

## The Influence of Assure Learning Model Towards Student's Creativity

Paulina Maria Ekasari Wahyuningrum<sup>1</sup>

(Education and Teaching Catholics Study Programme, STIPAS Tahasak Danum Pabelum, Central Kalimantan, Indonesia)

**Abstract:** This Study aims to describe the influence of ASSURE Learning Model towards Students Creativity in STIPAS Tahasak Danum Pabelum. There are six steps in following the ASSURE. They are Analyze learners, State objectives, Select method, Media and Material, Utilize Media, and Material, Require Learner Participation, and Evaluate and Revise. The steps are followed by them in order to make audiovisual catechesis video. The method used in this research is quantitative approach. This type of research is experimental research with pretest posttest design. The formula used in data analysis is the t test. Data collection techniques use the results of student's creativity in making audiovisual catechesis video that made before and after the treatment is given. Hypothesis testing is done using a significance level of 0.05 at  $df = n - 2$  with a significant 0.05. In this study, the significance level ( $t_{table}$ ) of 0.05 on  $df = n - 2$  is 1.717. Hypothesis test show that the result of t test(12.1) is higher than  $t_{table}(1.717)$ . It can be concluded that ASSURE learning model has positive influence towards student's creativity

**Key words:** ASSURE Learning Model, creativity

### 1. Introduction

Education is the entrance to knowing various thoughts that are useful for future. Education brings people who are educated with good education to be human beings who benefit for themselves and others. To produce the good quality of human resources can be realized with good education. Good education is an education that is able to develop positive potentials and intelligence in students. On this basis, improving the good quality of education is an absolute thing that must be done. Nowadays, every teacher must be realized that the way to educate and teach students in this era is no longer the same as it used to be. Education has begun to change. It changes from teacher centered learning to students centered learning. Learning activities with lectures and question and answer have started to be rarely used and more switch to activities that can maximize student creativity in learning. Students are given the widest opportunity to recognize and appreciate their uniqueness, be creative with what they learn and explore their ability limits. The changes in the learning atmosphere cannot be separated from the desire of an educator to be willing to open him up and want to learn about new things. The positive changes can lead students to have positives too. Educators are not only master on one or two methods but they must also try models, methods or new media to provide the opportunities for students to be creative with their abilities. In this way, it is hoped that learning is no longer centered on the knowledge of the educator but rather turns to students who

---

Paulina Maria Ekasari Wahyuningrum, S.Pd, M.Pd, Education and Teaching Catholics Study Programme, STIPAS Tahasak Danum Pabelum, Central Kalimantan; research areas/interests: STIPAS Tahasak Danum Pabelum. E-mail: Bernadetha\_boli@yahoo.com.

explore their learning abilities. One learning model that can support student creativity is the ASSURE learning model. Smaldino (2008, p. 48) explains 6 steps in its application in learning, namely "Analyze learners, State objectives, Select methods, Media and Materials, Utilize Media, and Materials, Require Learner Participation, and Evaluate and Revise". ASSURE learning model provides opportunities for students to be more active and creative effectively and efficiently by maximizing existing learning media as a tool. According to Smaldino et al. (2008, p. 49) explained:

All effective instruction requires careful planning. Teaching with instructional media and technology is certainly no exception. ... The ASSURE is a procedural guide for planning and conducting instruction that incurs exports of media and technology. The ASSURE model focuses on the actual surrounding classroom use of media and technology.

From the steps of the ASSURE learning model, it can be seen that the emphasis of the ASSURE model is to pay attention to students as the subject. The first step is to analyze students in order to what their students are, formulate learning objectives, and choose media and material correctly. In applying this ASSURE learning model, educators provide opportunities for students to participate and create something according to their creativity.

## **2. The Assure Model**

According to Joice & Weil (in Isjoni, 2013, p. 50), "the learning model is a pattern or plan that has been planned in such a way and used to compile the curriculum, organize the subject matter, and give instructions to the instructor in his class". According to Pribadi (2011, p. 1) states that the ASSURE learning model is a procedural learning model to ensure effective use of media in well-designed learning starting with passionate interests of students and then moving to presenting new material, involving students in practice, assessing student understanding, and go to follow-up activities. According to Smaldino et al. (2008, p. 54), "The ASSURE is a procedural guide for planning and conducting instruction that incorporates media and technology. It assumes that training or instruction is required. The ASSURE Learning Model focuses on planning in the classroom related to media and technology". There are six steps in doing ASSURE. They are Analyze learners, State objectives, Select method, Media and Material, Utilize Media, and Material, Require Learner Participation, and Evaluate and Revise.

## **3. The Six Steps of Assure in Audiovisual Catechesis Class**

- 1) The first step in ASSURE is analyzing the learners. Learners are analyzed their needs. Whatever form of the product, the model of learning design, all efforts are realized for the smooth learning process. In analyzing the participants' learning there are several things that need to be done, for example the general characteristics of the learning participants, the initial competencies that become the basic capital, the learning styles of the learning participants, the psychological aspects of the learning participants and many more as needed.
- 2) The second step is state objectives. After analyzing students, the next step is to determine the objectives of the learning. The learning objectives pay attention to students, the abilities to be achieved, the conditions of the place that are used as learning tools and the results achieved after learning.
- 3) Choosing the right media and teaching materials is the third step in applying this ASSURE learning model. The media used from the students need assessment and the learning objectives.

- 4) The fourth is utilized the media and method. It uses teaching materials and media that have been chosen by students along with educators. Teaching materials and media are expected to help students to achieve learning goals that are in accordance with the creativity and abilities and understanding of students.
- 5) The fifth is requires learner participation. Most effective learning situation is student-centered learning. Students are given the opportunity to practice skills that drive towards achieving goals. The form of participation for example includes the presentation of the results of their activities in front of their peers in accordance with their respective creativity.
- 6) The sixth step is Evaluate and Revise. During the learning process, evaluations can be done using feedback, self-evaluation or short student quizzes. Evaluations carried out during the learning process take place have the purpose of diagnosis which is designed to detect and correct learning problems and difficulties that exist. Whereas after learning, evaluation is carried out to determine students' achievement.

#### 4. Creativity

In the development of education, students are directed to play a more active role in learning activities. The activeness of students is including creativity. Not a few educators who provide tasks that must be done with the direction of the lecturer. Creativity in carrying out these tasks is considered important because educators provide the widest opportunity for students to further explore themselves. Creativity can be defined as a series of mental abilities, it is a compound purposeful mental activity directed by the strong desire to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others. Gilford tried to describe creativity in a simple way by saying. Creativity in its narrowest meaning refers to the abilities of creative people (Oweidi, 2012, p. 1). Munandar (2002, p. 47) explained that creativity is the ability to make new combinations, based on data, information, or elements that exist. When we think of creativity, many people connect to science and activities related to art. Actually, they are not only science and art that requires creativity. Creativity is needed to solve the problems faced in every life. It supported by Lau (2015, p. 215) explained that "When it comes to creativity, we often think about great scientific discoveries or famous works of art. But creativity is not just for artists and scientists. We need creativity to solve the countless problems we encounter in our workplace and in our daily life. Whether you are a student writing a term paper or a company CEO expanding your business, a creative mind brings better results. Psychologists also tell us that people are happier when they can exercise creativity in their work. Brookhart (2013, p. 30) divides creativity measurement criteria from 4 criteria, namely variety of ideas and contexts, variety of sources, combining ideas, communicating something new. Brookhart divides 4 levels of creativity, namely very creative, creative, ordinary / routine, and imitative. The creativity criteria according to Brookhart are as follows:

## The Influence of Assure Learning Model Towards Student's Creativity

Indicators	Very creative	Creative	Ordinary/Routine	Imitative
Variety of ideas and contexts	Ideas represent a startling variety of important concepts from different contexts or diciplines	Ideas represent important concepts from different contexts or disciplines	Ideas represent important concepts from the same or similar contexts or disciplines	Ideas do not represent important concepts
Variety of sources	Created product draws on a wide variety of sources, including different texts, media, resource persons, or personal experience	Created product draws on a variety of sources, including different texts, media, resource persons, or personal experience	Created product draws on a limited set of sources and media	Created product draws on only one source or on sources that are not trustworthy or appropriate.
Combining ideas	Ideas are combined in original and suprising ways to solve a problem, address and issue or make something new	Ideas are combined in original ways to solve a problem, address an issue or making something new	Ideas are combined in ways that are derived from the thinking of others	Ideas are copied or restatde from the sources consulted
Communicating something new	Created product is interesting, new or helpful, making an original contribution that includes identifying a previously unknown problem, issue or purpose	Created product is interesting, new or helpful, making an original contribution for its intended purpose	Created product serves its intended purpose	Created product does not serve its intended purpose

### 5. Methodology

The method used in this research is quantitative approach. This type of research is experimental research with pretest posttest design. The formula used in data analysis is the t test. Data collection techniques use the results of student's creativity in making audiovisual catechesis video that made before and after the treatment is given. This research was conducted at STIPAS Tahasak Danum Pabelum for the sixth semester students in the Audiovisual Catechesis Class. There are 24 students as participants. There are six meetings that the researcher conducted in the classroom. In the first meetings, the researcher provides pretest where students are given the opportunity to make a short audiovisual media with catechetical themes to see the extent of student creativity. The results of student creativity are assessed by existing indicators. In the second to the fifth meetings, the researcher conducted ASSURE learning model to the students and for the last meeting, the researcher provides a final test where students are given the opportunity to make a short audiovisual media with the theme of catechesis to see the effect of the ASSURE model on student creativity.

### 6. Discussion

ASSURE learning model is one of the learning models that can create the right learning environment. As students who need to know about learning resources, learning strategies, learning objectives, evaluating learning, the ASSURE model is the right choice. In each step of its application, users must look for many references from various sources that support the achievement of the media that is right on the targets they set. With technological support that must be mastered by students, adding added value from the creativity possessed by students.

Smaldino (2011, p. 15) explains that the ASSURE model provides a systemic process to create learning experiences. This learning experience is important because students do not only get the theory but also the application and analysis of material planning, media, strategies, and evaluations that they do. Creativity is important because each step of the ASSURE model requires students to be able to plan all these steps well and attract students. The students use existing research theories and journals to do this step by step from ASSURE so

as to produce a good and interesting medium through the ASSURE stage.

## 7. Conclusion

From the results of the analysis and hypothesis testing that has been done, the ASSURE learning model assisted by learning media has a positive influence on student creativity. Hypothesis testing is done using a significance level of 0.05 if  $t_{count} \geq t_{table}$  at  $db = n-2$  with a significant 0.05. In this study, the significance level ( $t_{table}$ ) of 0.05 on  $db = n - 2$  is 1.717. Hypothesis test results show that  $t_{test}(12.1)$  is higher than  $t_{table}$  (1.717), it can be concluded that there is an influence from the application of ASSURE learning model towards the students creativity in STIPAS Tahasak Danum Pabelum.

## References

- Arsyad Azhar. (2011). *Media Pembelajaran*, Jakarta. Raja Grafindo Persada.
- Arikunto Suharsimi (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta. Rineka Cipta.
- Brookhart Susan M. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*, Alexandria. ASCD
- Edward de Bono (2017). *Teach Your Child How to Think*, England. Penguin Books.
- Faisal Sanafiah (2009). *Format-Format Penelitian Sosial*, Jakarta: PT. Raja Grafindo Persada
- Isjoni (2010). *Pembelajaran Kooperatif: Meningkatkan Kecerdasan Antar Mahasiswa*, Yogyakarta: Pustaka Pelajar.
- Lau Joe Y. F. (2011). *An Introduction to Critical thinking and Creativity: Think More, Think Better*, New Jersey: A. John Wiley and Sons. Inc.
- Miarso Yusufhadi (2011). *Menyemai Benih Teknologi Pendidikan*, Jakarta : Kencana.
- Munandar Utami (2009). *Pengembangan Kreativitas Anak Berbakat*, Jakarta:Rineka Cipta
- Oweidi Alia Al. (2013). "Creative characteristics and its relation to achievement and school type among Jordanian students", *Creative Education*, Vol. 4, No. 1, pp. 29–34.
- Rachmawati Yeni and Euis Kurniati (2005). *Strategi Pengembangan Kreativitas Pada Anak Usia Taman Kanak-kanak*, Kencana Prenada Media Group.
- Smaldino Sharon E. et al. (2011). *Instructional Technology & Media Learning*, New Jersey: The Lehigh Press. Inc
- Susilana Rudi dan Riyana Cepi. (2007). *Media Pembelajaran*, Bandung: CV Wacana Prima.
- Starko Alane Jordan (2005). *Creativity in the Classroom. School of Courious Delight* (3rd ed.), New Jersey: Lawrence Erlbaum Associates.