ASSURE Learning Model to Increase Student Independence Junior High School Public 1 Bojonggede in the Pandemic Era

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Abstract. The ASSURE learning method is expected to increase students' independence in learning when a pandemic occurs, but its effectiveness needs to be studied empirically. The purpose of this study was to determine the difference in daily test scores for classes that apply the ASSURE method and classes that use conventional methods. Student independence is one of the problems faced by students. The impact that occurs in the field on student learning outcomes has decreased significantly. To achieve this goal using the ASSURE Learning Model. The application of learning models in teaching and learning activities through the formulation of conceptual models and trials to determine the effectiveness of the learning model. The results showed that the ASSURE learning model was effective as indicated by the mean value and statistical test results. The result of the mean value using the ASSURE model is higher than the class using the conventional model. Then the learning of independence for students of SMP Negeri 1 Bojonggede began to change towards improvement. The abstract must not exceed 200 words. Write it in Times New Roman 10pt, line spacing 1. Keywords must be carefully selected to facilitate rewhichader's search and can be written up to five words. The abstract should outline the purpose of the paper and the main results, conclusions, and recommendations, using clear factual statements. A concise and factual abstract is required. The abstract should also state briefly the principal results and major message. The abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References should be avoided, but if essential, they must be cited in full, without reference to the reference list. Also, abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

Keywords: Learning Model ASSURE · Student Independence · SMP Negeri 1Bojonggede

1 Introduction

The Covid 19 outbreak has hit almost various parts of the world, including in Indonesia. This has an impact not only on the economic sector but also on the world of education. The

epidemic has changed the learning process which was originally carried out face-to-face in the classroom, now it must change with online learning, face-to-face learning is carried out through a glass screen. Online learning is carried out in accordance with government policy so that schools require students to study at home. This is stated in Circular Number 4 of 2020 concerning the Implementation of Education in the Emergency for the Spread of the Corona Virus (COVID-19). (Kemendikbud, 2020) Implementation of this policy, starting March 16, 2020 schools will apply online student learning methods.

Online learning is a new way of teaching and learning that utilizes software, especially in delivering learning. According to Imania (2019) online learning is a form of delivering conventional learning that is set forth in digital format via the internet. Online learning is considered to be the only medium for delivering material between teachers and students during the Pandemic. The rapid changes caused by COVID-19 have forced everyone to be tech-savvy, both for teachers, students, and parents (as companions for students while studying at home).

Online learning has many obstacles that are felt by educators and students. Such as the unpreparedness of the teacher when it comes to designing learning. Students are constrained by facilities, namely laptops and the internet. This condition creates new problems, namely (1) the transfer of knowledge from teachers to.

students is not good. (2) Boredom begins to be felt by teachers and students in learning. (3) The independence of students to learn is lacking so that many experience difficulties in learning which lead to boredom and ultimately reduce the value of learning outcomes.

The attitude of student independence is one of the important attitudes students have in online learning. They must be able to solve their own problems in online learning. (FJ Monks 2019) Said that an independent person will show explorative behavior, be able to make decisions, be confident and creative. In addition, he is also able to be critical, not afraid to do something, has a satisfaction in carrying out his activities, is able to accept reality and can manipulate the environment, interact with peers, aim for goals and be able to control himself. (Ahmad 2008) said that students who learn independently are required to have initiative, activeness, and involvement in the learning process to improve achievement. The independent attitude that students have will make it easier for them to adapt to online learning. A high value of independence will improve learning outcomes.

According to previous researchers, Hanafiah and Suhana (2010: 41) stated that the learning model is an approach to change student behavior in an adaptive and generative manner. Ni Gst Armita Jayanti (2014) There needs to be an update in the learning model in the classroom so that the learning process can run well. Heri Achmadi (2014) the use of appropriate learning media will have a positive impact on the learning process and improve learning achievement. (H. Baharun 2016) Learning activities to spur student learning to be more active and student-centered (student center), methods, strategies, learning resources, models and no less important are learning media. To increase the learning independence of students, they need an attractive learning model that can help students in the learning process and can also focus on learning. One of the efforts to increase student independence is that teachers must be able to choose a learning model that is suitable and in accordance with the material to be studied, so that students' ability to solve problems and increase their independence. One learning model that can improve

student independence is the ASSURE learning model. The ASSURE learning model according to Erlina, a learning model that can be used for the right type of media in the learning process. This model was developed by creating effective and efficient learning activities, especially in learning activities that use media and technology. This model is oriented towards the teaching and learning process. (Pribadi 2009) The ASSURE learning model is a learning model that uses media and technology, the application of technology and media that can be used by teachers, namely print/text media, exhibition media, audio media, moving images, multimedia and web or internet-based media. With this, the teacher can be more innovative in making learning designs that are indispensable in online learning. Learning strategies through the selection and use of methods, media, teaching materials, and learner participation in the learning environment. The ASSURE model is designed to assist teachers in designing integrated and effective learning plans using technology and media. The ASSURE model was developed by (Sharon Smaldino et al. 2005). Creating an effective learning activity requires a good planning or design process. Likewise with learning activities that use media and technology. Just like other learning models, this model was developed to create effective and efficient learning activities, especially in learning activities. Which uses media technology. Important steps that need to be taken in the ASSURE model include several activities, namely: (1) Analyzing the characteristics of students, (2) Setting learning objectives, 3) Choosing media,

Based on the background previously described, the objectives of this study are as follows: a)Test the effectiveness of the ASSURE method for student independence in learning; b)Testing Difference in Value between the class that implements the ASSURE method and the class of the conventional method.

2   Method

This study used an experimental method (quasi-experiment). The experimental method developed from true experimental design, this design has a control group, but not entirely (Sugiyono 2017). (Sudjana 2014) states that experimental research is an experimental method that reveals the relationship of two or more variables to determine the effect of one variable on another. The study population was the eighth-grade students of SMP Negeri 1 Bojonggede, Bojonggede District, Bogor Regency, Odd Semester, 2020–2021 Academic Year. This study took two classes as samples. Class VIII G is a class whose learning process uses conventional learning techniques while class VIII H is a class that uses the ASSURE Model learning technique. The two classes are as homogeneous as possible or close to the same characteristics. The procedure used in this study is to create a learning design with the ASSURE learning model.

3   Result and Discussion

ASSURE Learning Model to Increase the Independence of Students of SMP Negeri 1 Bojonggede in the Pandemic Era. The results showed that learning English using the ASSURE model design was more effective in increasing students' independence. This can be seen from the results of the students' scores in learning English on the procedure material.

3.1 Method of Collecting Data

Data collection intends to obtain relevant data, to be accurate and in accordance with research objectives. The methods used to collect data in this study were tests and interviews. (Given the pandemic period, this interview was conducted using WhatsApp via voice notes). The population of this data collection was students of SMP Negeri 1 Bojong Gede Class VIII G and VIII H.

No.	Class	total
1.	VIII G	30 Students
2.	VIII H	30 Students
	Total	60 Students

3.2 Data Analysis Method

According to (Moleong 2018) that data analysis is the process of organizing and sorting the data that has been obtained from informants into patterns, categories, and basic unit descriptions. This research uses qualitative and quantitative descriptive analysis.

This data analysis method is a method using interviews and observations by answering questions like what, why, or how. The data analyzed by this method is in the form of text or narrative. Furthermore, from the overall data, a classification process is carried out based on the needs with a coding process. The last stage in this method is data interpretation. The actual data interpretation process is carried out simultaneously during coding. Interpretation attempts were made simultaneously in classifying the data. The Interpretation steps to analyze data to produce Qualitative is a method of processing data in-depth with data from observations, interviews, and literature. The advantage of this method is the depth of the analysis results. On the other hand, this is the added value of qualitative analysis methods, where the analyst plays an important role in the analysis process as part of a research tool, while quantitative data analysis methods are methods that depend on the ability to calculate data accurately. In addition, this method also requires the ability to interpret complex data. Some examples of quantitative analysis methods, such as descriptive analysis, regression, and factors. Quantitative data analysis methods have various types of analysis such as correlational techniques, regression, comparison, descriptive, and the like.

This method is an approach to data processing through statistical or mathematical methods that are collected from secondary data. The advantage of this method is a more measured and comprehensive conclusion. Other methods that can be used in the data analysis process are text analysis, statistical, diagnostic, predictive, prescriptive.

Descriptive Qualitative Research Results.

Based on descriptive qualitative research, it produces 4 indicators.

a. The interaction between teachers and students is more active when using the ASSURE learning model

Table 1. Based on the average value.

Class tested	Score	Distance	Min	Max	Mean	Deviation of Std
Class VIII G	30	40	55	95	76.70	7,870
Class VIII H	30	33	65	98	80.73	8,921
Valid N (Listwise)	30					

Table 2. Value difference test (with t test)

	Difference in pairs					t	df	Sig (2-tailed)
	Mean	Deviation of Std	Std Error Mean	(%% Confidence Interval of Difference				
				Bring down	On			
Class G and H	-4,033	12,762	2,330	-8,799	0.732	-1,731	29	0.094

b. There is student motivation in the teaching and learning process in the form of objections, questions, and opinions in doing assignments
c. Students find it easier to understand and receive learning material with the ASSURE model
d. The minimum learning outcomes achieve completeness, namely a minimum score of 23% and a maximum score of 86%

The results of quantitative research are based on mean values and statistical tests.

Description of variable data between students and teachers using the ASSURE learning model in the form of statistical data consisting of a number of students, class range, minimum value, maximum value, average, and standard deviation (Table 1).

The data for Class VIII G and Class VIII H are 30 students respectively, for the range of grades obtained by class VIII H students of 33, this is shorter than the range of grades VIII G of 40, obtained from the highest score in class VIII G of 95 and VIII H of 98, and there is an increase from the lowest value, namely for class VIII G with the method without ASSURE of 55, while with the ASSURE method it can increase by 65, as well as the standard deviation value obtained is smaller for class VIII G of 7,870 compared to class VIII H amounting to 8,921.

Knowing whether or not there is a difference between the standard value of the experimental class 1 which does not use the ASSURE learning method and the experimental class 2 which uses the ASSURE learning method, the t-test is carried out (independent sample t-test).

Based on the t-test, it was obtained that the value of t count > t table means that there is a difference in the mean between the two classes and a ptest value < 0.05 means that the mean of the experimental class 1 and experiment 2 has a significant difference. A more complete explanation can be seen in the explanation of Table 2.

Based on the Paired Sample tt est table, it is found that significance = 0.094 is more than the significant level (() = 0.05, then H0 is accepted. This means that there is a significant difference between the average value before treatment and the average value after treatment. In the table t, the t count is negative, which means that the average before treatment is lower than the average after treatment. So it can be concluded that there has been an increase in learning outcomes from the experimental class without ASSURE using ASSURE.

The results of the t test indicate that class VIII G and Class VIII H have a difference in mean value with a significance level of 0.094 (9.4%). So the error rate (Error) of this test is 9.4%

4   Conclusion

A teaching process can be said to be successful if the lesson can generate an effective learning process. Learning outcomes are the result of an interaction of learning and teaching actions. Learning outcomes are used by the teacher to be used as a measure or criterion in achieving an educational goal.

Learning models in schools vary, each model has its own advantages and disadvantages, including in this case the ASSURE model developed in schools.

Based on data analysis and changes, it can be concluded as follows:

a. Through the use of ASSURE learning, the learning independence of SMP Negeri 1 Bojonggede students increases, students who were originally a Teacher Center turned into a student center, students begin to actively participate in learning.
b. Through the use of ASSURE learning, student learning outcomes at SMP Negeri 1 Bojonggede began to increase
c. Learning using ASSURE at SMP Negeri 1 Bojonggede, can distinguish the average value of learning outcomes. This can be shown from the results of calculations using the paired t-test, the average before using the ASSURE model is lower than the average after using the ASSURE model which means ho is rejected and ha is accepted, namely learning using the ASSURE model is more effective than learning that does not. Using the ASSURE model. From this test, there is a significant difference between the average value before treatment (pre-test) and the average value after treatment (postest) in both the experimental class and the control class.

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