

THE DEVELOPMENT OF LEARNING DESIGN USING ASSURE MODELS AT ELEMENTARY SCHOOLS

¹Stavinibelia, ²Affandy Agusman Aris, ³Nur Kholik, ⁴Nofriza Efendi,
⁵Ika Purnama Sari, ⁶Saman, ⁷Yona Syaida Oktira

Email: ¹stavini.belia@gmail.com, ²agusmanaris@gmail.com, ³nurkholik@almaata.ac.id,
⁴nofrizaefendi94@gmail.com, ⁵ikapurnama@amiktunasbangsa.ac.id,
⁶Saman@umpalopo.ac.id, ⁷oktiyonanio@gmail.com

^{1,4,7}Universitas Nahdlatul Ulama Sumatera Barat, Prodi Pendidikan Guru Sekolah Dasar

²STIE Wirabhakti Makassar, Prodi Manajemen,

³Universitas Alma Ata, Prodi Pendidikan Agama Islam

⁵STIKOM Tunas Bangsa Pematangsiantar, Prodi Teknik informatika

⁶Universitas Muhammadiyah Palopo, Prodi Pendidikan Jasmani Olahraga Dan Kesehatan

Abstract

Meaningful and enjoyable learning will lead students to memorable learning experiences, one of which can be achieved through learning activities that emphasize the involvement of student learning activities. The purpose of this research is to describe the validity, practicality, and effectiveness of the results of learning design with the ASSURE model in elementary schools. This research is research development (research and development). The model used as the basis for developing this learning design is ASSURE. The procedure for developing this learning design is in accordance with the stages of the ASSURE development model. The test subjects in this study were fourth grade students at SDN 16 Sitiung in the odd semester of the 2022/2023 academic year. The results of this study show validity at 90% in the very valid category. The practicality of the results of the ASSURE model learning design model with a percentage of 93%. While the effectiveness of the implementation of lesson plans, activities and learning outcomes of students with a percentage of 90%. Based on the results of the study it was concluded that the learning design with the ASSURE model developed was valid, practical and effective.

Keywords: Learning Design, Assure, Elementary School

Abstrak

Pembelajaran yang bermakna dan menyenangkan akan mengantarkan siswa pada pengalaman belajar yang berkesan, salah satunya dapat dicapai melalui kegiatan pembelajaran yang menekankan pada keterlibatan aktivitas belajar siswa. Tujuan penelitian ini ialah untuk mendeskripsikan validitas, praktikalitas, dan efektifitas hasil desain pembelajaran dengan model ASSURE di Sekolah Dasar. Penelitian ini merupakan penelitian pengembangan (research and development). Model yang digunakan sebagai dasar pengembangan desain pembelajaran ini adalah ASSURE. Prosedur pengembangan desain pembelajaran ini sesuai dengan tahap-tahap model pengembangan ASSURE. Subjek uji coba pada penelitian ini adalah peserta didik kelas IV SDN 16 Sitiung semester ganjil tahun ajaran 2022/2023. Hasil penelitian ini menunjukkan validitas pada angka 90% pada kategori sangat valid. Praktikalitas hasil model desain pembelajaran model ASSURE dengan persentase 93%. Sedangkan efektivitas terhadap keterlaksanaan RPP, aktivitas dan hasil belajar peserta didik dengan persentase 90%. Berdasarkan hasil penelitian disimpulkan bahwa desain pembelajaran dengan model ASSURE yang dikembangkan telah valid, praktis, dan efektif.

Kata Kunci: Desain Pembelajaran, Assure, Sekolah Dasar

INTRODUCTION

Learning takes place as a process of mutual influence between teachers and students in teaching activities. Learning is said to be successful and of high quality if most students are actively involved, both mentally and socially, in the learning process (Wibowo, 2016);(Prananda, G., Kharismadewi, Y., Ricky, Z., & Friska, 2021). The teacher's efforts to develop student learning activities are very important, because student learning activities determine the success of the learning carried out. According to Ginting, (2019) To be successful in the teaching and learning process, a teacher must have not only theoretical knowledge but also practical skills. The role of teachers is not only limited to conveying knowledge, but they must also make learning fun and understandable for students. Failure to do so can lead to difficulties in learning and incomplete understanding. Therefore, it is important for teachers to convey information in an appropriate and interesting way.

Meaningful and fun learning will lead students to memorable learning experiences, one of which can be achieved through learning activities that emphasize the involvement of student learning activities (Dewi, 2021). The learning process led by the teacher in the classroom influences activities and improves student learning outcomes (Setyo, 2013);(Hairul, 2014). The learning process developed by the teacher has a great influence on the success of student learning (Rahmayanti, 2016). During the learning process between teachers and students requires careful interaction and planning, namely the coordination of learning elements such as teaching materials, teaching and learning activities, including learning models, learning aids and assessment.

The learning model in schools really demands students to be active in learning and at the same time requires learning that develops from itself (Nurdyansyah & Fahyuni, 2016). In order to overcome the challenge of making learning more understandable and interesting, new breakthroughs and innovations need to be introduced into educational activities. Such an approach should enable students to understand learning material easily, while also facilitating the delivery of material by educators. Therefore, effective instructional design is needed to ensure that teachers and students are better prepared to understand and convey each other's material. Conventional learning through the lecture method is proven not to encourage the development of broad thoughts and skills among students, so it is boring and ineffective (Rahayu, 2015).

In addition, students will also be less enthusiastic about learning, so it is necessary to apply strategies to increase student motivation so that they are more enthusiastic about participating in learning activities. Elihami, (2020) Various learning models aim to stimulate student learning motivation, such as the Dick and Carey, Kemp, ADDIE, and ASSURE models. These models differ from one another, with the ASSURE model being more classroom-oriented, and geared towards enhancing teaching and learning activities. Students can be motivated through the ASSURE model, especially when the material is relevant to their daily lives, and when they can construct their own knowledge and ideas through interactions inside and outside the classroom environment (Purwanti, 2015);(Baharun, 2016). According to Fahriansyah, (2021) the ASSURE model is a guiding procedure for the development of lesson plans and orientations that incorporate materials, media methods. In its development, the ASSURE model is based on the thoughts of Robert M. obtained from learning Olayinka, Jumoke, & Oyebamiji, (2018) describes the ASSURE model developed to work in an ideal and organized environment.

Research using the same learning model will provide an overview and can be used as a reference for carrying out actions. Some of the results of previous studies also discussed the ASSURE model, such as research conducted by Alam, (2019). Development of Indonesian Language Textbooks Based on Character Education with the Assure Model for Elementary School Students, the results of the research show the results of developing character education-based textbooks with the assurance model for elementary school students who have been graphically validated to achieve a percentage of each component of 98.9%, 100 %, 96.4%, 94.8% and is suitable for use. The research of Putra, (2017) with the title of the influence of the assure model-based learning media on student learning outcomes on the concept of elasticity, the results of the study show that there is an influence of the assure model-

based learning media on student learning outcomes on the concept of elasticity. The next one is the study done by (Rosmalia, 2015) with the title *The Effect of Assure Model Application on Motivation and Learning Outcomes in Geography Learning*. The results of this study are that learning from the ASSURE model design in geography learning influences learning outcomes and student motivation. This can be seen from the average pretest and posttest learning outcomes as well as students' motivation to learn geography. The novelty of this research is that it focuses on integrated thematic learning on the 7th grade IV Elementary School theme. While the purpose of this study is to describe the validity, practicality, and effectiveness of the results of learning design with the ASSURE model.

METHODS

The study employs research and development. The model used as the basis for developing this learning design is ASSURE. The procedure for developing this learning design is in accordance with the stages of the ASSURE development model. The complete research design can be described in a procedure consisting of 6 stages, namely (1) analyzing the characteristics of students, (2) determining competence, (3) selecting methods, media, and materials (4) utilizing learning materials and media, (5) involving students in the learning process, (6) evaluation and revision.

Research subject

The test subjects in this study were fourth grade students at SDN 16 Sitiung in the odd semester of the 2022/2023 academic year. The criteria used to select test subjects were as follows:

1. The condition of students according to research needs
2. School environment that supports the implementation of research
3. Educators can carry out designed learning
4. There is a positive response or support from the school

Data Analysis technique

The type of data that will be collected in this study is descriptive data, which describes the development of learning designs, the level of validity, practicality and effectiveness of learning designs.

The types of data obtained from this research are qualitative and quantitative data. Qualitative data were obtained from the results of interviews, questionnaires, results of keyword analysis, KD network analysis, and content standard analysis. While data that is quantitative in nature is collected through (1) the validity of the learning design carried out by experts, (2) teacher response questionnaires, student response questionnaires to the piloted lesson plans, (3) student activities during the learning process, and (4) results of observations of implementation RPP.

FINDINGS AND DISCUSSION

The results of this study were carried out in stages, namely developing a learning design using the ASSURE model based on the analysis of the model validation test phase of the learning design made by experts, testing the practicality of learning designs seen from teacher responses and student responses, looking at tests of lesson plan layouts, activities and learning outcomes.

Develop Learning Design

The results of the research conducted in the design of learning using the ASSURE model have developed a basis for the analysis of the stages of the ASSURE model, namely analyzing the characteristics of students in determining the learning process. A good understanding of student characteristics will assist in their efforts to help students achieve learning goals. Analysis of student characteristics includes general characteristics, learning styles, early abilities and motivation. Researchers limit the analysis of student characteristics based on age ranges.

Feasibility Validity of Learning Design Content

The validation carried out for the learning design is validation of the eligibility of the content. Content feasibility validation was carried out at the learning design stage. At this stage the researcher gave the instrument to the validator, then the validator made an assessment. In addition to providing an

assessment, the experts also provided suggestions and stated that this learning design model could be used after improvements were made according to the suggestions. As for suggestions that need to be improved according to experts, namely design formats can be combined or can be observed on one page. After the revisions have been made based on the advice of the expert validator, then provide an assessment. In summary, the results of the validation of the learning design stage are seen in the diagram below:

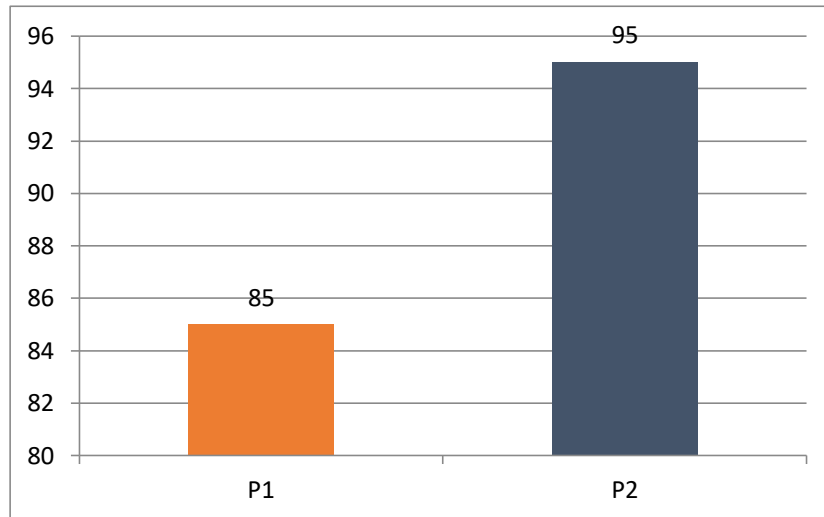
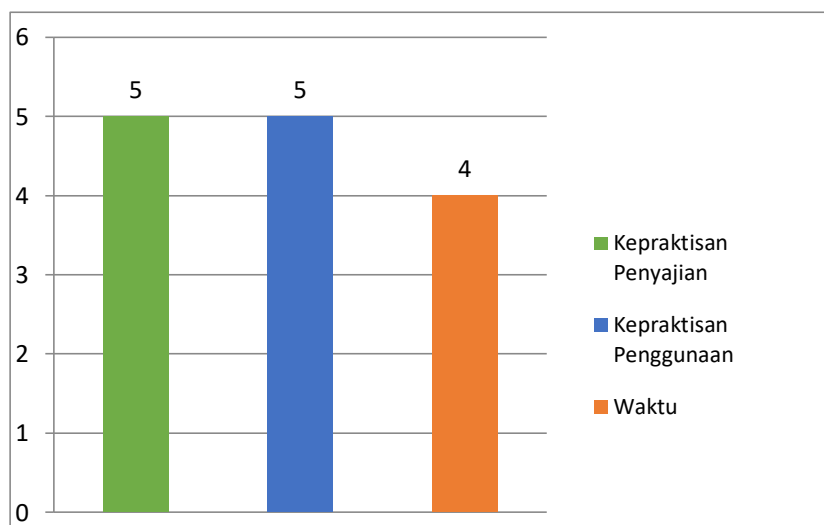


Figure 1. Results of the expert validation of the learning design stages

The assessment aspect of the learning design stage includes including an analysis of key themes and sub-themes, as well as writing a combination of integrated thematic learning activities. It was found that the average score of the learning design model expert's assessment was at 90%.

Teacher Response Questionnaire Results

The teacher's response questionnaire was given to find out the teacher's opinion on the developed lesson plans. The results of processing the data obtained by the teacher's response questionnaire to the practicality of lesson plans can be seen in the diagram below.



Aspects of the teacher's response to lesson plans include evaluating the practicality of presentation, practicality of use, and time. The practicality of the presentation was obtained by data from the placement of lesson plans in accordance with competence and the presentation of easy-to-

understand sentences as well as interviews conducted with the teacher. Based on the diagram above the average value of validity is 4.6 with a percentage of 93%.

Student Response Questionnaire Results

The practicality of implementing learning is based on the involvement of students in the learning process. The involvement of students in the learning process that has been carried out in sub-theme 1 is about the respiratory organs of animals and their functions. Students are given the opportunity to discover various kinds of animal respiratory organs from various sources through non-fiction texts. Then the teacher pastes pictures of animals and their respiratory organs on the blackboard. Students are given the opportunity to write down the function of the animal's respiratory organs right on the animal's respiratory organs in question. Students are very enthusiastic about this learning. Then students make pictures of animals and their respiratory organs. After the picture is finished, students present it in front of the class, then the students' work that has been presented is pasted on the display board that has been provided by the school.

The involvement of students in meeting two, with material on the human respiratory organs and their functions. Students learn in groups, they learn while playing. The teacher provides pieces of the human respiratory organs along with the functions of each organ in the form of function cards. Students play in pairs of organs with their functions sequentially in front of the class. Students learn while playing. Then proceed with making a simple model of the human respiratory organ that utilizes used goods, and reporting the results of the work in front of the class.

After the lesson ended, the student response questionnaire was given to all class IV students as research subjects with a total of 22 students. The results of the student response questionnaire to determine the practicality of the lesson plans used. The results of the student response questionnaire are presented in the diagram below.

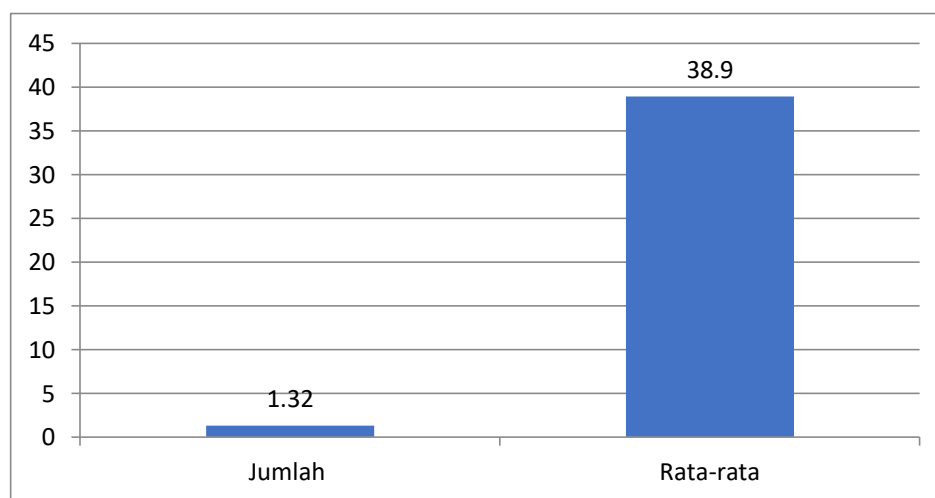


Figure 3. Average Student Response Questionnaire Results to RPP

Student response questionnaires to lesson plans with percentages at 90% with a very practical category. From the results of the students' responses, it is known that the RPP developed can help students in learning.

Learning Design Effectiveness Test Evaluation and Revision

The evaluation and revision stages in the ASSURE model learning design are carried out to test the effectiveness of the learning design. To test the effectiveness of the learning design, the researchers gathered based on the level of implementation of lesson plans, student activities, and

student learning outcomes which included aspects of attitude (affective), aspects of knowledge (cognitive), and aspects of skills (psychomotor). For more details, the researcher describes as follows:

Students’ Learning Activities

The results of observing the learning activities of students during the two learning sessions were carried out by two observers using observation sheets. After the observation was carried out, an analysis of the observed data was carried out. Activity data was obtained from the assessment instrument during the trial. Following are the results of the observation analysis in Table 1.

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Table 1. observation Results of Students’ Activities

No	Observed activity	PB 1		PB 2	
		O1	O2	O1	O2
1.	Pay attention to the material and listen to the teacher’s explanation percentage. Average percentage of activity 1	25 75,8 83,4	30 90,9	32 97 94,0	30 90,9
2.	Carry out the steps of the activities contained in the RPP percentage. Average percentage of activity 2	30 90,9 90,9	30 90,9	30 90,9 90,9	30 90,9
3.	Active in groups percentage average percentage of activity 3	20 60,6 74,3	29 87,9	33 100 98,5	32 97
4.	Presenting the results of group work in front of the class percentage Average percentage of activity 4	25 75,8 75,8	25 75,8	33 100 100	33 100
Average Percentage of PB 1				81,1	
Average Percentage of PB 2				95,9	

Student activities observed include aspects; visual activity with indicators of paying attention to the material and listening to the teacher's explanation, aspects of motor activity with indicators of working on the activity steps contained in the lesson plan, and oral activity with active indicators in groups, and presenting the results of group work to the class.

Students’ Learning Outcomes

Data on student learning outcomes in this study included three aspects of learning, namely aspects of attitude, knowledge, and skills.

Attitude Assessment Data

Assessment of the attitude of the participants was carried out during the learning activities. The attitude assessment was observed by two observers. The observed data is presented in Table 2

Table 2. Attitude Aspect of Learning outcomes

No	Observable attitude	PB1		PB 2	
		O1	O2	O1	O2
1.	Discipline	26	27	32	31
	Percentage	78,8	81,8	97,0	93,9
	Discipline percentage average	80,3		95,5	
2.	Responsibility	33	30	29	33
	Percentage	100	90,9	87,9	100
	Average percentage of responsibility	95,5		94,0	
3.	Self-confident	25	24	31	31
	Percentage	75,8	72,7	93,9	93,9
	Average percentage of confidence	74,3		93,9	
4.	Cooperation	23	28	30	30
	Percentage	69,7	84,8	90,9	90,9
	The average percentage of cooperation	77,3		90,9	
	Average attitude percentage	80,8	82,6	92,4	94,7
The average percentage of attitude PB1				81,7	
The average percentage of attitude PB2				93,6	

There are four attitudes of students observed. This attitude assessment is adjusted to the attitudes listed in the KI 2 curriculum, namely honest behavior, discipline, responsibility, courtesy, caring, confidence, and cooperation. Researchers limit the four attitudes namely discipline, responsibility, confidence, and cooperation.

Knowledge Aspect Learning Outcomes

The assessment of knowledge learning outcomes is based on the questions the researcher wrote in the lesson plans adjusted for the indicators of learning objectives. The questions presented are based on a new taxonomy in which the researcher combines the dimensions of conceptual knowledge with the cognitive process of understanding, the combination of the dimensions of knowledge with the cognitive process of analyzing, and the combination of the dimensions of procedural knowledge with the cognitive process of applying.

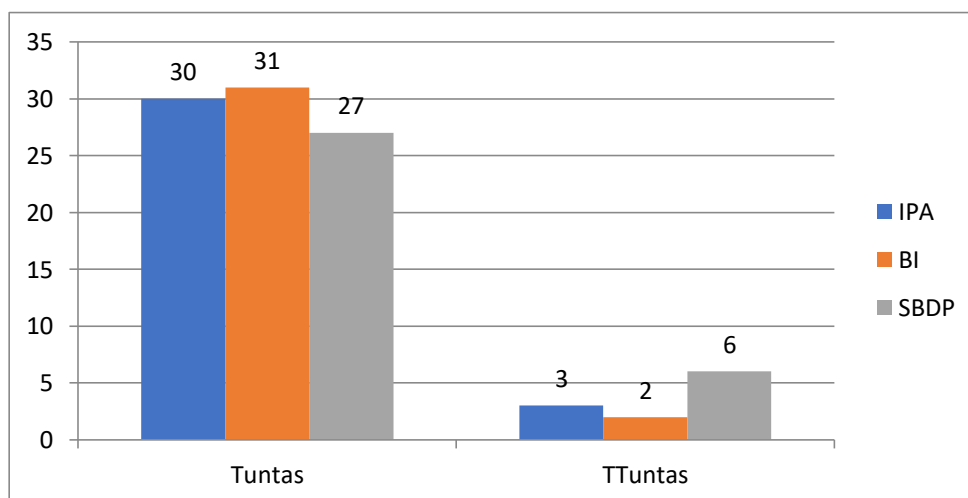


Figure 4. Average Knowledge Aspect Learning Outcomes

Data on the results of learning aspects of knowledge with the percentage of students who complete is 90.9%. The completeness of the Indonesian language lesson content was 31 people, with the percentage of students who completed the score was 93.9%, and the completeness of the SBdP lesson content was 27 people. The three-lesson content with the percentage of student scores that were completed was 81.8%. There are still students who have not succeeded in achieving the KKM, because during the learning process the students are not focused and are not serious about doing the exercises, causing students to be unable to answer the test questions properly.

Skills Aspect of Learning Outcomes

Skills assessment is carried out during the learning process. The assessment was carried out by observers using observation sheets. The results of learning on the skills aspect can be seen from the results of observations of group work activities carried out by students in making simple models of human respiratory organs.

Table 3. Average Knowledge Aspect of Learning Outcomes

Observer	O1	O2
Average	91,5	93,1
Total	184,6	
Skill Score Average	92,3	

The results of learning knowledge are assessed from 3 aspects of observation including carrying out all the procedures in making human respiratory organs in a simple way, the end result of the product, and skills in reporting group results. Of the six groups that have been formed, there are two groups that get perfect scores.

Discussion

Develop Learning Design

Design means the existence of a set, of a structure or pattern, and a systematic sequence or activity. Furthermore, the word design can also be interpreted as a systematic planning process that is carried out before the development or implementation of an activity (Pribadi, 2016). Mujtaba & Rosyidin, (2023) explaining the learning design is a lattice of learning and learning theory for the learning process. Learning design is also interpreted as one of the formulations of goals, strategies, and techniques (Reni & Kuswandi, 2017). On the other hand, many have developed the concept of learning which states that the conception of learning is a person's learning process, where the process itself is direct and long-term. The successful development of the ASSURE learning design into an integrated topic category very well started with several very complex design steps. Theoretically the success of developing this learning model is in line with the opinion of Tirtoni, (2017), which states that thematic networks must be adapted to the needs of students so that learning is meaningful to them. The conclusion that the development of the ASSURE model learning design is in line with the study of Nawawi, (2018) stating that ASSURE model-based learning design, shows that the model is able to use the latest technology and media-based technology to learn in an appropriate and effective way.

Learning Design Validity

In the validation stage of the RPP, it was developed in several aspects, namely, subject identity, Core Competencies (KI) and basic competencies (KD), formulation of learning indicators, formulation of learning objectives, selection of learning materials, selection of learning resources and learning models, preparation of learning activities, and assessment.

The results of the validation show that the identity aspects of the subjects in the RPP are in a very valid category. This means that the identity on the RPP has been properly stated. Aspects of the formulation of learning indicators declared valid. The indicators for achieving competence are in accordance with KD, the formulation of indicators describes the achievement of competencies, the

indicators use the correct KKO, and the formulation of indicators from simple to complex levels. The fourth aspect is the formulation of learning objectives. This aspect is in the very valid category. That is, the formulated learning objectives are in accordance with the indicators.

The aspect of selecting learning materials is also declared valid. Selection of material according to KI, KD, indicators, and learning objectives. The aspect of selecting sources and learning models is in a very valid category. This means that the learning model is suitable for use in learning. Next is the preparation of learning activities. This aspect is also in the very valid category. Thus, it can be said that the preliminary activities in lesson plans can condition students to learn. The core activities are in accordance with the learning activities of the PBL model. Closing activities emphasize the overall learning. Overall, from the validation results by the validator, the RPP developed is declared valid. RPP that is well designed, as a guideline for implementing learning in schools so that students can understand the concept well.

Practicality of Learning Design

For practicality test results seen from the results of interviews with teachers, teacher response questionnaires, and student responses. Based on the results of the questionnaire from the teacher, it is known that the learning design is very practical. This is also supported by the results of interviews conducted with teachers. According to the teacher, the learning design is easy to use. The learning design used, the teacher stated could make students more enthusiastic, and student learning activities increased. The activity steps in the learning design are easy to understand. In addition, according to the teacher, the language used is clear and according to PUEBI. The teacher also stated that there were no significant obstacles in learning. The only obstacle is the clumsiness of the teacher himself.

Student responses on average students like the learning process based on the lesson plans that have been prepared. Based on a questionnaire given to 33 students who like to learn. After conducting interviews with students who didn't like it, the reason was found because they were quickly outdone by smart friends. From the results of the students' responses it is known that the RPP developed can help students in learning. So it can be concluded that the learning design developed in the form of lesson plans can be implemented in learning by teachers and by students.

Learning Design Effectiveness

The criteria used to assess the effectiveness of the learning design is to look at the implementation of lesson plans that are made systematically and well planned, aspects of student activity and student learning outcomes from the aspects of knowledge, attitudes and skills. Practicality questionnaires were given to teachers after learning was carried out. This questionnaire is used to obtain an assessment or teacher response to the ASSURE model learning design. The practicality questionnaire that was measured included preliminary activities, core activities, and closing activities. The effectiveness of this research was conducted to see how far the benefits of lesson plans using the ASSURE model in increasing student learning activities and outcomes. Based on the results of the effectiveness test, it was found that positive activity showed a percentage that tended to increase for each meeting. Benny A. Pribadi, (2019) states that students who participate actively in the process of trying to find meaningful information and knowledge. Conversely, students who are passive in learning will not have a strong curiosity to explore the knowledge and skills learned.

Learning outcomes are the result of the learning process of students who are active actors in learning activities. Learning outcomes are obtained through aspects of attitude, knowledge, and skills. This attitude assessment is adjusted to the attitudes contained in KI 2, namely honest behavior, discipline, responsibility, courtesy, caring, confidence, and cooperation. In this study, researchers assess the attitude of discipline, responsibility, confidence, and cooperation. Data on the learning outcomes of the knowledge aspect were captured by three subject matter, namely science, Indonesian and SBdP with a total of 33 students present. The results of the assessment obtained the completeness score of the science content of 90.9%, the completeness score of the Indonesian language lesson content of 93.9%, and the completeness score of the SBdP lesson content of 81.8% above the KKM

which is 75. Based on the completeness of the three subject contents netted in subtheme 1 shows that learning is fun and liked by students so that the subject matter is absorbed easily without feeling forced to learn. Learners will be more focused and receive lessons more quickly if given teaching that is fun and arouses interest and desire to follow learning well. While the results of the assessment of skills (psychomotor) are carried out during the learning process. Assessment is carried out by observers using observation sheets with students. Psychomotor assessment is carried out in groups by making a simple model of human respiratory organs.

Conclusion

It is found that the ASSURES model-based learning design on theme 7 is designed to be valid, practical and efficient, so that it can be used. Based on the results of the research and discussion that has been carried out, it can be concluded that the process of developing learning designs using the ASSURE model was developed based on an analysis of the stages of the ASSURE model, namely (Analyze Learner Characteristics, State Performance Objectives, Select Methods, Media, and Materials, Utilize Materials, Requires Learner Participation). The validity of the results of the integrated thematic ASSURE model learning design model is in the very valid category. The practical results of the integrated thematic ASSURE model learning design model can be implemented well in classroom learning. The effectiveness of the results of the integrated thematic ASSURE model learning design influences the implementation of lesson plans, activities and student learning outcomes.

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