



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

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