

IMPROVING STUDENTS' SELF-STUDY EXPERTISE DURING THE COVID 19 PANDEMIC AT BINH DUONG UNIVERSITY

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ABSTRACT:

Self-study is widely regarded as the most effective method of determining a student's learning effectiveness at the university level. The success or failure of the learning process is highly dependent on the learners' senses, with an awareness of the role and importance of self-study playing a minor role. Students benefit from self-study not only in terms of mastering knowledge, skills, and techniques, and developing the appropriate career attitude, but also in terms of developing their personality, forming habits, and self-study awareness for life. In the current context, with the COVID-19 pandemic still very complicated, the majority of schools have already converted their teaching models to online or other forms of instruction. This change has a significant impact on both teachers' teaching quality and students' self-study. This article will analyze several factors affecting students' self-study capacity, as well as the current state of self-study capacity among Binh Duong university students, with the goal of proposing some solutions for capacity improvement. Learners' self-learning capacity adapted to the Covid-19 pandemic.

Key words: *Self-learning capacity, learner consciousness, positive learning methods, learners, students*

1. INTRODUCTION

Positive, proactive perception is a type of selective training that focuses on developing positive habits of thought and action with the goal of improving oneself and achieving success.[1]. Self-study is regarded as critical for determining a student's learning efficiency while studying at the university level. The success or failure of the learning process is highly dependent on the learners' senses, with an understanding of the role and importance of self-study playing a significant role. Students benefit from self-study not only in terms of mastering knowledge, skills, and techniques, and developing the appropriate career attitude, but also in

terms of developing their personality, forming habits, and self-study awareness for life.

The Covid-19 pandemic has impacted 225 countries and territories. As is the case in other countries, the Covid-19 pandemic has had a profound effect on education in general and on education at Vietnam University in particular. This is the most significant opportunity for Vietnamese universities to accelerate the process of integrating information technology into all aspects of their operations, including teaching, scientific research, chemistry, and management information systems. Numerous schools have opted for online teaching (online), hybrid

teaching, or combined teaching (Blended) during this Covid-19 pandemic period. Teachers must apply a direction to transmit knowledge to students when using online teaching methods. Assisting learners in a flexible manner to follow lecture circuits and accomplish the objectives of lessons and subjects. [2], [3]. Online learning is only effective when learners are equipped with the necessary self-study skills. This is the most critical skill and the first capacity that will be required for each "learning citizen" 4.0 period. [4]. However, online education presents numerous challenges for student learning and self-study, including learning habits, self-hearts, innovation consciousness, and learners' adaptation. Additionally, there are synchronous technical facilities, a dearth of appropriate learning materials for online training, and students and lecturers have just begun experimenting with new methods and forms of training.

In that context, this article poses the following research questions: How can we encourage proactive, positive learners to adapt to their study environment during the Covid-19 pandemic? The following section of the article's content section contains responses to the aforementioned research questions by the contributor group.

2. LITERATURE REVIEW

2.1. Definition of self-study and capacity for self-study

Self-study is an autonomous, self-directed, active, and innovative activity that involves self-thinking,

discovery, and research in order to acquire, cultivate, and improve knowledge and skills from a variety of sources and transform them into an item owned by the learner. Dang Vu Tri and Ha Thi Duc assert that "*Self-study is a type of fundamental teaching organization at the university level. It is a form of self-awareness in which the learner conducts his or her own knowledge and skill system in class or outside of class, according to or not according to the program and textbooks specified.*" [5].

Capacity is defined as the knowledge, skills, abilities, and behaviors that employees require to perform their jobs effectively. These factors contribute to an individual's ability to work more effectively than others. Bernd Meier and Nguyen Van Cuong state that "*capacity is a complex psychological attribute that is the result of the convergence of numerous factors such as skill knowledge, techniques, experience, action willingness, and moral responsibility.*" [6].

Thus, the concept of "self-learning capacity" can be understood as the capacity to think, apply knowledge, develop skills, and possess the characteristics necessary for the process of independence, proactiveness, self-awareness, and creativity in studying, exploring, and researching in order to acquire, cultivate, and improve knowledge and skills.

2.2. Factors affecting students' capacity for self-study

2.2.1. Elements originate with the

students themselves.

- *Awareness of the purpose and motivation for learning:* This factor is critical, as learning must be motivated by the learners' needs, what they require to be needed, and what they wish to accomplish.

- *Existing knowledge:* Because the majority of subjects at each level are organized in terms of development, subsequent knowledge is built on the foundation of previously available knowledge. To learn effectively, students must have a foundation of knowledge prior to enrolling in a course.

- *Intellectual and thinking capacity:* Intellectual capacity plays a significant role in determining one's ability to acquire knowledge rapidly or slowly. Additionally, thinking capacity is a factor that has a direct effect on access, recognition, and problem solving.

- *Learning methods:* learning methods refer to the learner's approach to receiving, exploring, and processing information in order to develop knowledge and skills. If learners develop a study method that fits them, the training method, and the subject characteristics, the reception will be convenient, not too time consuming, and the learning efficiency will be high.

2.2.2. The external factors

- *Content and methods of training:* The content of training programs that are appropriate for their trades and include practical work will also affect students' capacity for self-study. The training method, in particular, has a

direct effect on their self-study, promoting their self-study and interest in continuous self-study capacity.

- *Lecturers' teaching methods:* Teachers' teaching methods are critical and have a direct impact on students' self-study. If the lecturer uses positive teaching methods, acts as a guide, encourages students' self-study, requires students to actively read and exploit sources of materials, increases discussion, exam questions, and tests, students will undoubtedly need to improve their self-study. On the other hand, student self-study is contingent upon lecturer orientation, student guidelines regarding the purpose and motivation of learning, as well as learning methods, self-examination, and evaluation.

- *Curriculum and learning materials:* This activity's self-learning and quality improvement cannot be compromised by a lack of necessary, up-to-date, and rich materials, as this directly affects students' self-study capacity. Curriculum and instructional materials are of high quality, not only providing information, but also raising issues and providing guidance on how to resolve them, assisting learners in becoming knowledgeable and logical thinkers with a methodological approach to problem solving.

- *Learning facilities and equipment,* as well as the surrounding environment, such as a library, reading room, and self-study room, a computer, an internet system, and a learning space, are all critical factors that directly affect students' capacity for self-study.

- Self-study-related activities and policies: It is seminars, experience-sharing seminars, scientific activities, research competitions, and so on, with policies encouraging movement self-study and promptly rewarding self-study samples. If these activities are carried out effectively, they will foster an environment and motivation for students to engage in self-study activities. - Family, friends, and those in the immediate vicinity: The family plays an important role in motivating, involving, and supervising students engaged in self-study activities, by creating conditions that provide children with numerous opportunities to engage in self-affordable, proactive, and creative self-study activities. On the other hand, if one is in close contact with people who have a strong spirit and self-study capacity, there will be positive effects from them, making it more advantageous to improve one's self-study capacity.

Thus, factors affecting students' capacity for self-study include both internal and external factors. The factors listed above will have a significant effect on students' self-study capacity if they are positive, appropriate, and convenient, increasing their capacity for self-study and assisting them in achieving high results and efficiency. In the midst of self-examination. In comparison, if those factors are negative, limited, or inappropriate, they will continue to limit learners' capacity for self-learning, making it difficult for

learners to engage in active learning, thinking, and etc.

3. SELF-STUDY ABILITIES OF STUDENTS AT BINH DUONG UNIVERSITY - CURRENT SITUATION AND SOLUTIONS

3.1. Subjects of study and research methods

Students at Binh Duong University serve as research subjects.

The group conducted research using a variety of methods, including synthetic document analysis, surveys, and statistics.

Step 1: Create the survey form.

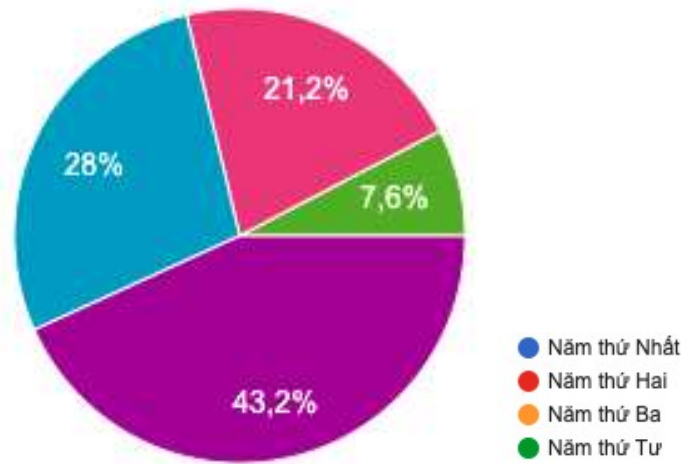
Step 2: Conduct a survey and collect data;

Step 3: Analyze data and collaborate on solutions

To ascertain the state of Binh Duong University's self-study abilities, the group created a survey template table and conducted convenient sampling using questionnaires - responses. The survey is conducted in three stages:

3.2. Research results

The team distributed a sample of Surveying Google Forms to groups of students from the Economic Faculty, the Faculty of Engineering Technology and Industrial Administration Institute, and Logistics in March 2022, resulting in 142 answer sheets classified as freshman to senior.



(Source: The team's survey results)

Figure 1. The rate of students ranging from freshman to seniors responding to the questionnaires.

3.2.1. Students' awareness of the value of self-study skills

Table 1. Students' awareness of the value of self-study skills

(Source: The team's survey results)

Scale	Scale				Tổng cộng (%)
	Very Important	Important	Slightly Important	Not at all Important	
Evaluation criteria					
Self-study enables you to master and retain complex concepts learned in class.	53,6	46,4	-	-	100
Self-study enables you to develop your ability to think independently and creatively.	43,9	55,4	0,7	-	100
Self-study enables you to improve your detection abilities and problem-solving abilities.	45,3	52,5	2,2	-	100
Self-study aids in the achievement of high academic grades.	43,1	51,1	5,8	-	100

Self-study aids in the development of lifelong learning skills.	49,3	50,0	0,7	-	100
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Data in Table 1 show that students have a very clear awareness of the role and importance of self-learning activities for students is very good. 100% responds are *important* and *very important* about *Self-study enables you to master and retain complex concepts learned in class*, of which 53.2% answers this is *very important*. 99.3%, 97.8%, 94.2%, 99.3% said Self-study enables you to

develop your ability to think independently and creatively, Self-study enables you to improve your detection abilities and problem-solving abilities, Self-study aids in the achievement of high academic grades, Self-study aids in the development of lifelong learning skills. This is a very positive indicator of students' awareness of the value of self-study skills.

3.2.2. Level of comprehension of students' self-study abilities

Table 2. Comprehension of students' self-study abilities

(Source: The team's survey results)

Scale Evaluation criteria	Very knowledgab le	Moderately Knowledgab le	Slightly knowledgab le	Not at all knowledgab le	Tolta l (%)
Skills of listening to lectures and writing them logically, noting points to study.	58,6	23,6	17,8	-	100
Planning and writing skills, presenting a union problem, extracurricular activities, etc.	15,7	49,3	34,3	0,7	100

Scale Evaluation criteria	Very knowledgab le	Moderately Knowledgab le	Slightly knowledgab le	Not at all knowledgab le	Tolta l (%)
Reading skills, including the use of books, reference materials, and dictionaries	25,2	54,7	20,1	-	100
Interact with lecturers and classmates in class using question-raising skills.	15,0	58,6	25,7	0,7	100
Skills to use folders and organize references.	19,4	57,6	21,6	1,4	100
Personal learning planning skills on a weekly and daily basis.	22,1	62,1	12,9	2,9	100
Self-assessment skills, evaluating your own progress after a week, month, or term.	16,7	58,0	20,2	5,1	100

The data in Table 2 indicate that students have a good understanding of self-study skills. 82.2% of students are *moderately knowledgeable* and *very knowledgeable* about Skills of listening to lectures and writing them logically, noting points to study. However, up to 26.4 percent; 23

percent; and 25.3 percent of students are *Slightly knowledgeable* and *Not at all knowledgeable* about *Interact with lecturers and classmates in class using question-raising skills; Skills to use folders and organize your reference; Self-assessment skills, evaluating your own progress after a*

week, month, or term. This outcome-oriented approach requires teachers to assist more students in teaching and guiding them. On the other hand,

student clubs that are currently conducting activities should propose the opening of skills training courses to assist you further.

3.2.3. Method of self-study

Table 3. Method of self-study

(Source: The team's survey results)

Scale Evaluation criteria	Completely agree	Agree	Neutral	Disagree	Total (%)
	You enjoy collecting educational materials from books and the internet because it is convenient and useful.	46,8	51,1	2,1	
Connecting theory to reality will benefit you in future jobs.	48,6	48,6	2,1	0,7	100
You enjoy learning from those who are more experienced than you in order to broaden your own experience.	49,3	48,6	2,1		100
You enjoy making plans ahead of terms and years in order to develop into stance and discipline individuals.	31,2	55,3	13,5		100
Reviewing previously acquired knowledge will aid in memory retention.	42,6	54,6	2,8		100

Table 3 demonstrates that students are very aware of the self-study

method. Up to 97.9 percent of students agree completely and agree

with the judgment that You enjoy collecting educational materials from books and the internet because it is convenient and useful and You enjoy learning from those who are more experienced than you in order to broaden your own experience. Additionally, 97.2 percent completely agree and agree with questions about Connecting theory to reality will benefit you in future jobs and

Reviewing previously acquired knowledge will aid in memory retention. However, 13.5 percent of respondents are Neutral on the questions about Reviewing previously acquired knowledge will aid in memory retention. This is an excellent suggestion for teachers and student clubs to incorporate time management skills into classrooms and seminars.

3.2.4. Time for self-study

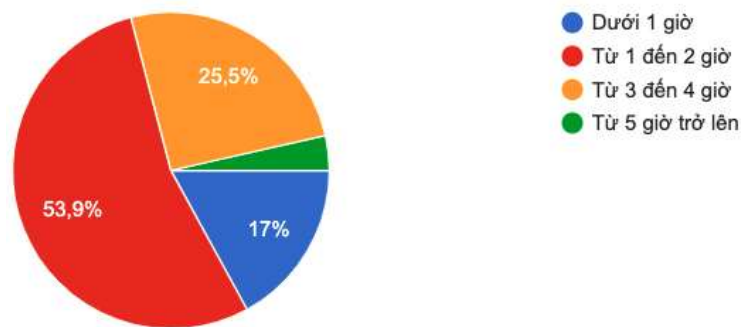


Figure 2. Time for self study

According to Figure 2, students' self-study time is extremely limited, with 17% spending less than an hour, 53.9 percent spending between 1 and 2 hours, 25.5 percent spending between 3 and 4 hours, and only 3.5 percent spending 5 hours or more per day. This is a distressing signal, as it

has a significant impact on lecturers' methods, teaching styles, and the quality of students' preparation. In our school, we frequently employ the 5-teachers method in order to adhere to the Binh Duong educational philosophy: Educate - Inquire - Comprehend - Practice [7].

3.2.5. Factors affecting students' self-study skills

Table 4. Factors affecting students' self-study skills

(Source: The team's survey results)

Evaluation criteria	Scale	Major affect	Neutral	Minor affect	No affect	Total (%)
	Lecturers' methods of instruction.		48,6	42,9	6,4	2,1
Technological advancements and the use of information technology in education.		41,4	45,0	10,0	3,6	100

Scale Evaluation criteria	Major affect	Neutral	Minor affect	No affect	Total (%)
Group discussion or seminar time.	34,5	50,4	12,2	2,9	100
Examinations and evaluations of students.	34,8	49,3	10,8	5,1	100
The classroom's theoretical and practical quality.	42,0	40,6	10,9	6,5	100
Library.	22,1	45,7	22,1	10,1	100
Curriculum, books, documents	42,0	47,8	5,1	5,1	100
Internet connection speed and WiFi....	48,6	43,6	5,0	2,8	100
The Effects of Facebook, Zalo, and Movies	34,3	41,4	20,0	4,3	100
Student awareness of the critical nature of self-study abilities.	50,7	41,4	4,3	3,6	100

According to the figures in Table 4, students' perceptions of the factors affecting their self-study abilities are quite favorable. Up to 91.5 percent of students believe that Lecturers' methods of instruction are Major affect and Neutral. Additionally, 86.4 percent ; 84.9 percent ; 84.1 percent ; 82.6 percent ; 89.8 percent ; 92.2 percent ; 75.7 percent ; 92.1 percent of students stated that Technological advancements and the use of information technology in education; Group discussion or seminar time; Examinations and evaluations of students; The classroom's theoretical and practical quality; Library; Curriculum, books, documents; Internet connection speed and WiFi....; The Effects of Facebook, Zalo, and Movies; Student awareness of the critical nature of self-study abilities respectively are major affect and neutral. However, 22.5 percent of

students reported having Minor affect and 10.1 percent reporting having No affect about Library, while 15.9 percent reported having Minor affect and No affect about Examinations and evaluations of students.

3.2.6. Contribute to and encourage/improve students' capacity for self-study

92 students responded to the survey, expressing their support for/improvement of student self-study capacity. Apart from the number of responses with no comments, the majority of contributions focused on specific proposals and recommendations:

To effectively self-study, students must exercise self-control, be self-conscious, optimistic, proactive in their learning, and utilize appropriate support tools; read the documents prior to class, be attentive to the

lecturer and actively ask questions, and spend at least 15 minutes reviewing knowledge following each lesson. Students must develop their teamwork skills, facilitate mutual assistance in learning, and facilitate information exchange.

- Lecturers pose pertinent questions for discussion and encourage students to raise pertinent questions about learning topics in order to encourage students to think more deeply during lessons and provide appropriate responses. Following each question is the conclusion, the lecturer's concept for concluding the problem.

- Students benefit greatly from the use of self-learning methods. However, in a week with the number of subjects registered by students, they could not fulfill them well and could not learn deeply, because the subjects require teachers to prepare lessons and submit homework prior to class, they could not complete it all at the same time. Schools should take into account students' self-study in order to maximize their effectiveness.

- To organize additional soft skills classes to assist students and thematic sessions in which the majority of students participate, thereby transmitting more information about multiplayer self-study experiences and having a wealth of useful knowledge, method, and evaluation for the appropriate learning.

4. Solutions to enhance Binh Duong University's capacity for self-study

4.1. Raising student awareness of the critical nature of self-study skills

Self-study is a core competency in the three fundamental capacities of "learning citizens," which are: self-study and lifelong learning; the capacity to use interactive tools; and the capacity to build and implement social relationships. On that basis, each student requires a conscious and appropriate awareness of the value of self-study, as well as the ability to develop a sense of self-action and proactive self-study. Simultaneously, teachers must communicate to each student, in each subject of meaning, the value of self-study, assisting students in comprehending and shaping the role of self-study throughout the learning process and beginning with the first lesson.

4.1.1. Enhancing students' self-study abilities as well as their learning styles

One of the most significant obstacles that students face is a lack of self-study skills and methods. This significantly reduces the number of adverse effects as well as the academic excitement of students. To ensure that self-study meets both your own and your teachers' expectations, learners must devote adequate time to self-study activities. Simultaneously, developing / honing effective self-study skills such as: *Skills of listening to lectures and writing them logically, noting points to study; Planning and writing skills, presenting a union problem, extracurricular activities, etc; Reading skills, including the use of books, reference materials, and dictionaries; Interact with lecturers and classmates in class using question-raising skills; Teamwork skill; Time management skills;...*

Additionally, these abilities require teachers to train students in each subject. Simultaneously, student clubs should implement some specialized activities to assist students in developing these self-study skills, particularly first-year students.

4.1.2. Factors affecting students' self-study skills

Teachers will arouse students' capacities through the use of appropriate teaching methods, generating self-study needs and orienting learners to self-study activities. The most effective method of instruction is one in which teachers serve solely as instructors and organizers. [8], [9].

In self-study, the issue of how to check and evaluate students is critical for both measuring and ensuring the quality of self-study. Thus, the methods for inspecting and evaluating students must be continuous, frequent, and diverse, ensuring transparency, publicity, and fairness, and encouraging learners to strive to continue improving their score throughout the learning process. Teachers should also include learners in the evaluation process to help them understand and become accustomed to the process of measuring and evaluating learning outcomes.

In terms of facilities, libraries, document curriculum, and Internet and WiFi transmission speeds all play a role in enhancing their capacity for self-study. With the appropriate classroom and library equipped with essential documentary textbooks and a WiFi connection that meets students' access needs, learners will be able to

easily acquire knowledge and access information, while also being encouraged to be active and creative, with the ability to adapt to continuous change and practical challenges.

5. CONCLUSION

The central subject of the learning process is still the learner, who possesses the most critical and necessary capacity for self-study. Thus, enhancing students' capacity for self-study is always a priority for both the individual and the member of the teaching and administration staff. To strengthen Binh Duong University's capacity for self-study, synchronously implement numerous solutions from both the learner and the school, which is especially critical as the learner.

Within the scope of this article, the research team conducted preliminary survey work at three training units within the school using the standard survey size. However, the survey's findings are reliable and serve as a valuable source of information for teaching, learning, and school administration.

The desire to continue this study in order to obtain additional data, a larger sample size, and stratification in order to obtain an overview as well as specifics with different majors in order to make more specific and practical suggestions / proposals.

Gratefulness

The group received enthusiastic support and guidance from the Economic Department of Economics, the Faculty of Engineering Technology, the Industrial Management and Logistics Institute in

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to generate ideas, collect survey samples, and write a scientific paper. How to properly cite sources throughout the writing process. We are extremely appreciative of the dedicated support of teachers and hope to continue receiving their assistance in the process of learning and scientific research in the future.

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NÂNG CAO NĂNG LỰC TỰ HỌC CỦA SINH VIÊN THỜI COVID 19 CỦA SINH VIÊN TRƯỜNG ĐẠI HỌC BÌNH DƯƠNG

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TÓM TẮT:

Tự học được xem là chìa khoá quyết định hiệu quả học tập của sinh viên ở bậc đại học. Sự thành công hay thất bại của quá trình học tập phụ thuộc rất nhiều vào ý thức của người học, trong đó việc hiểu rõ vai trò cũng như tầm quan trọng của việc tự học chiếm một phần không nhỏ. Nhờ có tự học, sinh viên không những nắm vững được tri thức, kỹ năng, kỹ xảo, hình thành thái độ nghề nghiệp đúng đắn mà còn giúp người học rèn luyện nhân cách, hình thành thói quen và ý thức tự học suốt đời. Trong bối cảnh hiện nay, khi mà đại dịch COVID-19 vẫn còn đang diễn biến một cách hết sức phức tạp, hầu hết các trường đều chuyển đổi mô hình giảng dạy từ trực tiếp sang trực tuyến hoặc một số hình thức giảng dạy kết hợp khác. Sự thay đổi này tác động không nhỏ đến chất lượng giảng dạy của giảng viên cũng như tự học của sinh viên. Bài viết này tập chung phân tích một số yếu tố tác động đến năng lực tự học của sinh viên, thực trạng năng lực tự học của sinh viên Trường Đại học Bình Dương hiện nay, từ đó đề xuất một số giải pháp nâng cao năng lực tự học của người học thích ứng với đại dịch COVID-19.

Từ khóa: *năng lực tự học, ý thức người học, phương pháp học tích cực, người học.*

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