Hypothetic Model of Learning Facilitation Based on Students' Problems and Expectations in Quick Completion of Study on Time

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Abstract. Completion of studies on time is the hope of every student, in addition to achieving very satisfying academic achieve-ments. Despite these hopes, currently many doctoral program students at the Faculty of Education, Indonesian Education University are not graduating on time. For this reason, research needs to be carried out to find out the reasons and efforts to resolve it. The aim of the research is to find students' problems and hopes in completing their studies quickly. This research method uses Research and Development with data collection techniques in the form of questionnaires, inter-views and documentation. The research results show that firstly, empirically the completion of student studies is still relatively low, as evidenced by the number of students who have not graduated at 72%. Second, student affairs problems consist of relatively diverse academic and non-academic problems, including student expectations of lecturers and study program services. Third, based on students' problems and expectations, a learning facilitation service model is needed. The research conclusion is that it is necessary to develop a learning facilitation model design consisting of background, objectives, assumptions, principles, system components, procedures and indicators of success. This research produces a model design as a novelty that contributes to higher education leaders, academic supervisors, and administrative staff to provide services to students in completing studies quickly on time.

*Keywords***:** facilitate learning, student problems and hopes, fast time

INTRODUCTION

Education is a vehicle for improving the quality of human resources. Through education, an individual can develop himself to become a good person in life (Nadilla, 2021). Achieving national development goals cannot be separated from the success of the world of education in making the nation's life more intelligent. This is needed as a provision in order to welcome the global era and a free market full of competition. For this reason, the concept of an educated society is needed, which is essentially a consequence of changes in people's needs and living requirements (Widarto, 2017). To achieve success in the world of education, of course, the integration of many parties involved in the implementation of education is required.

Investment in human resources or human in-vestment, through education is a long process. To support

educational success, careful planning is needed, so that educational results achieve predetermined goals. Basically, the educational process can be carried out by someone from basic education to higher education. Higher education is an educational institution that refers to the responsibility to carry out its roles and functions to achieve educational goals. According to Law Number 12 of 2012 concerning the Higher Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble moral intelligence and skills. that is needed by himself, society, nation and state. Higher education is a level of education that includes diploma programs, bachelor's programs, master's programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on Indonesian culture. The Tridharma of Higher Education is the obligation of higher education institutions to provide education, research and community service.

Higher education is a place of learning for students consisting of various kinds of students who have different talents, interests, competencies and motivations. So far, it is believed that higher education institutions can increase student career growth through various strategies (Kanchan Kumari, 2024). The success or failure of a student studying at university can be seen from the learning achievements they obtain. However, student learning achievement is influenced by two factors, namely internal and external factors. Internal factors are factors within students that influence learning achievement consisting of interest, intelligence and motivation. External factors are external factors that influence learning achievement, consisting of the role of lecturers in educating students, the economic conditions of students' parents, and the learning methods used.

The number of people interested in higher education, namely bachelor's, master's and doctoral levels, has recently continued to increase. If we observe the facts 10 years ago, someone will continue their education to master's and doctoral levels, after they worked and earned an adequate income. This situation has now been reversed. People will tend to study as much as possible first, then work. Education at the master's and doctoral levels should be able to be completed in a relatively short time. Signs issued by universities, through academic regulations, generally limit the credit load and study period for Masters and Doctoral levels, including at the Indonesian Education University as a university that provides master's and doctoral education programs.

In the 2020 Technical Guidebook for the Implementation of Postgraduate School Education at the Indonesian University of Education, the student study period is explained, namely the time span provided for students to complete the education program. The master's program study period is 4-8 semesters (including aanvullen). The study period for doctoral program students is 6-14 semesters (including annulled). Study leave for a maximum of 2 semesters, included in the study period. Students in either the Master's or Doctoral program will receive the first warning if they have not completed the proposal exam until semester 3. The study load for master's program students in certain applied fields and also certain scientific fields is 36-42 credits for those from undergraduate study programs in the same field and 48-54 credits for those from undergraduate study programs that are not in the same field which can be taken for 4 semesters and indefinitely. 8 (eight) semesters including preparation of a thesis. The study load for students in the Doctoral program is 42-49 credits for those from Master's Degree Study Programs and 54-61 credits for those from Master's Study Programs that are not in the same field which is designed for 6 semesters and a maximum of 14 semesters, includ-ing the preparation of a dissertation.

Students at the Indonesian Education University Doctoral Study Program of Community Education have different backgrounds ranging from teachers, lecturers, and police/TNI, as well as various other professions which are certainly typical characteristics of students which will influence their study period. Such student conditions require the study program management to provide good service so that there are no obstacles in completing student studies. In general, postgraduate students have the same goal, namely completing their studies on time with good performance. The reality shows that many students experience

obstacles caused by personal problems, family problems, learning/academic problems, and career problems. In her study, Winalia (2020) explains that many things can influence the length of a student's study period, both internal factors (students' interests, motivation and abilities) and external factors (environment, area of origin and school). These obstacles cause students to graduate not on time or postpone their scheduled study period.

Based on academic data in the 2023 Community Education study program, information was obtained that there were 44 students in the doctoral program who were in the process of guidance from the 2017 to 2021 class. Of this number, 12 people have completed the study or around 27.3% and 32 people have not completed the study or around 72.7%. In fact, currently doctoral students are allowed to propose trial exams after completing a minimum of five semesters of study (UPI FIP Penmas Study Program Document, 2023). Many students are slow in studying due to various factors, including busyness outside campus. This is in line with the results of Nadilla Dzikirna Larasati's, (2021) which states that delays in studies occur due to activities outside of college such as non-academic activities that take up time and can lose focus in one's studies.

Therefore, research is needed related to student problems and expectations that influence the speed of student graduation in the Postgraduate Community Education Study Program at the Indonesian University of Education. This is reinforced by Indri Astuti's, (2022) recommendation that further research needs to be carried out to find out the background of student problems and the impact of academic achievement on students. Through this research, it is hoped that we can produce a hypothetical model that can provide the best solution for study program managers and students in completing studies quickly. Based on this background, this research developed three study focuses, namely, first, to explore the empirical conditions for completing doctoral program students' studies in the community education study program, faculty of education, indonesian education university. Second, Analyze the problems and hopes of students in the public education doctoral program in completing their studies quickly. Third, develop a hypothetical model of learning facilitation for doctoral program students in completing their studies quickly.

METHODS

This research approach uses Research and Development (R&D). According to Borg, Gall, Gall Meredith, and Borg Walter (2003) Research and development in the field of education is based on the research and development model in industry, where research results are used to design new products and procedures which must be carried out through systematic field testing, evaluated, improved until certain effectiveness criteria are found. The research design used The One-Group Pretest-Posttest Design (Frankel and Wallen 1993).

The research participants were students from the Doctoral Program in the Community Education Study Program at the Indonesian University of Education. Data collection techniques used questionnaires and interviews. Furthermore, data validation is carried out by collecting quantitative data, reading or evaluating documents created by or about a problem by the subject or other people (Aini, 2016). Data analysis is carried out by describing, with the aim of identifying elements, then analyzing (Sugiyono, 2009), even comparing the results so that it can be concluded that the descriptive method is a method or technique used to describe a problem so that it can be analyzed clearly and concluded (Abadi & Asmiati, 2020).

RESULTS AND DISCUSSION

Empirical conditions for completing studies for postgraduate students in the Community Education Study Program, Faculty of Education, Indonesian University of Education.

Student Profile

Table 1. Student Profile

Entry Force for Doctoral Program	Total			
	Passed	**%**	**Not Passed *)**	**%**
Class of 2017	7	58,3	1	3,23%
Class of 2018	4	33,3	4	12,90%
Class of 2019	1	8,4	4	12,90 %
Class of 2020	0	0	5	16,13%
Class of 2021	0	0	17	54,8%
Total	12	100%	31	100%

The table above shows the distribution of the number of students in the UPI Community Education Study Program doctoral program based on class year. The number of students from the 2017 to 2021 doctoral program is 43 students. Of this number, only 12 students have completed their studies, and there are still 31 students who are currently writing their dissertations. The class of 2021 is the largest class, with 17 students, which accounts for around 54.8% of the total number of students in the program. Followed by the class of 2020 which has 5 students, which is 16.13% of the total. The classes of 2018 and 2019 each had 4 students, or about 12.90% of the total, while the class of 2017 had 1 student, which was 3.23% of the total. In each class there is a diversity of student gender, which is generally dominated by women. However, gender is not a determining factor in the success of a student's studies. This is in line with the results of the study that there are no differences in the intense, moderate (days and time) physical activity of girls and boys both overall and during the days. Apart from that, the age of male and female also does not affect study completion activities. The research results show that It was not confirmed that age is a factor that separates physical activity levels between the two sexes (Ilias, 2022).

Commitment to Completion of Study

Table 2. Study Completion Plan

No	Study Completion Plan	Total	%
1	Graduated in 2023	15	48,39 %
2	Graduated in 2024	15	48,39 %
3	Graduated in 2025	1	3,23 %
4	Do not know	0	00,00 %
Total		**31**	**100 %**

The table shows the planned completion of doctoral studies by students in the program, and the total number of students who plan to graduate in a given year. Of the total 31 students, the majority, namely 15 students, or around 48.39%, plan to graduate in 2023. The same number also plan to graduate in 2024. Meanwhile, only 1 student, or around 3.23%, plans to to graduate in 2025. There are no students who do not know when they will finish their studies, so their percentage is 0.00%. Students as learners and sources of information in this research have a strategic position, for this reason information from students as subjects and objects of research is very necessary. In this research, students are positioned as collaborative partners in planning and implementing research. So, the results of this research will be largely determined by the information, problems and hopes of students who are also the parties who will benefit from the results of this

research. This is in line with opinion (Gatbonton and Ryan Ray, 2022) that learners are important partners in any learning process and, therefore, their backgrounds and characteristics affect their ability to effectively carrying out blended learning.

Dissertation Completion Process

Table 3. Position of Dissertation Completion Process

No	Stages in preparing a dissertation	Total	%
1	Preparation of proposals	4	12,90 %
2	Already tested the proposal	6	19,35 %
3	Taking data	10	32,26 %
4	Preparation of reports	5	16,13 %
5	Have completed joint guidance	5	16,13 %
6	Register for the stage 1 exam	0	0.00 %
7	Register for the stage 2 exam	1	3,23 %
Total		**31**	**100 %**

The table above describes the stages and positions of students in preparing a dissertation in the doctoral program. Of the total 31 students, the majority, namely 10 students, or around 32.26%, are in the data collection stage for their dissertation. There are 6 students, or around 19.35%, who have passed the proposal examination and are in the process of preparing their dissertation.

In addition, 5 students, or around 16.13%, have completed joint guidance and are in the stage of preparing a dissertation report. Meanwhile, 4 students, or around 12.90%, are still in the process of preparing their dissertation proposals. One student, or around 3.23%, had registered for the stage 2 exam, while no students had registered for the stage 1 exam.

Student Problems

Table 4. Academic Problems

No	Academic problems	Total	%
1	Difficulty finding reference books	22	70,97 %
2	Difficulty developing instruments	23	74,19 %
3	Difficulty in the data analysis process	26	83.87 %
4	Difficulty in writing research reports	20	64,51 %

The table above reveals various academic problems faced by students in the doctoral program. Of the total 31 students, the majority, namely 26 students, or around 83.87%, experienced difficulties in the research data analysis process. Such difficulties may reflect the complexity of data analysis tasks in advanced research. Furthermore, 23 students, or around 74.19%, faced difficulties in developing research instruments, which is an important step in scientific research. A total of 22 students, or around 70.97%, found it difficult to find reference books, which is normal considering the importance of reference sources in research. Apart from that, 20 students, or around 64.51%, found it difficult to write research reports. These difficulties may reflect challenges in communicating research results effectively.

Table 5. Non-Academic Problems

No	Non-academic problems	Total	%
1	Difficulty communicating with the dissertation supervisor	10	32,25 %
2	Personal problems	15	48,39 %
3	Difficulty managing time between completing studies and tasks at work	28	90,33 %
4	Difficulty regarding funds/financial matters	19	61,29 %
5	Health problems	11	35,48 %
6	Difficulty in self-motivation	20	64,52 %

The table above reveals various non-academic problems that affect students in doctoral programs. Of a total of 31 students, around 90.33% of them experienced difficulty in managing their time between completing their studies and assignments at work. These difficulties reflect the challenges faced by students who may have to balance graduate study with work commitments. In addition, as many as 64.52% of students face difficulties in motivating themselves, which may be related to the pressure and challenges in managing time and assignments in the doctoral program. There are also 48.39% of students who have personal problems that affect their academic development, and 61.29% of students face financial difficulties, which can be a serious obstacle in completing their studies. Difficulties in communicating with dissertation supervisors affect approximately 32.25% of students, which shows the importance of effective communication in supporting academic development. Apart from that, there are 35.48% of students who experience health problems, which can be a serious obstacle in completing their studies. Students' non-academic problems are very diverse, especially socialization issues, as expressed by (Andrew Deuchar, et al., 2022) that important studies demonstrated how international students struggled to meet learning demands in classrooms, had difficulty making friends and forging social connections on campus.

Furthermore, solving non-academic problems experienced by students is directly related to the success of student performance, as stated Dedie Priyas Yuliant, (2023) that in general performance is defined as a person's level of success in carrying out their work. Based on this data, both academic and non-academic problems ultimately boil down to mental aspects, especially difficulties in concentrating (Eveline H., 2024.)

Student Expectations

Table 6. Expectations of Supervisors

No	Expectations for Supervisors	Total	%
1	There is an agreement on the meeting schedule with the dissertation supervisor	30	96,78 %
2	There is consistency in the dissertation supervisor regarding guidance times according to the agreed schedule	29	93,55 %
3	There is assistance from academic supervisors when facing academic and non-academic difficulties	26	83,87 %
4	There is motivation from the academic supervisor to complete the dissertation	28	90,33 %

The table above describes students' expectations of their dissertation supervisor. The majority, namely 96.78% of students, expect an agreement on a meeting schedule with their dissertation supervisor, this shows the importance of scheduled communication between students and supervisor to assist in the supervision process. Apart from that, 93.55% of students expect consistency from their supervisors in adhering to guidance

times according to the mutually agreed schedule. This consistency plays an important role in ensuring good progress in the preparation of the dissertation. For this reason, good communication and interaction is needed between students and supervisors. As stated by Siyamthanda (2024) that the education sector is characterized by the dynamic interaction of various factors.

As many as 90.33% of students expect motivation from the supervisor in completing their dissertation, this reflects the role of the supervisor as a mentor who provides academic support and encouragement to students. Apart from that, 83.87% of students hope that their supervisors will also provide assistance in overcoming difficulties, both academic and non-academic. This support can help students overcome various obstacles they may face during their doctoral study journey. Based on the description above, the position of lecturers is very strategic in helping students to complete their studies. Therefore, teachers as part of the change process have to be accountable for their own actions and also voluntarily change their attitudes when dealing with learners (Paul et al., 2019). In this regard, an academic leadership attitude for a lecturer is very necessary because'leading' not only in the work of principals and other formal leadership positions, but also in the activities of teachers and students Jane et al., (2015) and have habits developing active and creative learning approaches (Jenna, 2024). In the lecture process, lecturers must have ready knowledge and experience and be physically and mentally ready so that the process of imparting knowledge to students can run well. Thus, a lecturer who plans the educational process provides the service and contact the student is the most important part of the process (Ender Faruk, 2022). Teachers who experience burnout tend to come to their jobs unprepared and care more about getting through their days than about the quality of education their students receive (Syed, 2020). Then, according to Suhifatullah (2024) the habit of reflective thinking in both normative and theoretical reviews is very important for lecturers in solving student problems.

Table 7. Expectations for the Services of Study Program Leaders and Administrative Staff

No	Expectations for Supervisors	Total	%
1	Availability of a comfortable place during the guidance process on campus	30	96,78 %
2	Ease of administrative services in the study completion process	30	96,78 %
3	Administrative staff who can help smooth study completion	31	100 %
4	Clear academic service standards that can assist in the study completion process	30	96,78 %
5	Quick and accurate response from study program leaders in solving study completion problems	30	96,77 %
6	There is a consultation service schedule from the study program leadership related to fast study completion	29	93,54 %
7	Friendly attitude from the leadership of the Study Program	29	93,55 %
8	Information services from study program leaders are related to fast study completion time	30	96,78 %

The table above reflects students' expectations of various aspects of service from leadership and administrative staff. The majority of students, namely 100%, expect that administrative staff can assist in the smooth completion of their studies. These expectations demonstrate the importance of administrative support in supporting students in navigating various administrative processes related to their studies.

In addition, 96.78% of students expect the availability of a comfortable place on campus during the guidance process, which reflects the importance of a supportive environment for discussions with supervisors. Ease of administrative services in the study completion process is also the hope of 96.78% of students. These expectations cover various administrative aspects, such as registration, payment, and other administration related to studies. Students also expect clear academic service standards and quick and appropriate responses from study program leaders in solving problems related to completing their studies. This expectation is

reflected in quite high percentages, namely 96.78% and 96.77% respectively.

Apart from that, 93.54% of students expect a schedule of consultation services from the study program leaders related to completing their studies quickly. And as many as 93.55% expect a friendly attitude from the study program leaders. Studying in a doctoral program is not always carried out easily, but sometimes it is faced with various problems or obstacles that must be overcome, especially when preparing scientific work in the form of a dissertation. Based on the results of research on doctoral program students at the Indonesian Education University's community education study program, there are at least two problems faced by students, namely academic and non-academic problems. According to Sofyan (2013) academic problems are related to the procedures that doctoral program students must follow in preparing their dissertations. Meanwhile, non-academic problems are usually closely related to personal problems. The results of research on doctoral program students in the public education study program show that in academic problems, namely the difficulty of students finding reference books, compiling instruments, data analysis processes and compiling reports, they obtained an average score above 50%. This means that these four problems become obstacles in preparing the dissertation, resulting in slow completion of the study. In relation to non-academic problems, difficulty managing time between completing studies and assignments at work and funding or financial difficulties are two things whose scores are also above 50%.

Based on data on student expectations regarding the services of lecturers and study program leaders and administrative staff, information was obtained that the expectations of lecturers were an agreement on meeting schedules with dissertation supervisors which reached a score of 96.78%. These data indicate that the role of lecturers as educators greatly determines the smooth running of students' studies, because efforts to improve institutional quality for equality cannot be separated from the strategic role of educators (Saepudin, 2022). Furthermore, students hope that the study program leaders will get an average score above 50% for aspects of the study leader's quick and precise response in resolving study completion problems, clear academic service standards so that they can help in lectures. completion process, ease of administrative services in the study completion process. Information services from study program leaders are related to the speedy completion of studies, and the availability of a comfortable place for the guidance process on campus. The above student expectations are in line with the concept of service in higher education. Theoretically a person acts according to his expectations. According to Man Minh CAO (2024) people will act in certain ways based on their expectations for the results they hope. Furthermore, Pasuraman in (Marthalina, 2018) states that there are five main dimensions to express service quality, first direct evidence (tangibles), second reliability, third responsiveness, fourth guarantee, and fifth (empathy).

In connection with the students' problems and hopes, an effort is needed to help students complete their studies, namely by having a learning facilitation model as an intervention in the learning process. In its implementation, learning facilitation is more of an activity that makes it easier for students to meet their learning needs, where the students who actually play an active role in learning activities are students. Learning facilitation is an educational service that prioritizes the values of justice. This is in line with the opinion of Nageswar Rao (2024) that real education is that which promotes unity, equality and peace.

Meanwhile, the role of learning facilitators, namely study program leaders, lecturers and administrative staff, is more of a companion whose function is to accompany the learning process so that changes occur in students' knowledge, attitudes and skills which have an impact on accelerating the completion of students' studies. Doctoral program students must be positioned as adults who need to be respected. In his study Anissa Lestari Kadiyono (2022) concluded that as academics, students are positioned as adults who have their own awareness in developing their potential.

The concept of learning facilitation, as stated above, is a practice of community education, namely serving students, in this case students, so that they can grow and develop as early as possible and learn throughout their lives (lifelong learning). This is in line with the opinion of Layla Albdr, (2022) that lifelong learning at university provides an opportunity for individuals to learn in the various stances of life to live in the present society with less pressure. In learning facilitation activities, there are three things that need to be

considered, namely learning motivation, partnership and andragogical approach.

Motivation is very necessary to arouse students' enthusiasm for learning so that learning activities can run well. According to Uno, (2017), learning motivation is internal and external encouragement for students who are learning to make behavior changes. Another definition was conveyed by Fatia H, (2024) that motivation can be said as a form of encouragement, encouragement aims to give spirit that can increase a person's performance. This is reinforced by the results of Slameto's research in (Nor Amira, 2016) that one of the internal factors that encourages students to complete their studies is student motivation. Oktavina May Anja (2023) conveyed the same thing taht learning motivation is an effort in students that arouses enthusiasm for learning and provides direction and goals in achieving learning activities. In line with that Martunis and Syaiful, (2016) in their research stated that the problem of adjusting courses that are included in the heavy category is the problem of losing enthusiasm for learning. Communication between lecturers and students influences each other, according to Kadek (2022) that there is a significant relationship between teacher communication and student learning motivation. Motivation is a drive that comes from a series of human behavioral processes to achieve a goal (Kadek, 2024). Thus, learning motivation and learning independence are internal factors that influence the academic achievement of Putri Wahyu Ningtiyas (2021).

Partnership in learning facilitation prioritizes good teamwork, considering that partnership is essentially friendship, mutual cooperation or cooperation (Saepudin, 2019). Furthermore, another aspect of learning facilitation is andragogy as the science and art of teaching adults. Doctoral program students are adults who should be served and studied using an adult education approach (andragogy). The definition of adult education according to Knowles is "an adult educator is a person who has the responsibility to help adults learn" (Don't Know and Holton, 2005). According to Cristian and Prema, "The context of andragogy is the learning process for adults or how they acquire this process, adapt and change the knowledge, skills, attitudes and values provided by education (Muslikhah, Kamil, and Kamarubiani, 2018). Another implication is that adults can continue learning activities and are able to postpone or stop other interests for the sake of learning activities (Wijaya, 2021). Thus, Adult learning is learning how to understand adults in learning with optimal conditions for those adults (Nur Ida, 2023).

In this regard, future research planning and implementation must have research service quality standards as expressed by (Sylvie & Jenna, 2023.) that future research can be more methodologically ambitious, offer richer pedagogic detail to facilitate transferability and replication of teaching practices, and build in positive framings of international students. The quality of the service is actually very basic because other aspects such as facilities are just accompaniment. This is in line with what he said (Serafin et al., 2020) that related to other facilities such as infra structures which include buildings, bookshelves, tables and chairs as well as administrative staff are not an obstacle if they are not optimally available. Another thing that influences the smooth running of student studies is the presence and support of administrative staff as academic services that directly relate to students. It will be exceedingly challenging to achieve the principles and goals of the organization without the support of the workforce's work discipline (Setianingrum, 2023). Apart from that, support from study programs is also needed which is tasked with carrying out organizational management according to programs and work plans. According to Sudirman, (2022) that management is the control and utilization of all resources, which, according to a plan, requires the completion of a certain work goal. Although it is acknowledged that management in higher education is very complicated, as explained by Oleksiy Tarasenko, (2023) "Management of the educational process" is the most complex.

Study program leaders as institutional managers certainly do not have direct contact with all students, however, policies issued by study program leaders must lead to efforts to provide encouragement and motivation to accelerate the completion of student studies through motivation to lecturers and administrative staff. Same opinion Peter Ndunda Mwove, (2023) that the effect of principal leadership on academic performance is indirect and therefore the principal need to adopt a leadership behavior that will motivate teachers. Apart from that, the main task of the study program leader is coordinating school programs. Muteerah Alshammari1, Ghadeer Sufta (2023) instructional leadership as "framing school goals, supervising and

evaluating instruction, coordinating the curriculum, and monitoring student progress. The logical consequence of leadership is to provide the best service to students. At a higher educational institution, they are presenting the totality of a package which their customers wants, so called, stakeholders, to buy or patronize (Jose Lizael B. Lampinez, 2023).

Based on the problems and hopes expressed by students in this research, ultimately it is necessary to have an idea for a learning facilitation model that can help complete studies on time. The conceptual model certainly needs to be developed by taking into account standard standards. There are several model component standards as stated by Saepudin (2020) that the conceptual model developed consists of rationalization, assumptions, objectives, components, indicators, and model procedures. By implementing this learning facilitation model, it is estimated that doctoral program students in the community education study program will gain the best experience in completing their studies on time, because they will receive more conducive and structured treatent from lecturers, study program leaders and academic services from administrative staff. In his study Yuli Ardianto, (2023) stated that students will benefit from a better and more effective learning experience if the instruction is of high quality. This is in line with opinion Angelito Cabanilla, (2023) that Student happiness is essential in flexible learning because it can influence students' engagement and academic success.

In preparing a learning facilitation model, it certainly requires the involvement of many experts in formulating a framework of objectives, materials, learning tools, and evaluation instruments. The involvement of various experts is a form of academic collaboration that will produce a perfect model. This is in line with opinion Suparman, (2023) that collaboration between instructional designers, educators, and technology experts was pivotal in translating the theoretical framework into tangible learning tools.

The implementation of the learning facilitation model is part of an effort to help university leaders provide the best academic services for students, so that it is hoped that the academic services provided by universities are in line with international education norms and standards. Therefore, the model developed in this research must also refer to the quality norms of higher education in the world. This was stated by Sandibaeva, (2023) that increasing the quality and efficiency of higher education institutions based on the introduction of international education standards and evaluation of the quality of education. In this way, it is hoped that the goals of study programs and universities will help students successfully complete their studies quickly and achieve their expectations. In Turn, The Scale Of Students Has Increased Significantly, And Senior Citizen Universities Are Facing More Complex Challenges (Wang, 2023).

The application of the learning facilitation model in higher education is very necessary, considering that this learning facilitation model is a learning completion model that focuses or is centered on student learning activities as subjects and objects of research. This is in line with the opinion of Saba Mansoor Qadhi, (2021) that in higher education, teaching approaches are increasingly student-centered so that they require specific teaching competencies. For this reason, Facilitation is an essential competency that a community educator must have (Karta, 2021). In implementing the model, learning technology will be utilized as a medium that can be used by lecturers and students in order to accelerate student studies. This learning technology will be one of the tools in the model. With technology, students can be more engaged in the classroom in various ways (Tiwari, 2021). Both lecturers and students can participate in online classes through the system using computers, tablets, or smartphones with internet connectivity (Quynh, 2023). In this way, when implementing the model, we hope that all parties will be happy, especially students. Thus, the student whose statement has been submitted since (Angelito Cabanilla, 2023). Student happiness is essential in flexible learning because it can influence students' engagement and academic success. occurs it will be a specialty of the university ore educational systems also have certain unique traits (Lalhruaitluanga, et al, 2024).

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