

Learning Through Media Development Model Application Assure

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Abstract: Background. The lesson of history is extensive so to understand it well, it takes skill and ability of teachers / lecturers and learners. Studying the history of not only theoretical but also need models, approaches, methods, and strategies to understand. Not surprisingly, the result of studying the history of learners also tend to be less than satisfactory. Development of instructional media through ASSURE models are expected to help learners overcome learning problems.. **Methods.** This research includes a research and development. Informants are required consists of two groups: Media expert informants and expert learning materials as well as the learners as the top user generated learning products. **Results.** Creating design subject matter helped by subject teachers are concerned, the following phases: 1) A literature study; 2) Develop syllabus and RPP (Setting standards and basic competencies, formulate indicators, Determining the subject matter, formulate learning scenarios and Determine assessment); and 3) Selection methods, instructional media and learning materials. **Conclusion.** Overall design of materials, syllabus and lesson plans are developed learning materials History Class XI at high school students. Teaching materials designed together researchers with the subject teachers and subsequently evaluated by two experts in accordance with their competence

Keywords – Development, instructional media history, *the model ASSURE*

I. INTRODUCTION

To improve the quality of national education, various measures had been taken by the government such, is the development and refinement of the curriculum, improving the evaluation system, procurement of books and tools of learning, the development of learning materials, improvement of educational facilities, improving the competence of teachers, as well as improving the quality of the head school. These efforts have not shown the expected results. The quality of education is influenced by several factors, such as teachers, students, school administrators, the environment (parents, communities, schools), quality of teaching, and curriculum. Current conditions indicate that the teaching of history in schools is less attractive to learners. The lesson of history is considered as a lesson that is not interesting because the material as if only "rote". There is a presumption of learners even history lessons bring no benefits for his studies of the past is no longer valid. The lesson of history is not considered significant positive impact for the progress of nation and state of Indonesia, especially in these subjects did not test them nationally. Another obstacle, is the skills of teachers in the learning process is not supported work experience and level of education or their competence. Besides this, the government policy is increasingly narrowed portion hours of school history. Not surprisingly, the result of studying the history of learners also tend to be less than satisfactory. Educational activities should be followed by the evaluation, which aims to assess whether a program implemented in accordance with the appropriate planning and achieving results that diharapkan or there are still obstacles in the implementation process.

The lesson of history is one of the lessons taught to provide knowledge and understanding to students about national and international culture found in Indonesia and in foreign territory. The lesson of history is extensive so to understand it well, needed skills and abilities by teachers / lecturers and learners. Studying the history of not only theoretical but also need models, approaches, methods, and strategies to understand. The use of media as a learning resource for students will add diversity and enrich other learning resources in the classroom. Learners become not just sit in class and learn as usual. Many variations that teachers can do when using media in the learning process, which can help students overcome the boredom of learning in the classroom. Thus, the use of technology can help to improve the interaction between teachers and learners, and make the learning process centered on the learner (student centered). In other words, the use of media in the learning process can help learners gain useful lessons. Teachers as instructional media developers need to know the differences in their approaches to learning in order to select appropriate learning strategies. Learning strategy should be selected to motivate learners, facilitate the learning process, serving individual differences,

encourages interaction between teachers, learners and the learning environment, and facilitate contextual learning so as to form a complete human beings.

II. METHOD

This study uses a model of research and development (research and development) oriented products [1]. The products developed are in the form of instructional media history at the National High School Class XI through the application of ASSURE models. Development of instructional design refers to the model ASSURE are: a) Analysis of the characteristics of learners include: literature, and studies; b) field (general characteristics, specific competencies that have been owned previously, and learning styles of learners); c) Establish learning objectives based on the syllabus; d) The selection of methods, media, and teaching materials to be used; e) Utilizing teaching materials (but before using, media, and teaching materials be tested); f) Involving learners in learning activities) and revision (implementation). Informant Expert is a group of experts who are competent in their field experts Media and Learning Materials experts to determine the quality of learning products are developed, teachers and students as the result of learning products are developed.

Instruments used in the development of instructional media is a list of research questions, which will provide responses from informants, the media expert, expert learning materials, and teachers and students as a user (user). Data collected in the form of suggestions and comments made by informants, compiled and abstracted to improve learning products developed. then converted into figures using a score, to be given by category in each aspect studied. It is a framework for whether or not a product that was developed for use as a medium or facility of learners.

III. RESULTS

The research focuses on the development of media in the subject of History Class XI (IPS program and IPA). Stages The research was conducted by designing the course materials helped by the subject teachers concerned. Event design instructional materials are subject History of grade XI, the following phases: 1) A literature study; 2) Develop syllabus and RPP (Setting standards and basic competencies, formulate indicators, Determining the subject matter, formulate learning scenarios and Determine assessment); and 3) Selection methods, instructional media and learning materials.

After completion of the design of learning materials, then be evaluated by experts in accordance with their competence. Various stages of design teaching materials (create a syllabus and lesson plan (RPP) as well as a selection method. The implementation plan of learning (RPP) are the basis or reference for the preparation of lesson plan (RPP) other subjects taught in class XI in the program IPS and IPA, Model lesson plan (RPP) created in this study, can be seen in the following presentation.

Learning Implementation Plan (RPP)

School	:	SMA 8 Kendari
Program	:	Social Sciences
Subjects	:	History
Class / Semester	:	XI/1
Competency standards	:	Analyzing the Future ride Indonesian people in countries Traditional
Basic competencies	:	Analyzing the Influence of Religion and Culture Development of Hindu-Buddhist for the Community in various regions in Indonesia.
Indicator	:	Describing the birth and development of religion and Hindu-Buddhist culture in India
Time Allocation	:	3x45 minutes
A. Learning objectives		
Learners are able to	:	Describing the birth and development of religion and Hindu-Buddhist culture in India
National Character Values	:	Religious, honest, tolerance, discipline, hard work, independence, democracy, curiosity, responsibility.
B. Learning materials		
Birth and development of religion and Hindu-Buddhist culture		
C. Learning methods		
ICT model approach and life skills, the provision of duty		
Tatap Muka		Structured
		Mandiri

Looking at the library and internet articles about birth and development of religion and Hindu-Buddhist culture in India	A clear description of the process of development of Hindu-Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.	Students can describe the birth and development of religion and Hindu-Buddhist culture in India.
1. Activities Introduction		
a. Teachers' perceptions of learning opens by asking the question "In the regions where the majority Hindus in Indonesia?".		
b. Teachers express purpose of learning.		
2. Core activities		
Exploration		
In this exploration activity, the teacher:		
a. Questions and answers: based on the findings of the internet learners and learners commissioned analytical essay about the development process of the Hindu Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.		
b. instilled values: Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity and responsibility.		
Elaboration		
In the elaboration of activities, teacher: Assignment to find articles on the internet about the birth and development of religion and Hindu-Buddhist culture in India. (Values are inculcated: Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility).		
Confirmation		
In the confirmation activities, Students:		
a. Summing about things unknown (embedded value: Honest, discipline, hard work, independence, curiosity.);		
b. Explaining about the things that are unknown. (Values are inculcated: appreciate the achievement, responsibility).		
3. Closing Activities		
a. <input type="checkbox"/> all members to reflect on material that has been discussed. (Values are inculcated: Religious, Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility).		
b. Drawing conclusions material. (Values are inculcated: Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, responsibility).		
E. Learning Resources		
a. Curriculum SBC and devices		
b. Special guidelines SBC High School Syllabus Development XI		
c. book sources IPS XI High School History		
d. Power point		
e. Relevant supporting books		
f. Internet		
F. Assessment		
Portfolio shaped analytical description of the process of development of Hindu-Buddha during the reign of King Ashoka of the Mauryan dynasty from various sources.		

□

Format Penilaian Portofolio

Indicator	Value qualitative	Value Quantitative	Description
Introduction			Pinpointing the content of essay/research reports, conclusions and summary. For maps, schematics, and painting, preparing the ingredients.
contents Cover			Correspondence between the title to the content and materials. Describes the results of essay / research reports, conclusions and summary appropriately. Elaborate maps and

				schemes proposed in accordance with the theme. Painted in accordance with the states of matter that has been determined.
Cover				Provide conclusions essay / research
Structures/logic writing				Provide conclusions essay / research
originality essay				Essay / research, conclusions, summaries, maps, schematics, and painting is the result of its own
Presentation, language and language				The language used in accordance EYD and communicative
Amount				

Assessment criteria :

Indicator criteria	Value qualitative	Value Quantitative
80-100	satisfy	4
70-79	Good	3
60-69	Enough	2
45-59	less	1

Knowing:

Head School/Yayasan,

Subject teachers,

Name

Name

NIP.

NIP.

IV. DISCUSSION

Associations in the field of communication technology and education: educational association for communicational and tehnology (AECT, 1984), defines that the media are any measures to distribute or convey information. There are several theories of learning that underlie the use of technology in learning the theory of behaviorism, kognitifisme and constructivism. Learning strategies used by the teacher should be poured in a model or design of learning to be more focused and systematic. Learning is defined as the process of creating an environment that enables the process of learning. So the main lesson learned is how pesera learners. In learning activities, a lady teacher looking at students as human beings who have the intellectual potential, so that the teacher's role is not only to provide information only, but should guide students to be more active. Through such learning, learners are expected to get the changes that are beneficial to him as a result of learning.

Learning as a series of events or activities that are delivered in a structured and well-planned use of one or several media [2]. ASSURE Model is a model of instructional design that is both practical and easy diimplimentasikan in designing learning activities that are individualized and classical. The ability of teachers to use teaching model ASSURE can be done gradually or in the form of learning cycle to provide insight to the students so that the model can be meaningfully applied. There are six steps in model development ASSURE are: Analyze learner; State objectives; Select instructional methods, media and materials; Utilize media and materials; Require learner participation; Evaluate and revise. By applying the model ASSURE in understanding and analyzing the characteristics of learners are expected to define the approaches, methods, media and teaching materials to be used, so as to create learning activities that are effective, efficient and attractive. ASSURE Model is an acronym for: Analyze Learners, State objectives, methods Select media and materials, Utilize media and materials, Require learner participation, Evaluate and review. In addition, aspects of the environment created by rearranging the elements and information technology development in the field of education to be important in learning activities that can change the behavior of students [3].

Media or material is software (software) which contains a message or educational information is usually presented using the equipment [4]. Understanding media are substantially the human, material or events that establish the conditions that make students able to acquire the knowledge, skills, or attitudes. This suggests that teachers, textbooks, and the school environment is a medium of learning for learners to acquire what is undeserved dibangku school, ie the knowledge, skills and attitudes or behavior [3]. "Art" is a skill (skill) acquired by experience, study, observation. Thus, technology is the science which deals with the skills acquired

by experience, study, and observas [5]. Learning media is anything that is used to distribute messages and can stimulate the mind, feelings, concerns, and willingness learners so as to encourage the process of learning a deliberate, aimed and controlled [6].

The existence of electronic communication, raising the importance of the presence of the teacher. changes in the function and role of teachers is associated with an attempt to solve one of the problems of education, namely: 1) classroom teachers freed from many routine activities; 2) equip teachers with the techniques of high quality skills; 3) the development of the presentation in the classroom more providing services to individuals as possible in every subject; and 4) develop learning selected based on the ability of individual learners [7]. Thus, the expected role of teachers in education can improve the quality of education, making use of various media and learning model will help teachers in the implementation process of learning. development of instructional media is based on three models, namely: procedural models, conceptual models and theoretical models. Procedural model is a model that is descriptive, which outlines the steps that must be followed to produce the product. The conceptual model is a model which analytical components that provide the products that will be developed and the linkages between components, and the theoretical model is a model that shows the relationship between the change of events [8].

Based on the things pointed out above, the development of media pembelajaran berbantuan computer developed following the procedural model of ASSURE, where the steps to be followed descriptive consisting of 6 steps: analysis of student characteristics, goal setting, selection of media and materials, use of materials, participation of students to active learning, evaluation and revision. The conceptual model of the development of computer-aided media have followed the behavioral learning theory proposed by Gagne, namely: learning that a man can be set and modified to develop certain forms of behavior on someone, or increasing the capacity and change his behavior. Instructional media developed based on "Programmed Instruction" which mengacuh on cognitive learning theory, behaviorism, constructivism and humanist [9].

Learning media is very useful as a tool or an intermediary to obtain a more optimal result for learners, be it knowledge, skills and attitudes. Therefore, considering the media is very useful in the learning process, especially for teachers and learners, the teachers should be able to use them to design better.

Interpret the term learning as an activity or activities that focus on the conditions and interests of learners [6]. the learning process is a means and a way how a generation of learning, or in other words how a learning tool that is effectively used [10]. learning means membelajarkan effort learners [11]. Thus, the learning strategy is very important to understand by the teacher. This means understanding how and art teachers to use all the learning resources in an effort membelajarkan learners. learning, namely: a) the learning event occurs when the subject students to actively interact with a learning environment that is governed by teachers, b) an effective learning process requires strategies and methods or technologies appropriate education, c) learning program was designed and implemented as a system , d) the process and product of learning needed attention balanced in the implementation of the learning process, and f) the establishment of professional competence requires a functional integration of theory and practice as well as the materials and delivery methodology [12].

Heinich, Molenda, Russell, and Smaldino outlines six steps that a "blue print" of the model ASSURE, the analysis karakteristik students set learning goals, Select Methods, Media, and Materials, use of media and materials, to enable the involvement of students, as well as the evaluation and revision. ASSURE model study is any guide the planning steps to select and utilize the media. Utilization ASSURE learning model needs to be done step by step (systematic) and comprehensive (holistic) in order to deliver optimized results, namely the creation of a successful learning [13].

Learning history is not just an inspiring source of knowledge but also as a mirror to reach live in the future. history comes from the Arabic "syajaratun" readable "history" which means the trees [14]. While Frederick and Soeroto is said that history is pedigree, origin or descent, events and events that truly happened in the past [15]. History of great importance especially for Indonesia's diverse backgrounds with diverse cultures. In the curriculum SBC, IPS is one of the subjects given in elementary and secondary education. The lesson of history compiled systematically and comprehensively in the learning process for students to go on the understanding, maturity and success in life in society.

V. CONCLUSION

Overall design of materials, syllabus and lesson plans are developed learning materials History Class XI at high school students. Teaching materials designed together researchers with the subject teachers and subsequently evaluated by two experts in accordance with their competence. Given the extent of the subject matter very broad history, it is important that the media developed learning can be implemented efficiently.

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