EVALUATION OF THE APPLICATION OF THE ASSURE MODEL BASED ON THE COUNTENANCE STAKE MODEL ON RUKHSAH MATERIAL IN BUILDING EFFECTIVE LEARNING

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Keywords:	ABSTRACTS
ASSURE Model, Countenance Stake Model, Effective Learning, Evaluation, Rukhsah Material	*The learning process determines student success in learning, so teachers need to build effective learning that supports these achievement goals. This study aims to analyze the evaluation of the application of the ASSURE model based on the Countenance Stake model on rukhsah material in building effective learning at SMP Hikmah Teladan. This research uses a qualitative approach using a descriptive analysis method. The results and conclusions of this study show that the application of the ASSURE model to rukhsah material in SMP Hikmah is exemplary based on the results of evaluation using the countenance stake model has been applied very well and supports building effective learning; the average good student learning outcomes show this.*

A. INTRODUCTION

The learning model is one of the supports in the teaching and learning process compiled and designed by the teacher. Along with the development of the times and technological sophistication, it has had a positive impact on the world of teaching, namely the development of learning models that can be applied so that the learning process is more effective (Nisa et al., 2021). Effective learning is the primary goal of any learning process. Effective learning can be achieved if the learning process focuses on essential aspects of learning, such as objectives, materials, methods, media, and learning evaluation (Junaedi, 2019).

In practical learning, students are expected to increase their curiosity in various ways. One of the efforts that teachers can make is to achieve effective learning through the ASSURE learning model. The ASSURE learning model was created and used to make an effective learning system in the teaching world because it is oriented to the desired learning method and is expected to be able to involve students directly in the learning process (Pradana et al., 2023).

As an effort to realize effective learning through the ASSURE learning model, SMP Hikmah Teladan is one of the schools that uses the ASSURE model; through the selection of the ASSURE model in the development of learning design, PAI teachers of SMP Hikmah Teladan assess student characteristics before learning, then set learning goals to be achieved, select media, models and materials to be used in the learning process and conduct evaluations and revisions that by the learning activities that have been carried out (Iskandar &; Farida, 2020).

Several literature have studied the application of effective learning models in teaching and learning activities. Some of them are research by Baslini and Hadiwinarto (2020), entitled Evaluation of the Application of the STAD Type Cooperative Learning Model to Improve Cooperation and Learning Achievement (Study on Islamic Teacher Subjects of Class XII Students at SMA Negeri 2 Lahat) (Baslini &; Hadiwinarto, 2020). Furthermore, research by Putrindi et al. (2023) entitled Learning Evaluation in Montessori Schools Using the Stake Countenance Model (Putrindi et al., 2023) and the Countenance Stake Model (Lukum, 2015). Previous research has similarities with the authors, namely researching about evaluation. In this study, researchers discussed the evaluation of the application of the ASSURE model based on the Countenance Stake Model on Rukhsah Material in Building Effective Learning at SMP Hikmah Teladan.

One form of effort made by schools to know the extent of the application of the ASSURE model to the rukhsah material in building effective learning is through evaluation of the learning, which aims to develop and improve the quality of the learning model by the predetermined planning, especially in building effective learning. Evaluation is a procedure used to know and measure something in a predetermined way and rules. Evaluating the application of learning models is a process to assess their effectiveness. It can be interpreted as systematic activities to

collect, process, analyze, and present data as consideration and input on applying learning models to make decisions (Novalinda et al., 2020). Based on this explanation, the question of this research is how to evaluate the application of the ASSURE model based on the Countenance Stake model on rukhsah material in building effective learning at SMP Hikmah Teladan. In line with the research question, this study aims to explain the evaluation of the application of the ASSURE model based on the Countenance Stake model on rukhsah material in building effective learning at SMP Hikmah Teladan.

ASSURE Model

The ASSURE model is a model developed to achieve the goal of effective and efficient learning activities, especially in teaching and learning activities that utilize media and technology; it can also be defined as a structured method for planning the implementation of learning in the classroom by integrating technology and learning media (Ikmal, 2023). ASSURE model learning stands for Analyze learner characteristics, State performance objective, Select (methods, media, and materials), Utilize materials, Require learner participation, Evaluation, and revise (Muzakki & Zainiyati, 2021). The learning strategy is carried out accurately in choosing and utilizing methods, media, teaching materials, and the participation of learning in the learning environment. The ASSURE model assists teachers in designing integrated and practical lesson plans using existing technology and media (Haq, 2021).

Countenance Stake Model

The evaluation model used by researchers is Countenance Stake, which is one of the evaluation models that can be used in education that utilizes communication technology and the internet and allows students to access learning materials without physical location restrictions (Ismail et al., 2023) (Jumaeda, 2022) . Worthen and Sanders (1987) suggest that Stake creates an evaluation framework to assist evaluators in collecting, organizing, and interpreting quantitative and qualitative data. The essence of evaluation activities is generating information as an alternative decision. The relevant stages of Stake evaluation are Inputs (Antecedent), Processes (Transaction), and Products (Outcomes). The outcome of the Stake model is the impact of implementing the learning program. The exciting thing about this evaluation is the difference between the description of actions and decisions corresponding to educational programs on antecedents, transactions, and outcomes.

Based on this, the advantage of evaluating the Countenance Stake model is that the assessment is based on the learning needs to be evaluated so that it can describe in a complex way the learning program implemented by the teacher and has excellent potential to gain experience and theory on the learning program being evaluated (Lukum, 2015). The focus of this model includes: 1) antecedents, which has seven aspects of assessment, namely needs analysis, formulation of goals, program

objectives and policies, the legality of implementation, Human Resources (HR), facilities and infrastructure, and budget; 2) transactions, have four aspects of assessment, namely implementation procedures, implementation of learning, monitoring, and evaluation, and support of school members for learning; and 3) outcomes that have one aspect of assessment, namely learning outcomes (Putrindi et al., 2023).

B. METHOD

This research uses a qualitative approach, a type of field research, using descriptive analysis methods. The primary data sources in this study are the results of interviews and observations. Data collection in research is through interviews and documentation. This study uses Miles and Huberman's descriptive analysis model data analysis technique, where researchers reduce data to look for themes and patterns, present data with narrative text, and then draw a research conclusion or data verification.

C. RESULT AND DISCUSSION

Application of ASSURE Model to Rukhsah Material in SMP Hikmah Teladan

Analyze Learners

The implementation of ASSURE model learning on rukhsah material at SMP Hikmah Teladan is carried out on grade 7 students with an average age of 13-14 years, which is early adolescence. Adolescence is a period of transition or transition from childhood to adulthood. At this time, adolescents experience various changes, both physical (menstruation in girls and wet dreams in boys) and psychic (emotional) (Jannah, 2017). Regarding mind and cognitive development, junior high school students are interested in the surrounding environment, curious, and think critically and abstractly (Saputro, 2018). While in the phase of emotional development, junior high school-age children will experience a tendency where they will compare norms and ethics conceptually with the conditions of reality practice carried out by adults. This will be very visible when the child begins to witness and give an assessment of what is around him. For example, when there are things that are not in line with their concepts and rules of thinking, parents should not be surprised if there are many complaints about things that are not appropriate (Rahmania, 2023). Therefore, a learning approach that considers the variability of students' abilities, interests, and development is essential for grade 7 junior high school teachers. This means that before starting learning, teachers first recognize student characteristics.

Furthermore, they are able to know students' initial ability regarding the application of the pillars of Islam and worship in daily life. Then, students are expected to be able to understand the internalization of rukhsah values in worship. The learning styles of grade 7 students of SMP Hikmah Teladan tend to be visual,

audio-visual, and kinesthetic learning styles. In the visual learning style, students more easily understand the subject matter through pictures or diagrams. The lessons they hear are translated in visual form, as in speaking. In the audio-visual learning style, students listen and see information through a combination of the senses of hearing and sight. At the same time, students' kinetic learning styles require movement or activity to help them stay focused and creative.

Furthermore, teachers must also know student learning motivation, which is essential in supporting students to improve the quality of student learning. Learning motivation can also be interpreted as encouragement from within students to carry out learning activities and achieve the desired learning goals (Rahman, 2022). Learning motivation can come from internal and external factors in students who are studying (Wahyuningtyas & Setyawati, 2021). Internal factors include students' interests, desires, and willingness to learn, while external factors, such as a conducive learning environment and rewards, are given (Djarwo, 2020). Based on research, the motivation of SMP Hikmah Teladan students is perseverance in doing assignments, interest in various problems, and student's ability to solve problems. Therefore, to create learning motivation, teachers need to provide an understanding of the relationship of material with everyday life and show its relevance in their lives.

States Objectives

State the objective or formulate learning objectives. You can use ABCD design (Audience, Behavior, Condition, and Degree) to formulate learning objectives—the ABCD model: 1) Audience, namely students with all their characters. Students are expected to have respect and care, perseverance, a sense of responsibility, caring, courage, integrity, and honesty; 2) Behavior, which is students' ability. Students have an understanding of the application of worship or pillars of Islam in everyday life and can practice it; 3) Condition, which is a situation that allows students to follow learning well; the teacher creates a comfortable and pleasant situation with a varied learning model; 4) Degree, which is a special requirement that becomes a formula and as a standard in achieving learning goals. In this case, the teacher provides special requirements before starting teaching and learning activities of rukhsah material; for example, the teacher asks students to explain about jama' and qashar prayers.

Based on the learning model, learning objectives or competencies in learning rukhsah material are: 1) Students can explain the meaning of rukhsah in worship; 2) Students can design posters and present material on rukhsah in worship; 3) Students can create infographics on various rukhsah in worship to be presented in market place activities; 4) Through market place activity learning, students can identify various kinds of rukhsah in worship.

Select methods, media, and materials.

The methods applied in learning rukhsah material include student-centered inquiry learning methods and project-based learning. The steps in learning inquiry of rukhsah material are as follows: First, the teacher gives the lighter a question; Second, the teacher shows a video explaining the rukhsah. Third, the teacher divides students into groups and gives worksheets on rukhsah in worship. Fourth, the teacher ensures that each member understands their duties: identifying problem formulations and assigning provisional answers. Fourth, students search and explore data to solve problems by reading books and digging literature online. Fifth, students write down the investigation results in the worksheet provided. Sixth, students make conclusions based on the hypothesis test results. Seventh, teachers provide opportunities for student representatives to communicate their activities and learning outcomes through simple presentations.

In project-based learning, the steps are as follows: First, the teacher gives the lighter a question. Secondly, the teacher divides students into five groups with a composition of 5-6 people per group. Third, the teacher displays examples of infographics created in the Canva application and provides information on assessment criteria for PJBL learning. Fourth, the teacher ensures that each member understands their duties: identifying problem formulations and assigning provisional answers. Fifth, the group leader divides each member's tasks for material content and infographic design making. Sixth, Students search and explore the data/materials needed to solve problems by reading books, digging literature online, and pouring it on Canva designs. Seventh, the teacher monitors the project's progress and ensures the group leader checks the progress of members' assignments. Eighth, the teacher provides opportunities for student representatives to show infographic products and evaluate the product creation experience. The other students gave appreciation. The media used in learning rukhsah material are projectors and speakers to display videos about explaining rukhsah material and laptops or smartphones to make Canva designs. The teaching materials used in learning rukhsah material are material slides and videos that are relevant to the material.

Utilize Media and Materials

In the use of media and teaching materials in the ASSURE model, teachers use the 5P formula, namely: 1) Preview the material, which examines teaching materials including the depth of the material, scope, order of presentation, and treatment of learning material; 2) Prepare the material, namely in the process of preparing teaching materials there are several steps that need to be done such as determining learning objectives, choosing appropriate material, structure teaching materials, and present materials effectively; 3) Prepare environment, which is to prepare the learning environment with several steps, such as arranging the classroom as needed, paying attention to the environment outside the classroom, creating a pleasant

learning environment atmosphere establishing communication with students, and using the correct learning methods; 4) Prepare the learners, namely preparing students, with several stages, including: preparing students physically and psychologically, apperception in accordance with the material to be taught, conveying learning objectives, explaining the activities that students will do at that time, and conveying the benefits of the material to be learned 5) Prepare the learning experience, namely student learning experience on rukhsah material is learning about the concept of learning about rules or laws, intellectual skills, learning verbal information and learning attitudes.

Require learner participation

In developing an active role in learning activities of rukhsah material, teachers apply marketplace activity learning with learning outcomes. Students can play an active role and identify various kinds of rukhsah in worship. The media used is stationery and HVS paper. The steps, namely: first, the teacher briefs students on the preparation of market place activities; second, students prepare markets (products) and coordinate with their groups to play an active role in activities; third, the teacher guides each group to prepare items to be sold in the form of sub-subjects that have been divided by the teacher where each group has different content; fourth, students determine what kind of goods or posters will be sold and presented to buyers, in this case students associate and communicate the results of their exploration through products in the form of mind maps, concept maps, image designs, or summaries; fifth, each group is divided into two parts, the seller group and the buyer group, the seller explains the greatness of his product in detail, then the buyer assesses or listens to the explanation and records it; Sixth, the buyer will visit another group's booth to record what the seller explained because the buyer will explain to the seller in his own group; seventh, then the teacher directs the buyer to submit a report on the results of his visit to his group; Eighth, teachers provide opportunities for student representatives to communicate learning activities and outcomes through simple presentations and summarize and make conclusions according to input obtained by other students.

Evaluate and revise

At the evaluation stage, the teacher evaluates and gives feedback on learning rukhsah through classical questions and answers, writes summaries related to the material, and writes tests as practice questions. In fact, the teacher assesses the student's learning process during the learning process. The written test regarding the material in the evaluation is as reinforcement.

Evaluation of the ASSURE Model Application based on the Countenance Stake Model

SMP Hikmah Teladan has applied the ASSURE model in learning rukhsah material. This model is implemented by selecting and using the proper methods, media, and teaching materials and involving the learning environment (Sein et al., 2021). One of the efforts to measure learning has gone according to purpose, so evaluation is needed (Ikmal, 2023). Evaluate the application of the ASSURE model using the Countenance Stake model, along with the explanation.

Component Antecedents

In the antecedents component, it was found that the analysis of student needs in the learning process had been prepared according to student needs and PAI learning standards at SMP Hikmah Teladan. Learning objectives have been well structured by PAI learning achievement indicators. PAI learning at SMP Hikmah Teladan is in line with Law No. 14 of 2005 concerning teachers and lecturers. PAI teachers have carried out learning well by their duties and responsibilities, and SMP Hikmah Teladan has obtained permission from the Bandung City Teacher Training Office with the "Excellent" category. Furthermore, in HR, PAI teachers of SMP Hikmah Teladan who teach rukhsah material are competent. Moreover, schools provide training to improve their competence. Facilities and infrastructure in learning rukhsah material are considered adequate and according to standards and can support the implementation of learning well.

Component Transactions

In the transactions component, the procedure aspect shows that learning procedures, learning implementation, HR involvement, and facilities and infrastructure have run well and according to procedures, with complete activity reports. The learning implementation aspect shows that all planned learning agendas have been implemented, and students are actively involved. Although some students lack focus and tend to be alone, teachers can anticipate this by asking assistant teachers to accompany these students to minimize distractions for other students.

In monitoring and evaluation, the principal or coordinator has been monitoring the implementation of learning so that they can see firsthand the obstacles or successes that may occur in the classroom. School principals are expected to be maximized in monitoring and evaluation to support learning success. The support aspect of school members shows that school members fully support the implementation of learning by being willing to engage in learning and attend events that the school makes as support for students in learning.

Component Outcomes

In the outcomes component, aspects of learning implementation outcomes show a positive influence of learning on improving the quality of student development; learning objectives become more straightforward to achieve, students are more active and participatory in participating in learning, students can produce works in the form of posters made in groups, to also build cooperation between students, and are shown by good average learning outcomes.

ASSURE Model Analysis on Rukhsah Material in Building Effective Learning

One of the efforts made by SMP Hikmah Teladan in building effective learning is the application of appropriate models, methods, and media. In this case, applying the ASSURE model is a learning model that supports students in learning quickly and enjoyably, achieving predetermined learning goals (Mafazah, 2023), and learning that meets several effective learning indicators.

Seven indicators show that learning has built effective learning through applying the ASSURE model, including 1) good material organization, namely, teachers can deliver material systematically and logically so that the relationship between topics can be seen with each other during the meeting. The organization of the material consists of a) the breakdown of the material; b) the order of materials from simple to complex; c) the relation of the material to the learning objectives; 2) effective communication, namely skills in presenting material, including the use of media and other tools or techniques to attract students' attention (Rudini &; Saputra, 2022); 3) mastery of enthusiasm for the subject matter. In this case, teachers are required to be able to connect the material they teach with the knowledge they already have students and relate it to developments that are happening so that learning activities are more alive (Mayasari, 2022); 4) have a positive attitude towards students, namely teachers in the learning process assist students when experiencing difficulties; encourage students to ask questions and give opinions actively; and teachers are aware of and care about what is learned (Mustahiyah et al., 2023); 5) giving fair grades, which is reflected in the suitability of the test questions with the material taught; providing feedback on the results of student work; and students' honesty in obtaining grades (Wahyuni &; Herlinda, 2021); 6) flexibility in learning approach, namely the opportunity for different times given to students who have different abilities. Students with low abilities can gain additional time in remedial activities. Students who have above-average abilities are given enrichment activities. Based on this, students get services that are to their abilities (HM, 2019); 7) Good student learning outcomes are a way to determine the accuracy and success of learning. Effective learning can produce students who have a good understanding; this is reflected in their learning outcomes (Adawiyah, 2019).

Based on the explanation of the evaluation of the application of the ASSURE model and effective learning indicators, learning on rukhsah material at SMP Hikmah

Teladan has organized the material very well, which is presented in detail and sequentially according to the learning objectives. In addition, PAI teachers of SMP Hikmah Teladan have also used media and tools in the learning process, such as mobile phones, in focus, posters, material slides, videos that are relevant to the material, and the Canva application as a support in the learning process. In addition, teachers use discussion methods between students and groups, and students are also allowed to demonstrate their respective work, thus creating effective communication. PAI teachers of SMP Hikmah Teladan strive for each meeting to be related to the previous material.

In addition, based on the results of interviews with PAI teachers, when students follow the learning process well, students already have grades. It is just that a test is held as a reinforcement to measure student understanding (Hikmah, 2022). In this case, PAI teachers have also implemented these two things for students who have above-average abilities are given enrichment in the form of reading literature of various rukhsah in worship, reading postulates about rukhsah from the Qur'an and Hadith, and becoming peer tutors for students who have not reached KKTP. Meanwhile, students who have low abilities are given substitute tasks in the form of practice questions in each meeting. However, the average learning outcomes of SMP Hikmah Teladan students get good grades. Thus, PAI teachers of SMP Hikmah Teladan have made efforts to build effective learning; this can be seen based on the fulfillment of effective learning indicators.

D. CONCLUSION

Based on the results of the study, the application of the ASSURE model to the rukhsah material at SMP Hikmah Teladan has been carried out very well; this is shown by the fulfillment of every syntax of the ASSURE model. Evaluation of these learning activities based on the countenance stake model is also good, starting from input with the determination of learning objectives by learning achievement indicators; the process is that when learning takes place, students are also enthusiastic about following the instructions given, so that the output students produce works in the form of posters, and the average students get good grades. Thus, applying the ASSURE model in SMP Hikmah Teladan has built effective learning and supports students in being involved and active learning.

E. SUGGESTIONS AND ACKNOWLEDGMENTS

Referring to the results of the research that has been described, to build good education for students in the future, researchers provide suggestions that can be used as a consideration for the future.

1. It is recommended that the school motivate teachers and education staff further to continue to look for learning models that support the development of student potential.

2. Teachers and education staff are advised to update their knowledge about good learning models to create good learning so that students can feel happy with their learning.

3. To further researchers, it is recommended to conduct quasi-experimental quantitative research to prove the effect of the ASSURE model based on the Countenance Stake model on other religious materials in building effective learning.

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