has the parameter that, in carrying out lectures, students feel valued by their environment, have a strong desire to learn, and aspire and hopes about the future (see Table 3 and Figure 2). These results explain that the feeling of being valued during the learning process students get from their environment is a significant part of forming learning motivation. For this reason, the role of lecturers and other social circles to appreciate the results of student work in following and completing their assignments needs to be done to encourage student learning motivation. Based on the results of hypothesis testing, it was found that the humanistic approach and Student Satisfaction variables in learning affect independence learning student, as presented in Figure 3 and Table 6 above, proving that the humanistic approach and student satisfaction either partially, simultaneously, or indirectly affect independence learning student. It is said so because the variable student satisfaction becomes a mediator in the influence of the humanistic approach variable on the Independent Learning Student variable. So, to develop student independence in learning, student satisfaction is the determining variable. In this case, student satisfaction is formed by the dimensions of service, human resources, and effectiveness. Of the three dimensions, human resources are the most vital dimension in developing student satisfaction variables and then followed by service and effectiveness dimensions (see Figure 2 and Table 4). The human resources dimension in question includes the lecturer's ability to regulate, encourage and enliven the learning atmosphere so that students are interested in being active in the learning process. This is in line with Raiyn's research (2016) that learning material in visual form is an interesting way of transferring knowledge for students. The same thing was said by Achurra and Villardón (2012), where reciprocal communication between lecturers and students that runs smoothly, easily, and pleasantly will encourage students' interest.

Thus, efforts to develop student independence in learning must be connected to student satisfaction. This is a finding from research results that student satisfaction is influenced by the humanistic approach carried out by lecturers (see Table 6 and Figure 3). Therefore, a humanistic approach needs to be developed to obtain student satisfaction, which has implications for independence learning student.

Furthermore, the humanistic approach variable, which consists of interaction, flexibility, constructive and class management, shows that although not much different from the other dimensions, flexibility is the highest dimension in forming the humanistic approach variable (Table 4). In online learning, the need for flexibility is an



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essential requirement. These results are in line with the views of Smedley (2010), Felix (2005), and Marc (2002), who say that the dimension of flexibility is essential for students because it contains parameters of freedom in determining the time and place of study, as well as providing space for students to adjust to their own needs so that they can actively develop themselves and their skills.

The following dimensions in the humanistic approach variable are the constructive and class management dimensions. The constructive dimension is the lecturer's attempt to correct the weaknesses and mistakes made by students. Lecturers, as educators, are required to continually provide opportunities for students to correct errors made by their students. In this case, for example, how students build communication with lecturers can differ from what the lecturer wants. In such situations, lecturers need to convey in a compelling way how to express opinions, how to communicate, and how to learn better. Candy (2004) and Tam (2000) also see this by stating that a lecturer must change the way and patterns of communication between lecturers and students to develop a dynamic learning process and build healthy relationships. In addition, with the development of science with the support of current information, lecturers need to provide space for students to creatively obtain scientific details to the wishes and needs of students. On the constructive dimension, efforts to develop a variety of learning methods must also be carried out by lecturers because lecturers must be able to understand that boredom can occur in students. After all, a monotonous learning process can hinder efforts to achieve optimal learning results. The results of this study are in line with the opinions of Martin and Klotz (2001), Roberts et al. (2000), and Tisdell and Taylor (1999), who agree that the use of varied learning methods and content will encourage student creativity and responsibility in carrying out learning activities.

The class management dimension also needs to get the attention of lecturers because this dimension forms a humanistic approach to online learning. In the class management dimension, a lecturer must be able to provide good tutoring, prioritizing dynamic learning methods with engaging and easy-to-understand learning materials. Therefore, from the beginning of lectures, clear learning designs and objectives need to be conveyed to students. The results of this study are in line with Mazzolini & Maddison (2003), Milheim (2015), and (Windschitl 2002), who say that learning designs must be in line with online learning situations, be communicative and easily understood by students so that students can understand the goals and directions of learning. So, in online learning, lecturers are needed who have experience in managing the learning process through their roles as facilitators, instructors, and educators.

Through sufficient teaching experience, lecturers have the skills and abilities, as stated by Brookfield (1987), that lecturers can encourage student independence and place students as adult human beings. The next dimension in the humanistic approach variable is interaction. The interaction dimension is lower than the previous three dimensions (flexibility, constructive, and class management). However, the interaction dimension is still important even though it is lower. Some of the interaction parameters, which include the intensity of the relationship between lecturers and students, an atmosphere of safe and comfortable communication, and students' trust in lecturers, are patterns of social relations that need attention. The quality of a good relationship between lecturers and students will also support the quality of good learning. This finding is also in line with the views of Kaplan (2003), Rüschoff (2001), Woods (2002), and Huckstadt and Hayes (2005), which say that communication failures have the opportunity to cause learning failures for students. Therefore, lecturers must build routine, fun, proactive interactions, and communications.

Implications

Since the beginning of 2020, online learning has been widely implemented in almost all state university and private university in Indonesia due to the spread of the Covid 19 pandemic, which is endemic globally. Under these conditions, building independence learning student as a new culture in education is becoming increasingly important because, in the online learning process, the relationship between lecturers and students is different when compared to the conventional face-to-face learning process.



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Based on the research results, students' learning independence is determined by student satisfaction in participating in learning. Furthermore, student satisfaction can be built through a humanistic approach carried out by lecturers. The implications of the results of this research in learning management, especially to encourage independence learning student, can be done in the following way:

1. Lecturers must strive for students to gain satisfaction in participating in online learning. The principle that needs to be understood by lecturers is that students are the first to benefit from a learning process. Student satisfaction will be reflected through the service received by students and the ability of lecturers to manage the learning process, including learning methods and materials that are easily accessible, varied, not boring, and effective.
2. The humanistic approach is a way lecturers can use to encourage student satisfaction and further impact independence learning student. In a humanistic approach, lecturers must consider flexibility, constructive class management, and interaction.
3. Lecturers need to develop flexibility because the virtue of online learning lies in the dimension of flexibility. Within certain limits, students must obtain greater freedom in terms of time and place in carrying out routine lecture tasks, which are tailored to the student's own needs. In this case, it does not include provisions for implementing exams or other activities that can reduce the quality of learning outcomes if this flexibility is implemented.
4. Lecturers need to develop cooperation and constructive behavior towards their students. Constructive behavior seeks to continuously improve students' shortcomings and weaknesses, including in this behavior, using compelling ways to change how students learn and motivate.
5. Lecturers need to understand and implement class management in learning. Class management is reflected in the ability of lecturers to provide guidance using varied, engaging, and easy-to-understand learning methods. In addition, explanations regarding lesson plans, learning objectives, and achievements must be conveyed from the beginning of knowledge so that students can understand them as well as possible.
6. Lecturers maintain good relations with students through a healthy and dynamic interaction process, including communication in intensity and quality. Comfortable and safe communication between lecturers and students will foster student confidence. Lecturers need to build proactive communication to obtain good-quality learning.
7. Finally, for educational institutions, management must choose suitable lecturers for online learning. The lecturer's online learning task is more challenging than conventional or face-to-face learning in class. Therefore, selecting lecturers with high teaching experience is essential to obtain optimal online learning results.

Conclusion

1. The learning process in the future will be carried out more online. The Covid 19 pandemic that has hit Indonesia since early 2020 has encouraged all educational institutions in Indonesia to make a rapid transition in adopting online learning innovations. One important factor that needs to be developed in online learning is increasing the ability of lecturers to build independence learning student. In this case, independence learning student can be used as a basic capital in improving the quality of online learning.
2. This study proves that the humanistic approach and student satisfaction affect learning independence. Student satisfaction mediates the influence of a humanistic approach to independence learning student. If students get satisfaction in participating in learning, it will encourage independence learning student. This research also proves that the humanistic approach affects student satisfaction. In other words, lecturers can use a humanistic approach to obtain student satisfaction in carrying out learning.
3. Lecturers can embody a humanistic approach by displaying flexibility, constructive behavior, class management and intensive, cooperation, and quality student interactions.



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Recommendations For the Future Research

1. Future research can be carried out by expanding the range of research samples, considering that this research was only conducted on private university students in Jakarta. In the future, research can also be conducted on state university students so that comparisons can be obtained between students at private universities and state universities regarding independence learning student when participating in online learning.
2. It is necessary to research the abilities, weaknesses, and difficulties of lecturers in online learning so that through the results of this research, it can be recommended improvement efforts that need to be made.
3. It is necessary to research the readiness of educational institutions from various aspects of organizing online learning, including the commitment of educational institutions to online learning services.

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