



A Comparative Study of Self-Regulation in Learning in Superior and Regular Classes in Thailand

¹ Siti Nur Cahyani, ² Dini Rakhmawati, ³ Farikha Wahyu Lestari

^{1,2,3} PGRI University of Semarang, Semarang, Central Java, Indonesia

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Corresponding

Author:

Siti Nur

Cahyani

[sitinurcahayani](mailto:sitinurcahayani1@gmail.com)

[1@gmail.com](mailto:sitinurcahayani1@gmail.com)

ABSTRACT: Self-regulation in learning refers to an individual's ability to direct, monitor, and regulate their behavior, motivation, and emotions to achieve academic goals. However, not all students possess strong self-regulation skills in learning, as observed in superior classes. Students in regular classes tend to procrastinate more frequently, pay less attention to teachers, and struggle with learning. This study aims to investigate the differences in self-regulation in learning between students in regular and superior classes. The study employs a quantitative approach with a comparative design. The research participants comprise 68 sixth-grade students at Phatnawitya School, Thailand, with a sample of 45 students selected through cluster sampling. The research instrument consists of a self-regulation learning scale with 12 validated statements assessed using SPSS Statistics 26. This scale includes three aspects: metacognition, motivation, and behavior. Data analysis using an independent t-test revealed a significance value of 0.177 ($p > 0.05$), indicating no significant differences in self-regulation between students in superior and regular classes.

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INTRODUCTION

Humans are born without knowledge and do not instantly mature, making learning a fundamental process in life. Education plays a crucial role in individual and societal development, enabling the acquisition of

knowledge, skills, norms, and values (Nasution et al., 2022). Moreover, education significantly contributes to shaping high-quality young generations who drive societal progress (Azizah et al., 2022). Consequently, the education system must continuously evolve to meet modern demands and future challenges.

Education is also an integral part of the Sustainable Development Goals (SDGs), emphasizing the collaboration among schools, governments, and stakeholders in fostering an innovative and sustainable learning environment (Estévez et al., 2021). Schools adopt diverse policies tailored to contemporary needs, including superior class programs, which provide intensive and in-depth learning for students with high academic potential.

Superior classes are designed to enhance education quality by strengthening students' potential, optimizing the learning process, and systematically improving school management (Maimun, 2016). These programs cater to students with exceptional intellectual, comprehension, and interpersonal skills (Rohmatillah, 2020). Hartati states that superior classes group students based on intellectual capacity, creativity, and academic achievement, often providing them with additional and more varied learning materials compared to regular classes (Bidari & Rosyidi, 2024).

Aligned with this view, Imron argues that academic-based class grouping fosters a conducive learning environment, allowing students to maximize their potential (Iqbal et al., 2024). A supportive environment enhances learning skills, critical thinking, and academic independence.

Self-regulation in learning is a key determinant of academic success. It refers to an individual's ability to control thoughts, emotions, and behaviors to achieve optimal learning outcomes (Friskilia & Winata, 2018). According to Yudhistira, self-regulated learning involves conscious and systematic efforts integrating cognition, emotion, and action for academic success (Mardin et al., 2022). Students with strong self-regulation tend to plan learning strategies effectively, manage their learning processes, and cultivate the right mindset for achieving academic goals (Hasanah et al., 2019).

Previous studies suggest that students with high academic achievement exhibit superior self-regulation, enabling effective study habits and improved performance (Diaz et al., 2021). Furthermore, Aprianti and Mashun (2023) found that students with strong self-regulation

experience lower academic burnout, whereas poor self-regulation correlates with increased academic stress and declining academic performance (Vauziah et al., 2020).

Observations at Phatnawitya School, Thailand, indicate that despite similar teaching methods, students in regular classes tend to procrastinate, lack discipline, and struggle to concentrate more than their counterparts in superior classes. Hence, this study examines the differences in self-regulation between students in superior and regular classes and the contributing factors to these differences.

METHOD

This study employs a quantitative approach with a comparative design to analyze self-regulation differences in learning between students in superior and regular classes at Phatnawitya School, Thailand. This design is suitable for identifying significant differences between groups based on measured variables (Sumargo, 2020).

The participants include 68 sixth-grade students from three different classes at Phatnawitya School. The sample was selected using cluster sampling, a technique that divides the population into groups and randomly selects some clusters for study. In this study, the sample consists of 45 students from classes 6/1 and 6/3. This method is considered effective in representing the population and minimizing selection bias (Sumargo, 2020).

The research instrument is a validated self-regulation learning scale comprising 30 statements covering three key aspects: metacognitive strategies, motivation, and behavior. The instrument underwent validity testing using SPSS Statistics 26, resulting in 12 valid and reliable statements. These statements were then administered to students selected as research participants.

Data collection involved distributing self-administered questionnaires to students. The collected data were analyzed using an Independent Sample T-test via SPSS Statistics 26. This test compares two independent groups to determine significant differences in self-regulation between superior and regular class students. The research hypothesis posits a significant difference in self-regulation between the two groups.

RESULT AND DISCUSSION

The findings indicate that there is no significant difference in self-regulated learning between students in regular and superior classes at Phatnawitya School, Yala. This conclusion is supported by the results of the Independent T-test that was conducted.

Table. Hasil Uji Independet T-test

Independent Samples Test t-test for Equality of Means				
t	df	Sig. (2-	Mean of Differences	Std. Error
-1.374	43	.177	-1.66206	1.20966
-1.363	36.865	.181	-1.66206	1.21976

Based on the table above, the *Sig. (2-tailed)* value for equal variances assumed is 0.177. This value indicates that there is no significant difference in self-regulated learning among students, as the significance value is greater than 0.05. As a result, the null hypothesis is accepted, while the alternative hypothesis is rejected.

The hypothesis proposed in this study was that there would be differences in self-regulated learning between students in superior and regular classes. However, the hypothesis testing results indicate that there is no significant difference in self-regulated learning between these two groups.

This finding is consistent with prior studies, such as the research by Adipura et al. (2014), which found no significant difference in self-regulated learning between accelerated and regular students in Banjarmasin. Similarly, a study by Deasyanti & Rangkuti (2007) showed no difference in self-regulated learning between regular and non-regular university students at Universitas Negeri Jakarta. The absence of differences in self-regulated learning between accelerated and regular students may be attributed to factors such as *extrinsic self-talk* and *relative ability self-talk*.

A lack of satisfactory self-regulated learning can be influenced by various obstacles. Individuals with strong self-regulated learning skills possess clear and meaningful strategies, an awareness of productivity, quality, and self-awareness, as well as the ability to overcome both internal and external barriers (Rohmaniyah, 2018). Self-regulated learning is influenced by two main factors: internal and external. Internal factors originate from within the individual and include insight, motivation, personal drive, and gender influences. External factors, on the other hand,

stem from outside influences such as school environment, family, and peer groups (Kristiyani, 2016). The findings of this study align with previous research, which measured self-regulated learning among students of similar educational levels or peer groups, ultimately leading to the conclusion that no significant differences were present.

Superior and regular classes possess distinct characteristics. Superior classes are designed with a specially developed curriculum and additional subject materials tailored for students with exceptional skills, talents, creativity, and notable academic achievements. In contrast, regular classes consist of students who follow conventional learning methods (Yunianti & Santi Budiani, 2016). While these differences may influence the teaching methods used to accommodate students' capabilities, in reality, the instructional strategies implemented in both regular and superior classes remain largely the same.

Furthermore, Phatnawitya School operates under a *full-day school* system, applied to both superior and regular classes. According to Busari, a highly structured school schedule is one of the key indicators contributing to academic stress among students (Safithry & Dewi, 2020). The prolonged and intensive school hours may lead to decreased self-regulation, causing students to experience burnout and academic stress. These factors further reinforce the lack of significant differences in self-regulated learning between students in superior and regular classes.

CONCLUSION

Based on the research findings and data analysis conducted, it was determined that there is no significant difference in self-regulated learning between students in regular and superior classes at Phatnawitya School. The results of the independent t-test showed a significance value of 0.177 ($p > 0.05$), indicating that students' self-regulated learning is not influenced by class differentiation. Consequently, the null hypothesis is accepted, while the alternative hypothesis is rejected.

These findings align with previous studies by Adipura et al. (2014), which also reported no significant differences in self-regulated learning between students in accelerated and regular classes. Similar results were observed by Deasyanti & Rangkuti (2007), who found that regular and non-regular university students exhibited comparable levels of self-regulation. This consistency may be attributed to factors such as similar learning

environments, identical teaching methodologies, and comparable academic demands across both groups of students.

The implications of this study highlight the necessity for schools to implement more effective strategies to enhance students' self-regulation in learning. Although no significant difference was found between regular and superior classes, improving self-regulated learning remains essential for fostering academic success. Potential strategies include providing self-regulated learning training, strengthening learning motivation, and creating a conducive learning environment.

Furthermore, future research should explore additional factors influencing self-regulated learning, such as social support, intrinsic motivation, and the role of technology in education. Expanding the research scope by including a larger population or comparing self-regulated learning across different educational levels could offer a more comprehensive understanding of strategies to improve learning quality in schools.

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