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Word count: 6616

**Development of Student Self-Regulated Learning through Online PAI
Learning Design: Studies at State Universities in Malang City**

For Peer Review

Abstract

Information Technology (IT) -based online Islamic education learning requires readiness for metacognition, behavior, as well as motivation from students. Therefore, online PAI learning designs that can develop students' self-regulated learning are important to study. So this research is focused on discussing the design of online PAI learning at the tertiary level which is implemented by the State University of Malang (UM) in developing student self-regulated learning. This research uses a qualitative approach with a type of case study. Based on Bandura's psychological theory, data collection for this research was carried out through documentation, online-based interviews, and participant observation. Meanwhile, data analysis used the interactive model of Miles, Huberman, and Saldana. The conclusion of the research states that online Islamic education learning at MUs has five stages of learning design syntax consisting of stimulation, information collection and processing, verification of results, and generalization. Through this syntax, online PAI learning at UM can develop student self-regulated learning in achieving the habit of mind in three indicators,

namely, creative individuals can think critically, and can self-regulate (self-regulated person).

Keywords: self-regulated learning, self-regulated person, online learning, cognitive psychology, State University of Malang (UM)

Introduction

The complexity of online learning challenges at the higher education level needs to be responded to positively by each university to be able to produce excellent graduates, as has been done by developed countries such as Finland (Härkki, T., Vartiainen, H., Seitamaa-Hakkarainen, P., & Hakkarainen, 2021), Florida (Waschull, 2018), Laos, or Malaysia (Ahmad, 1998). One of these challenges is the development of student self-regulated learning through various technical-didactic efforts in the form of innovative learning methods, as well as conceptual-theoretical aspects through the learning design used. It is common if there is a logical consequence of efforts to develop student self-regulated learning that is integrated with online learning designs at the tertiary level, as research by Shan Li et al. (Li et al., 2020), Loeffler et al. (Loeffler et al., 2019), Hooshyar et al. (Hooshyar et al., 2020), or Carter et al. (Carter et al., 2020), In essence, this

effort is a concrete form of improving the quality of college graduates who are expected to have metacognition readiness, behavior, as well as motivation to face the pace of development of online learning technology while still referring to the scientific principles they practice.

In Malang City, East Java, there is a State University named Malang State University - hereinafter referred to as UM - which was born with the philosophical spirit of Life-Based Learning. This college was founded in 1954, with the verbal credo "The Learning University". Interestingly, this university has been able to strengthen its existence as well as its achievements in the aspect of organizing online learning at the tertiary level, by winning the title as one of the five best universities in implementing online lectures (Hasanah, 2019). This fact is supported by the active role of UM in positioning itself as a learning base for academicians through the development of effective educational models and strategies (UM, 2010) to be able to produce competent graduates.

In a broader scope, the pattern of linking educational strategy development with graduate competence has been scientifically studied from various backgrounds, starting from the perspective of the curriculum design (Rachmawati, 2018), the level of the educational unit (Mulianti et al., 2018), to the learning model used (Adriyanto et al, 2020). As stated in the conclusion of Kintu et al. (Kintu et al., 2017) that there is a positive and significant relationship between online learning design and student characteristics so that these two variables are factors that determine the effectiveness of online learning. The various research results seem to emphasize the ability to implement online learning designs as an

added value for MUs during intense global competition. So that the study of the development of student characteristics in terms of the ability to self-regulate through self-regulated learning is an important factor for MUs in realizing effective learning objectives.

On the other hand, the perspective of social cognitive theory views the ability to self-regulate (self-regulated learning) as an indicator of the ability to control one's cognition, behavior, and motivation in achieving certain goals (Wolters et al., 2005). Based on these theoretical statements, religious education at the tertiary level is an appropriate gap in efforts to develop student self-regulated learning. This is because religious education at the university level essentially plays a role in fostering students to have noble-read: behavior-morals. Thus, the researcher assumes that the development of student self-regulated learning behavior through online learning designs can be observed and interpreted in depth through the PAI course applied at the tertiary level. On the other hand, the perspective of social cognitive theory views the ability to self-regulate (self-regulated learning) as an indicator of the ability to control one's cognition, behavior, and motivation in achieving certain goals (Wolters et al., 2005).

Therefore, this paper intends to analyze and decipher the meaning behind the online PAI learning design implemented at UM so that students can develop self-regulated learning. Through this analysis, it is hoped that this research will be able to parse the technical-didactic side of online Islamic Education learning stages through a designed learning design so that in the end it will lead to benefits in achieving educational goals more effectively.

Review of Related Studies

Research studies on the development of *self-regulated learning* students show various variants. In several studies, students' development of *self-regulated learning* is carried out through the curriculum approach used (Bahri et al., 2020; Broadbent et al., 2020), increased student motivation (El-Adl, A., & Alkharusi, 2020; Luik & Lepp, 2021), teacher pedagogical innovation (Mardiana & Supriyatno, 2021), to the impact assessment analysis. formative given by teachers to their students (Dörrenbächer-Ulrich et al., 2021; Granberg et al., 2021).

Van Alten indicated that the impact resulting from the video-based learning process improved *self-regulated learning* students and their learning outcomes (van Alten et al., 2020). Similar research results also show that distance learning can improve student academic performance (Refae et al., 2021).

The meta-analysis study on the theme of *self-regulation learning* comprehensively reviews the theory of *self-regulation learning* as a framework to support the proposition of *self-regulation learning* in several aspects, including the level of goal, effort, persistence, and *self-efficacy*. Through this meta-analysis study, the authors concluded that understanding how a person regulates their *self-regulation learning* in an increasingly complex and scientifically focused work environment. The dynamics of *self-regulation learning* are essential to study over time (Sitzmann, T., & Ely, 2011).

De Bour stated differently. Through the process of analyzing 63 manuscripts of the theme of *self-regulated learning*, he found that the meta-

analysis studies that have been conducted so far only reviewed *self-regulation learning* in a reasonably broad scope. In contrast, in his book thesis, de Bour found an effective strategy for development. *Self-regulated learning* through detailed and specific analysis, especially in learning strategies used in the education system (Boer de, H., Donker-Bergstra, A. S., & Kostons, 2012).

In more modern research, *self-regulated learning* is studied through the perspective of a distance learning system, which has until recently been a priority in many countries. Starting with a systematic review of literature, Araka found that in the period between 2008-2018, researchers researched by comparing the development patterns of *self-regulated learning* between face-to-face models and information technology-based e-learning models. However, within that decade, Araka observed that very little research had examined the theme of *cell-regulated learning* from the perspective of the tools and techniques in the developed e-learning model. So, Araka's research findings lie in the classification of the use of information technology (IT) based learning tools suitable for use in developing *self-regulated learning* for students (Araka, E., Maina, E., Gitonga, R., & Oboko, 2020).

Various studies of the research literature show the results of the analysis of *self-regulated learning* of students. Thus, the authors position this manuscript as follow-up research in developing *self-regulated learning* of distance learning-based carried out in Islamic religious education courses at the tertiary level.

Research Methods

Based on this description, this research focuses on developing student self-regulated learning through the online PAI learning design implemented by the State University of Malang. Thus, this research uses a qualitative approach that seeks to study, understand, provide interpretation, and interpret the design of online PAI learning at MUs in developing student self-regulated learning. Therefore, in this context, the researcher uses a type of case study research that aims to describe and analyze this phenomenon in more depth. Due to the large-scale social restrictions (PSBB) policy during the Covid-19 pandemic, research data collection was carried out through documentation study techniques, as well as online media-based observations and interviews. As for data analysis, the researcher refers to the interactive cycle model initiated by Miles, Huberman, and Saldana through the stages of data collection, condensation, presentation, and data verification.

Findings

Design of Online PAI Learning at State University of Malang

In the university document "Guidelines for Curriculum Development of the State University of Malang in 2018", it is explained that the capability-based curriculum is the normative foundation of UM education which is developed through several principles, one of which is to develop students' agility and adaptability to the dynamics of progress in science and technology. This means that the educational spirit that is developed by UM cannot be separated from the objectives of developing student competencies which are framed in these two

characteristics - agility and adaptability. Therefore, a learning design is needed that can translate the normative foundation of UM education into a more concrete pedagogical level. Indeed, the hierarchy of learning structures requires integrated connectivity between its components, starting from the learning approach that refers to the normative foundation of the university to the most practical hierarchy in the form of learning practices carried out by a teacher. So that the form of unity between these components in the downstream will be able to have a positive impact on the axiological dimension of developing UM students' competencies towards the formation of complete human beings who can adapt and be able to face the progress of the increasingly rapid technological era.

As a consequence, learning carried out at UM must always refer to efforts to develop two characteristics of student competencies as described above. The ability to exploit change - read: agility - and the ability to adapt to change - read: adaptability - are two entities that indirectly demand good behavioral readiness, motivation, and metacognition skills in students. Behavioral readiness is shown through actions that encourage a person to adapt and explore new knowledge acquired during the learning process. Especially with online learning systems that are in direct contact with the application of virtual-based learning technology, of course, it requires readiness to respond in the form of learning behavior from students. Next, readiness in the motivational aspect is marked by the emergence of feelings (effective) as well as reactions to achieve learning goals (Emda, 2018). This motivation becomes the "motor" to drive student learning behavior so that they can achieve their learning goals and objectives. Meanwhile, metacognition

readiness can be developed through learning designs that spur students to be able to understand problems well and focus, want to think hard so that they can find strategies to solve problems encountered in the learning process, as in Louca's idea (Louca, 2003) which emphasizes metacognition in a person's ability to acquire knowledge with one's awareness during learning activities (Asy'ari et al., 2018).

In the end, both motivation, behavior, and metacognition, all three lead to the ability to self-regulate (self-regulated learning) in each student during the lecture process, as indicated by some as an important factor that is interrelated and able to support the achievement of learning goals. as the research results of Mustopa (Mustopa et al., 2020), Agustian (Agustian et al., 2018), or Sagita (Sagita & Mahmud, 2019). Especially in online learning design which is a learning necessity in a pandemic situation like today, the challenges of online learning in all its lines must be faced by students to achieve the expected learning goals. In this situation, self-control becomes important for students to have.

In reality, the technical application of the online PAI course at UM has been implemented since the 2018 curriculum was implemented by this university. Even long before the existence of government regulations regarding learning from home policies during the Covid-19 pandemic. Uniquely, in the curriculum policy used, the PAI course is designed as a part of the university course family which is set to have a load of 3 credits. In the university document, it is explained that the 3 credits base is divided into theoretical lectures in the equivalent class of 2 credits, while 1 credit is carried out through the form of improving student psychomotor

aspects through practical activities in the field. Thus, UM determines the number of credits in this course as a form of affirmation of the UM curriculum innovation which tries to accelerate the process of moral guidance through the core subjects of Islamic Education at the tertiary level and is in line with the spirit of "The Learning University" which is promoted by this university.

The selection of online PAI learning designs encourages the formulation of the course implementation process that is adjusted to the university's academic guidelines. The provisions set by UM relating to the online learning system regulate the flexibility and creativity aspects of the lecturers during the learning process. Online lecture activities are carried out with a minimum requirement of 30% of the total number of meetings in one semester. So that during that time, online Islamic Education learning can be done through two forms of learning platforms, namely synchronous and asynchronous. The synchronous platform allows learning to be carried out at the same time through webinars or video conferences; while asynchronous online learning is a learning format that occurs in independent learning situations and is carried out at different times through link room media, quizzes, discussion forums, and assignments.

As a forum to accommodate the two learning platforms, the online learning system at UM is centered on one Learning Management System (LMS) called the Learning Management System (*sipejar*) and can be accessed via the sipejar.um.ac.id link. Learning services that can be found in this link include learning systems in offline, blended learning, and online learning formats. The three formats that have been provided can be used flexibly by academicians who

carry out the learning process at UM. This means that the curriculum policy which has provided flexibility for teachers to bring out their learning creativity has been facilitated through an integrated system that can provide various online learning features. One of the lecturers in the PAI subject in this context stated:

"The university has provided an online learning system service for the continuity of online learning that is currently being implemented. For us, with this teacher, we can help organize media needs and methods that we can adjust to the needs and variants of the PAI course topic itself. Even from the learning evaluation process, *sipejar* makes it easy for us as teachers to make a format or recap of our student learning process assessments online so that it can be accessed directly by students".

Thus, the role of teachers as an online learning service system at UM has been in line with the teaching patterns of PAI subjects. This means that online PAI learning designs are designed through theoretical lectures in class and practical activities in the field, both of which can be included in the LMS *sipejar* system. Therefore, at a practical level, when compared to other tertiary institutions, UM has a distinction especially seen from the PAI curriculum structure which emphasizes the proportionality between the development of the cognitive, affective, and psychomotor aspects of students. Interestingly, concerning the development of the psychomotor aspects of students, online Islamic education learning at UM has academic activities that are field practice for

students. These activities are framed in learning activities called Tafaqquh fi Diinil Islam (TDI), Al-Qur'an Reading Guidance (BBQ), and Bina Ibadah (BI). The three series of academic activities are designed as a learning process that seeks to develop student's abilities in the practice of reading the Koran and the practice of praying. Both TDI, BBQ, and BI have learning stages that require students to interact and gain knowledge from the wider community.

The most prominent role of the community from the three academic activities is BBQ and BI activities. Students are required to find learning partners – read: mentors - from an external environment who are considered competent to guide them in the aspects of reading al-Qur'an skills well and practicing prayer following the provisions of Islamic law. The interaction between students and their mentors is what ultimately forces students to want to learn and upgrade their worship skills so far. In the view of researchers, this kind of interactive pattern is a concrete form of life-based learning. So that the learning design designed in this course demands the readiness of students to want to socialize with learning environments outside their campus. So it can be said that the acquisition of the learning dimensions (habit of mind) of UM students is based on the experiences they get from real life in society.

Based on this description, it is true that the online PAI learning design at UM is framed in a learning process that activates the three domains of learners, namely the realm of knowledge (cognitive) obtained through classroom learning - both through synchronous and asynchronous platforms - and centralized through the LMS sipejar system; the realm of attitude (affective) obtained through the

activities of *Tafaqquh fi Diinil Islam* (TDI); as well as the realm of skills (psychomotor) developed through the two TDI-BI academic activities.

Student Self-Regulated Learning in the Context of Online Learning

The theory of self-regulated learning has been proposed by academics and educational figures. Bandura as one of the initiators of this theory, emphasizes self-regulated learning on three main components, namely self-observation, self-evaluation, and self-reaction (Joyce et al., 2003). Self-observation is related to a person's search for the situation around him, as well as the impact resulting from the performance he displays; a self-evaluation is a form of assessment of the performance that appears in a person to achieve the desired goals; while self-reaction is a form of one's response to previous observations and self-evaluations. These three components help a person in setting goals, monitoring progress, evaluating the progress against logical standards, and preparing oneself to face the consequences of the realities that occur around the individual. It is common for in the world of education to emerge the idea that the indicator of self-regulated learning lies in the individual's ability to manage their learning experience effectively through academic decision making (Miller & Byrnes, 2001), including the ability in the aspect of language mastery (Shyr & Chen, 2018) to achieve maximum learning outcomes (Wolters, 1998).

Therefore, the ability to control self in the form of learning efficiency which is one of the indicators of self-regulated learning (Edistria et al., 2019) is a factor that students should have during the learning process at the college level. Indeed, in reality, the level of knowledge acquisition at the tertiary level occupies

the top hierarchy and is the highest culmination point in the ranking of human resource qualifications in the standard version of the Indonesian National Qualifications Framework (KKNI), of course with all the complexities involved in it. Especially considering the conditions of online learning today which require an adaptive attitude of students towards the development of information technology (IT) as the main media for online learning. In addition, students also need to adapt to changes in learning systems and techniques that are different from previous conventional learning styles, as well as other important factors in the form of the adaptability of students' critical thinking abilities. Some of these factors are considered by students because in reality, online learning is an inevitable phenomenon and it is alleged that it has characteristics that have the potential to develop individual abilities from various aspects, including developing the cognitive side of learners as Zamnah concluded (Zamnah, 2017), or even developing psychological aspects. in the form of increased student interest in learning (Borokhovski & et al., 2018), individual emotional intelligence (Engin, 2017), and students' spiritual intelligence (Lestari, 2020).

Apart from the ability to carry out learning efficiently, another characteristic that arises from a student's self-regulated learning lies in the ability to construct and adapt to the environment that supports his learning process. For some individual learners, the transformation of the learning model from face-to-face (offline) to face-to-virtual (online) is a learning situation that is still unfamiliar so that it needs to be responded to through efforts to acquire new knowledge that can be used as a solution to problems from these foreign

conditions. It is common for students to have the ability to regulate and control themselves so that they can adapt and follow the rules of the online learning system properly. This is where self-regulated learning plays an important role from a student's perspective.

In the global scope, the impact of the Covid-19 pandemic in the world of education demands a transformation of the learning process at the tertiary level. The most obvious transition is seen through the face-to-face learning model to distance learning, which indirectly requires students to be able to actively develop their learning strategies independently. One of the important strategies that students must take to be able to synergize with the distance learning system they are running is the ability to adapt to the use of digital devices. In addition, online data-based information collection activities, as well as technical factors for online communication, often become challenges for students (Blau et al., 2020). This is where student self-regulated learning plays a role in regulating independence, self-control, and responsibility in implementing and supervising the learning process of individual learners. So that with good self-regulated learning abilities, students will personally be helped in the management of the information they receive during the learning process through an online model.

The empirical reality through scientific studies that have been carried out by many education experts shows that the development of self-regulated learning abilities is found more in students who follow online learning compared to students who undergo conventional learning processes, as shown by Broadbent's research (Broadbent, 2017), or Yulanda (Yulanda, 2017). Other research states

that there is a relationship between the digital learning ecosystem and the ability of self-regulated learning and digital literacy in learners, which turns out to be higher in the task value variable (Lee et al., 2020). That is, there is a scientific relationship between learning environmental factors and the ability of self-regulated learning in a learner, especially in the online learning ecosystem. In the learning environment community that has many sources of new knowledge for individuals, it will encourage the individual to develop his thinking skills so that he can absorb this new knowledge. This condition will continuously increase the ability to think at a higher level - read: the ability to analyze problems - in the individual.

Discussion

Development of Student Self-Regulated Learning through Online Islamic Education Design at State University of Malang

As a university academic guide which is one of the foundations for online PAI learning design, UM positions its students as whole persons as well as active learners. This is translated by the PAI course through four main activities carried out during the lecture process. These learning activities include theoretical lectures through synchronous and asynchronous platforms that are centered on the link sipejar.um.ac.id; activities of Tafaqquh fi Diinil Islam (TDI); Bina Baca al-Qur'an (BBQ); and Bina Ibadah (BI). In this context, the researcher analyzed the various learning strategies used in the PAI learning design into two patterns. First, the contextualization of knowledge that students learn in class with real-life realities that students encounter in the community. This can be seen from the

design of Islamic Education learning manifested in the activities of Al-Qur'an Reading Guidance (BBQ) and Bina Ibadah (BI). The two academic activities provide access for students to find tutors - reading: mentors - who are competent in the field of reading al-Qur'an and religious knowledge. The mentors then played a role in helping students improve the quality of their worship in the form of reading al-Qur'an skills and praying following the provisions of Islamic law. The contextualization of learning referred to by the researcher lies in the pattern of relationships that are built between the knowledge received by students through classroom learning, and the acquisition of new knowledge and experiences in terms of worship practices from the mentors who accompany the student's BBQ-BI activities. The building of student knowledge and experience that is constructed through student interaction with the community is what makes online PAI learning design at UM pivot on increasing critical thinking skills and developing student creativity in the scientific field of Islam.

Second, active learning strategies that are implemented through synchronous and asynchronous learning platforms in the sipejar.um.ac.id LMS system. PAI learning activities, which are contained in the two platforms, lead students to acquire Islamic religious knowledge that must be carried out by students actively. This active role can be seen through the responses that must be given by students to the process of stimulating a variety of knowledge conveyed by the teachers. Especially if they get this knowledge through virtual learning media that is closely related to online learning designs, and intersects with the use of learning technology. In such situations, the responses shown by students

determine the success of their online learning in the Islamic Education course. The second activity, namely Tafaqquh fi Diinil Islam (TDI), is an arena for students to hone their cognitive abilities in understanding and analyzing teaching material in the form of slide presentations and learning videos uploaded by lecturers. This is where students' creativity is required to be able to study and analyze Islamic religious themes through their academic thoughts and views. Third, namely, the Bina Baca al-Qur'an (BBQ) activity which requires students to interact and learn from the mentors they choose from the external environment of the wider community. Active learning is carried out by students and it is evident from this activity that it leads to the increasing competence of reading al-Qur'an skills in students. Finally, namely the Bina Ibadah (BI) activity as a means of developing aspects of prayer worship skills in students obtained through the assistance of mentors.

Based on this description, the researchers concluded that the online PAI learning design at UM could be considered as a sub-structure of the university learning model that was able to develop student self-regulated learning through the stages of learning that the students passed. The learning stages that emerge through the academic activities of Sipejar, TDI, BBQ, and BI can be analyzed into four stages. First, Stimulation and Problem Identification. This stage is passed by students while undergoing learning in the pursuit system. Various information as well as new knowledge contained in the learning system of the pursuer become a cognitive stimulus which at the same time forces students to sort and identify the

difficulties they experience in participating in learning activities in the learning system. This was conveyed by one of the students:

At the beginning of the online lecture at this campus, I was surprised by the learning system. Moreover, along with the current pandemic conditions which limit my interactions with my friends, so that the learning difficulties I encountered in the online system ultimately required me to handle it myself as much as possible.

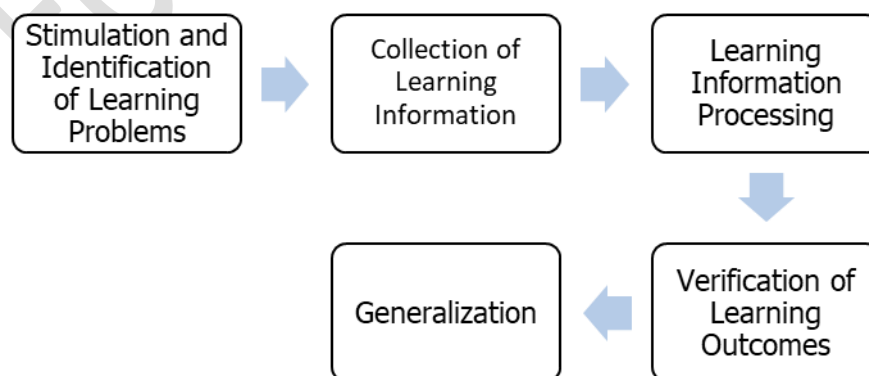
Second, Information Collection and Processing. This stage is passed by students after they have succeeded in identifying academic problems encountered in online Islamic Education learning. For example, the BBQ-BI activity, which requires students to seek mentors. For students, this obligation is both a challenge and a difficulty that they must respond to by finding solutions to these problems. So that students have to start collecting data from the community around them, then they choose a mentor who is competent to accompany them in the process of BBQ-BI activities. The interaction that must be built by students during the mentor search process, directly or indirectly, will develop students' communication skills with others. In addition, students will also learn to be able to control themselves when socializing with their mentors. After the information collection stage has been passed, it continues at the information processing stage into the initial knowledge structure possessed by previous students.

Third, Verification of Results. This stage takes place when students have gone through the learning process, both theoretically in the classroom through the

teacher system, and practically through BBQ-BI activities which they carry out with assistance from mentors. As a form of verification of learning outcomes, students send process progress and learning outcomes by taking written tests, oral tests, and sending *mutaba'ah* forms to lecturers who are teaching PAI subjects. The fourth is Generalization. This stage is the peak of the syntax that is in the design of online Islamic education learning at UM. The generalization stage is marked by the development of understanding as well as the increasing skills of students in terms of their worship knowledge and skills. As a form of the written evaluation, the development of understanding and improvement of student skills can be observed through data on student learning outcomes, both in the form of written exams and in the form of worship practice assessments. Next, the researcher visualized the syntax stages of online Islamic Education learning into the following image:

Figure 1.

Illustration of Online PAI Learning Syntax at MUs



The learning stages as shown in the picture are a roadmap for the learning process that students taking online Islamic education courses at UM have to go through. These stages require students' awareness, knowledge, and control over their cognition. This is necessary for students so that they can study all the new knowledge received in the online learning process. The readiness of students' metacognitive thinking to carry out the process of self-regulation (self-regulated) has been pointed out in Maulyda's research which concluded that self-reflection in the form of metacognitive thinking actions is needed by students during online lectures (Maulyda et al., 2020) which needs to be developed as awareness from within oneself (Widiantie, R., & Handayani, 2018) as an effort to solve problems faced by individuals through a critical thinking process. Thus, the authors can state that the online learning design implemented at MUs leads to the development of students' self-regulated learning and regulatory abilities through three main indicators, namely, creative individuals, can think critically, and can self-regulate (self-regulated person).

Conclusion

The results of this research indicate that the design of online Islamic Education learning at MUs refers to a learning syntax that has five learning processes, including stimulation, information collection and processing, result verification, and generalization. These five syntactic stages lead to the development of self-regulated learning abilities in students as a form of increasing

student competence. The results of this study reinforce the statement that the learning model can improve the competence of students.

The online PAI learning model that is encapsulated in the learning syntax at UM can encourage students to become creative individuals, can think critically, and be able to self-regulate (self-regulated person). The implication is the development of students' self-regulated learning ability.

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For Peer Review



Review: *Development of Student Self-Regulated Learning through Online PAI Learning Design*

- 1. Request
- 2. Guidelines
- 3. Download & Review
- 4. Completion

Review Submitted

Thank you for completing the review of this submission. Your review has been submitted successfully. We appreciate your contribution to the quality of the work that we publish; the editor may contact you again for more information if needed.

Review Discussions

[Add discussion](#)

Name	From	Last Reply	Replies	Closed
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No Items

13 May 2021

To whom it may concern:

This is to certify that **Mahyudin Ritonga** has completed a peer review for a research article published in the *International Review of Research in Open and Distributed Learning (IRRODL)*. IRRODL is the most widely read and cited journal in the field of open and distributed education. IRRODL employs a double-blind review process so that the names of neither the authors, nor the reviewers are revealed.

IRRODL is an open access journal that is indexed by all the major citation indexing systems. In 2020, more than 73% of IRRODL articles are cited by authors in other [Scopus](#) indexed journals. CiteScore is 2.87; SJR1.202; SNIP 1.774. IRRODL's percentile standing is 92% and it is the [highest ranked Canadian Education Journal](#) in SJR. IRRODL is in the top 10% of most cited educational journals (106th of 1044 journals) and has an SSCI impact factor of 0.734 with a H5 index of 36 and a five-year impact factor of 1.003. The Scimago (SCOPUS) H index is 56. The ResearchGate Impact Factor is 0.69. According to [Google Scholar in 2020](#), IRRODL has a ranking of [5th among Educational Technology Journals](#) and a rank of 7th [of all Education Journals](#) (h5 index = 51; h5-median = 83). It is the only fully open access journal in the top 10.

Sincerely



Professor Dietmar Kennepohl, PhD
Associate Editor, *IRRODL*

Request for Review

You have been selected as a potential reviewer of the following submission. Below is an overview of the submission, as well as the timeline for this review. We hope that you are able to participate.

Article Title

DESIGN AND DEVELOPMENT OF ANDROID SCIENCE APPLICATION 'Apps STD 5': AN ALTERNATIVE FOR MASTERING THE ENERGY CONCEPT OF SCIENCE YEAR FIVE IN NATIONAL SCHOOLS OF MALAYSIA

Abstract

This study was conducted to design and develop a prototype of the Android Science application called 'Apps STD 5' for the topic of fifth-year Science energy at the National School. Past studies have shown that students cannot master complex and abstract Science concepts. This Android Science application was developed based on the Hannafin & Peck Model, which includes three stages, namely needs analysis, development and evaluation. This application helps teachers to diversify alternative teaching methods so that fifth-year students can master the concepts of energy with the help of applications and technology of mobile devices in the form of interactive, animation and multimedia. Next, allow students to relate existing knowledge with the concepts of Science learned to be applied in the context of daily life. A total of 14 experts from different fields and positions have been involved in the design and development process as well as evaluating the Android applications that have been developed. The findings of the study that have been descriptively analyzed show that the Android Science

15997?step=1 tion 'Apps STD 5' is suitable to be used to help teachers diversify teaching strategies and methods for students to master the concept

Dear Professor Mahyudin Ritonga:

Thank you for completing the review of the submission, "DESIGN AND DEVELOPMENT OF ANDROID SCIENCE APPLICATION 'Apps STD 5': AN ALTERNATIVE FOR MASTERING THE ENERGY CONCEPT OF SCIENCE YEAR FIVE IN NATIONAL SCHOOLS OF MALAYSIA," for Walailak Journal of Science and Technology (WJST). We appreciate your contribution to the quality of the work that we publish and look forward to receiving articles from you in future.

With regards,

Editor

2019 SCImago Journal Rank (SJR): 0.154

<https://wjst.wu.ac.th/index.php/wjst/index>

Walailak Journal of Science and Technology,
Walailak University, Nakhon Si Thammarat 80161, Thailand

<https://wjst.wu.ac.th>

Review: *DESIGN AND DEVELOPMENT OF ANDROID SCIENCE APPLICATION 'Apps STD 5': AN ALTERNATIVE FOR MASTERING THE ENERGY CONCEPT OF SCIENCE YEAR FIVE IN NATIONAL SCHOOLS OF MALAYSIA*

[1. Request](#)[2. Guidelines](#)[3. Download & Review](#)[4. Completion](#)

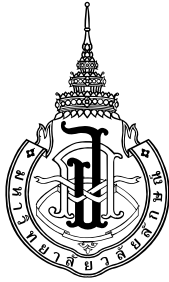
Review Submitted

Thank you for completing the review of this submission. Your review has been submitted successfully. We appreciate your contribution to the quality of the work that we publish; the editor may contact you again for more information if needed.

Review Discussions

[Add discussion](#)

Name	From	Last Reply	Replies	Closed
▶ DESIGN AND DEVELOPMENT OF ANDROID SCIENCE APPLICATION 'Apps STD 5': AN ALTERNATIVE FOR MASTERING THE ENERGY CONCEPT OF SCIENCE YEAR FIVE IN NATIONAL SCHOOLS OF MALAYSIA	mahyudinritonga	-	0	<input type="checkbox"/>
	2021-03-02 02:36 PM			



College of Graduate Studies
Walailak University
Thasala, Nakhon Si Thammarat 80160
Thailand

28 February 2021

Dear Professor Mahyudin Ritonga:

The enclosed manuscript **“DESIGN AND DEVELOPMENT OF ANDROID SCIENCE APPLICATION ‘Apps STD 5’: AN ALTERNATIVE FOR MASTERING THE ENERGY CONCEPT OF SCIENCE YEAR FIVE IN NATIONAL SCHOOLS OF MALAYSIA”** has been submitted to our journal and we would be very grateful to have your comments concerning its suitability for publication.

Thank you for completing the review of the manuscript for Walailak Journal of Science and Technology (WJST). We appreciate your contribution to the quality of the work that we publish and look forward to receiving articles from you in future.

Yours sincerely,

Kosin Sirirak

(Mr. Kosin Sirirak)

Manager, Walailak Journal of Science and Technology

College of Graduate Studies, Walailak University
Thasala, Nakhon Si Thammarat (80160), Thailand

Telephone : 0 7567 3000 ext. 76485

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E-mail address : journal.wu@gmail.com, journal.wu@hotmail.com

Website : <http://wjst.wu.ac.th>

2019SCImago Journal Rank (SJR): 0.154

Dr Mahyudin Ritonga:

I believe that you would serve as an excellent reviewer of the manuscript, "Perspective of Universities Faculty and Student towards Online Teaching-Learning during COVID – 19 Pandemic," which has been submitted to International Journal of Learning, Teaching and Educational Research. The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2021-06-20 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation.

The review itself is due 2021-06-27.

Submission URL:

<http://ijlter.org/index.php/ijlter/reviewer/submission/39580?key=xRxb39Bs>

Thank you for considering this request.

IJLTER .ORG

ijlter.org@gmail.com

Reviewer A:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

The paper would need to be thoroughly screened by a proficient speaker as it contains many instances of non-standard phrasing and sentence structures as well as some errors.

References::

The references are acceptable.

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

Although the topic of the paper is interesting and current, there are problems with the paper which make it unpublishable in this form. It is the interpretation of the results that are the biggest problem in this paper. All of the students in the study preferred the kinaesthetic learning style according to the results, yet the authors interpret the results in a way that is confusing and unclear. A summary of this can already be seen in the abstract, where the authors make claims such as "students with higher achievement prefer kinaesthetic and auditory style" while, as mentioned before, all students seem to prefer these styles. Sentences such as "The presence of LD managed to predict the preferred learning style according to gender and GPA, as males with LD preferring the auditory learning style managed to have a good GPA, while females with LD preferring kinesthetic learning style managed to have a good GPA" in the abstract are also dubious, as they seem to imply a correlation between learning styles and GPA.

The overall purpose of the study is not entirely clear. The authors say "What we aimed from implementing this study was to identify how students with LD adapt to academic demands by adopting learning skills to achieve success in classes, and what learning styles they prefer to accomplish school requirements to keep moving in classes as their peers without LD". This seems to be a valid aim, but once again, the results seem to be the same for students with and without LD.

Also, as the authors themselves state, the tool they used to determine students with LD is not a diagnostic tool, so it might be advisable to use a different name for the students the authors place in this group.

There is no need for the section Definition of terms as it is. The terms have already been defined in theoretical part of the paper, and the instruments are described in detail later. Also, study limitations are usually described at the end of the paper.

“GPA was correlated to LD, and these differences were significant at ($p < 0.000$).” – what does this mean, which differences?

The long verbal descriptions of the results that are already presented in tables are unnecessary and make the results portion of the paper difficult to read. It might be advisable to focus on the most interesting results and summarize them verbally.

The authors also make many generalizations about the learning styles themselves, branding those who prefer the visual learning style as “passive observers”. The visual learning style is not necessarily linked just to reading/writing but with the visual representation of information. Interpretation of results like this is simply dubious, as well as confusing: “The differences in the preference of kinesthetic and auditory learning styles in students with and without LD between males and females might be attributed to the developmental characteristics of the development of language in males which are less and slow compared to females. (Policy et al., 2008). This may justify the tendency of males to prefer kinesthetic learning style, as they tend – due to the decrease in language development – to acquire knowledge and process information obtained in learning situations through kinesthetic styles rather than in a spoken or written styles (Middleton et al., 2013; Shuib and Siti, 2015).”

But later the authors write:

“According to the predicting relationship between the presence of LD and the preferred learning styles, a pattern of preference of learning styles according to gender and GPA was clear in which auditory style was the preferred learning style in males having LD with a (Good) GPA, and later comes the kinesthetic learning style. Females, on the other hand, whenever they have LD and a (Good) GPA, prefer kinesthetic learning style and later comes the auditory style, whereas visual learning style was the less preferred and highly correlated to an (Average) GPA.”

“The results regarding kinesthetic and auditory learning styles used by some students with LD might be explained as hard efforts by those students to compensate the presence of LD and related symptoms in order to avoid stigmatization of being marked as disabled learners”

This is all very confusing as all learners preferred the kinaesthetic learning style.

Some parts of the conclusion are also a stretch. For example:

“These differences in preferred learning styles were affected by several factors; students with LD were most likely to prefer the kinesthetic pattern of learning which provides them with opportunities to compensate the deficiencies resulting from LD such as auditory processing disorder, deficits in phonological awareness, handling numbers and math facts, coding and decoding sounds.”

Again, all students preferred the kinesthetic style, and the overgeneralization of this statement is further compounded by the fact that the author goes on to list specific deficiencies although there is no information about any specific issues these students might have.

“Adopting kinesthetic and to some extent auditory learning style managed to compensate and later diminish the negative effects of LD, and this was reflected in the (Good) academic GPA achieved by those students.” – this conclusion cannot be drawn from the results. It might be possible to speculate, but more hedging is needed in any case.

“The emphasis given to learning outcomes expressed by GPA seems to be more important than knowledge acquired by students and even the learning process itself; maybe this emphasis on achieving high or at least acceptable GPA is the only common thing between teachers and students with and without LD.”

– there is no information that is gained from the results of the study which would support such a conclusion.

The authors would need to rethink their interpretation of the results entirely. They make many claims that are not based on facts, which makes this paper unpublishable in its present form.

Reviewer B:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

good

References::

In the author's citation should use reference management, such as Mandeley, endnote, Zotero etc.

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

Basic theory needs to be shortened so that the article is not too long
see 8447

Reviewer C:

Paper length::

Too long

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

good

References::

too many references more than 5 years old

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

Theoretical background should be reduced and more focused to LD not for LS. Discussion should be clearer and explaining what kind of subject in this research was used. And if some students was assumed as LD student, how it was measured previously?

Reviewer D:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

Language use is appropriate.

References::

References are properly cited.

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

The paper has a great impact to our society.

Reviewer G:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Highly relevant

Related work::

Acceptable

Language::

The language is used clearly and without syntactic errors. The language is used clearly and without syntactic errors

The text would be even more comprehensible if the editor used smaller sentences. Sometimes the meaning can be lost among big sentences

References::

The APA system has been used correctly and the bibliographic references correspond to thereferences in the body of the text. They are relevant and have the proper format

Additional comments along the following lines: originality, literature

review, methodology, evaluation of results, research implications, quality of communication, etc.:

The literature review is clearly presented and quite complete. Both methodology and results of the research are presented in detail and clearly. Research implications are presented with reference to future research. The morphology of the text needs to be edited. Book antiqua 11 point font is needed (not Times N.R 12' . There should be only one space between paragraphs.

Reviewer I:

Paper length::

Quite long

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

Manuscript is easy to understand. However, incorrect uses of letters. These make parts of the texts unreadable. So, use [grammarly.com](https://www.grammarly.com) to check incorrect grammar and punctuation.

References::

Poor. The author uses many old references. The author must update references (2016-2020).

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

Refer to all comments contained in the manuscript.

Similarity this manuscript is 15%. The score must be reduced to less than 5%. The report is attached.

see 8620-1,2

Reviewer J:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

quite good

References::

please add more references in the last five years

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

the use of citations, especially in the discussion section, should be supported by using library resources in the last 5 years, citation that has been used should be added again with citations that strengthen the discussion of researchers with more recent citation (last 5 years).

citation writing, more attention again by writing the last name only.
pay attention to how to write references, you should use mendeley.
writing recommendations is better by using paragraphs, not by pointing.
in the keyword section: VAK learning style, clearly written VAK? do not abbreviate it, because the abstract does not appear as an extension of the VAK intended by the author

Reviewer K:

Paper length::

Ok

Originality::

Good

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

ok

References::

ok

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

please follow the journal guidelines

see 8486

Tulis

Kotak Masuk 30

Berbintang

Ditunda

Meet

Rapat baru

Gabung ke rapat

Hangout

Mahyudin +

chairunnisa az
Anda: boleh

nutra.kangkisau

20 dari 24

IJLTER .ORG ijlter.org@gmail.com lewat ijhss.net kepada saya

Sen, 25 Mei 2020 07.45

Inggris > Indonesia [Terjemahkan pesan](#) Nonaktifkan untuk: Inggris x

Dr Mahyudin Ritonga:

Thank you for completing the review of the submission, "Preferred Learning Styles among Students with Learning Disabilities," for International Journal of Learning, Teaching and Educational Research. We appreciate your contribution to the quality of the work that we publish.

IJLTER .ORG
ijlter.org@gmail.com

International Journal of Learning, Teaching and Educational Research
<http://ijlter.org/index.php/ijlter>

Balas Teruskan

Reviewer A:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

The paper would need to be thoroughly screened by a proficient speaker as it contains many instances of non-standard phrasing and sentence structures as well as some errors.

References::

The references are acceptable.

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

Although the topic of the paper is interesting and current, there are problems with the paper which make it unpublishable in this form. It is the interpretation of the results that are the biggest problem in this paper. All of the students in the study preferred the kinaesthetic learning style according to the results, yet the authors interpret the results in a way that is confusing and unclear. A summary of this can already be seen in the abstract, where the authors make claims such as "students with higher achievement prefer kinaesthetic and auditory style" while, as mentioned before, all students seem to prefer these styles. Sentences such as "The presence of LD managed to predict the preferred learning style according to gender and GPA, as males with LD preferring the auditory learning style managed to have a good GPA, while females with LD preferring kinesthetic learning style managed to have a good GPA" in the abstract are also dubious, as they seem to imply a correlation between learning styles and GPA.

The overall purpose of the study is not entirely clear. The authors say "What we aimed from implementing this study was to identify how students with LD adapt to academic demands by adopting learning skills to achieve success in classes, and what learning styles they prefer to accomplish school requirements to keep moving in classes as their peers without LD". This seems to be a valid aim, but once again, the results seem to be the same for students with and without LD.

Also, as the authors themselves state, the tool they used to determine students with LD is not a diagnostic tool, so it might be advisable to use a different name for the students the authors place in this group.

There is no need for the section Definition of terms as it is. The terms have already been defined in theoretical part of the paper, and the instruments are described in detail later. Also, study limitations are usually described at the end of the paper.

“GPA was correlated to LD, and these differences were significant at ($p < 0.000$).” – what does this mean, which differences?

The long verbal descriptions of the results that are already presented in tables are unnecessary and make the results portion of the paper difficult to read. It might be advisable to focus on the most interesting results and summarize them verbally.

The authors also make many generalizations about the learning styles themselves, branding those who prefer the visual learning style as “passive observers”. The visual learning style is not necessarily linked just to reading/writing but with the visual representation of information. Interpretation of results like this is simply dubious, as well as confusing: “The differences in the preference of kinesthetic and auditory learning styles in students with and without LD between males and females might be attributed to the developmental characteristics of the development of language in males which are less and slow compared to females. (Policy et al., 2008). This may justify the tendency of males to prefer kinesthetic learning style, as they tend – due to the decrease in language development – to acquire knowledge and process information obtained in learning situations through kinesthetic styles rather than in a spoken or written styles (Middleton et al., 2013; Shuib and Siti, 2015).”

But later the authors write:

“According to the predicting relationship between the presence of LD and the preferred learning styles, a pattern of preference of learning styles according to gender and GPA was clear in which auditory style was the preferred learning style in males having LD with a (Good) GPA, and later comes the kinesthetic learning style. Females, on the other hand, whenever they have LD and a (Good) GPA, prefer kinesthetic learning style and later comes the auditory style, whereas visual learning style was the less preferred and highly correlated to an (Average) GPA.”

“The results regarding kinesthetic and auditory learning styles used by some students with LD might be explained as hard efforts by those students to compensate the presence of LD and related symptoms in order to avoid stigmatization of being marked as disabled learners”

This is all very confusing as all learners preferred the kinaesthetic learning style.

Some parts of the conclusion are also a stretch. For example:

“These differences in preferred learning styles were affected by several factors; students with LD were most likely to prefer the kinesthetic pattern of learning which provides them with opportunities to compensate the deficiencies resulting from LD such as auditory processing disorder, deficits in phonological awareness, handling numbers and math facts, coding and decoding sounds.”

Again, all students preferred the kinesthetic style, and the overgeneralization of this statement is further compounded by the fact that the author goes on to list specific deficiencies although there is no information about any specific issues these students might have.

“Adopting kinesthetic and to some extent auditory learning style managed to compensate and later diminish the negative effects of LD, and this was reflected in the (Good) academic GPA achieved by those students.” – this conclusion cannot be drawn from the results. It might be possible to speculate, but more hedging is needed in any case.

“The emphasis given to learning outcomes expressed by GPA seems to be more important than knowledge acquired by students and even the learning process itself; maybe this emphasis on achieving high or at least acceptable GPA is the only common thing between teachers and students with and without LD.”

– there is no information that is gained from the results of the study which would support such a conclusion.

The authors would need to rethink their interpretation of the results entirely. They make many claims that are not based on facts, which makes this paper unpublishable in its present form.

Reviewer B:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

good

References::

In the author's citation should use reference management, such as Mandeley, endnote, Zotero etc.

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

Basic theory needs to be shortened so that the article is not too long
see 8447

Reviewer C:

Paper length::

Too long

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

good

References::

too many references more than 5 years old

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

Theoretical background should be reduced and more focused to LD not for LS. Discussion should be clearer and explaining what kind of subject in this research was used. And if some students was assumed as LD student, how it was measured previously?

Reviewer D:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

Language use is appropriate.

References::

References are properly cited.

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

The paper has a great impact to our society.

Reviewer G:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Highly relevant

Related work::

Acceptable

Language::

The language is used clearly and without syntactic errors. The language is used clearly and without syntactic errors

The text would be even more comprehensible if the editor used smaller sentences. Sometimes the meaning can be lost among big sentences

References::

The APA system has been used correctly and the bibliographic references correspond to thereferences in the body of the text. They are relevant and have the proper format

Additional comments along the following lines: originality, literature

review, methodology, evaluation of results, research implications, quality of communication, etc.:

The literature review is clearly presented and quite complete. Both methodology and results of the research are presented in detail and clearly. Research implications are presented with reference to future research. The morphology of the text needs to be edited. Book antiqua 11 point font is needed (not Times N.R 12' . There should be only one space between paragraphs.

Reviewer I:

Paper length::

Quite long

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

Manuscript is easy to understand. However, incorrect uses of letters. These make parts of the texts unreadable. So, use [grammarly.com](https://www.grammarly.com) to check incorrect grammar and punctuation.

References::

Poor. The author uses many old references. The author must update references (2016-2020).

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

Refer to all comments contained in the manuscript.

Similarity this manuscript is 15%. The score must be reduced to less than 5%. The report is attached.

see 8620-1,2

Reviewer J:

Paper length::

Ok

Originality::

Acceptable

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

quite good

References::

please add more references in the last five years

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

the use of citations, especially in the discussion section, should be supported by using library resources in the last 5 years, citation that has been used should be added again with citations that strengthen the discussion of researchers with more recent citation (last 5 years).

citation writing, more attention again by writing the last name only.
pay attention to how to write references, you should use mendeley.
writing recommendations is better by using paragraphs, not by pointing.
in the keyword section: VAK learning style, clearly written VAK? do not abbreviate it, because the abstract does not appear as an extension of the VAK intended by the author

Reviewer K:

Paper length::

Ok

Originality::

Good

Scope of paper::

Relevant to IJLTER

Related work::

Acceptable

Language::

ok

References::

ok

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc.:

please follow the journal guidelines

see 8486

Kotak Masuk 30

- Berbintang
- Ditunda

Meet

- Rapat baru
- Gabung ke rapat

Hangout

- Mahyudin +
- chairunnisa az
Anda: boleh
- nutra.lanokisau



IJLTER .ORG ijlter.org@gmail.com [lewat ijlter.org](http://ijlter.org)

Sab, 27 Jun 2020 16.20 ☆ ↶ ⋮

kepada saya ▾

🌐 Inggris ▾ > Indonesia ▾ [Terjemahkan pesan](#)

[Nonaktifkan untuk: Inggris](#) ✕

Dr Mahyudin Ritonga:

Thank you for completing the review of the submission, "**TOWARDS A PRINCIPLED USE OF L1 – ANALYSIS OF L1 USE OF AN EFL TEACHER IN RURAL SABAH, MALAYSIA**," for International Journal of Learning, Teaching and Educational Research. We appreciate your contribution to the quality of the work that we publish.

IJLTER.ORG
ijlter.org@gmail.com

International Journal of Learning, Teaching and Educational Research
<http://ijlter.org/index.php/ijlter>

*International Journal of
Learning, Teaching and
Educational Research*

This certificate is awarded to:

Mahyudin Ritonga

for reviewing the following paper:

Towards a Principled Use of L1 – Analysis of L1 Use of an EFL Teacher in Rural Sabah,
Malaysia



Prof. Antonio Mauricio Silva Sprock
Chief Editor, IJLTER



International Journal of Learning,
Teaching and Educational Research
e-ISSN 1694-2116, p-ISSN 1694-2493
email editor@ijlter.org
website [http //www.ijlter.org](http://www.ijlter.org)

June 2020

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

Dr Mahyudin Ritonga:

Thank you for completing the review of the submission, "RQANI: A Learning Model that Integrates Science Concepts and Islamic Values," for International Journal of Evaluation and Research in Education (IJERE). We appreciate your contribution to the quality of the work that we publish.

Dr. Lina Handayani

International Journal of Evaluation and Research in Education (IJERE)
<http://ijere.iaescore.com/index.php/IJERE>

Tulis

Kotak Masuk 30

Berbintang

Ditunda

Meet

Rapat baru

Gabung ke rapat

Hangout

Mahyudin +

chairunnisa az
Anda: boleh

nura langkisa

20 dari 24

IJLTER .ORG ijlter.org@gmail.com lewat ijhss.net
kepada saya

Sen, 25 Mei 2020 07.45

Inggris > Indonesia Terjemahkan pesan Nonaktifkan untuk: Inggris

Dr Mahyudin Ritonga:

Thank you for completing the review of the submission, "Preferred Learning Styles among Students with Learning Disabilities," for International Journal of Learning, Teaching and Educational Research. We appreciate your contribution to the quality of the work that we publish.

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ijlter.org@gmail.com

International Journal of Learning, Teaching and Educational Research
<http://ijlter.org/index.php/ijlter>

Balas Teruskan

The following message is being delivered on behalf of International Journal of Evaluation and Research in Education (IJERE).

Dr Mahyudin Ritonga:

Thank you for completing the review of the submission, "RQANI: A Learning Model that Integrates Science Concepts and Islamic Values," for International Journal of Evaluation and Research in Education (IJERE). We appreciate your contribution to the quality of the work that we publish.

Dr. Lina Handayani

International Journal of Evaluation and Research in Education (IJERE)
<http://ijere.iaescore.com/index.php/IJERE>

[Thanks a lot.](#)

[Thank you for your mail.](#)

[Thank you for your response.](#)



Intelktual Pustaka
Media Utama



CERTIFICATE

No. 22480/IJERE/R1/07/2021

International Journal of Evaluation and Research in Education

is hereby awarding this certificate to

Mahyudin Ritonga

in recognition of his contribution as **Reviewer** on paper ID:

22480

in this scientific journal



ISSN 2252-8822
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Yogyakarta: July 15, 2021

Lina Handayani
Managing Editor