


The Role of the ASSURE Model in Indonesian and District Learning Planning

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Abstract

This research aims to describe the role of the ASSURE Model in designing Indonesian and regional language learning. This concerns designing Indonesian language learning that is effective, innovative, and comprehensive. It is hoped that the results of this research can expand the body of knowledge about the role of the ASSURE model in designing language learning, namely Indonesian and regional. The implementation of this research is based on the use of a method as an operational basis. Related to this are (1) a research design using qualitative descriptive, (2) types of research data related to research subjects and objects, (3) data collection methods using library study methods with research instruments in the form of written sources, and (4) data analysis methods such as data reduction, classification, description, and conclusion. data. The results of the research show that the role of the ASSURE model in designing Indonesian and regional language learning includes aspects (1) of conception, namely cognition and integrity of the model. In line with that, (2) relevance concerns the contribution of the ASSURE model in designing meaningful and sustainable Indonesian and regional language learning.

Keywords: ASSURE Models, Language Learning, Design Language Learning

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INTRODUCTION

The current dynamics of the world of education encourage adaptive and effective learning approaches to accommodate students' needs in the digital era (Putra et al., 2024). In this case, innovation in teaching methods is needed that can combine technology with a student-centered pedagogical approach (Suwandi, 2022). In relation to this matter, the integration of technology is also implemented in language learning and can enhance the relevance and effectiveness of the teaching and learning process, in line with the demands of the current digital era. This reflects that Indonesian and regional language learning should be designed comprehensively, systematically, and relevant to current developments, so that it is able to integrate language skills, critical thinking, and a deep understanding of culture as outlined in the learning objectives (Nurjanah & Halidjah, 2024).

Achieving learning goals is influenced by a directed learning process that enables these goals to be achieved (Mardiana et al., 2024). In this regard, the success of a learning process is a reflection of effective learning planning. Likewise in designing Indonesian and regional language learning. In the context of Indonesian and regional language learning,

good planning must pay attention to student needs, contextual relevance of the material, as well as appropriate methods for developing language skills and understanding local cultural values (Rahmawati & Rohim, 2020).

Currently planning Indonesian and regional language learning tends to still experience challenges. This is reflected in the design of language learning which tends to be less adaptive and comprehensive theoretically and practically. Theoretically, Indonesian and regional language learning curricula are often designed with a generic approach, without considering local needs and the unique characteristics of certain regional languages (Sarmadan et al., 2024). In practical terms, learning still relies heavily on conventional methods such as lectures and memorization, which do not involve students actively. This condition makes learning Indonesian and regional languages less attractive to students, so they are not motivated to study the language seriously. These challenges demand comprehensive and structured solutions (Barus et al., 2024).

Efforts that can be implemented to face the challenges of designing Indonesian and regional language learning are using appropriate learning planning models. In this regard, one learning planning model that can be used to face this challenge is the ASSURE Model, namely Analyze Learners, State Objectives, Select Media and Materials, Utilize Media and Materials, Require Learner Participation, Evaluate and Revise. The model is designed to integrate technology and student-centered learning methods (Stavinibelia et al., 2023). In line with this, the ASSURE Model can help educators plan and implement efficient learning, such as knowing the character of students, setting goals, determining appropriate methods and materials, actively involving students, and evaluating their learning understanding (Lubis & Maulidia, 2024). The ASSURE Model encourages educators to adopt a systematic approach to create an engaging and interactive learning environment.

This study is oriented towards the role of an approach or model that is suitable for the design of Indonesian and regional language learning. In this case, the ASSURE model serves as one of the effective, interactive, and comprehensive language learning design models, both for Indonesian and regional languages. Previously, the application of the ASSURE model in mathematics learning design has been studied by Wulandari et al. (2023), who stated that the ASSURE model can provide key steps in developing students' creativity, especially in the material of three-variable linear equations. Meanwhile, this research focuses on the application of the ASSURE model in Indonesian and regional language learning as a novelty in the study. In line with that, this study focuses on (1) the conception and (2) the relevance of the ASSURE Model in the design of Indonesian and regional language learning.

METHOD

Research methods describe a series of procedures relating to the systematic conduct of theoretical research. In this regard, the description of this research method includes (a) research design, (b) types of research data, (c) data collection methods, and (d) data analysis methods (Wisnu et al., 2022). This research presents a (1) conception and (2) relevance of the ASSURE Model in designing Indonesian and regional language learning which is studied using the method previously mentioned in the following description.

The role of the ASSURE model which is constructed from (1) conception and (2) relevance in designing Indonesian and regional language learning is described in (a) a qualitative descriptive research design. In this case, this research design is a procedure for identifying and describing phenomena concretely in the field without any engineering (Wisnu et al., 2022). This is reflected in the role of the ASSURE model in designing Indonesian and regional language learning to become a phenomenon that occurs in the field (schools).

The conception and relevance of the ASSURE model which plays a role in designing Indonesian and regional language learning is indicated in (b) the categorization of data in this research. In this case, the data is identified through the subject and object of research. In this regard, the conception of subjects and objects underlies the identification of subjects as objects, things, or people as data that is correlated with the existence of all research variables and research objects as a series of aspects as variables studied in research (Wisnu et al., 2022). The research subjects of this study are teachers and students involved in learning Indonesian and regional languages. Meanwhile, the research object of this study is the use of the ASSURE model in the Indonesian and regional language learning design process, including its effectiveness and contribution to the learning process.

Data collection in this research was carried out through (c) data collection methods. In this regard, the data typology in research is in the form of qualitative data as an accumulation of the results of literature studies (Wisnu et al., 2023). This concerns the application of the ASSURE model in planning learning. In this case, the instruments used for the library study data collection method relating to this study are written sources such as books, journals, papers, articles, reports and magazines. A literature study was carried out to export a series of information related to the ASSURE model in planning Indonesian and regional language learning.

All research data that has been obtained through the actualization of the data collection method is then analyzed through (d) qualitative descriptive data analysis methods. In this regard, data typology in qualitative descriptive characteristics is data that is described using words or sentences that are separated into categories until conclusions are reached (Arikunto, 2010). In line with this, the data analysis stages in this research include data reduction, classification, description and conclusion (Wisnu et al., 2022). In this case, research data reduction concerns the selection of data that correlates with the role of the ASSURE model in learning. Meanwhile, classification is sorting data about the conception and relevance of the ASSURE model. In line with that, data description is an explanation of data that has been classified. As the final stage, the data conclusion is the formulation of conclusions about the ASSURE model in planning Indonesian and regional language learning.

RESULTS AND DISCUSSION

The results of this research are accumulated in a discussion about the role of the constructed ASSURE Model in (1) conception and (2) relevance regarding the design of Indonesian and regional language learning. In this case, the conception is related to the development of the ASSURE model in Indonesian and regional language learning. Meanwhile, relevance relates to the influence of the ASSURE model in learning Indonesian and regional languages.

The ASSURE model is conceptualized as a plan or design that aims to produce effective learning (Reditiya & 'Amala, 2023). In this case, the ASSURE model is a learning model designed to focus on creating effective and efficient learning, especially in learning activities that use media and technology (Iskandar & F, 2020). This model emphasizes the importance of integrating technology appropriately, so that learning becomes more interesting and relevant for students (Arriyani & Pratama, 2021). In line with this, the ASSURE model not only helps teachers design technology-based learning, but also ensures that each learning element is aligned with the needs and characteristics of students.

The integration of the ASSURE model in designing Indonesian and regional language learning is conceptualized to create relevant, contextual and interactive learning experiences. This model provides a systematic framework for educators to develop learning that adapts to student characteristics, learning objectives, and available resources (Bajracharya, 2019). In language learning, the ASSURE model allows teaching to place

more emphasis on mastering language skills through a creative and technology-based approach. The integration of the ASSURE model conception in Indonesian and regional language learning is accumulated in the following table:

Table

1. Integration of the ASSURE Model in Indonesian and Regional Language Learning Design

No.	ASSURE Model Section	ASSURE Model Integration
1.	Analyze Learners	emphasizes the importance of understanding the characteristics of students before preparing a learning plan
2.	State Objectives	formulate specific and measurable learning objectives
3.	Select Methods, Media, and Materials	involves selecting strategies, media and teaching materials that are appropriate to the learning objectives
4.	Utilize Media and Materials	use media and teaching materials effectively in the learning process
5.	Require Learner Participation	emphasizes the importance of actively involving students in the learning process
6.	Evaluate and Revise	evaluate learning outcomes and the effectiveness of the methods used

The integration of the ASSURE model in table 1 emphasizes structured Indonesian and regional language learning design. In this regard, the ASSURE model not only functions as a technical guide, but also supports reflective learning (Nurwidodo, 2016). In learning Indonesian and regional languages, this model encourages teachers to continue to improve their teaching strategies to suit the needs and development of students. Thus, the learning process becomes more dynamic and results-oriented.

The ASSURE model implemented in Indonesian and regional language design has relevance to developing literacy skills, preserving local culture, and improving the quality of learning interactions (Fitriana & Hartono, 2023). This model acts as a systematic framework for designing learning that not only focuses on delivering material, but also ensures active involvement of students in understanding and using language effectively in learning Indonesian. Meanwhile, the ASSURE model ensures that learning supports language preservation as part of cultural identity in regional language learning.

The ASSURE learning model design is student-oriented learning (student center) so that it can increase students' enthusiasm for learning (Saputra et al., 2020). This will also have an impact on increasing knowledge competency, cooperative attitudes and students' skills (Mahar & Nandi, 2023). In this regard, the ASSURE model allows designing learning to focus on students actively participating in the learning process. Students are not only recipients of information but also the main actors in improving understanding and skills (Romlah, 2023). The relevance regarding the role of the ASSURE model in learning Indonesian and regional languages is accumulated in the following table:

Table
2. Relevance of the ASSURE Model in Indonesian and Regional Language Learning Design

No	ASSURE Model Steps	Role in Learning Indonesian and Regional Languages	Relevance
1.	Analyze Learners	Identifying student characteristics, such as cultural background, initial language skills, and learning styles	Helping teachers design learning that is relevant and in accordance with students' needs.
2.	State Objectives	Formulate specific learning objectives,	Ensure targeted learning to improve students' language competence, both in Indonesian and regional languages
3.	Select Methods, Media, and Materials	Choose learning methods, media and teaching materials that support	Support the delivery of material in a way that is interesting and relevant to local wisdom
4.	Utilize Media and Materials	Use media and teaching materials effectively	Maximize the potential of technology and local resources to create meaningful learning experiences
5.	Require Learner Participation	Involving students actively in learning,	Increase active participation and build students' cooperation skills and creativity in the context of language learning
6.	Evaluate and Revise	Evaluate learning outcomes and revise learning strategies or media if necessary	Continuously improve the quality of learning by making improvements based on evaluation results, so that it is more in line with students' needs

The relevance of the ASSURE model is related to its role as a model for designing Indonesian and regional language learning in Table 2, emphasizing the contribution to achieving language learning that is effective, relevant and based on local culture. In this regard, the model is able to integrate every step in creating learning that is effective, adaptive, and relevant to students' needs (Eliana et al., 2024). In line with this, developing learning designs can be carried out by planning materials, resources and evaluating the success of the learning process which plays a role in increasing student involvement in learning (Pradana et al., 2023). Meanwhile, designing learning using the ASSURE model not only increases students' learning motivation, but also develops students' competence in using language in real life in everyday life, both in formal and informal contexts.

CONCLUSION

Description of the role of the ASSURE model regarding (1) conception and (2) relevance in designing Indonesian and regional language learning. In this case, the conception concerns the cognition and integrity of the ASSURE model used in designing Indonesian and regional language learning. In line with that, relevance concerns the contribution of the ASSURE model in designing Indonesian and regional language learning to its implementation in the classroom. Meanwhile, the ASSURE model provides an

evaluation framework that allows teachers to develop learning processes based on class and student needs that integrate local wisdom to create meaningful and sustainable Indonesian and regional language learning.

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