

Realizing Quality Global Learning Through a Training Model for Improving Self-Regulated Learning (SRL) Skills for International Class Program Students

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Abstrack

The constraints of learning management skills and environmental adaptation are often faced by new students, including students who are in the international class program. But sometimes, students are not given psychological assistance to be able to overcome their problems. This research aims to produce a training model to improve Self-Regulated Learning (SRL) for international class students to be able to adapt and survive in undergoing high academic demands. Using the 4-D development (Define, Design, Develop, Disseminate), the SRL improvement training model for international class students of the Faculty of Education, Surabaya State University has been validated by 2 experts and 3 lecturers as potential users and tested its effectiveness through a quasi-experiment with 40 students. The results found that the SRL improvement training model for international class students has met the aspects of acceptability and is empirically proven to improve SRL skills. This finding can be followed up by disseminating to all faculties that have international class programs at Surabaya State University and adapting it to the campus's Learning Management System (LMS) to make it more accessible.

Keywords: international class students, self-regulated learning, skills

Abstrak

Kendala kemampuan manajemen belajar dan adaptasi lingkungan merupakan hal sering dihadapi mahasiswa baru, termasuk oleh mahasiswa yang berada pada program kelas internasional. Tetapi terkadang, mahasiswa tidak diberikan bantuan secara psikologis agar mampu mengatasi masalahnya. Riset ini bertujuan menghasilkan model pelatihan peningkatan Self-Regulated Learning (SRL) bagi mahasiswa kelas internasional agar mampu beradaptasi dan bertahan dalam menjalani tuntutan akademik yang tinggi. Menggunakan pengembangan 4-D (Define, Design, Develop, Disseminate) model pelatihan peningkatan SRL bagi mahasiswa kelas internasional Fakultas Ilmu Pendidikan Universitas Negeri Surabaya ini telah divalidasi oleh 2 ahli dan 3 dosen selaku calon pengguna serta dilakukan uji efektivitas melalui kuasi eksperimen dengan 40 mahasiswa. Hasilnya didapati bahwa model pelatihan peningkatan SRL bagi mahasiswa kelas internasional telah memenuhi aspek keberterimaan dan terbukti secara empirik dapat meningkatkan kemampuan SRL. Temuan ini dapat ditindaklanjuti dengan melakukan diseminasi ke semua fakultas yang memiliki program kelas internasional di Universitas Negeri Surabaya serta mengadaptasi ke dalam Learning Management System (LMS) kampus agar lebih aksesibel.

Kata kunci: mahasiswa kelas internasional, self-regulated learning, keterampilan

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INTRODUCTION

Compared to neighboring countries such as Malaysia, Vietnam, and Thailand, the process of internationalization of higher education in Indonesia is still relatively slow (Logli, 2016). To respond to this, several universities are promoting cooperation programs in the fields of teaching and research with foreign partners, as well as starting to develop international class programs in each accredited education study program to provide a better and quality academic atmosphere (Izharuddin & Sukoco, 2024; Sibawaihi & Fernandes, 2023).

This case is also done by Surabaya State University through the pilot implementation of the international track (Izzi et al., 2022). Each Faculty and Study Program within Surabaya State University will later have an International Track Program (ITP), where the curriculum, learning process, lectures, and communication media are designed bilingually, and learning outcomes are higher than existing regular classes. Thus, students from international classes must have adaptive abilities and good learning management to develop their potential and avoid academic failure.

Reflecting on the early history of the birth of international class programs on several Indonesian campuses, this program was indeed oriented as a catalyst for improving the quality of education based on international curriculum standards, exchange of innovations, and collaboration between countries (Rachman et al., 2024; Simek & Stewart, 2024). Current international class programs also have a significant impact, especially to increase the attractiveness of universities to gain wider recognition both for local students who are interested in experiencing a global lecture atmosphere and for institutions to further enhance their reputation and ranking in international higher education rankings (Muslim et al., 2025).

However, several studies related to international class programs in Indonesian universities explain that some students still experience obstacles such as low foreign language skills (Afdhal, 2020), stress (Handayani & Yuca, 2019), anxiety or a tendency to social isolation (Arfinda & Ifdil, 2023), and adaptation difficulties, which lead to low student achievement during college. Thus, it is appropriate for international class students to be given academic and psychological assistance as suggested by (Kotera et al., 2024) to prevent academic decline during their studies.

For international class students of the Faculty of Education, Surabaya State University, Self-Regulated Learning (SRL) is worth developing because it requires extra learning power to achieve above-average learning outcomes (Broadbent & Poon, 2015; Kong & Lin, 2023; Russell et al., 2022; Zimmerman, 2002). That learning power, based on a positive self-image to create self-awareness to generate motivation to take active learning activities and use two languages during learning. In line with research findings that the use of SRL can help students to increase motivation (Callan et al., 2022; Theobald, 2021), non-academic performance (Anthonysamy et al., 2020), positive learning habits (Ballouk et al., 2022). Therefore, this research aims to develop a training model for improving SRL skills in international class students while complementing the shortcomings of several studies related to international classes in Indonesia, which have not focused much on psychological aspects (Chairawati, 2014; Pratiwi & Wahyu, 2024; Rosana et al., 2014).

METHOD

This research uses the 4-D development research model, namely Define, Design, Development, Disseminate (Rusdi, 2018; Thiagarajan, 1974), with consideration of the



suitability of the SRL improvement training model product to be developed for international class students at the Faculty of Education, Surabaya State University. More details are as follows: 1) define the needs and problems of international class students both academic and non-academic to formulate the SRL improvement model, 2) formulate the initial SRL model based on the needs and characteristics of international class students, 3) develop the SRL model systematically by elaborating theoretical concepts and field facts, then proceed with the assessment of 2 experts and 2 users to be refined as well as conducting a limited trial of the SRL improvement training model for international class students, 4) disseminate the final results of the SRL improvement training model for international class students at Surabaya State University in the second year.

Meanwhile, to determine the feasibility of the product, an acceptance instrument consisting of a score of 1-4 (1 being the lowest while 4 being the highest) was used, while to test the effectiveness of the training model for improving SRL for international class students, a pre-test and post-test were conducted through a quasi-experiment which was then analyzed using descriptive statistical analysis and a T-test on the score of the quasi-experiment results (Gopalan et al., 2020; Keselman et al., 2004). Furthermore, the research subjects consisted of 40 international class students who were selected by accidental sampling and divided into 2 groups from a total population of 233 students, where the research was assisted by 4 lecturers from several study programs at the Faculty of Education, Surabaya State University. This was based on the willingness of lecturers and students to attend training and apply SRL.

Table 1.

Aspects of International Class Student Self-Regulated Learning Model Development

Aspects	Description
Formulation of commitment	Students willing to be involved in the training
Goal development	Students and lecturers formulate common goals during the training process
Drafting an action plan	Students and lecturers detail an action plan for goal realization
Development of self-motivation	Students can find a source of self-reinforcing motivation during the implementation of the action plan
Control the implementation of the action plan	Students and lecturers conduct monitoring
Assessing action results	Students and lecturers evaluate student progress
Self-rewarding	Rewarding reinforcement based on evaluation results

RESULT AND DISCUSSION

The final product of the development is in the form of a training model guide device to improve SRL for international class students. This guide refers to the theoretical concepts of (Zimmerman & Schunk, 2012, 2013) which are combined with data on the needs of international class students, namely 1) students need tutoring assistance to get optimal learning results, 2) the enactment of the Outcome Based Education (OBE) curriculum makes project-based assignments increase, this requires SRL learning



management skills, 3) students need learning independence to be able to take a good learning process but there is no guidance device to develop student learning independence such as SRL. The product content consists of a cover, table of contents, SRL concept, objectives, guidebook, resources, scope, control and monitoring, implementation, and closing.

In more detail, we present the results of the assessment of the acceptability of the products developed as well as the results of the needs and theoretical studies of SRL for international class students:

Table 2.

Acceptability Assessment by Experts

Assessment Aspects	Average Score	Maximum Score
Feasibility	25	28
Usability	39,5	44
Accuracy	51,5	68

Based on the results of the average score of the experts' assessment of the developed product as shown in table 2, the product is classified as meeting the three acceptance criteria so that it can be continued in the limited test stage.

Table 3.

Acceptability Assessment from Potential Users

Assessment Aspects	Average Score	Maximum Score
Feasibility	23,8	28
Usability	39	44
Accuracy	59,3	76

Not much different from the expert assessment, the final results of the prospective users' assessment found an average score that was classified as good and met the three acceptance criteria to continue at the limited test stage.

Table 4.

Descriptive Statistics Results of Limited Trial

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test	40	7.2	45.0	52.0	46.9	2.37
Post-test	40	21.0	57.0	78.0	67.8	4.92
Valid N (listwise)	40					

Referring to the statistical analysis of Table 4, it is known that the mean pre-test is 45 while the mean post-test is 57, an increase in score of 12 points. This indicates that the implementation of the SRL training model has a good acceptance tendency for international class students at the Faculty of Education, Surabaya State University.



Table 5.
Normality Test Result

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
SRL Outcome	Group A	.307	40	.000	.763	40	.000
	Group B	.332	40	.000	.830	40	.000
a. Lilliefors Significance Correction							

Based on the normality test, it is known that the data meets the normality score, with a significance of 0.00 as shown in Table 5.

Table 6.
T-Test Result

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	Pre-Test Post-Test	-20.90	5.42	.8360	-22.59	-19.21	-25.04	40	.000

Furthermore, to determine the difference in pre-test and post-test scores, a paired sample T test was conducted as presented in Table 6. It was found that the significance value was 0.00, meaning that there was a significant difference between the pre-test and post-test scores with an indication of a positive increase in scores.

Qualified skills in organizing and managing learning activities during study will provide many positive benefits for students, especially in self-confidence and satisfactory academic achievement (Davies, 2022; Hassanbeigi et al., 2011; Sera & McPherson, 2019). In this context, these skills can be represented through the ability of Self-Regulated Learning (SRL), which combines academic learning skills and self-control by international class students optimally. However, findings in the field show that not all students in international classes have sufficient self-management and SRL abilities, so structured assistance needs to be provided by the campus (Afdhal, 2020; Handayani & Yuca, 2019; Rosana et al., 2014).

In developing a model for improving SRL for international class students, the needs and components of self-management during study are systematically combined following the theoretical concepts (Zimmerman & Schunk, 2012, 2013) where the form of guidance is easy to understand and equipped with concrete examples for international class students to formulate commitments as well as future goals as found in several previous studies (Broadbent & Poon, 2015; Theobald, 2021). This makes it easier for the



companion, namely the lecturer, to monitor and provide feedback following the conditions of each student, because after all, as described by (Chou & Zou, 2020), the presence of a qualified companion (lecturer) will smooth the course of SRL implementation, as evidenced in the limited empirical test stage. Students and accompanying lecturers can collaborate actively following the SRL guidelines, as seen from the analysis of the activity sheets that have been filled out. In contrast to some previous research (Rahmawati & Alaydrus, 2021; Sibuea et al., 2022) which only emphasizes students in building SRL skills personally without the assistance of a companion.

Although the results of the expert test, prospective user test, and limited empirical test showed feasible results and followed the research objectives. We consider that there are still opportunities for further improvement in the following year, namely: 1) dissemination to all faculties that have international class programs at Surabaya State University, 2) adapting and integrating the SRL improvement model for international class students into learning management systems such as research (Alserhan et al., 2023; Carter Jr et al., 2020; Jansen et al., 2020), or utilizing Artificial Intelligence (AI) media to make it more effective and easy for students to use flexibly (Chang et al., 2023; Jin et al., 2023; Ng et al., 2024).

CONCLUSION

Through expert validation and limited empirical testing from potential users, it was found that the training model for improving self-regulated learning has met the aspects of feasibility and accuracy. It is hoped that later, this model can be used by students and lecturers teaching international class programs because it will be very helpful in exploring motivation and managing learning activities carefully. Moreover, in the learning process in class, students are required to have higher achievements than regular students. Furthermore, the results of the development of a model for improving the self-regulated learning of international class students can be disseminated to other faculties at Surabaya State University and integrated into the campus learning management system or combined with Artificial Intelligence (AI) technology to make it more effective and easily utilized by students and lecturers.

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