

CONTRIBUTION OF ASSURE LEARNING MODEL TO IMPROVE STUDENT LEARNING SKILLS

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Submission date: 01-Sep-2021 11:52AM (UTC+0700)

Submission ID: 1639297100

File name: 2_Contribution_Jurnal_2.pdf (396.71K)

Word count: 4677

Character count: 25627



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Received: 23.03.2020

Revised: 24.04.2020

Accepted: 25.05.2020

Abstract:

Efforts to improve student learning outcomes require a variety of learning methods developed by each lecturer. As a subject of learning, increasing student learning achievement is a measure of the ability of lecturers to develop a variety of learning methods so that they can help each student understand every learning done in class. Through the Analyze characteristic method, State objectives, Select method, media and materials, Utilize media and materials, Require learner and Evaluate (ASSURE), the lecturer facilitates students' abilities and skills to achieve learning goals. Collaboration between lecturers and students to develop each learning model used can stimulate students' interest and motivation to learn. This study aims to determine the contribution of the ASSURE learning model in improving student learning skills. This study uses a classroom action research method involving 32 students as a sample. Two cycles are used with four stages starting from action planning, action implementation, action observation, and reflection. The results showed that by applying the ASSURE learning model, student learning skills improved both in achieving subject scores but also able to design research proposals in a structured and systematic manner. It is hoped that these findings will become a reference for each lecturer in the implementation of learning in the classroom.

Keyword: ASSURE learning model, learning skills

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INTRODUCTION

The learning process is essentially a process that is intentionally designed systematically to achieve learning objectives effectively and efficiently [1]. The lecture activities that are carried out are expected to help the students who are taught to enjoy the lectures so that students are willing and able to achieve the learning objectives set in the lectures and have the expected competence [2]. Considering the ability to think creatively is very important possessed by prospective class teacher students, the ability to think creatively of these students must be increased [3]. The function of the learning system is to provide development media to the learning design that has been prepared to achieve the goals and objectives of a learning model and a learning method, which are then combined to form a new learning system [4].

But it should be recognized that the use of models, methods and learning strategies that tend to be conventional in fact have not been able to increase student motivation and learning enthusiasm so that they have skills in learning. This condition occurs because the learning strategy is still focused on lecturers as the main source of knowledge, and lectures are the main choice of learning strategies [5]. The decline in enthusiasm for learning, in addition to being caused by the inaccuracy of the method with lecture material, can also occur from the role of lecturers who are less anticipatory and adaptive, also less innovative in carrying out the lecture process. Packaging lecture delivery strategies are still less creative and innovative [6]. To overcome this, it is needed a design or learning method that is not monotonous and in accordance with student learning styles. The design or method in accordance with this is the ASSURE (Analyze characteristic, State objectives, Select method, media and materials, Utilize media and materials, Require learner and Evaluate) method [7]. Referring to the description of real [2] above, this study aims to test the action hypothesis (1) the contribution of the ASSURE learning model to improvement of student learning skills (H1), and (2) the contribution of the ASSURE learning model to the skills of students designing classroom action research proposals (H2).

Learning Skills

Learning skills are the process of optimizing learning supported by aspects of learning, such as preparation for learning, learning styles, thinking styles, reading skills, note taking techniques, and skills to improve memory and make a schedule of learning (daily, weekly and monthly) so that students can develop the potential that exists in him [8]. Learning skills are concerned with effective and efficient ways of learning, because many students fail to learn

because they do not know the right and right way to learn [9]. Having learning skills is one way to be able to adjust to studying in college [10]. Knowledge gained becomes more meaningful and learning activities become more interesting, because the knowledge is beneficial for him to better appreciate his environment, understand, and solve problems encountered in daily life [11]. The activity of thinking is not only judged by the smoothness of someone talking or expressing opinions, but the activity of thinking is more on maximizing the power of thinking to the highest level [12]. Critical thinking is awareness of one's own thinking and ability (basic skills) and willingness (willingness to ask questions) to clarify and enhance understanding which helps in drawing the right conclusions and making the best decisions in the context of the knowledge base [13]. Thus learning skills are a conscious effort made by individuals including the cognitive, affective and psychomotor domains to help students become better and more independent in the learning process.

Classroom Action Research

Classroom action research is a model of professional development in which the teacher learns how students learn in relation to the way the teacher teaches, so that teachers can correct their deficiencies in teaching so that it has an impact on improving student learning processes [14]. A classroom context research activity carried out to solve learning problems faced by teachers, improve the quality and learning outcomes and try new things in learning for the sake of improving the quality and learning outcomes [15]. A form of study or scientific and methodical activities carried out by the teacher or researcher in the classroom by using measures to improve the process and learning outcomes [16]. The specificity of this research is more focused on solving problems faced by a teacher at work rather than testing the theory and discovering the theory [17]. This method is based on the reality that previous scientific approaches have not been able to solve problems into a social inquiry, then a need arises which focuses more on practical problems, not on theoretical problems [18]. Based on the ideas expressed, students as prospective student educators need not only be demanded to have teaching skills but especially on the ability to solve problems in learning. Herein lies the benefit of learning and exploring classroom action research methods.

ASSURE Model

This ASSURE model is a reference for educators in learning students in planned learning and systematically arranged by