



Implementation of the Assure Model Using Google Site Media in Learning Procedure Texts

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Abstract: Education in Indonesia is of low quality. Learning media is one component that can be used as an effort to improve the quality of education in Indonesia. Teachers as learning facilitators have a role in determining appropriate learning media for student characteristics so that learning outcomes and student interest in learning increase. The lack of varied learning makes students more lazy in studying, especially studying Indonesian. Based on the results of observations at SMP Negeri 21 Semarang, the problem was found that the boredom experienced by students in learning was due to the learning media presented by the teacher needing to be more varied and innovative. Based on the problems found, the research intended to determine the implementation of the ASSURE learning model using Google Site media in learning procedure texts. The research was conducted in class VII A of SMP Negeri 21 Semarang. The number of research subjects was 33 students, 15 men and 18 women. The research was carried out in November in semester 1 of the 2022/2023 academic year. Data collection was carried out by observation or observation and interviews. Data analysis was carried out using three steps: data reduction, data presentation, and drawing conclusions. The research results show that the implementation of the ASSURE model using Google Site media in learning procedural texts went well. Through the use of learning media that is different from usual, students are interested in learning so that learning activities do not feel boring and the learning outcomes are also in accordance with the learning objectives.

Keywords: ASSURE model, learning media, Google Site, procedure text

I. Introduction

Various things can cause the low quality of education in Indonesia. The learning method used during learning is not appropriate, the evaluation used in learning, the material taught is not in accordance with students' thinking abilities. In fact, the government has tried to maximize educational needs in Indonesia, one of which is proven through perfecting and developing the curriculum, improving the education system, maximizing teacher qualifications in line with current developments, and facilitating learning by providing various facilities and infrastructure in schools. As planners and implementers of the learning process, teachers should have unlimited insight and knowledge, especially in the realm of available scientific and technological developments. Improving one's competencies, one of which is by making oneself an educational facilitator and being able to follow developments in science and technology, is a step that teachers need to take as a contribution to improving the quality of education.

The 21st century requires teachers to keep up with the times. The use of innovative learning media in the classroom can be useful for increasing students' interest, especially when learning is something important to pay attention to. Teachers must know every learning media used. Learning media certainly has advantages and disadvantages in each use. The development of learning media needs to pay attention to the characteristics of the students it teaches. According to Heri Achmadi, et al (2014), appropriate learning media impacts learning and can improve student learning achievement. The environment, learning materials, learning

facilities, and learning objectives are important components to pay attention to. Learning media development can be effective and efficient if it can achieve learning objectives.

Currently, students in Indonesia are growing and developing along with technology. In fact, the current generation has its own nickname, namely the net generation or internet generation. According to Mood (2012: 57), the net generation has its own characteristics, including being able to receive a variety of information from all sources quickly, being able to work multitasking, having a special interest in multimedia, activities and interaction patterns shifting to cyberspace, and the last characteristic is that they tend to be more interested in something applicable and fun.

To support the current generation, teachers need to develop learning media that are appropriate to the nature of the times and the nature of students. Efforts can be made to create learning media through the ASSURE model. The ASSURE model is a systematic starting point in planning and implementing learning in the classroom (Wardani: 2013). Through the ASSURE model, teachers can also observe the condition of students before learning so that the learning will be more effective and on target. Through the ASSURE Model, teachers can find clues so they know how to plan, identify, and determine goals, choose methods and materials, and evaluate.

Indonesian language subjects are often felt to be boring because there is too much reading material that must be understood in depth. The boredom faced when learning Indonesian occurs to students, plus the use of learning media is less varied, so interest in learning decreases. According to Audie (2019), educators can use learning media to facilitate the delivery of material to their students. The use of learning media can also increase students' learning motivation so that they become more interactive in learning. Effective learning can occur during the learning process because the use of learning media can trigger feedback from students.

Based on the results of observations made at the beginning of the meeting with the class VII Indonesian language teacher at SMP Negeri 21 Semarang, it was discovered that the learning process still used less varied learning media. In fact, according to the teacher, students in class VII have a variety of different characteristics. Teachers should provide various facilities to provide space for students with different learning styles so that students feel more appreciated when learning. The teacher admitted that only slides presented via LCD in class were the learning media used. This will impact student learning outcomes because the learning media used influences student learning outcomes. In line with the results of research conducted by Kartini and Putra (2020), differences in learning media or the use of varied learning media can influence learning outcomes.

Researchers want to use the ASSURE model in selecting learning media. Utilization of the Google Site application combined with the World Wall game. The use of this learning media is applied in class VII procedure texts at SMP Negeri 21 Semarang using the ASSURE model approach in developing learning media. According to Heinch, et al (2013:67) stated that the ASSURE model can create effective and efficient learning programs. This depends on the usefulness of the media and teaching materials planned in advance.

Based on the problems found, the researcher wants to know how to implement the ASSURE model using Google Site media in class VII A procedure texts at SMP Negeri 21 Semarang? This research aims to describe the implementation of the ASSURE model using Google Site media in class VII A procedure texts at SMP Negeri 21 Semarang.

II. Research Methods

This research is a qualitative descriptive study. The research was conducted in class VII A of SMP Negeri 21 Semarang. The number of research subjects was 33 students, 15 men and 18 women. The research was carried out in November in semester 1 of the 2022/2023 academic year. Data collection was carried out by observation or observation and interviews. Data collection is carried out before the learning process, during the learning process, until the assessment takes place. The research instrument in qualitative descriptive research is the researcher himself (Sugiyono, 2014: 59). Data analysis uses three data analysis techniques, the first is that the researcher reduces the data to be analyzed according to the data he obtained. After the data obtained is selected, the data is presented. The final step is to conclude the results of the analysis regarding the implementation of the ASSURE model using Google Site media in the procedure text for class VII A of SMP Negeri 21 Semarang.

III. Results and Discussion

Technological advances require teachers to foster creativity to make the learning atmosphere effective and enjoyable. Learning media is an aid that teachers can use to achieve these goals. Based on the results of observations at SMP Negeri 21 Semarang, teachers have used learning media, but they are less varied. The use of slides combined with videos and images presented via LCD is a learning medium that teachers often use. Students feel bored due to the need for more varied learning media.

This research will implement learning media that is different from usual learning media. Researchers used learning media via Google Site which was combined using the Word Wall game. Previous research conducted by Adzkiya & Suryaman (2021) explains that Google Site is an alternative that can be used during learning because it can be opened at any time if you have an internet connection. Similar research was conducted by Suryani and Patimari (2021) who revealed that Google Site is an alternative that can be used when explaining material via the network or during online classes. Based on these two research results, it can be concluded that Google Site is an effective learning media that can be used during learning.

Apart from using Google Site, researchers also combined it by adding the Word Wall game. The Word Wall game plays a role so that learning is not boring. Based on the results of research conducted by Woei, Bikar, et al (2021), it shows that middle school students have a positive perception of the use of the Word Wall game in history education. This game increases students' interest and motivation in learning history so that learning outcomes improve. Another research that examined the use of Word Wall was carried out by Azizah (2018), the results of the research showed that World Wall media was an alternative that could be used to help the results of Arabic vocabulary. The average value of learning Arabic increased due to the use of Word Wall in the learning carried out. Based on these two research results, it can be concluded that the use of Word Wall media can improve student learning outcomes in each subject and attract students' interest in learning

Google Sites combined with the Word Wall game, is an alternative that can be chosen when learning Indonesian so it doesn't get boring. This research applies these two learning media which can be accessed via each student's device or laptop.<https://sites.google.com/view/teks-prosedur-Class-vii/beranda>.



Figure 1. The Initial appearance of Google Site

The creation of learning media is carried out through the ASSURE learning model. In its implementation, the ASSURE model learning design according to Smaldino (2011: 110) has six steps that need to be carried out: (1) analyzing learning participants, (2) determining standards and objectives, (3) choosing methods, media and materials, (4) using methods, media and materials, (5) learner participation, and (6) evaluating and revising. The six steps revealed by Smaldino will be used by researchers in implementing the ASSURE model learning design.

The ASSURE model is an approach that can help teachers choose appropriate learning media for their students. According to Heri Ahmadi et al. (2014), the ASSURE model is a reference that can be used by teachers in distributing knowledge to students. The plan is prepared systematically and integrates technology, media, and teaching materials so that the effectiveness and meaningfulness of learning for students are more inherent.

The following are the stages of the ASSURE model according to Smaldino:

a. A: Analyze learner characteristics (analyze the character of students)

The beginning of the ASSURE model is identifying student characteristics. The main thing that teachers must know so that learning in the classroom can be planned appropriately is none other than the characteristics of the students. The role of student characteristics is very important in the learning process and determines learning outcomes. Nasalia (2019) conducted research and showed the results that students at Madrasah Aliyah Maa'rif Bangil improved their learning outcomes due to the influence of learning motivation.

In the first stage of the ASSURE model, the teacher analyzes the target students who will be taught. In class 7A at SMP N 21 Semarang, there are 33 students with a composition of 18 girls and 15 boys, average age 12-13 years. Of course, students' learning styles vary, including auditory, visual and kinesthetic. The academic abilities of each student are good, especially in terms of mastery of the material. Interest in learning Indonesian is quite high, as evidenced by the results of students' worksheets and daily test results, which have reached the KKM.

b. S: State Standards and Objectives (Determine standards and learning objectives or achievements)

This step aims to formulate learning objectives which are described in the RPP or teaching model that has been developed by the teacher. They are using the ABCD technique (Audience, Behavior, Conditions, Degree) to state learning objectives. The curriculum used at SMP N 21 Semarang is the Independent Curriculum. The material used to develop learning media is class VII procedure text. First learning objective: students are able to understand videos and procedural texts according to the content well and correctly as a group. Second

learning objective: students can discuss the objectives, linguistic elements and structure of procedural texts well and correctly in groups.



Figure 2. Display of learning objectives on the Google Site

Something that can describe knowledge, skills and attitudes during the learning process is called learning objectives. According to Hamzah (2006) learning objectives have advantages including:

1. Utilization of time in teaching can be allocated appropriately.
2. The discussion points can be made more balanced.
3. The material that the teacher will present can be presented beforehand.
4. Sequences and series of lessons can be prepared in advance.
5. Appropriate and interesting teaching and learning strategies can be planned and determined.
6. Teachers can prepare various teaching facilities and infrastructure.
7. It is easier for teachers to measure learning outcomes.
8. Learning outcomes can be guaranteed to be safer.

c. S: Select methods, media, and materials (choose methods, media, and materials)

The steps after knowing the learning objectives are (1) choosing an appropriate method for a learning task, (2) choosing a form of media that suits the method to be presented, and (3) choosing, modifying or designing material specifically in the form of media. According to Benny (2009), teachers can make various choices in choosing the methods, media and teaching materials that will be used. Determine existing media and teaching materials, modify them, or produce new teaching materials.

In this research, the strategy applied in the learning process is an existing strategy, namely discovery learning. It's just that the choice of learning media was modified using existing media, namely using Google Site internet-based learning media combined with Word Wall in class VII procedural text material using the help of gadgets as an intermediary for the learning media. The selection of learning materials also uses learning materials published in student textbooks by adding several videos obtained from YouTube channels which are then packaged in Google Site media.

d. U: Utilize media and materials (utilize media and materials)

Google Site media planning combined with World Wall is carried out by determining learning materials, namely procedural texts. The material displayed includes meaning, types, functions, linguistic characteristics, and procedural text structures displayed in the interactive media Google Site. Then a summative assessment can be done using the World Wall game.

The media preparation required is making the learning media itself, preparing the internet network, and making students' devices run smoothly. To qualify, students are asked to open the website page provided by the teacher. Through their devices, each student can access Google Side and World Wall. The teacher explains before students open the website page.

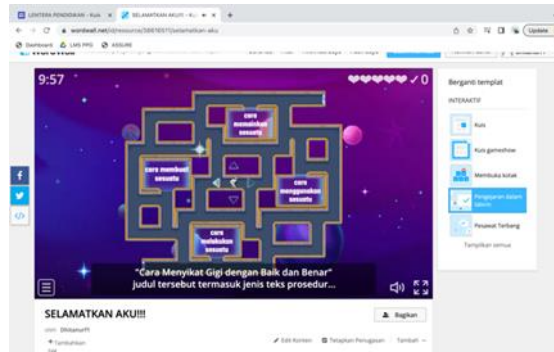


Figure 3. Word Wall Game1

e. R: Require Learner Participation (Attract student participation)

The teacher's involvement in combining technology, media and materials is important. If students have questions regarding the learning media chosen, the teacher must be able to explain so that students are clear. Teachers should give students the opportunity to think critically by asking questions when the media is used, so that students' activeness will be more visible and increase automatically. The teacher must always provide the motivation given to students to be diligent in studying and practicing. According to Susilana and Capi, (2006: 111) student participation in the material and media and technology used during learning is the main goal in learning itself. The involvement of students in using technology, strategies and teaching materials is important in achieving their learning goals. The learning process that applies new knowledge or abilities and receives feedback is an important activity in the learning process.



Figure 4. Learning activities using Google Site media

f. Evaluate and revise(Evaluate and revise)

The strategies, technology and media used become stages in the assessment and revision carried out during the learning process. The key to evaluating and revising a subject is students' comments or feedback. Better assessment only covers the level of achievement, learning objectives, and the overall learning process that has an impact on learning.

The use of Google Site and Word Wall learning media can be measured when learning is completed by carrying out a summative assessment. After learning, students are asked to work on questions that can be monitored via the available scoreboard.

Peringkat	Nama	Skor	Waktu
ke1	Marcell	15	5:03
ke2	Linnaggr	15	5:14
ke3	Dino	15	5:18
ke4	Kamalah	15	5:19
ke5	nisa	15	5:23
ke6	Sir Fathir	15	5:29
ke7	Akhan	15	5:30
ke8	Sadrak	15	5:46
ke9	LEDA	15	5:48
ke10	jammea	15	6:09

Figure 5. Word Wall Scoreboard

By looking at student learning outcomes, it is hoped that this can become an evaluation and material for revising the use of learning media that has been used. Selecting media in learning Indonesian requires using media and teaching materials that attract students. Interesting learning media will increase learning motivation so that it influences student learning outcomes. The application of the ASSURE model itself helps teachers to choose learning media. It is hoped that by applying the ASSURE model in analyzing the learning media used, errors in choosing learning media will be minimized so that learning outcomes actually decrease.

IV. Conclusion

The research results concluded that learning media is an important component during the learning process and is able to influence learning outcomes, learning interest, and the learning process that occurs. The presence of learning media can not only ease the teacher's task of delivering learning material, but the presence of more varied learning media can add value to learning activities so that students have their own impression during learning. The ASSURE learning model is a learning model that can be used by teaching staff so that the choice of learning media can be right on target. There are six steps you can take namely Analyze Learners, State Objectives, Select Methods, Media and Materials, Utilize Media and Materials, Require Learner Participation, and Evaluate and Revise. The implementation of the ASSURE model using Google Site learning media in learning procedural texts has gone well according to the steps of the ASSURE model. The hope is that this research can help teachers use the ASSURE model when choosing the learning media to be used so that it suits the characteristics of students and the learning media used is more varied.

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