Teaching Classroom Management Subjects Through the Implementation of Assure Model Instructional Design

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Abstract

The aim of this research is to know and find out the practicality of ASSURE Model as one of instructional design implemented in the classroom. This research was taken during Pandemic covid-19 in English Department at PGRI Wiranegara University. From 38 learners, researcher divides the number of learners into 2 classes; they are online and offline class. There are 20 learners as offline class and the rest as online class. The instrument used on this research is questionnaire. During the implementation of ASSURE Model in three meetings, the researcher also requires observers. The involvement of observers is really needed to gain some additional benefit input for making positive revision or suggestion. There are two observers which taken from university lecturer. In gaining data, Researcher distributes similar items of questionnaire both to learners and observers. Based on the result from questionnaire, it is found that ASSURE Model is practical to be implemented both for offline and online class. Although, it is undeniable that there are some problems occur in online class during teaching activity but online class wholly stated that ASSURE Model practically used.

Keywords: Transfer, Teaching, ASSURE Model

INTRODUCTION

Transferring knowledge only is not a big matter for all educators in the classroom. Invariably, it is like pouring water in all learners’ head. Learners are sitting on the chair, placing knowledge in their head and then they gain everything as new or old knowledge. As a matter of fact, learners are not only obtaining knowledge from educators but also gaining from the outside of educators. It means, they are able to get other knowledge from environment (friend and family). Undeniable, indeed they already have prior knowledge. Thus, if educators do not prepare the material of teaching and only give surface material, the learners will consciously think that they are already mastered the material given and as the consequence, they will get bored and bored.

Teaching is not only transferring but also constructing learners’ knowledge. Construction means embodying learners’ fragments of knowledge into a unit of knowledge. There are many fragments which must be shared to learners. It is not only the knowledge from the material in curriculum itself but also the value of becoming outstanding and awesome learners. It must be given because constructing of learners characteristics also as not only the main foundation of the meaningful life but also the difference of learners’
learning style will affect learners’ way on gaining knowledge. It is in line with what Wahyudin stated (2016) that personal characteristics as one of learning styles from learners make characteristics of learning effective for some students themselves and not useful for others. Moreover, it is not an easy task for educators to hold learning activity. Epistemologically, from one of its perspective, though there are two perspectives, they are positivism and relativism whereas relativism stated that learners are seen as an individual who already have prior knowledge. It means that learners already gained knowledge before entering learning environment; that is school or university. Thus, it can be indeed said that, both knowledge and individual become a unit of system. Knowledge already exists in the individual itself as the previous knowledge before the learners are faced to the learning environment. Learners already get knowledge based on their experience from their environment.

Teaching in this case needs a lot of preparations. Administratively, there are; syllabus, lesson plan, the material of learning itself, and media. All of those preparations have to be completed for letting the teaching and learning activity blows as the wind. Truly, teaching classroom management subjects can be said not a big matter for all lecturers/educators, but it spends a lot of energy nowadays. It occurs because in this pandemic era all the things which related with the teaching and learning activities are really restricted. In fact, educators, practitioners, and lecturers do not only give the theory of learning but also have to share the elegance and the perfect example and practice of classroom design for making the classroom of learning can run well and gain a fruitful design. In the field of learning, educators, practitioners and lecturers though already have some knowledge on practicing and designing classrooms, in fact they still find some difficulties on managing classroom well. The knowledge of classroom management is really needed and has to be mastered by all university learners before entering the real community of learning in the school. The readiness of university learners on gaining knowledge has to be designed and prepared well. Therefore, besides the preparation already mentioned above, instructional design also has to be designed well by lecturers, educators and practitioners. This instructional design is something crucial to make the successful learning. It is a kind of the description phase or process which will be conducted mostly by researchers, educators and practitioners on learning field. Smith & Ragan, (2005) in Rayanto and Sobach (2020) said that instructional design is the systematic and reflective process of translating principles of learning and instruction into plans for instructional material, activities, information resources, and evaluation. Covid-19 urges all lecturers, educators and practitioners to think deeply in overcoming teaching activity problems. Undeniable, the role of instructional design has an important side.

Indeed, instructional design and development have already spread fabulously and mostly in all aspects and disciplines. In Educational field especially in teaching, instructional design is seen as the crucial component or aspects for constructing the learning design. Designing a good atmosphere in learning in the classroom is not an easy task for all educators. They have to design not only the teaching classroom management design well but also its preparation and strategy. Otherwise, the learning result both for lecturer and university learners will occur in unwanted condition. Lecturers, educators, and practitioners should be able to select and compose teaching model, strategies, methods, skills, and students’ activities for a particular instructional emphasis, Rayanto et al (2020). There are many kinds on model of teaching truly can be implemented. In this research, researcher proposes ASSURE model as the model which is carried out. ASSURE model is one of the instances of instructional design. It is an optional and applicable instructional design for all educators, lecturers or even practitioners which can be taken when they want to hold a learning activity. ASSURE model is derived from the words analyzing, state objective,
selection of media, utilizing of material, require learner performance, and evaluation. The scheme/phase of ASSURE model can be seen as; first is analyzing, before teaching is conducted, educator should do some steps which must be formulated/arranged earlier. In this step, the educators have to analyze who the audiences are from the age, learners’ prior knowledge, learners’ skill and learning style, and attitude and one more thing is the place of learning.

Determining the components in the first step does not have to be taken in haste. All must be thought carefully. Sometimes, in one side is appropriate but in other sides in inappropriate Second is stating the goal of learning; here, educators have to state the goal of learning in the earlier of lesson. It has to be vividly conveyed to learners. Hopefully, learners are able to be motivated on learning and the target of lesson can be measured. The third is selecting, educators have to select the proper methods, and media which surely in line with the teaching materials. The fourth is using media and materials; in this case, educators have to be able to apply the media and material selected well. The fifth is requiring learners’ participation; educators have to motivate learners in learning. Educators have to give an opportunity to learners to open their knowledge and give feedback to learners’ questions as one of indicator on successful participation. Last, evaluation, it evaluates all the things which already done on learning, for instance; evaluate lesson, score the test, and others. It seems, all teaching material subjects can be indeed success if all of these steps are implemented well. Therefore, recognizing the background of the research above, the researcher formulates the question in knowing the practicality of this ASSURE model on teaching classroom management subjects.

METHODS
The researcher takes university learners from English department in academic year 2018-2019 at PGRI WIRANEGARA University because these learners are motivating and have a wonderful rigor on learning. These learners are coming from the fifth semester. There are 38 learners; they are 31 females, and the rest were males. This research was taken in 3 meetings during pandemic Covid-19 occurred. The protocol must be followed otherwise the learning is not allowed by government. Since this case occurred, the class is divided into 2 classes; they are offline class whereas the university learners consist of 20 learners meanwhile the rest through zoom or online class.

The research design of this research is a descriptive qualitative study since the data of this research obtaining from questionnaire. It consists of 9 indicators whereas the indicators of questionnaires themselves are coming from ASSURE indicators; they are; (1) is the goal of teaching appropriate/suitable with the material, (2) is the goal of teaching suitable with the need of learners university, (3) is the selected media appropriate with the material, (4) is the selected media fulfilling the need of learners university?, (5) is the utility of media meaningful for learners university, (6) can the selected and utility media attract learners university on learning?, (7) is the lecturer able to convey well the media on learning? (8) Can lecturer involve learners’ university on learning? (9) do learners’ university participate on learning?. Analysis and evaluation are not taken as the indicators, but they are taken as the step of taking of subjects of the research (analysis), and meanwhile evaluation is taken for evaluating the process of learning activity.

Questionnaire is distributed to observers and learners. After the data have been collected through questionnaires, the researcher then checked and analyzed the data. The data gained are analyzed and counted by using the pattern:

\[ R = P \times 100\% \]
FINDINGS AND DISCUSSION

This study was taken in 3 meetings. Although the learning is conducted separately between offline (in the classroom) and online (zoom), the observers and learners join the learning altogether directly. The finding is split out based on the data gained through two observers and learners. All had similar statements indicators and scripted in the questionnaire. The indicators of questionnaire is derived from the abbreviation and elaboration of ASSURE itself. As stated earlier, it is started from stated of the goal of learning, selected media, utility of material, and learners’ involvements. So, the researcher only takes SSURE as the main components in indicator of instruments.

Based on the data gained from observers (first meeting until the last meeting), it is found that factually two observers give category ‘Yes’ on all indicators of questionnaire. Comment and suggestion are still given for making clearer the additional improvement of teaching and learning for the next session. First, the goal of learning already appropriate with the curriculum, syllabus and the description of the course. Second, in selected media, letting learners know not only zoom but also go-meet, go-classroom and other media for making easier the learners who are not able to join the classroom (online). Besides that, they also suggested, on the use of media through PPT is good but the example of teaching activity from teacher can be embedded and exhibited. It has to be shown in order for learners have real description on how to manage the classroom. Third, the utility of material is already in line with the goal of learning. Fourth, in learners’ involvement, the participation from learners’ offline seems so fabulous. It is recognized from the condition of the class so noisy with some question given and feedback which is directly conveyed. Unfortunately, online learners have problems with the signal and an opportunity for making questions. They are not able to express their interested as free as possible. They only comment and raise questions in written way that is in a chat section. Surely, it makes them discontent with what already occurred. Besides that, two observers give another suggestion in accordance with the learners who in and out of from class because of the weakness of the line. Two observers suggested calling the name one by one of the learners to make the learners feel involved and have participated on learning.

Meanwhile based on the data gained from learners’ university, in this case, as stated earlier the researcher divides the result into based on the division of class; they are questionnaire for offline and online class. During the learning conducted in offline and online class in 3 meetings, learners’ university stated that overall, the teaching activity can be categorized success. It is shown by the result of questionnaire whereas all learners give ‘YES’ to all indicators in the instruments given. However, offline and online learners also gave comment about the difficulty on learning. Based on an offline class, they said about the way how to share opinion before commenting or giving questions to educator or lecturer. It occurs because usually they sit side by side and share opinion nicely and freely with their friends. Unluckily, since the class is arranged by implementing physical distance regulation (1 meter), learners cannot freely share opinion to their friends as usual. Besides that the distance makes them also has to speak loudly to his friends. It is really disturbing them on communicating and gaining new experience and knowledge from others.
Learners state that signal problem is still in number one in teaching activity. Sometimes, they are able to hear the voice of lecturer and sometimes not. They really have problem on expressing themselves for raising question and to get the feedback directly from the lecturer. In this case, the offline class is noisy with the questions given by the offline class and the sound of lecturer (researcher) is rather difficult to be heard. Besides that, they must wait the lecturer opens the comment column. It really makes them get bored. They cannot do anything unless sitting, watching, and paying attention on what the scene of laptop during the lesson given. It is line with what two observers suggested to the researcher (lecturer) for calling or mentioning the names learners’ university. Moreover, they hope that lecturer is able to give an opportunity to explore their opinion during the learning activity held. Anyhow, the practicality of ASSURE is granted and categorized practical to be implemented on teaching and learning activity.

Discussion

In Educational field especially in teaching and learning activity, instructional design is seen as the base component or aspects for constructing the learning design. Of course, its design and utility have their own characteristics that correlate with their locus, material, and the learners’ characteristics.

During Pandemic of covid-19, the use of high technology in this case zoom and others cannot guarantee that the successfulness of learning can be achieved well. As stated by Mc Vay, Snyder, & Graetz. (2005) in Rayanto and Rusmawan (2020) technology has made E-Learning an attractive option, but technology does not insure successful implementation of coursework. Thus, it has ever been stated by Russell (1999) in Rayanto et al (2020), whereas they states that there are over 200 studies on technology for distance education that report no significant difference in student learning when technology, instead of traditional classroom approaches, are used to deliver course instruction.

The use of zoom, go-meet and others during Pandemic can be stated as the alternative instruments or tools of teaching and learning activity and it is tentatively implemented. Cognitively, through technology learners are able to obtain the knowledge but doubt in psychomotor and affective. Indeed, the three domains of learning have to be gained altogether. High technology is really needed indeed but realizing or not, keeping in touch on real teaching and learning activity in the real field is still really needed. In other words, the real field of teaching and learning is still in supreme level for making the learners’ university feel satisfied and know the real of teaching in front of learners.

Undeniable, the nuance of dimension, condition and situation of real teaching learning activity can be seen vividly if it is implemented in the real field of teaching or in other word is offline class. Meanwhile, boredom on learning as the impact of online learning through technology (zoom and others) will kill learners’ involvement on real of teaching and learning. Some of other days, when pandemic is over, learners will feel lazy to attend the class. They seem lost their soul on tasting the real field of teaching and learning.

Conclusion

Instructional design in model of learning is very useful and important to be prepared and selected before conducting teaching activity. Selected model must be appropriate with the characteristics of each aspect of learning, such as learners, media, and material. There are many kinds of model of learning which can be elected and used. Assure model is one of the optional instructional designs which can be implemented. Assure model has complete components. It has to analyze learners, state the goal, selected media, utilize the material, and evaluation. Indeed, it seems so complex and complete with all aspects but it is really needed
by educators for making learning activity runs well. The implication of the use this model will improve the learning activity and make the learning comes to be easy and as the result the learning achievement will be gained.

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