

CONTRIBUTION OF ASSURE LEARNING MODEL TO IMPROVE STUDENT LEARNING SKILLS

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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

integrating technology and media so that learning becomes more effective and meaningful for students [19]. This is needed as an effort to regulate and condition the learning process in higher education by making it active, creative and independent as well as encouraging students to be enthusiastic in diligent learning and attending lectures [20]. Just like other learning system design models, this model was developed to create effective and efficient learning activities, especially in learning activities that use media technology [21]. The ASSURE model has stages of analyzing which can find students' learning needs; formulation of learning objectives and standards; use technology and media in the systematic selection of strategies, technology, media and teaching materials; checking materials that are still suitable for use or not, and preparing materials, educators must list all the materials and media needed by educators and students; student participation in the material and media displayed; and evaluating and [22].

MATERIALS AND METHODS

The study was designed using classroom action research methods. Classroom action research focuses on corrective actions carried out in a planned and systematic way to solve the learning problems faced by lecturers or teachers everyday. The focus of research is on student learning skills with the ASSURE learning model. The stages of the study used cycles I and II and each cycle consisted of four stages: 1) action planning; 2) implementing actions; 3) action observation; and 4) reflection. Data collection uses observation, test and questionnaire techniques with a Likert scale to reveal knowledge, attitudes and skills before and after

using the ASSURE model. Qualitative data analysis uses Milles and Huberman triangulation techniques, while quantitative data uses SPSS 21 for Windows. The study population was regular students at Ambon State Christian Religion Institute. By using the Isaac and Michael sample determination method with an error rate of 5%, the total population is 35, with a sample of 32 students as respondents. Sampling uses a random sampling technique that is sampling from members of the population using without considering strata or levels in population members.

RESULTS

There are two research findings that can be explained at this writing, namely: 1) improvement of learning skills with classroom action research methods using the ASSURE model, and 2) increasing the ability to design class action research proposals using the ASSURE method.

Improving Learning Skills with Classroom Action Research Methods Using the ASSURE Model

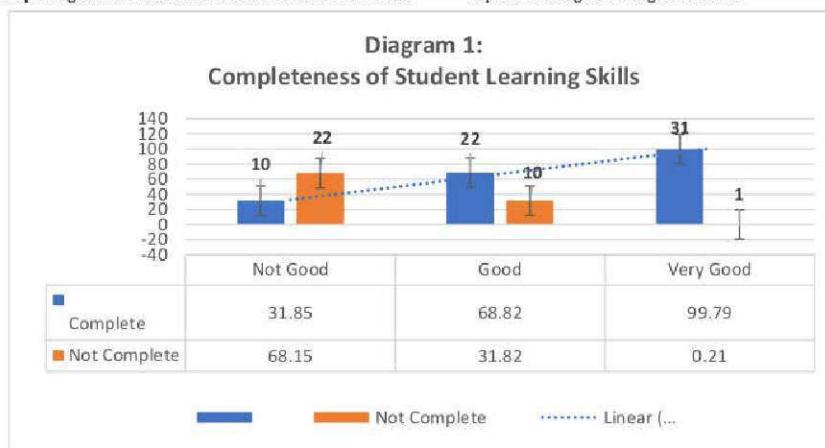
Student learning skills with classroom action research methods using the ASSURE model increased both in the pre-sikulus, cycle I and cycle II. This can be seen in four aspects, namely: the desire to know classroom action research, the willingness to carry out learning activities for themselves, the desire to be independent in teaching and the desire to cooperate in groups. A summary of student learning skills can be shown in the following table.

Table 1. Recapitulation of Student Learning Skills

| NO | THAT ASPECT OBSERVED | PRE-ACTION | | LEARNING PROCESS | | | |
|----|--|--------------|------------------|------------------|------------------|----------------|------------------|
| | | Skor | (%) | CYCLE I | | CYCLE II | |
| | | | | Skor | (%) | Skor | (%) |
| 1 | The desire to know Classroom Action Research | 105 | 54.67 | 135 | 70.31 | 192 | 100 |
| 2 | Willingness to carry out learning activities for himself | 50 | 39.06 | 85 | 66.41 | 127 | 99.17 |
| 3 | The desire to be independent in learning | 38 | 39.59 | 58 | 60.42 | 96 | 100 |
| 4 | The desire to work together in learning | 25 | 39.07 | 50 | 78.13 | 64 | 100 |
| | Rerata | 218/32 = 6.8 | 127.39/4 = 31.85 | 328/32 = 10.25 | 275.27/4 = 68.82 | 506/32 = 15,91 | 399.17/4 = 99.79 |

In table 1 above, it can be seen the results of the assessment of the scale of learning skills in pre-action scores obtained an average score of 6.8 or 43.1% with very poor success criteria. Based on these results, this becomes the basis for the implementation of the first cycle by using the ASSURE model in learning classroom action research courses. The results of cycle I, obtained an average score of 10.25 or 68.82% with sufficient success criteria. The average students in cycle I do not yet have special learning skills in deepening classroom action research courses. Based on

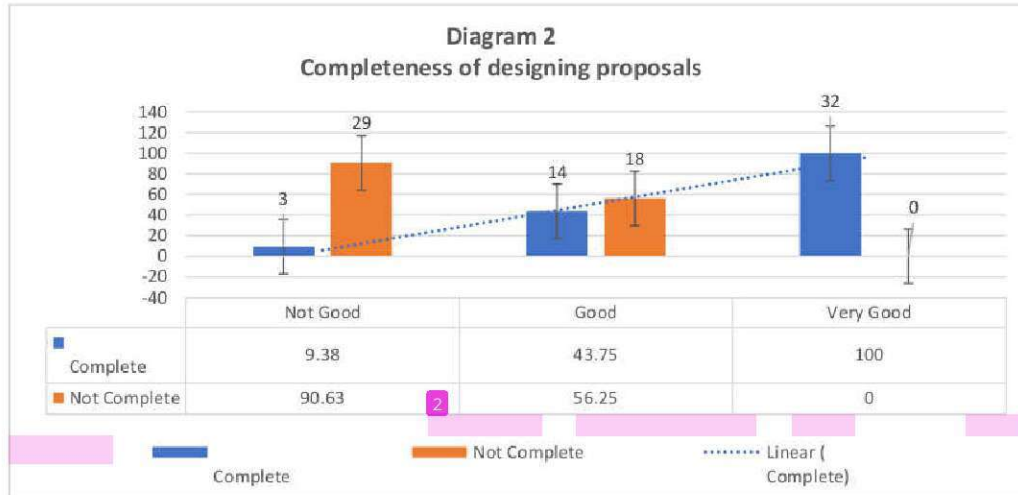
these results, this will become the basis for the implementation of cycle II. In cycle II shows the level of student learning skills of 99.97% with very good criteria. Thus it can be concluded that using the ASSURE model in learning classroom action research can improve learning skills. Based on the criteria used to measure student learning outcomes and creativity used a five-scale benchmark reference assessment [23] found that 85% to 100% of students received excellent and complete grades. This can be explained in figure 1 diagram below.



Increased Ability to Design Classroom Action Research Proposals Using the ASSURE Model

Based on the results of research on the ability of students to design class action research proposals using eight aspects that become the variables of student ability completeness assessment, namely: 1) designing the background of the research problem; 2) create a research framework; 3) able to develop a theory and literature review; 4) formulating an action hypothesis; 5) developing a research model; 6) make a research design according to the design model and material guided; 7) developing data collection techniques; 8) develop instruments, indicators, techniques and assessment criteria. Before taking action using the ASSURE model, it was found that in pre-action only 3 students

were able to design a class action research proposal, and 29 other students had not yet finished designing the proposal. During the first cycle, actions were taken using the ASSURE model of 32 students. The results show that there are 14 students who can be categorized as complete or 43.75%, while the remaining 18 students or 56.25% have not yet completed so according to the criteria it can be categorized as sufficient. In the second cycle, after repeated learning processes using the ASSURE model, all students can design the proposal. The results of the work limitation of designing CAR proposals can be seen in the following table



significantly to improving student learning skills in classroom action research courses. In the process of the first cycle of research activities carried out and prepared as follows: 1) make a lesson plan. 2) prepare teaching materials, learning videos as learning media; 3) developing power points as a technique for conveying learning; 4) design evaluation tools to assess mastery of the material being taught; 5) make observation sheets of student and lecturer activities; 6) use a learning skills instrument in the form of a checklist and assessment of yes and no criteria. At the implementation stage the action is carried out in two cycles. Each cycle is held for 100 minutes. There were 32 students present consisting of 24 female students and 8 male students. In this research activity the researcher acts as a lecturer in the classroom action research course with the material "designing class action research proposals". The lecture is carried out in three stages: preliminary activities, core activities and closing activities. Each activity consists of the processes and sequences listed in the lesson plan.

The preliminary activity was initiated by the researcher by greeting and explaining the purpose of the activity as a research activity carried out by the researcher. Furthermore, researchers prepare classes and display and explain the purpose of lectures through power points. The Core Activity begins with the researcher dividing students into six groups with teaching material as a guide for students. The researcher plays the learning video and explains the eight learning objectives. Teaching material is given according to the goals set developed in the student worksheet. The learning video that is played contains: how to make a background problem, frame of mind, develop a review of theory and literature, formulate action hypotheses, model action research classes, make research designs in accordance with the design model and material guided, develop data collection techniques according to the problem, develop research instruments in accordance with research indicators, data analysis techniques and action success criteria. Next, students discuss and create a concept map as an illustration of what is asked in the student worksheet. The purpose of this

learning activity is for students to know and understand the class action research courses as important subjects for them. There is a feeling and a willingness to do tasks both in groups and individually. The results of the learning activities as part of the observation to answer the students' classroom action research learning skills. The last activity is closing, in this stage students are asked to make conclusions, then make and submit research proposals. The results of this study support the action hypothesis that there is a contribution of the ASSURE model to students' learning skills in the classroom action research course.

The results of the study prove that there is an increase in the ability of students to design classroom action research proposals using the ASSURE model. The amount of contribution made can be seen in the limitations of students in producing class action research proposals. The process of pre-action 9.38% and after the implementation of the action in the first cycle in the learning process with the ASSURE model there was an increase with incomplete 18 people or 56.25%. While those who have understood and completed in designing the background of the problem, the formulation of the problem, the benefits of research, the development of concept maps of literature review, framework and hypothesis of the actions of 15 students or 48.88%. The results prove that there are students who have not yet completed the results of designing class action research proposals. This has an effect on the application of the ASSURE model in cycle I, where achievement has not been maximized, but has increased from before. The results of the learning skills scale in Cycle I, an average score of 10.25 or 68.82% was obtained with sufficient success criteria.

Achievement of these results is due to several factors including: how to make a research proposal that is not well understood by students, especially relating to the study of theory and literature, and how to develop research instruments. How to teach lecturers or researchers also can not be understood properly. This weakness can be the basis for the improvement process in cycle II. On the other hand, there is also progress in the first cycle,

namely: 1) the desire of students to know the class action research course is very good because it relates to the research process in the completion of the student's studies concerned; 2) there is cooperation in the learning process. This can be seen in group assignments where interaction between students and the discussion process run smoothly until they reach an agreement in answering questions from student work institutions; 3) there is encouragement to help each other and work together in groups. From the average results of students in Cycle I do not have special learning skills in deepening classroom action research courses. Based on these results, this becomes the basis for the implementation of the second cycle by using the ASSURE model in learning classroom action research courses to be able to improve learning skills.

Achievement of these results is due to several factors including: how to make a research proposal that is not well understood by students, especially relating to the study of theory and literature, and how to develop research instruments. How to teach lecturers or researchers also can not be understood properly. This weakness can be the basis for the improvement process in cycle II. On the other hand, there is also progress in the first cycle, namely: 1) the desire of students to know the class action research course is very good because it relates to the research process in the completion of the student's studies concerned; 2) there is cooperation in the learning process. This can be seen in group assignments where interaction between students and the discussion process run smoothly until they reach an agreement in answering questions from student work institutions; 3) the encouragement to help and cooperate with each other in Cycle II was based on the results of observation and reflection in cycle I.

For cycle II, researchers used a learning plan implemented in cycle I. In addition there were some prepared as additional material for cycle II, among other things: 1) make a plan of implementing learning; 2) prepare examples of classroom action research proposals accessed online and from class action research references as learning media. The implementation of the action in cycle II was held face to face in class, with a meeting time of 100 minutes. There were 30 students in attendance, consisting of 22 female students and 8 male students, but 2 students in the first cycle did not attend. Learning objectives are used in accordance with cycle I. The material used is the same as the material in cycle I, so researchers assume that only one meeting will be complete. The implementation process is the same as the first cycle where the lecture is carried out in three stages: preliminary activities, core activities and closing activities. Each activity consists of the processes and sequences listed in the learning implementation plan. From the average results of students in Cycle I do not have special learning skills in deepening classroom action research courses. Based on these results, this becomes the basis for the implementation of the second cycle by using the ASSURE model in learning classroom action research courses to be able to improve learning skills.

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The last activity is the closing, in this stage the researcher gives the opportunity to students to make conclusions. The final step is the researcher gives time for individual students to refine the research proposal and then collected. The result of completing the work of the student class action research proposal is 30 people

completed or 100%. This means that students can design class action research proposals. This shows the achievement of optimal results from the process that took place in the second cycle after making some changes and emphasis by looking at the shortcomings and weaknesses in cycle I. Thus, the summary of the results of the questionnaire learning skills of Cycle II students in the classroom action research course was 99.97% with "very good" criteria. This means that students' learning skills have improved compared to cycle I. Students have excellent learning skills specifically in deepening classroom action research courses, as well as completing assignments to make research proposals according to the writing criteria. It can be concluded that by using the ASSURE model in learning, there has been a significant increase in students' learning skills in designing class action research proposals.

Student learning skills in classroom action research courses through pre-action is 43.1%. After taking action with the ASSURE learning model in the first cycle to 68.82%. While in cycle II the students' learning skills are 99.97. This shows that student learning skills have increased to the maximum level. This proves that the ASSURE learning model is very effective in improving student learning skills. This means that the potential of ASSURE's learning model empirically clearly helps students to be more skilled and active in the learning process and their work is maximized both individually and in groups. Based on the data that has been described above, the hypothesis of action to test the influence of ASSURE learning model so that it can improve student learning skills can be accepted.

CONCLUSION

The use of the ASSURE model in learning classroom action research courses has been shown to significantly enhance student learning skills, and improve students' ability to design classroom action research proposals through pre-action activities, and the process of cycle I and II.

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