

EXPLORING THE LEARNING OUTCOMES OF SELF-DIRECTED LEARNING AMONG HIGH SCHOOL STUDENTS.

INTRODUCTION.

Unlike the rigid schedules of the past, choosing self-directed learning during flexible time allows students to explore their own interests and manage their own planning and schedules.



LITERATURE REVIEW.

This study explores the origins of self-directed learning aimed at fostering proactive education, compares the different implementation strategies between general and vocational high schools, outlines a five-step process from topic selection to final presentation, and highlights how this journey builds self-discipline and confidence for future career development.



RESEARCH METHODOLOGY.

This study employs literature analysis to compare relevant research and questionnaire analysis to investigate high school students' experiences and perspectives regarding self-directed learning.



RESEARCH ANALYSIS AND RESULTS.

The study utilizes SWOT analysis to assess the impact of self-directed learning across four dimensions—strengths, weaknesses, opportunities, and threats—while analyzing survey results from general and vocational high school students of all grades to evaluate their perceptions of learning effectiveness.



CONCLUSIONS AND RECOMMENDATIONS.

Self-directed learning enables students to transition from passive recipients to active participants, where despite different implementation styles in general and vocational high schools, survey results indicate a positive impact on motivation while highlighting self-management challenges that could be addressed through preparatory courses focused on project planning, resource integration, and execution.

