Management of Direct Instruction Model Implementation to Foster University Student Learning Creativity

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ABSTRACT
The direct instruction learning model is a form of classical presentation of material but is given competency and skill reinforcement. Direct instruction is used to streamline learning for students who have low achievement and learning difficulties. Practical exercises so that it makes it easier for students to follow the steps carried out by the lecturer. The direct learning model fosters motivation to build learning constructions in a mature and independent manner when given assignments that require personal decision making intended to explore the material received. The capacity of students is said to be able to understand the context of direct learning. When making assignment representations it can be carried out with broad thoughts and insights because there is direct understanding and learning through working on the results of assignments or activities that will be guided and explained directly by the lecturer. From the test results, it was found that 96% of the direct learning model provided benefits because the lecturer explained the material coherently and students could immediately ask questions and answers to get an explanation. Meanwhile, 4% did not understand the direct learning model, because students wanted assignments to strengthen the material being conveyed. The contribution obtained with the direct learning model is that there is intense interaction about the delivery of teaching materials that can be directly discussed, so that students get maximum results.

Keywords: Direct instruction, Classical presentation, Motivation

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INTRODUCTION

The training needs analysis course is a course taken by students of the educational technology study program in the second semester. Second-semester students are new students from high school students entering the undergraduate level, who must study independently not depending on lecturers.

Obstacles in the learning process are thought to be caused by the implementation of lectures by lecturers, the methods used by lecturers in conveying material have not been able to involve students in learning actively so students become lazy to ask questions and express opinions, lack of student understanding of the concept of analysis of training needs itself (Pathak, 2021), besides that student are only fixated on the lecturer's explanation and taking notes delivered by the lecturer without understanding what is recorded so that when students are given exercises they have difficulty completing them, some other students record the work of their friends when presenting their work in front of the class they cannot maximally because it is not the result of his own thinking (Winandar et al., 2023).

Learning model basically is a form of learning that illustrated from start to finish presented typically by teachers or lecturers (Wallace et al., 2020). While the learning method is the method used to implement plans that have been prepared in real activities so that goals are achieved that has been compiled has been achieved (Cahyono, 2022). Developing teaching methods is an effort to improve the quality of student learning. The learning method used in the teaching and learning process is a tool to achieve goals. If a lecturer chooses an inappropriate teaching method, it will lead to unclear learning objectives.

The learning model that is expected to guide students in learning is the learning model direct instruction (Anzola & Rodríguez-Cárdenas, 2018). This model was chosen because in this learning there are stages in the learning process that begin from the orientation stage to the stage of providing independent training. Model direct instruction can push students' abilities in construct their own knowledge constructs through learning activities. The learning activity provided is by providing direct training. Giving assignments directly by giving an problems that must be solved by students so that students expect can actively explore the material given (Islam, 2022).

Based on the existing phenomena, researcher who is also a lecturer in the subject training needs analysis (Fusch et al., 2018), interested in improving the learning process by conducting research with the title "Management Of Direct Instruction Model Implementation To Foster University Student Learning”.

RESEARCH METHODOLOGY

The learning process is one aspect that influences learning outcomes. The learning process has been carried out optimally with various learning models which are expected to produce maximum student learning outcomes as well. According to (Morrison & Jacobsen, 2023) proposing one learning model is something that in a conceptual framework forms a picture of a systematic learning procedure in managing expertise to
support the learning objectives of a particular learning experience, there is a function if it
guides the learning designer and the process teacher starts from planning the preparation
of learning modules. This means that the learning model provides a framework and
direction for teachers to teach.

The learning model has a broad definition and is integrated more specifically in
the preparation of learning strategies, procedures or methods used. The learning model
has four special characteristics that strategies, methods and procedures do not hav
(Reavey & Zahay, 2022). Its characteristics include the following:
1. Logical theoretical reasons compiled by creators or developers
2. The basis of reasoning thinking related to how and what students learn (direction and
   focus of learning to be achieved)
3. The form of teaching is done so that the learning model can be carried out properly in
   its implementation
4. Learning areas are needed so that the objectives of learning are in accordance with
   what is planned.

The development of learning models is highly dependent on the characteristics of the
subject matter to be delivered. The learning model used in the learning process requires
adjustments to the attitudes and characteristics of students when studying with
independent application techniques. So that the learning process using learning models is
expected to be more effective (Fischer & Hänze, 2019).

The learning method is a way of learning that is used by a lecturer to students in
the classroom. The learning method is a way or tool to achieve learning objectives. There
are many learning methods that can be used in the learning process. However, the
selection of learning methods must be adapted to the material and existing conditions.
In line with this opinion, according to (Jusslin, 2022) states, "Learning methods are ways
of presenting subject matter that are carried out by educators so that the learning process
occurs in students in an effort to achieve goals”.

Meanwhile, according to (Saunders & Bajjaly, 2022) the combined method /
combination of several types of teaching methods used by teachers in the learning process
using two methods will be more efficient and more effective.

Based on the opinion above, it can be concluded that the learning method is a learning
method used by lecturers/teachers in communicating with students during the learning
process (Wong et al., 2019). The learning process in the classroom is largely determined
by several factors in achieving learning objectives, one of which is how the lecturer
determines the method to be used in the learning process (Tsybulsky & Levin, 2019).

Direct instruction or direct learning is a learning that has certain steps that can
guide students in learning a procedural material (Gerritsen-van Leeuwenkamp et al.,
2019). This learning model requires gradual learning assignments and lecturers who have
expertise, activeness, and skills as well as creativity in the material. Direct learning does
not only use lecture techniques, but can also be used in the form of demonstrations,
practices, and group work (Deneen et al., 2019).
The form of learning from the direct learning model requires specific design to support students in the learning process related to understanding procedural knowledge information that is formed systematically and well with gradual, step by step activities (Clark et al., 2023).

This model is also known as an effective medium for providing more detailed or in-depth learning of a material. This is possible because this model will provide instructions to gain real skills based on direct practice on a theory' (Wijnands et al., 2022). According to (Wang, 2020) on the learning model direct instruction There are five very important phases. The syntax of the model is presented in five stages, including: 1. Orientation/delivering phase, 2. Presentation/demonstration phase, 3. Guided practice phase, 4. Check understanding phase and provide feedback, 5. Independent training phase.

Levels in the learning model direct instruction arranged based on the preliminary stage, namely in the orientation phase or conveying learning objectives. Next is the stage of providing material with presentations/demonstrations, and guided exercises. As a closing stage, namely checking student understanding again and providing feedback and providing independent practice (de Ruiter et al., 2019).

According to (Baxtiyorjon Usmanovich et al., 2022) Model learning direct instruction or what is known as the direct teaching model is a teaching approach specifically designed to support the student teaching and learning process. formed and arranged to facilitate learning, step by step.

The understanding of learning theorists, informative knowledge (delivered in the form of words that are explained easily) is knowledge related to something learning, meanwhile procedural knowledge is knowledge about how to do something. The characteristics of the direct teaching model are as follows (Chaw & Tang, 2021):
1. The existence of learning targets and the impact of a model for students which includes learning assessment procedures;
2. Syntax or flow and pattern of learning activities as a whole;
3. An administrative drafting system and a learning environment model are needed so that the implementation of learning activities is carried out and takes place successfully.

Creativity is one of the higher order thinking skills. According to (Nurjan & Kreatif, 2018) creative thinking is intelligence that develops within individuals, in the form of attitudes, habits, and actions in giving birth to something new and original in solving problems. In learning at school, students who have creative thinking skills will have capital in solve problems to find a concept (Syawaludin et al., 2022). Creative thinking is closely related to divergent thinking patterns, meaning being able to produce alternative answers (Hidayati et al., 2023). This ability is developed by trying various possible answers. Meanwhile, creative people are those who are able to create something new that is really needed by the environment (Starrett et al., 2021).

According to (Wong et al., 2019) indicators of the ability to think creatively include:
1. Fluent thinking is the ability to come up with various ideas, answers, problem solving, as well as questions, the ability to provide many techniques, ways or suggestions to do various forms of things, where the ability to always consider more than one answer.

2. Flexible thinking is the ability to generate varied ideas, answers or questions, the ability to see a problem from different perspectives, and the ability to change approaches or ways of thinking.

3. Original thinking is a skill to be able to create unique and new expressions, where the ability to think about unusual efforts to explore others and oneself, as well as the ability to develop and enrich ideas or products, and the ability to add or detail details of a product, object, idea, or the situation so that it is more interesting.

4. Thinking in detail (elaboration) is the ability to be able to develop and enrich ideas or products, and the ability to add or detail details of an object, idea or situation to make it more interesting.

5. The ability to judge is to determine the benchmark for self-assessment, and the ability to spark and implement an idea.

This study uses a descriptive research method with a qualitative analysis approach. According to (Yadav, 2022) "Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example: behavior, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods”.

The support of the population is seen from the aspects studied, this study is a case study. Case studies are a form of in-depth research on an aspect of the social environment, including human beings in it (Haataja et al., 2019).

**Data Source**

Sources of data can be in the form of documents or information that is correct, valid and complete. The accuracy, validity and completeness of the data will greatly determine the accuracy and richness of the data and information obtained. Sources of data used in this study are:

1. Primary data, namely data obtained directly through interviews with Educational Technology students

2. Supporting data, which is data obtained indirectly through archival documents, documents and data that have a close relationship with the study problem in the research

**Sampling Technique**

The sampling model or technique that will be used in this research activity is using nonprobability or Non-Random Sample. This type of sample is not randomly selected. Not all elements or elements of the population have or have an equal opportunity to be used in the selection as a sample. Purposive sampling is a way of taking samples from a data source by considering certain data sources. Sampling considerations, for example, are people who are seen to know about the data sources we expect, or they are the
authorities so that it makes it easier for researchers to explore the object/social situation under study. (Sugiarti & Husain, 2021).

**Data Collection Techniques**

Data collection techniques used in this study are as follows:

1. **Observation**
   
   Observation is systematic observation and recording of the elements that appear in the symptoms of a research object.

2. **Interview**
   
   An interview is a data collection technique by having a conversation or dialogue between two parties, until more in-depth information is obtained that is included in the category in depth interview where the implementation is more free when compared to the structured interview (Sincer et al., 2019).

3. **Documentation**
   
   Documentation is a method of collecting data that originates from written things or objects, such as books, magazines, documents, regulations, minutes, meetings, diaries and so on (de Jong et al., 2019).

**Data Validity**

The validity of the data in this study uses data triangulation (Fusch et al., 2018) emphasized that, “Data triangulation is a data validity checking technique that utilizes something else from outside the data for the purposes of checking or as a comparison of the data”. Triangulation as a data checking technique is divided into four types, namely:

1. **Triangulation of sources**
   
   Source triangulation means to get data from different sources using the same technique.

2. **Triangulation Method**
   
   Data collection techniques in the triangulation method use different techniques to obtain data from the same source. This study used passive participatory observation methods, in-depth interviews, and documentation for the same data source simultaneously (Hamengkubowono et al., 2016).

3. **Triangulation of Researchers**
   
   This triangulation is by utilizing other researchers for the purposes of re-checking the degree of trust in the data, so that can help reduce bias in data collection ( Förster et al., 2021).

4. **Triangulation of Theory**
   
   This triangulation is based on the assumption that certain facts cannot be used to check the degree of trust with one or more theories.

Data checking techniques in this study used source triangulation and method triangulation methods. This is done by comparing the results of observations, interviews, and document analysis. It is hoped that the final results of the analysis will reach a high level of quality and validity (Lu et al., 2021).
Data Analysis
The data analysis technique used in this study uses an inductive research pattern that is processed using intertwined or interactive flowing techniques (D'Cunha et al., 2019). The data technique in this study follows the interactive model of analysis.

RESULT AND DISCUSSION
The stages carried out at the beginning of the researcher carried out a descriptive assessment of the learning activities of the training needs analysis course in semester 1 in the Educational Technology Study Program, Sebelas Maret University. In carrying out the initial assessment, it can be seen that the following aspects can be seen, namely:
1. Semester Learning Plan designed by lecturers, related to the learning methods or models used in delivering the material;
2. Designing the creation of teaching materials from the Semester Learning Plan;
3. What is the condition of student involvement/activeness during the learning process.

The results of learning how students understand the learning process of the training needs analysis course. for 1 semester, data was obtained that was taken into consideration to develop a learning model.

Referring to the explanation above, a discussion was held between researchers and lecturers to improve the design of teaching materials so that the learning process can improve student learning outcomes and student learning independence, so the researcher tried to conduct research on implementing learning using a direct learning model in the training needs analysis course. So far, so that the material is more interesting so that students will be able to follow it well. The results of the study can be explained as follows:

Based on the results of the description, the initial study is used as a consideration in preparing action planning for the application of the direct learning model. The first one was to give directions to observers so that there was a common perception in this study, which was carried out for 4 hours face-to-face during effective learning hours or 2 meetings. The two observers made observations on the implementation of learning with a direct learning model. It is planned to contain materials or materials that will be delivered to students in the learning process, each of these learning plans is adjusted to the time provided. Then the lecturer conducts an initial simulation to find out the students' abilities about the material to be learned. The core activities are in accordance with the details of the implementation of the direct learning model as the first step for the lecturer to explain the competencies or learning objectives as stated in the learning plan. The final step provides opportunities for students to practice advanced/consolidation so that students learn independently in the form of assignments that are done independently. At the end of the lesson, students are asked to conclude the lesson. Researchers and observers observing the course of activities can see that the average value of teacher activity in the learning process of the direct learning model is 8 out of the assessment range of 1 – 10 which is included in the "good" category. Based on the results of the reflection as described above, it is recommended to improve, that is, lecturers must be more optimal in implementing the direct learning model by paying attention to the weaknesses or
shortcomings that occur during the learning process, including that lecturers must convey the learning material well, namely when presenting the material, both declarative knowledge and procedural knowledge, not too fast so that the material is easier to understand student. In the process of training activities, discussion groups should be formed so that lecturers are more effective in guiding and directing students. Lecturers must provide wider opportunities for students to ask or respond to questions before lecturers give feedback or respond to student answers and teachers should prepare blank worksheets or independent exercises to consolidate the material that students can work on independently. Student observation, especially on the aspect of independence that teachers expect from students through the application of the direct learning model, must be better pursued by lecturers so that the aspects or indicators observed can appear optimally in students, such as low independence in doing task or exercises given by lecturers, generally students lack courage to speak or present in front of the class, lack of commitment to the assignments or exercises given lecturers and still not calm in doing assignments or exercises in class can be overcome or further maximized.

CONCLUSION

Direct instruction is a learning model that can be used as an alternative learning that can guide students in carrying out their learning activities. Direct instruction can improve students' creative thinking skills. This study uses a descriptive research method of the subject being studied, by looking at behavior, perception, motivation accompanied by valid data sources and documents to determine the accuracy and validity of the data. Meanwhile, the sampling technique is carried out randomly, to find the same opportunity as a respondent, so that the results are maximized. Data collection techniques by means of observation and interviews are able to map the results in accordance with the researcher's wishes. This is because students who learn using the direct instruction learning model can learn directly according to real-world theory. By learning directly, students can connect the theories they have obtained with problems that exist in the real world. This will encourage students to think more creatively. The direct instruction method can be applied to various courses that aim to train students in learning activities.

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