The Effectiveness of *SPADA UNTIRTA* in Promoting Self-Regulated Learning Outcome of the Economic Department Students at Sultan Ageng Tirtayasa University

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Abstract. This article aims at sharing to the readers on how *SPADA UNTIRTA* utilized in Sultan Ageng Tirtayasa University may enhance students' capacity for independent learning. Technology has advanced in recent years with its extensive usage in the global economy, tourism, and even education. To keep up with the increasingly technologically advanced age of globalization, technology-based media must be present in teaching-learning activities. E-learning media is one of the technology-based educational tools. Using internet or other computer network medium, e-learning enables the transmission of educational resources to students (Hartley, 2001). Teaching-learning activities previously restricted to campuses or schools are now possible anytime, anywhere with the aid of these technology-based media. One of the campus's electronic educational resources is *SPADA*. The goal of this strategy was to address some problems with higher education while allowing for seamless learning. The methods in which *SPADA UNTIRTA* can assist students in improving their ability to manage their own learning are referred to as ways in which *SPADA UNTIRTA* can be used as a tool for student self-integration. This implies that with *SPADA UNTIRTA*, students should be able to increase their level of independence in their learning activities. As a result, lecturers will only need to teach the material; additional learning tasks may be fully up to the students, providing them the opportunity to learn at their own speed. In this instance, *SPADA UNTIRTA*, a technology-based learning tool, is successful in promoting the students' independent study, especially in teaching and learning English for Specific Purposes.

Key words: spada untirta; english for economics; self-regulated learning.

INTRODUCTION

Technology is integrated into education in the digital era 4.0; educators (teachers/lecturers) and students use technical tools to support learning. This forces all walks of life, including adults and children, to adopt emerging societal trends, one of which is technological progress. Today, technology is widely used in the educational environment with the aim of raising the standard of virtual learning, which anyone can access for free through an internet connection. The millennial generation of learners is increasingly interested in learning with today's technological tools. As an alternative to technology-based online learning media, an internet connection provides the features and convenience of web-based applications through specially made computer software.

Rapid technological advancements have touched many parts of people's life, including academicians (Wahyuni et al, 2019; Mujiyanto et al, 2019). Language teachers are being forced to use language tools due to the rapid development of internet technology (Hockly, 2015). Several researches have shown that internet technology aids language learning (Hockly, 2016; Sharma, 2008). The majority of students now utilize smartphones in their daily activities. As a result, lecturers can use this gadget to help teach language skills via mobile-assisted language learning (MALL). Many lecturers have shown that MALL improves English performance (Dudeney & Hockly, 2012; Jarvis, 2015; Liu et al, 2019; Faridi et al, 2021).

Accordingly, it can be concluded from the facts above that these technological advancements should have a significant positive impact on the education industry. One of the efforts that can be done in the field of education is the integration of learning media into the teaching and learning process. The ability to use the available media and produce their own in accordance with the curricular materials is required of teachers and lecturers. In other words, teachers may simply incorporate the material and create environments that can inspire students to grasp the information that has been provided by the lecturer when there is access to the media.

Information, communication, and technology (ICT) are currently used in teaching and learning activities at practically every educational institution in the globe, including in Indonesia. ICT is fundamentally altering how we learn and teach in classrooms, enhancing classroom management techniques, and empowering students to become independent learners. It is reasonable to advise that, until the resources of an internet-based learning system are available, the teaching and learning process should be optimized by using this type of technological device (Kenning, 2007).

SPADA UNTIRTA is one of many information, communication, and technology-based learning tools that are now widely used in Indonesian educational institutions. It focuses on adopting e-learning ideas to enable students to learn continually and autonomously. It is evident that e-learning has developed rapidly in every aspect of education, including primary and secondary schools, universities, government agencies, and companies. Through various synchronous or asynchronous network connection technologies, e-learning offers a new approach to contemporary distance education by providing students with a dynamic, interactive and nonlinear learning environment. Many platforms have replaced previous learning styles and are now being used for self-study as we move closer to a fully digital environment. This removes time and place restrictions and provides the opportunity for students to study at their own pace.

In an online learning environment where individuals are in charge of their own learning process and outcomes, learners must actively participate through the administration of the learning process. They must establish their learning objectives, monitor and evaluate their own learning process, and evaluate the results of their learning. To put it another way, e-learning is a category of technology-based educational material that is stressed to be used more in the modern era. E-learning is thought to be a good fit for the millennial generation of learners' personalities. One of them is the students' independence in their academic pursuits. By focusing on the students' flexibility to enhance the quality of their own learning more autonomously, learning becomes more student-oriented. Students will be able to explore themselves, develop themselves, and ultimately "function" themselves in society at their best under an educational paradigm that is oriented on the needs of the individual student and stresses successful

interaction and communication. E-learning is therefore thought to be appropriate for handling some student self-learning.

To make online learning and/or distance learning more efficient and convenient for students, many universities in Indonesia have developed *SPADA*, one of the media based on e-learning technology. As a kind of technical advancement for educational purposes, *SPADA* is considered to assist teachers and students in their respective roles of learning and teaching. As a result, *SPADA* is made as practical as possible, so it is easy to use by both teachers and students, such as when using the *SPADA UNTIRTA* website at Sultan Ageng Tirtayasa University.

In order to address several issues with higher education, particularly with traditional learning and borderless learning, the Sultan Ageng Tirtayasa University Online Learning System, or *SPADA UNTIRTA*, was developed. Access to the *SPADA* website is available to all Untirta students and lecturers. When using *SPADA UNTIRTA*, students can simply and independently access resources, practice questions, and explanations from instructors. As a result, they can complete their homework without having to attend class or speak with the professors personally. Students must enter their NIM and password in the fields that have been communicated by the campus in order to access *SPADA UNTIRTA*. Lecturers will give students organized, independent assignments using *SPADA UNTIRTA* that are specific to their individual disciplines. Students can work on tasks in the form of dialogues, file collecting, or online texts utilizing references from specified books or the internet by using smartphones, PCs, laptops, etc. The amount of time left for automatic deadline assignments is apparent to students.

Recent research has shown that self-regulated learning (SRL) strategies have a positive impact on students' writing abilities at various educational levels. According to correlational study, proficient primary school kids are highly motivated and deploy more SRL methods, and the SRL tactics themselves correspond with motivational factors including growth mindset, self-efficacy, and interest (Bai & Guo, 2019). In their 2019 study, Geres-Smith et al. conducted a self-regulated learning development (SRSD) intervention and found that after employing self-statements to teach SRSD, students' persuasive writing quality, composition length, and self-efficacy improved. Graduate students in EFL universities employ self-regulated writing (SRW)

techniques to get around rhetorical issues when completing challenging writing assignments (Roderick, 2019). The majority of studies on self-regulated learning, however, focused on EFL proficiency students in higher education and junior/senior high school students. Only a small number of studies on self-regulated learning included undergraduate freshmen in non-English departments who were learning English for Specific Purposes (ESP) context. In order to determine if *SPADA UNTIRTA* is successful in encouraging students' self-regulated learning outcomes in English for Economics at Sultan Ageng Tirtayasa University, the current study was undertaken. Additionally, qualitative insights regarding the reactions of the instructors and students as well as suggestions for removing obstacles when using *SPADA UNTIRTA* are elaborated.

METHODS

Students at the Department of Economics use a quantitative self-regulated learning strategy because statistical analysis is used to determine the average score based on six overall factors in each dimension. Questionnaires are necessary to compile in-depth data and generate concepts on the six-dimensional technique in use (motive, method, time, performance, physical environment, and social environment). The questionnaire was divided into three sections: the self-learning approach questionnaire, the objectives part, and the demographic data portion (SRLSQ).

While using the *SPADA UNTIRTA* Learning Management System, a qualitative method is employed to explain how students of the Department of Economics at Sultan Ageng Tirtayasa University apply self-regulated learning strategies when learning English to Economics (LMS). The data will comprise interview transcripts, online field notes from online observations, and document reviews of lesson plans, textbooks, supplemental materials, learning media, and student assessment reports.

Data from interviews with students about various methods used when learning English for Economics was also used to cross-check the data collected from actual data collection in online meetings. In this case, the researcher will not attempt to isolate or modify the phenomenon being studied; otherwise, conclusions and generalizations will emerge from the related data.

The experimental group promotes independent learning among its members using *SPADA UNTIRTA*. Six self-learning dimensions are employed during data collection, modified from Kizilcec et al (2017). The control group is using hybrid learning in the meantime. The pre-test and post-test as part of the treatment must be completed over the course of six appointments. A series of English for Economics questions are used in both the pretest and posttest to gauge a student's level of self-learning.

To evaluate the quantitative outcomes of the questionnaire, descriptive statistics are employed. The average score is examined for each of the six dimensions and each item within each dimension. To gather qualitative data for this study, online observations, interviews, recordings, and field notes were used. The data analysis workflow consists of three tasks: condensation of data, display of data, and conclusion (Miles et al, 2014). The process of abstracting, selecting and concentrating on the raw data received during data collection is known as data condensation. Display data is a description of what is happening in the environment and gives the researcher an opportunity to reach conclusions. The final step in data analysis, drawing conclusions, will be carried out at Sultan Ageng Tirtayasa University to interpret the findings in terms of encouraging student self-learning as they study English for Economics using *SPADA UNTIRTA*.

The Department of Economics at Sultan Ageng Tirtayasa University became a participant in this study, namely the first semester students of the Accounting Department who took the English for Economics course based on a simple random sampling technique. All accounting students who took English for Economics were the main source of data, and they were all asked about the various self-study techniques they used. In this activity, the researcher made several questions related to the research problem, and then, after the online observation activity, the researcher interviewed the student.

In this study, the researcher was directly involved as the main instrument to collect the required data according to the research problem. Researchers use the *SPADA* Online Learning Management System at Sultan Ageng Tirtayasa University to directly collect, identify, analyze, and interpret data based on actual events that occur in online learning. In other words, it is consistent with one of the characteristics of qualitative research. Other tools used in this study, apart from the researcher who acted as the main instrument, included observation rubrics, interview guidelines, video and audio recorders,

and field notes.

Triangulation technique was also used in this study to test the reliability of data analysis. By comparing and cross-checking data from observations, recordings, interviews, and field notes, a triangulation approach will be used in this study. According to Ary, et al. (2019), the use of multiple techniques enhances the likelihood that the phenomenon under study is understood from a variety of points of view. It is vital to employ a variety of learning tools in order to better grasp the phenomena or events that take place in the online English for Economics course using *SPADA UNTIRTA*.

RESULTS AND DISCUSSION

Prior to the Covid-19 outbreak, face-to-face interactions were used, according to initial observations and interview findings with several lecturers and students of the Department of Economics at Sultan Ageng Tirtayasa University, during the Covid-19 pandemic, they used online learning technologies including Google Classroom, Moodle, and Edmodo. During the Covid-19 pandemic crisis, lecturers are using at least 13 virtual platforms, including Google Classroom, Google Form, WhatsApp, Edmodo, Email, Voice-note, YouTube, Quizzes, Moodle, Zoom, Facebook, Skype, and Telegram. In other words, because *SPADA* is one of the platforms used at Sultan Ageng Tirtayasa University, to support the teaching-learning process, researchers should investigate how well *SPADA* supports student self-learning, both inside and outside the classroom, by utilizing learning activities. teaching hybrid and online.

When using the *SPADA* Learning Management System to encourage independent learning in teaching and learning English, lecturers should supervise students and offer assistance when they convey what they need and want from their independent learning strategies (Lengkanawati, 2017). The successful adoption of student self-learning in Indonesian schools and universities can be attributed to lecturer's supervision. Therefore, a research was conducted at the University of Sultan Ageng Tirtayasa to examine the self-regulated learning techniques applied by undergraduate students majoring in Accounting during the first semester while studying Economic English by utilizing *SPADA UNTIRTA*.

It is known that *SPADA* is an acronym for "Online Learning System" or "Online Learning System". The *SPADA* program in Indonesia essentially puts into practice Law No. 20 of 2003 concerning the National Education System, Law No. 12 of 2012 regarding Higher Education, and Regulation No. 109 of 2013 regarding the Implementation of Distance Education in Higher Education. *Permendikbud* Number 109 of 2013 lists the range of disciplines as one of the remote education's ranges. Increasing fair access to high-quality higher education is one of the goals of the SPADA Indonesia initiative. Through an online learning platform, SPADA Indonesia gives students from one institution the chance to enroll in top-notch courses from other universities that have learning outcomes that are equally valued by their current college.

In order to address several issues with higher education, particularly with traditional learning and borderless learning, the Sultan Ageng Tirtayasa University Online Learning System, or *SPADA UNTIRTA*, was developed. It is, in other words, managed learning or lifelong learning. Both students and lecturers can study online thanks to *SPADA UNTIRTA*. The courses entered by students in the current semester, structured assignments, and online students and lecturers using *SPADA UNTIRTA* can all be tracked by the *SPADA UNTIRTA* IT Team as a control on the Learning Management System at Sultan Ageng Tirtayasa University. Each course is taught by lecturers who can also build discussion forums and present or upload materials and assignments. In other words, using *SPADA UNTIRTA* is very practical and easy.

SPADA UNTIRTA is accessible to Sultan Ageng Tirtayasa University students and professors alike. To access the website, a pre-registered username, ID, and password are needed. Here is a step-by-step demonstration on how to utilize *SPADA UNTIRTA*. Both students and professors from Sultan Ageng Tirtayasa University have access to *SPADA UNTIRTA*. It takes a previously registered username, ID, and password to access the website. So, the following is an example of an illustration or step-by-step procedure for using *SPADA UNTIRTA*.
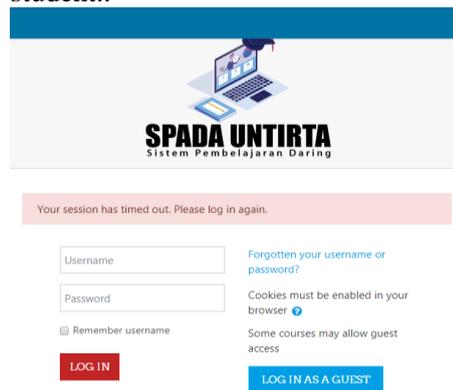
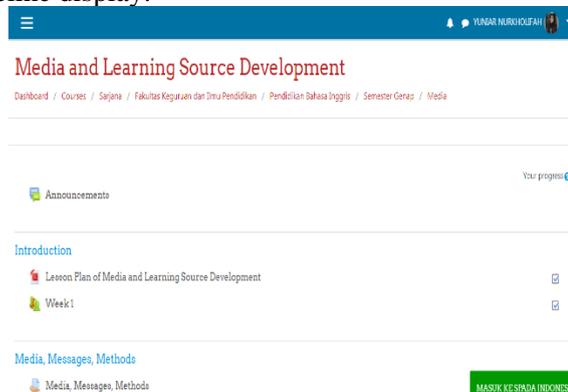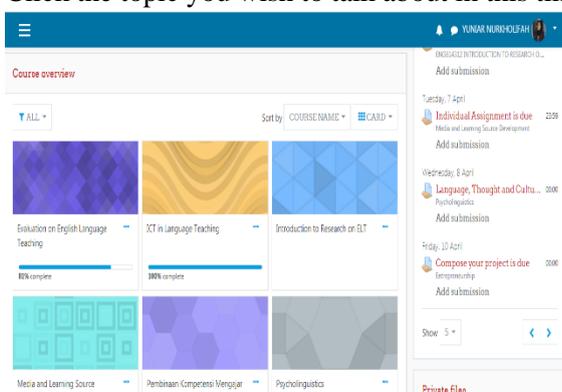1. Launch your browser and go to http://spada.untirta.ac.id/

2. Press "Log in"

3. Type in the ID and password of your student..

Click the topic you wish to talk about in this timeline display.

Many benefits can be found on the *SPADA UNTIRTA* website, including a clear picture of the courses and the option for students to browse only the courses they are currently enrolled in. Students can easily and freely access content, practice questions, and lecturer explanations when utilizing *SPADA UNTIRTA*. Students can therefore easily learn on their own without needing to attend classes or communicate with professors directly. As a result, *SPADA UNTIRTA* additionally employs a helpdesk and/or operator in each faculty as well as one or two staff members in each Department/Study Program to offer support whenever issues arise throughout the teaching and learning process for both students and lecturers.

CONCLUSION

In light of the facts and examples provided above, using *SPADA UNTIRTA* as one of the efficient technology-based learning medium can enhance the standard of student learning independence. Both lecturers and students take pleasure in using technology products effectively and efficiently as part of their responsibilities in the teaching and learning process through distant learning and/or e-learning. In order to improve the caliber of teaching and learning activities, *SPADA UNTIRTA* performs key duties of the learning support system at Sultan Ageng Tirtayasa University, particularly for lecturers and students. These duties include delivering and/or explaining material, monitoring student learning strategies, responding to students when they express their opinions, and conducting group discussions and individual presentations.

Additionally, before implementing e-learning for teaching and learning activities, we must first take into consideration the elements that may influence students' capacity for self-regulated learning, specifically more effective and efficient learning. Despite the fact that *SPADA UNTIRTA* makes learning comparatively simple, it must take into account all variables to ensure effective use, particularly from students because not all students can properly absorb information from the internet. It is crucial that lecturers select the greatest and most appropriate materials for independent learners in this situation depending on those students' backgrounds and personality features. Lecturers must also monitor the progress of students and continue to supervise and direct

them as they learn.

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