



Increase Self-Regulated Learning of Junior High School Students with the Experiential Seamless Learning Model

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ABSTRACT

Objective: Study this to increase participants' self-regulated learning abilities and educate junior high school level through implementing the Experiential Seamless Learning model. **Method:** The research method used is the ADDIE development model proposed by Branch, involving 66 participants educated as subject research. Data was collected through a questionnaire to evaluate the eligibility product and test used to measure its effectiveness. Data analysis was done using a difference test (independent sample t-test). **Results:** The results of the study show that the Experiential Seamless Learning model, in a way, can significantly enhance participants' self-regulated learning education. Analysis indicates a significant difference between classes implementing this model and those using the learning method. The average value of self-regulated learning in classes using the Experiential Seamless Learning model is higher compared to class. **Novelty:** The novelty aspect of this study lies in the systematic integration between two learning models, experiential learning and seamless learning, which in previous studies were still applied separately. Another innovation of the Experiential Seamless Learning model is its use in improving self-regulated learning in the context of learning Indonesian at the junior high school level. The limitations of this study lie in the scope of the subject, which involved only two classes with a total of 66 students. In addition, the application of this model only covers seven of the ten dimensions of mobile seamless learning.

INTRODUCTION

One of the characteristics of the technological era in the 21st century is an era that makes things easier as each other interact. Humans can interact and communicate through modern and sophisticated devices. A device that can be used as a smartphone (gadget), laptop, or computer can connect through an internet network. The 21st century of technology has opportunities and challenges. One of the perceived opportunities and challenges in progress technology 21st century-related field education is opportunity-related innovation education and learning, as well as opportunities and innovation in evaluation learning. Faced with an era of revolution, industry 4.0 needs education that can form a creative, innovative, and competitive generation. One way to do this is to optimize the use of technology to help expected education produce output that can follow or change the era for the better (Lase, 2024). For that, educators must be capable of knowing and applying technology and developing products that integrate learning technology. The third matter can be one of the key success factors in learning in the 21st century.

Utilizing technology can increase teacher innovation and allow them to carry out learning massively. Innovation that can standardized, for example, from the use of media or device digital support that makes it easier for students to understand the

material. Media that can be developed, for example, android- and android-based media, digital multimedia, or development material presentation from PowerPoint and Prezi. Even teachers can innovate learning through digital games. It can be said that the opportunity for technology will be maximized if the teacher can take advantage of it wisely and optimistically. Packaged teaching materials digitally make it easy for students to learn, increase activities, and have implications for students' motivation. Innovative teaching materials can also increase teacher and student creativity in classroom learning; students do not get bored, are independent, and tend to utilize gadgets for more beneficial direction and to improve technologically advanced skills. An effective learning process requires the ability to organize oneself. Individuals who do not have a strategy for managing themselves in the study will experience difficulty reaching the objective of the study (Harahap, 2023). Continuous assessment and evaluation are required to monitor progress and determine how far change has happened (Winarti et al., 2023). Participant regular education follow class and have a strategy to manage good self can reach results Schunk's optimal learning in (Sudinadji & Kumaidi, 2019).

Learning Indonesian at the junior high school level requires the ability to Self-Regulate Learning (SRL), which is important for increasing literacy, communication, and problem-solving skills (Suci, 2024). Unfortunately, research shows that self-regulated learning participants are still classified as low. A study Febriyanti (2021) in discussions about pollution in the environment, participants experience difficulty organizing the learning process; they are, in a way, independent. In addition, the International Global Creativity Index (GCI) 2015 placed Indonesia at 115th out of 139 countries. The study index global self-regulated learning of 0.202 indicates that the level of self-regulated learning is still classified as low. Urgency research is done as a response to the above conditions. SRL is a skill that allows participants to educate and manage learning independently, starting from planning, monitoring, and evaluating results. This ability is essential in increasing the independence of study students, especially in the digital era that demands adaptation to various sources of flexible and dynamic learning. The efforts made by the government, schools, educators, and several related parties with education and learning cannot yet help in a way that is maximum from the expected conditions. However, junior high school participants still experience difficulty managing learning in practice. They, in a way, are independent. This is seen in low motivation, lack of effective learning strategies, and dependence on the teacher's direction to finish tasks.

Interview results with an Indonesian language teacher at JHS 1 Sidoarjo show that the dominant method of learning tends to focus on memorization and understanding passively, so there is not enough support for the development of self-regulated learning (Putri, 2025), so that they are not capable enough push participants to educate for self-regulated learning optimally (Lendeon, 2022). Research states that learning using conventional models makes participants experience boredom because learning is only educator-centered. Based on ideal conditions and conditions, the actual required solution is to increase self-regulated learning. Participants are educated. One approach that can be applied is the Experiential Seamless Learning (EXSS) model. This model merges learning based on experience with integrating platform and environment learning so that participants can study more holistically

without limited space and time. Combining experiential and seamless learning approaches could increase learning effectiveness through authentic, sustainable experiences. Ultimately, this can contribute to improving the education of independent study participants.

Approach Excel is designed to be more innovative and engaging and to push participants to understand the material more in-depth. This model is based on theory education, emphasizing the importance of social interaction, good between participants' education, and environmental learning. With Excel, participants accept material passively and actively build their understanding through direct experience (Wahab et al., 2021). Approach this by focusing on experience directly obtained through participant education, which then they reflect on and build a base for understanding new things (Nurfadhilah et al., 2025). The engagement of active participants in the learning process allows them to construct experiences and become more knowledge-meaningful (Rina & Hotimah, 2023). In addition, the Excel model also integrates technology in a systematic way into the curriculum. Utilizing technology as a tool, the approach tries to create an environment of dynamic and interactive learning appropriate to the demands of the digital era (Sinaga & Firmansyah, 2024). The Excel model's flexibility allows participants to study not only in school but also outside school, giving them a broader and more profound experience. This model's excellence lies in its ability to serve comprehensive, diverse, and relevant learning, with participants needing to educate themselves.

The experiential seamless learning model was developed based on the need for learning in the 21st century, emphasizing flexibility. Participants are given the freedom to determine the method and style of the most appropriate learning with the preference they (Wiedarti, 2018). Learning that is not limited by space and time allows students to study whenever and wherever they need to. For real matters, this requires providing source learning, learning media, and a healthy environment that can optimally support the learning process and participants (Samsinar, 2019). In Indonesian language learning, the Excel model allows participants to educate and connect theory with practice directly. Through more exploration, they can develop the ability to self-regulate learning, which plays a role in building independent study (Dinataa et al., 2016). The principle of this model emphasizes that learning is a continuous process, not just chasing results. The learning process is in progress, and it is a dynamic and based interaction in which participants are educated about the environment. This approach also reflects Kolb's theory of learning dialectics (Nurcahyandi & Purwaningrum, 2022). Perspective confirms that learning is about acquiring knowledge and connects participant education and environment learning. Therefore, the best approach to understanding learning is to see it as an ongoing process rather than just chasing results.

Excel Model was designed referring to the theories of connectivism, constructivism, and theory development Jean Piaget's cognitive. In structural terms, this model applies a four-stage learning cycle that includes concrete experience, reflective observation, abstract conceptualization, and active experimentation (Fathurrohman, 2017). The cycle is implemented in the context of formal and informal learning to promote increased self-regulated learning. In its development, syntax Excel uses an adaptation approach from the experiential learning cycle

proposed by David Kolb, and the framework facilitated seamless learning work introduced by Wong. Therefore, the research adopts a modification strategy from the second approach to ensure optimal implementation of Excel.

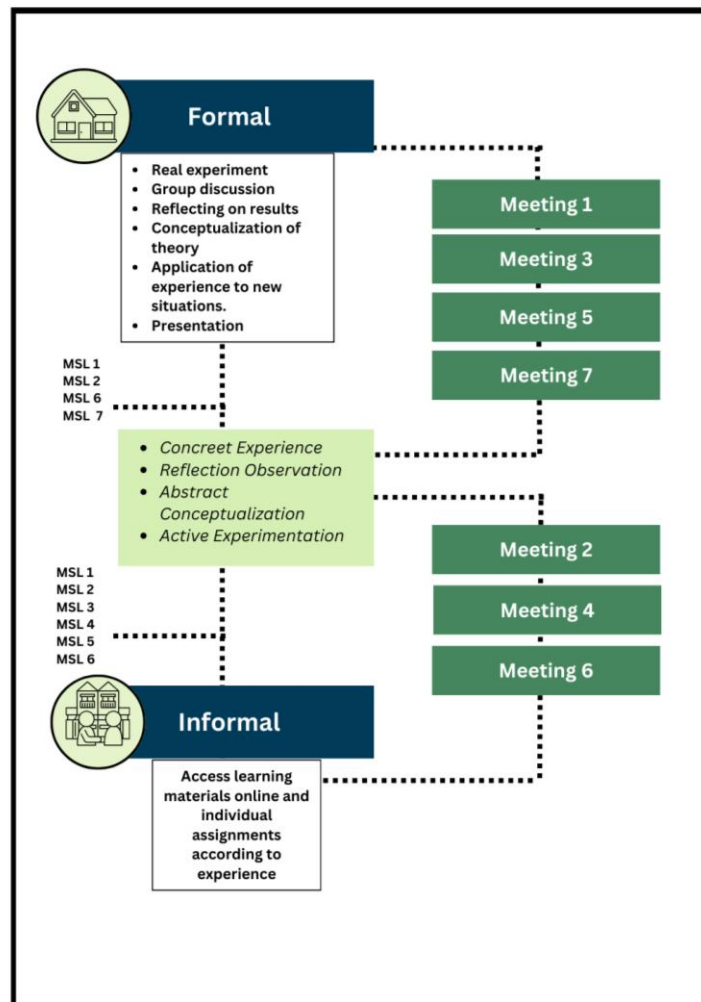


Figure 1. Figure of the experiential seamless learning model

Studies show that seamless learning increases involvement in participant education and strengthens the connection between Wong and Looi's formal and informal learning (Riskar et al., 2024). According to Kolb, temporary, experiential learning has proven effective in developing critical and creative skills through direct experience (Kusuma & Nurmawanti, 2023). Although the second approach has been applied in various contexts of learning, its integration in Indonesian language lessons at the junior high school level is still not yet much under review in a way deep. Therefore, research on this own marks significant novelty because it makes an effort to fill in the gap in the study related to applying the Experiential Seamless Learning Model to increase self-regulated learning in Indonesian language learning.

This contribution is studied through the development approach that combines learning based on experience with digital technology in a sustainable, good environment and formal and informal education. Therefore, research not only highlights creative learning strategies but also offers benefit practical for educators to

design experience effective, inspiring, and harmonious learning with the need for participant education in the digital era. Study this own mark novelty that distinguishes it from studies previously related to Experiential Seamless Learning. Research this own several differences. Previous studies have explored experiential and seamless learning separately, but not many studies have systematically integrated both. A difference, furthermore, is an Excel model developed for increasing self-regulated learning. Another difference from the study is that this is used in the context of Indonesian language learning at the junior high school level.

The first relevant study is a theoretical study by Octaviani (2015), titled 'Learning Based on Experience (Experiential Learning) for Increase Skills Think Creative and Activity Students.' Research results show that ability-think creative mathematical students taught with more experiential learning models are taller than creative mathematical students taught with a conventional approach. The theoretical study conducted by Intan Safiana et al. (2020), titled 'Design and Development of Seamless Learning to Improve Learning Outcomes of Islamic Economic Course: A Case Study in Indonesia,' shows that the trial results indicate the seamless learning design developed can enhance learning outcomes in the Islamic economic system course. Thus, research makes a theoretical and practical contribution to developing learning models based on seamless experience. Research results not only give a new outlook for academics but also provide guidelines for educators to implement in designing experiences that are more effective, inspiring, and appropriate to the demands of the digital era. Based on the description above, the research aims to increase self-regulated learning in Indonesian language lessons using the Experiential-Seamless learning model.

RESEARCH METHOD

Research Design

The study uses the Research and Development (R&D) method, which aims to develop and test the effectiveness of innovative learning models. In the development process, research implements the ADDIE model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it can provide a systematic, structured, and data-based approach to evaluation that is sustainable in developing effective learning models. ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The fifth stage guides designers to create effective learning and gain optimal results. Almost all classic models design instructional variations from the ADDIE model. The explanation is as follows: 1) The analysis phase of the ADDIE model includes assessment needs, identification goals, learners, tasks, context, objectives, and analysis skills. 2) The design phase includes development objectives, test items, and learning strategies. 3) Development phase, including preparation material teaching. 4) The implementation phase includes activity in support of delivery instructions. 5) The evaluation phase includes formative and summative evaluations (Winaryati, 2021).

Procedure Study

Development experiential seamless learning model design in study: This follows stages systematically established in the ADDIE (Analysis, Design, Development,

Implementation, and Evaluation) model. This model has proven effective in developing instructional materials focused on needs learning and effective implementation. The analysis stage aims to identify need learning, gap performance, and factors that can influence the success of Excel Model Implementation. Analysis in the ADDIE model includes several aspects, among others: Identification gap performance, namely comparing ideal conditions and conditions of current participant education—determination competence learning, which is oriented towards skills in the 21st century, including self-regulated learning. Analysis of the characteristics of the participant's education includes style study, background, and access to technology. Identification of source power learning, such as media availability, teaching materials, and infrastructure supporters. Determination of delivery strategy learning, considering using digital technology to support seamless learning (Reiser & Dempsey, 2018). The analysis results became the base for the Excel model design, harmonious with the need to educate participants and the demand for contemporary learning.

Table 1. Plan Excel model learning.

Settings	Stages, syntax Excel	Activity
		Meeting 1
Formal	Introduction	1. Educator to condition readiness class for learning (say) greetings, prayer, checking presence, as well as motivate) and convey objective learning
	Motivation Focus and try in Study	2. Participants were educated in groups 4-5 with a method of mentioning the order number.
	<i>Concrete experience</i> or experience concrete.	1. Participant educated involved in his experience with given question starter: " Have you ever heard of Jetis Batik Village, Lapindo Mud, and Tourism?" bag How to deal with it?"; 2. If so, what do you know about those places? Participants were educated on various answers.
	<i>Reflection observation</i> or reflection observation	1. The participant was instructed to listen and observe the text description Jetis Batik Village, Sidoarjo recording. 2. Participants educate themselves, observe, and note things interesting about Jetis Batik Village, Sidoarjo. They connect with and reflect on their experiences and determine the main idea in each paragraph.
	<i>Abstract conceptualization</i> or compilation draft abstract	Participants requested to create A draft That integrates results observation become a draft with answer questions following: 1. Where is location Village Jetis Batik Sidoarjo? 2. Why named Jetis Batik Village? 3. What is interesting about Jetis Batik Village, Sidoarjo? 4. What is it that becomes characteristic? What are the characteristics of batik in Jetis Batik Village? 5. What will you do to advance this Batik village if you are one of the craftsmen or owner outlets in this village?
	<i>Active experimentation</i> or application	1. Participants educate and do presentations based on concepts and theories discussed in the group . 2. Participants and other students observe and provide suggestions regarding the presentation of the results.
	Closing	1. Participants are educated to reflect and conclude fully with an assisted educator from the studied material. 2. The educator gives appreciation for the participation of all participants. 3. Participants should listen to directions from the educator for materials at the next meeting.

Settings	Stages, syntax Excel	Activity
Meeting 2		
Informal	Introduction Motivation Focus and try to Study	<ol style="list-style-type: none"> 1. Participants are educated and conditioned by educators' readiness to learn on Google site. 2. Participants are educated to follow directions from the educator for doing activities.
	Core activities .	<ol style="list-style-type: none"> 1. The participant was educated and involved in his experience with the given question: a. Have you ever visited interesting places or things interesting, and have enjoyed the atmosphere in Sidoarjo? b. If ever visiting, what, where, and when? 2. Each participant educates an answer on the sheet work on Google sites that have provided various answers.
	Reflection observation or reflection observation	<ol style="list-style-type: none"> 1. Participant education is directed at remembering and reflecting on interesting places, things, and the atmosphere they have ever experienced in Sidoarjo. 2. Participant education requested to observe several text descriptions about tourism in Sidoarjo. 3. Participants are educated to take notes on the existing tree in the text.
	Closing	Participants are educated to gather results from the activity.
Meeting 3		
Formal	Introduction Motivation Focus and try to Study	<ol style="list-style-type: none"> 1. Participants are educated and conditioned for ready learn (say) greetings, praying, checking presence, conveying objective learning, and motivating). 2. Educator dig experience participant educate while doing activity daring site.
	Abstract conceptualization or compilation draft abstract	<ol style="list-style-type: none"> 1. Participants educate and discuss activities after doing activities in online activities. 2. Participants will be educated and discussed, and a draft will be created about similarities and differences between text descriptions read.
	Metacognition Do approach in think	
	Active experimentation or application Behavior Responding Good friends who do presentations.	<ol style="list-style-type: none"> 1. The participant educates a presentation based on concepts and theories discussed together about similarities and differences in the text description. 2. Participants and other students observe and provide suggestions regarding the presentation of the results.
Closing	<ol style="list-style-type: none"> 1. Participants are educated through reflection and make conclusions, with assistance from the educator, based on the studied material. 2. Participants are educated and given appreciation for participation that has been done. 3. Participants should listen to directions from the educator for materials at the next meeting. 	
Meeting 4		
Settings	Stages, syntax	Activity
Informal	Introduction Motivation Focus and try to Study	<ol style="list-style-type: none"> 1. Participants are educated and conditioned to learn on Google site. 2. Participants are educated to follow directions from the educator for doing activities.
	Core activities	<ol style="list-style-type: none"> 1. Participants were educated on experiences by educators, and they were asked questions about methods for writing text descriptions in class 7 and what only one must include. 2. One by one, participants answer on the sheet Work, which has provided various answers.
	Metacognition Own awareness in determining the thinking process	
	Reflection observation or reflection observation	<ol style="list-style-type: none"> 1. Participants were educated and directed to observe reading and finding structure, vocabulary new, adjectives,

Settings	Stages, syntax Excel	Activity
	<p><i>Abstract conceptualization</i> or compilation draft abstract</p> <p>Metacognition To approach think Closing</p>	<p>and loanwords five senses in the text description.</p> <ol style="list-style-type: none"> Participant education reflects results observation based on references provided. Participants educate and observe example text and another description. Participant educates and determines structure vocabulary new, adjectives, and loanwords five senses by drafting in the text description. Participant education ensures the answers refer to references and work on the sheet work provided. <ol style="list-style-type: none"> Participants are educated to gather results activity within Google Sites. Participants should listen to directions from the educator for materials at the next meeting.
Meeting 5		
Formal	<p>Introduction Motivation Focus and try to Study</p> <p><i>Active experimentation</i> or application Behavior Responding Good friends who do presentations.</p> <p>Closing</p>	<ol style="list-style-type: none"> Participants are educated and conditioned for ready learn (say) greetings, praying, checking presence, conveying objective learning, and motivating). Educators dig experience participant education during online activities. Participants are educated in their position in groups. <ol style="list-style-type: none"> Participants should do a presentation based on concepts and theories that have been discussed (decision taken) in a way in groups) together group about structure, vocabulary new, adjectives, loanwords, and five senses in the text description. Participants and other students observe and provide suggestions regarding the presentation of the results. <ol style="list-style-type: none"> Participants are educated by reflection and make conclusions, complete with assistance from the educator, based on the studied material. The educator gives appreciation for the participation of all participants. Participants should listen to directions from the educator for materials at the next meeting.
Meeting 6		
Settings Informal	<p>Stages, syntax Introduction</p> <p>Motivation Focus and try to Study</p> <p>Metacognition Own awareness in determining the thinking process</p> <p><i>Abstract conceptualization</i> or compilation draft abstract</p> <p>Metacognition To approach think</p> <p>Closing</p>	<p>Activity</p> <ol style="list-style-type: none"> Participants are educated and conditioned to learn on Google site. Participants should follow directions from the educator for doing activities. <ol style="list-style-type: none"> Participants' education: Dig up experiences by educators with questions about the method, determine the theme, and create a framework essay. One by one, participants educated answers on the sheet work that had been done and provided with diverse answers. <ol style="list-style-type: none"> The participant will be educated and directed to observe and to use the observed experience to determine the appropriate theme with the contents of the text description that will be written. Participant education reflects results observation. <ol style="list-style-type: none"> Participants are educated to make framework essay text descriptions based on themes that have been chosen. Participant education ensures results in his activities based on references and work on the sheet work provided on the Google site. <ol style="list-style-type: none"> Participants are educated to gather results activity within

Settings	Stages, syntax Excel	Activity
		Google Sites. 2. Participants should listen to directions from the educator for materials at the next meeting.
Meeting 7		
Formal	Introduction	1. Participants are educated and conditioned for ready learn (say) greetings, praying, checking presence, conveying objective learning, and motivating).
	Motivation Focus and try to Study	2. Experienced participant education is dug up during activities on Google.
	<i>Active experimentation</i> or application	1. Participants are educated on the activity to develop a framework essay that becomes a text description intact. 2. One of the participants was educated in presenting a text writing results description.
	Behavior Responding Good friends who do presentations.	3. Participants and other students observe and edit written results and provide suggestions for improvement according to the concepts and theories studied.
	Closing	1. Participants are educated by reflection and make conclusions, complete with assistance from the educator, based on the studied material. 2. The educator gives appreciation for the participation of all participants. 3. Participants should listen to directions from the educator for materials at the next meeting.

The design stage focused on the development framework conceptual and technical Excel model. In this stage, compilation map Excel model requirements are done, including objectives, methods, and approaches – design model structure, including integration between experiential learning and seamless learning. Election source learning and supporting media to ensure effectiveness in various environment learning (formal and informal). Compilation instrument evaluation, using measures of validity and practicality of the model before implementation. This stage is important to ensure that the resulting design is consistent and relevant to the objective learning that you want to achieve.

At the stage of development, the Excel model is realized by the design that has been made. Stages main in development include. Making an Excel model prototype includes module learning, intervention strategies, and supporting media. Validation by experts, where experts in education, technology learning, and Indonesian language assessment aspect validity content, practicality, and usefulness of the model. Revision based on results validation, and use perfect the model before implementing it at the beginning of the trial. The validation process is done with instrument evaluation that has been compiled, where the validator provides bait to come back related to model feasibility and potential fix. Validation is crucial in ensuring the effectiveness of the previous model when applied in an environment that is more learning-wide.

The implementation stage is the actual phase of the deep model testing condition. Implementation is done on a scale limited to designated schools as location research. The implementation steps include applying the Excel model in learning, where educators use this model in the classroom teaching process. Observation and documentation are needed to note the advantages and challenges in implementation. Measure the model's effectiveness through pre-tests and post-tests to evaluate improvement in understanding participant education. Spread questionnaire

responses to educators and participants to educate and get related data aspects practicality and acceptance of the model (Sugiyono, 2021). Data analysis was carried out to measure the effectiveness and impact of the Excel model on learning. One of the indicators of success is the level of classical completeness of participants, which is compared with the school's minimum score.

The evaluation stage aims to perfect the Excel model based on the implementation results. Evaluation is done in two forms: formative evaluation, which is done during development to identify and fix model weaknesses, and summative evaluation, which is done after implementation, to evaluate the effectiveness of the model in general comprehensive. At this stage, the researcher analyzes data from the questionnaire, test learning, and observation, which are used to repair the end of the Excel model before being disseminated for more implementation areas. Evaluation ensures that the model developed is valid in theory and practical in increasing quality learning. Developing the experiential seamless learning model through the ADDIE approach offers a sustainable, systematic, and data-based evaluation. Through the stages of analysis, design, development, implementation, and evaluation, this model is expected to increase the quality of learning based on experience and practical, seamless learning. In addition, the approach also ensures that the resulting model has been validated, tested, and refined based on input from various stakeholders interested in education.

Subject Study

The subject study is participant education class IX-G and IX-I of State Middle School 1 Sidoarjo 2024/2025 academic year – the basis for the selection of class IX-H and IX-J as subject study because a part of the class regular program. The number of subjects in the research consists of over 66 participants who are educated.

Data Collection Technique

This study applies various data collection techniques to obtain comprehensive information about the experiential seamless learning model's effectiveness in enhancing participants' Self-Regulated Learning (SRL) education. The data collection techniques used include validation and effectiveness questionnaire sheets, which have specific functions and purposes in supporting the validity and reliability of the study. A questionnaire was used to evaluate participants' perceptions and the Excel model's effectiveness. The questionnaire consists of a Likert scale with grains designed questions based on dimensions of usability, convenience usage, involvement participant educates, and effectiveness learning based on experience and seamless learning deployment questionnaire to participant educate and educate aiming for collect quantitative data about experience study they, who later will analyze use evaluate the usefulness of the model in context formal and informal learning.

Table 2. Questionnaire SRL students.

No	Statement	Very agree	Agree	Disagree	Very disagree
1	I can concentrate and focus on the material explained by the educator.				
2	I can convey and return extended information to make it				

No	Statement	Very agree	Agree	Disagree	Very disagree
	shorter and more precise.				
3	I can merge several pieces of information delivered by educators into complete information.				
4	I am often not careful when understanding information.				
5	I can understand everything information delivered by educators.				
6	I can conclude every material presented by the educator.				
7	I always convince myself alone that I can learn Indonesian language material.				
8	When I find a complex problem with my Indonesian, I tend to leave it.				
9	I do timetable study at home and try to carry out every timetable.				
10	I did it every day to study without being ordered by my parents.				
11	I take advantage of my free time to study.				
12	I am studying Indonesian language material at home before being taught in school.				
13	I will rest a moment when I do not find ideas and continue to return to unfinished tasks.				
14	I look at that task as an activity that helps me develop.				
15	I often copy tasks or work owned by friends.				
16	I do all Indonesian language questions in teaching materials for business.				
17	I always discuss with friends if I experience difficulty in studying.				
18	I am studying Indonesian language materials until I understand.				
19	I always gather task-appropriate time.				
20	I try to answer language questions in Indonesia itself before asking the educator.				
21	I believe Indonesian language lessons are tough for me to learn.				
22	I can follow language learning in Indonesia from the beginning until the end in a way that focuses.				
23	I always list tasks given to Indonesian language educators to make it easier to finish them.				
24	I believe that Indonesian language lessons can be understood.				
25	I am always optimistic when studying all the material in Indonesian.				
26	I never give up on finishing Indonesian language questions that are considered problematic.				
27	I always invite friends to study in groups.				
28	I did not learn repeat Language material in Indonesia, which was delivered at school.				
29	I often feel confused about arranging a time to learn Indonesian.				
30	I choose to study alone rather than in a group.				

Table 3. Questionnaire grid SRL of students.

Indicator	Item	
	Positive	Negative
Able to use cognitive strategies to observe, change, organize, elaborate, and master information.	1, 2, 3,5	4

Indicator	Item	
	Positive	Negative
He can plan, control, and direct his mental processes to reach personal goals.	6,7, 8,9, 10, 11,12	
Show belief, adaptive motivation, and emotions; have objective learning; have positive emotions for tasks; and adjust to tasks and problems academics face.	13, 14, 24, 25	21
Able to do time adjustment settlement tasks, build environment study well, and ask for help when meeting difficulties.	17, 18, 19, 27, 28, 29, 30	
Show hard work in controlling and regulating academic and climate study tasks.	16, 20, 22	15
Implement discipline strategies as well as guard concentration and motivation during finishing tasks.	23, 25, 26	

Data analysis

Implementing the Excel model in learning can determine its effectiveness. In terms of this, sampling was taken for the trial. Taking samples to see the effectiveness of the Excel model uses a random sampling technique. The technique is intended to determine the sample in a way that does not pay attention to strata or existing levels in a population; this population is considered homogeneous (Sugiyono, 2017). The trial design that will be implemented in a study uses a pretest-posttest control design.

Table 4. Pretest-posttest control design.

Group	Pre-Test	Treatment	Post-Test
Excel Model	O ₁	X	O ₂
B (Conventional)	O ₃		O ₄

(Sugiyono, 2017)

The independent sample t-test was used to measure the effectiveness of the Excel model on participants' self-regulated learning. This test evaluates how much the Excel model influences participants' self-regulated learning skills. Data analysis was carried out in two stages: first, to know equality in the pretest, and second, to evaluate equality on the posttest. The analysis of participants' self-regulated learning abilities includes several steps: 1) Calculating mark participants educated in eye Indonesian language lessons based on indicators of self-regulated learning that have been set, and 2) calculating the total score or score maximum. After obtaining score results and total scores, data was then analyzed using the t-test.

RESULTS AND DISCUSSION

Results

The research results obtained after the analysis need to be designed as an Excel model to increase self-regulated learning among junior high school students. The Excel model was designed based on supporting theory and integrating two experiential and seamless learning components to form syntax. Before implementation, experts validated the Excel model. The goal at stage validation is for the Excel model to be effectively used to increase self-regulated learning participants in Junior High School education. Two validators from a FIP University of Surabaya

lecturer used sheet validation to validate the Excel model. Excel model perfected with suggestions from expert validation. Revision is done using comments and suggestions from expert validation, including some advice from expert validation related to technical matters and substance. Technical matters include grammar and rules linguistics, additional sources or references, and the image contained in the model book. In the substance of the expert validation, provide suggestions and comments about bringing up syntax that is not yet integrated into design learning. The final improvement from the expert validation is to make activity study participants more educated and educated inside to increase self-regulated learning. Assessment results eligibility by expert learning model design one is presented in Table 5, using the Likert scale, with the lowest score being 1 (one) and the highest 4 (four). Design expert learning I play a role as a learning model assessor. This is an expert in educational technology and a doctor in the field of education technology. Learning model assessment is done with the purposes (1) to get suggestions and input that will made into reference in repair or revision, (2) for evaluation of the feasibility of the developed learning model. The results assessment of learning models by expert design learning I is presented as Table 5.

Table 5. Excel model eligibility.

No	Rated aspect	Score	Average Score	Percentage
1	Need	2	4	100%
2	Relevance theory with model construction	3	4	100%
3	Learning objectives	2	4	100%
4	Originality/sophistication of the model	2	4	100%
5	Model syntax	5	4	100%
6	System social	3	4	100%
7	Principle reaction	2	4	100%
8	System support	2	4	100%
9	Impact instructional	1	4	100%
10	Impact companion	1	4	100%
11	Component device learning	2	3.75	87.5%
12	Implementation learning	5	3.8	95%
13	Evaluation	2	4	100%
14	Compliance rules Language	8	4	100%
15	Practicality syntax, system social, principle reaction, system Supporter	4	4	100%
16	Effectiveness improvement think creative and SLR	2	4	100%
Average Score Sum			63	
Overall Average Rated aspect			3	
Average Aspect in Percentage (%)			99%	

The validation results in the module by Expert Design Learning II are presented in Table 7 Using a Likert scale with a score of the lowest 1 (one) and the highest 4 (four). There are aspects assessed by expert design learning consisting of (1) needs, (2) quality media techniques, (3) presentation, and (4) attractiveness. Design Expert Learning II is an assessor in this teaching module. He is an expert in educational technology and a great educator. The evaluation teaching module is carried out with the purposes of (1) getting suggestions and input that will be made into a reference

in repair or revision and (2) developing evaluation eligibility teaching modules. As for the results evaluation, device expert learning design learning II is presented in Table 6.

Table 6. Eligibility of teaching modules.

No	Aspect	Average Response	
		Validator I	Validator II
1	Need Relevance with objective learning.	4	4
2	Quality media techniques Content and suitability are served with an Excel model.	4	4
3	Presentation Presentation and suitability material.	4	3
4	Attraction Readability and usability rules language.	4	4
Average Score Sum		31	
Overall Average Rated aspect		7	
Average Aspect in Percentage (%)		96%	

Media experts who serve as learning media assessors are experts in educational technology and, in fact, doctors in education technology. Learning media assessment is done to (1) obtain suggestions and input that will be used in repair or revision and (2) evaluate the feasibility of the developed learning media. The suggestions are for repairing conformity pictures and illustrations and complementing the structure of the compiler sentence. As for the results, learning media assessments by media experts are presented in Table 7.

Table 7. Eligibility of learning media.

Aspect	Need		Quality of Media		Attraction	
	Relevance CP	Serving Contents	Compliance With Model	Presentation	Legibility	Use Rules
Total score	15	15	14	15	14	14
Average score	3	3	3	3	3	3
Total indicator score	3	11			7	
Average indicator score	3	3			3	
Material eligibility score	11					
Material eligibility score	3					
Presentation Category	91%					
	Very Worth It					

A t-test analysis was performed to determine whether the Excel model's effectiveness can increase SRL. The t-test statistics were calculated with the assistance of the SPSS program, and a decision was made based on the analysis of the results: If mark asymp. The Excel model can increase SRL if Sig (2-tailed) > 0.05. Meanwhile, if mark asymp. Sig (2-tailed) > 0.05, then the Excel model can increase creativity and SRL. This posttest was conducted on 33 participants who were educated in an Excel model class and 33 participants who were educated in a conventional class. Similarity tests are two posttest averages in the Excel model class and the

conventional class. This is to know whether different results are learned in the second class after the given treatment. While learning done with using the Excel model in the Excel model class and class model conventional, then did a test to get a mark posttest on both classes. After the second posttest data class was collected, a further similarity test was conducted with two posttest averages in the Excel model class and the class conventional to know to what extent it influences the utilization of the Excel model that has been used. Test the similarities, such as motivation for participant education, quality implementation learning, and educators' characteristics, for the Excel model class and class conventional obtained results, as shown in Table 8.

Table 8. Mean posttest results of Excel model class and conventional for improving SRL.

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
SRL	post_ESL	34	1.1026E2	4.81984	.82660
	post_conventional	33	1.0309E2	2.49203	.43381

Table 9. Results of posttest t-test analysis of Excel and conventional model classes for improving SRL.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SRL	Equal variances assumed	13.130	.001	7.618	65	.000	7.17380	.94173	5.29304	9.05456
	Equal variances are not assumed.			7.685	49,787	.000	7.17380	.93351	5.29858	9.04901

Based on the mean calculation in Table 9 shows that there is a significant difference in SRL between participant students who follow class Excel and class conventional, with an average SRL in ESL classes of higher. The p-value (Sig. 2-tailed) is 0.000 (less than 0.05), showing that difference. This is significant in a way statistic. Results posttest in Table 9 about participants' education in different SRLs in a way significant thing This means that the posttest different in a way significant is treatment, and the posttest Excel model group better than the posttest group conventional from two times the t-test analysis above can concluded that the Excel model effective increase SRL. This paired t-test analysis indicates that the Excel model improves participant SRL education more effectively than conventional participant education class IX at State Middle School 1 Sidoarjo.

Discussion

The study aims to evaluate the effectiveness of the Experiential Seamless Learning (Excel) Model for enhancing participants' self-regulated learning (SRL) education in the eyes of Indonesian language lessons at the junior high school level. The research

process is done through five systematic stages based on the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. At this early stage, validation against models developed by experts' design learning ensures conformity structure and substance. Evaluation results show that the Excel model is highly effective in supporting the learning process, especially in increasing understanding of participant education. For test effectiveness, the Experiential Seamless Learning Model was used for research. This method was experimented with a pretest-posttest control group design. Testing is done in two stages, namely before and after the application of learning models. At the early stage, measured participants' self-regulated learning abilities are educated before learning is ongoing. The pretest results show no significant difference between average self-regulated learning values in the group experiment (which will use the experiential seamless learning model) and group control (which will use conventional learning). Statistical tests show that the ability of beginning participants to be educated in organizing and controlling the learning process is at a relative condition.

After the pretest stage, the group experiment used the experiential seamless learning model, whereas the group control still used the conventional method. Learning progressed continuously until the end of the study. A post-test was conducted to measure the return participants' self-regulated learning level at the end of the learning process. Analysis results show that participants who are taught use the experiential seamless learning model to obtain an average value higher than the permanent group using conventional learning. Difference test results statistics confirm the existence of significant differences between the second group, which shows that the implementation of the experiential seamless learning model 1 positively impacts improvement in self-regulated learning compared with traditional method learning.

The study's findings strengthen proof that the experiential seamless learning model effectively increases participants' self-regulated learning abilities in the formal learning environment. The advantage of the central experiential seamless learning model lies in its integration between experiential learning and seamless learning, which makes it possible for participants to study flexibly and sustainably, both within or outside the environment class. Thus, the study's results significantly contribute to developing learning models based on experience that can increase independence. The Study participant was educated. The experiential seamless learning model has proven more effective than conventional methods and has the potential to be applied in various contexts to support more optimal strengthening of self-regulated learning.

Evaluation of the effectiveness of Self-Regulated Learning (SRL) in the study is done through two-stage testing, namely before and after applying the experiential seamless learning model). At this early stage, participants' SRL ability was measured before the learning process started. Analysis results show that the average SRL value between the group experiment (which will use Experiential Seamless Learning Model 1) and group control (which remains using a conventional learning model) has a relative similarity balance. Statistical tests for the second group show no significant difference, so it can be concluded that SRL participants start educating on both

classes at a similar level. Findings this is in line with a study (Himmetoğlu & Ayduğ, 2020), which confirms that SRL is an essential skill to develop in the learning process.

After the pretest stage, the group experiment undergoes learning using the experiential seamless learning model, temporary group learning conventionally, and conventional approach learning in a formal environment. The learning process is in progress by design study until the intervention stage. At the end of learning, the measurement is repeated (posttest) to evaluate the SRL development of participants. Analysis results show that participants taught using the experiential seamless learning model obtained an average higher SRL value than those using the method. Difference test statistics show significant differences between the second group, which indicates that the experiential seamless learning model effectively enhances self-regulated learning compared to learning based on formal classes. Research results align with findings that state that applying a seamless learning model is more effective than traditional learning methods. Thus, the experiential seamless learning model not only contributes to improving the independence of study participants but also becomes an innovative approach to designing experiences that are more adaptive and sustainable.

CONCLUSION

Fundamental Finding: Mode 1 experiential seamless learning can significantly increase self-regulated learning participants in junior high school education, as Sig shows. Calculate conclude that learning using the experiential seamless learning model effectively increases self-regulated learning compared to learning conventionally. **Implications:** Increased self-regulated learning is essential because it relates closely to the ability of participants to educate for compiling text descriptions based on structure and elements of linguistics. Research results show that the experiential seamless learning model can become a practical approach for increasing self-regulated learning. Thus, the findings prove firm empirical and accurate information by need study in context learning. **Limitations:** A study's implementation indicator of experiential learning does not appear overall in each meeting, especially in informal contexts. This is considered draft seamless, which means continuity in learning. The dimensions of seamless learning used only 10 dimensions. This is considered conformity needed in learning. In addition, several factors, such as motivation for participant education, quality implementation learning, and educators' characteristics, can influence the research results. Therefore, observation is needed to identify factors that can influence the effectiveness of the experiential seamless learning model. **Future Research:** The experiential seamless learning model can used in all contexts of learning in both formal and informal situations. Furthermore, development can give development syntax or model development with use all over dimensions, seamless learning customized to the needs of situation and conditions, making this model more complex. Development studies can be done in a way that ensures continuity and sustainability with the use of self-regulated learning for extended periods. So, that can be seen in practical terms of ongoing research. In addition, factors like motivation for participant education, quality implementation learning, and educators' characteristics can influence the

research results. Therefore, observation is needed to identify factors that can influence the effectiveness of the experiential seamless learning model.

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