The Practicality and Effectiveness of Direct Learning Model by Using Life-Based Learning Approach

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ABSTRACT

This study aims to produce a direct learning model with a life-based learning approach that is feasible, practical, and effective to improve the learning outcomes of students at Morris Sidoarjo. This research method uses the Dick and Carey development model with the one-group pretest-posttest design research design. The data collection process was carried out using observation, questionnaires, and giving tests to students. The research instruments obtained were student activity questionnaires, student response questionnaires, learning observation sheets, and student learning outcomes tests. The sample of this research is 20 students at the Morris Sidoarjo course. The research indicated that the direct learning model with a life-based learning approach was practical in its use to improve course participants' learning outcomes at Morris Sidoarjo in the Yogyakarta, which was shown by the excellent category of learning and activity of students. Second, the direct learning model with a life-based learning approach is effective in improving the learning outcomes of course participants at Morris Sidoarjo in the Yogyakarta, which is shown by the results of the calculation of the N-Gain test showing an increase in learning outcomes with a value of 0.8 in the high category. From these results, the model built with a life-based learning approach can be implied as an alternative and reference for developing learning models in course institutions.

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INTRODUCTION

Consistency in improving students' and teachers' abilities to implement learning outside the classroom determines the quality of education (Hamka & Arsyad, 2015), both informal and non-formal education (Gutierrez, 2015). In Indonesia, there are several non-formal education that has not received official recognition from the government. However, through several courses and training that has been held by several non-formal institutions, they can help provide the best service in the world of education and support the success of specific skills (Daniel et al., 2020). Education is dynamic (Setiawan, 2020) so it will change depending on global conditions.

The skills possessed by some students have different characteristics; through practical learning, the teacher can convey the objectives of the learning material well (Rachman, 2015). In this 21st century, students and educators must have high creativity to compete in the global world (Aditimo & Clieme, 2020; Jatmiko et al., 2018). One of the learning materials that require high creativity is learning make-up (Ilmika, 2017). In supporting students' creativity in learning make-up, teacher guidance is needed in every learning process, so that students can produce innovative creations in every drawing technique and design their paintings (Wahyuni & Prabowo, 2020).

The direct learning model can provide adequate guidance to students step by step in each learning process (Astutik, 2020; Azwar et al., 2017; Rachman, 2015). Techniques to demonstrate that are effective at each stage will have a good impact on students' obtaining information. Students can obtain this through direct teacher-centered learning (Astutik, 2020). Through several teacher-centered learning stages, it can improve student learning outcomes and students' necessary abilities (Ilmika, 2017; Huet et al., 2011; Al-Faki & Khamis, 2014). An educator must provide initial training guidance, and must convey information step by step. At the end of the lesson, it is necessary to check students' initial understanding by giving assignments or evaluating together with the learning material that has been delivered (Astutik, 2020).

In obtaining good learning outcomes, a strategy and technique are needed in the learning process. One of the strategies indirect learning is that there is a discussion stage guided by the teacher in each group (Yan et al., 2018). The class discussion process can provide a livelier and more interactive classroom atmosphere (Lecun et al., 2015). Teaching using a learning model with a life basic learning approach can contribute to learning inside and outside the classroom (Daniel et al., 2020). Learning with a life basic learning approach is also able to ensure that what is felt is learned outside the environment can be verified (Miller, 2008; Fatmawati et al., 2019), and can improve students' ability to understand the material (Staron, 2011).

Direct learning using a life-based learning approach provides complete abilities for students; besides this learning is not limited by work. Learning to work and not being limited by work is a hallmark of the life learning approach. Learning outside the classroom can create creative thinking in seeking imagination and self-creation in every work practice (Ilmika, 2017; Hairida, 2018; Hairida 2017). In providing students with initial knowledge in practicing the teacher's work, it is necessary to provide modules relevant to the PowerPoint material (Hamka & Arsyad, 2015; Abdi, 2014) or student worksheets. This requirement is a medium for student learning resources (Arsyad, 2017). The direct learning model with a life-based learning approach is designed to support student learning outcomes (Daniel et al., 2010; Cheung & Hew, 2011; Bakare & Orji, 2019). There is two knowledge conveyed in it, namely declarative knowledge and procedural knowledge that will help students (Wahyuni & Prabowo, 2020; Arnita & Kusrini, 2014; Safitri et al., 2012; Sultan & BTrip, 2017). From this explanation, this research aims to produce a direct learning model with a life-based learning approach that is feasible, practical, and effective to improve the learning outcomes, of course, students in Morris Sidoarjo.

RESEARCH METHOD

General Background

This study uses the Dick and Carey (2009) development model. The research design used the research design The One Group Pretest-posttest Design. The learning model applied in this development uses direct learning with a life-based learning approach. The direct learning model with the life-based learning approach above has five stages in its application, namely

- ✓ conveying goals and motivating, students' orientation of the capabilities and preparations of students,
- ✓ presenting knowledge or demonstrating skills by introducing various learning sources,
- ✓ giving Guided training with the development of students' capabilities (self-directed, continuous inquiry, adaptability, and sustainability),
- ✓ checking to understand and providing feedback and evaluation,
- ✓ providing opportunities for training, application, recognition, and appreciation.

Then the schematic design flowchart of the Dick and Carey learning model development is in the Figure 1 below:

Figure 1. Flowchart of the Dick and Carey Development Design Data Collection

Data Collection

The data collection process was carried out using observation, questionnaires, and giving tests to students. The research instruments obtained were student activity questionnaires, student response questionnaires, learning observation sheets, and student learning outcomes tests. The research was tested on 20 students at the Morris Sidoarjo course and training institute.

Data Analysis

1. Practicality of Direct Learning Model with Life Based Learning Approach

a. Learning Implementation

The analysis of the implementation of the direct teaching model with a life-based learning approach is carried out every time a trained observer is prepared to operate the observation sheet properly. Based on the average assessment of the two observers for the observed aspects, the categories were determined with the details of not good (0 -1), not good (1,1-2), quite good (2,1-3), good (3,1 - 4). The percentage scale for determining the implementation of the RPP uses the following formula:

$$\text{Average value \%} = \frac{\sum \text{Total Score of each learning activity}}{\sum \text{Total Maximum score}} 100\%$$

b. Analysis of Student Activity

Assessment is carried out by observing the class each time it is face to face. Observations are made by two observers who have been trained so that they can operate the observation sheet correctly. Based on the average assessment of two observers for each category observed, for each lesson plan the percentage (P) will be determined with the equation:

$$P = [(\text{Average of two observations}) / (\text{Number of Observations})] \times 100\%$$

2. Effectiveness of Direct Learning Model by Using Life-Based Learning Approach

Analysis of test results is used to compare the acquisition of learning outcomes of students who use the direct learning model with the life-based learning approach and students who do not use the direct learning model with the life-based learning approach through the learning outcomes test obtained in the pretest and posttest. Then calculated using the N-Gain test. The calculation of the normalized gain score (N-Gain) can be stated in the following formula:

$$g = \text{posttest score} - \text{pretest score} / \text{maximum score} - \text{pretest score}$$

The calculation results are interpreted using normalized gain according to Hake's (1998) classification as follows:

Table 1. Score Gain Criteria

Average Gain Score	Category
$(g) \geq 0.7$	High
$0.3 \leq (g) < 0.7$	Moderate
$(g) < 0.3$	Low

Procedure of Research

The research procedure was carried out by developing a direct learning model with a life-based learning approach that would be applied to classroom learning. Before applying all learning tools into the classroom, it is necessary to check the validity of the research instrument. The instrument validity test was carried out by 2 expert experts and all research instruments were declared valid. After the learning tools were developed and validity testing by 2 experts, then the initial trials were carried out. The following table shows the results of the assessment of instrument validity by 2 expert experts.

Table 2. Validity of Research Instrument

No.	Expert	Average
1	Learning design I	3.8
2	Learning design II	3.9
3	Material I	3.6
4	Material II	3.9
5	Evaluation	4
Total Average		3.8

RESULT AND DISCUSSION

A. Practicality of Direct Learning Model with Life based learning approach

After the product has been internally validated and declared valid and revised based on the input and suggestions submitted by the validator, the resulting product is ready for external validation (testing in class to see practicality). The trial collects data regarding the opinions of students regarding the use of the learning model that has been developed, but this trial is carried out like a learning simulation and is assessed in terms of the use of the learning model in terms of students and educators. In the implementation of external validation, an educator activity questionnaire sheet was given to one educator as a practitioner and a student activity questionnaire sheet for 20 students at Morris Sidoarjo in the Yogyakarta bridal make-up course program.

1. Educator activity questionnaire results

The results of the practicality test (teacher activity) are in the form of the results of filling out a questionnaire for the implementation of learning by the observer as shown below.

Figure 2. Results of the Teacher Activity Questionnaire

Based on Figure 2, the results of the questionnaire on the implementation of the learning model above obtained an overall mean of 3.8 with the good category. Based on these values, the activities

by educators in learning meet practical criteria. In line with Nur and Syampurna's research (2019) that the direct learning process goes well and is categorized well.

2. The results of the student activity questionnaire

The results of the practicality test (student activities) are in the form of the results of filling out a questionnaire for the implementation of learning by students as in the table below.

Figure 3. Results of the Student's Activity Questionnaire

Based on the questionnaire results for the implementation of the learning model above, the overall mean was 3.84 in the good category. Based on these values, the activities of students in learning meet the Practical criteria. Thus, the direct learning model with a practical life-based learning approach in improving the learning outcomes of course participants in Morris Sidoarjo in the Yogyakarta bridal make-up course program.

Learning with a life-based learning approach is whole learning that is interrelated so that it is not easy to separate. By walking carefully with the environment or following environmental developments, a way of thinking is formed in each individual (Mubarok et al., 2020). Learning with a life-based learning approach comes from several learning sources that open opportunities to develop individual abilities (Staron, 2011). The life-based learning model is the key to changing and developing a new ecology of learning in make-up courses. The life-based learning model can be used as feedback to implement learning make-up courses that are increasingly contextual-integrative-holistic. This learning can also improve students' skills in finding work (Lyer, 2017; Fawait, 2017).

In the knowledge era, learning activities change from different segmental activities to integrated and interconnected activities. The life-based learning model focuses more on self-directed learning, continuous inquiry, adaptability, and sustainability (Staron, 2011). Nordin et al. (2020) stated that learning with a focus on everyday life skills will be easier to integrate into learning. Ability in life skills is needed in many fields (Abney & Wagman, 2015), including work, further education, home and family, vacation, health, community involvement (Jacobs et al., 2012), interpersonal relationships personal development. Supported by Saragih & Elvis (2015) states that the direct learning process can provide a complete understanding of students. Learning that is taught step by step will provide a good understanding of student activities in the classroom (Astutik, 2010).

B. Effectiveness of Direct Learning Model with Life based learning approach

To determine the effectiveness of using a direct learning model with a life-based learning approach in improving learning outcomes, it is calculated using the N-Gain test. The N-Gain data analysis was carried out to see the effectiveness of the direct life-based learning model in improving learning outcomes in the Yogyakarta bridal make-up course program. This increase was taken from the pretest and posttest scores obtained by students. Analysis of the assessment of student learning outcomes in Yogyakarta bridal make-up material without wearing a veil can be seen in the following figure.

Figure 4. Value of Pretest and Posttest

Based on the graph above, of the 20 student respondents all experienced an increase in learning outcomes from low pretest scores to high posttest scores. The average pretest score has a score ranging from 30-40. After being given treatment using a direct teaching model with a life-based learning approach, the results of students' scores have increased, ranging from 80-90 scores. Through life-based learning, it can increase the imagination and learning outcomes of students in learning (Bakare & Orji, 2019; Cheung & Hew, 2011; Daniel et al., 2010). From the graph of the increase in the pretest and posttest values, it can be seen that the increase in the N-Gain value of all responses in the graph below can be seen.

Figure 5. Graph of N-Gain Score

Based on the graph above, we can see that the N-Gain score of each student ranges from 0.66 to 0.85 with each category being medium and high. The value obtained by students after learning with a direct learning model with a life-based learning approach experienced a change in value from pretest to posttest. Furthermore, the value obtained is analyzed to find the average learning outcome, gain, and N-Gain, as follows:

Tabel 3 Average Learning Outcomes of Students

Pretest	Posttest	Gain	N-Gain	Interprestasi N-Gain
35	87	52	0,8	Tinggi

Based on the calculation of Table 3 above, it is known that the pretest average learning outcomes of students before learning with a direct learning model with a life-based learning approach is 35, then there is an increase in the average posttest learning outcomes after being given treatment with a direct learning model with a life-based approach learning becomes 87. Direct learning has a high impact on student activity (Irene et al., 2019). Furthermore, based on the results of the N-Gain test calculation, it shows an increase in learning outcomes with a value of 0.8. This increase was also supported by Nur & Syampurna (2019) that giving direct learning treatment was able to increase students' pretest scores and improve students' basic abilities. Based on these calculations' results, the Meltzer score (2002) is categorized as high if faced with the criteria. Thus, it can be concluded that the increase in posttest learning outcomes of students who use a direct learning model with a life-based learning approach is higher than the pretest learning outcomes of students who do not use a direct learning model with a life-based learning approach. The direct learning model with a life-based learning approach is stated to have increased effectiveness in learning. Through life-based learning, it can provide a good imagination in every learning process (Abney et al., 2015).

CONCLUSION

Based on the research, it can be concluded that:

- 1) the direct learning model with a life-based learning approach is said to be practical in its use to improve the learning outcomes of course participants at Morris Sidoarjo in the Yogyakarta bridal make-up course program, which is shown by the good categories of learning and activity of students,
- 2) the direct learning model with a life-based learning approach effectively improves the learning outcomes of course participants at Morris Sidoarjo in the Yogyakarta bridal make-up course program. It is as shown by the results of the calculation of the N-Gain test showing an increase in learning outcomes with a value of 0.8 in the high category.

This research is only limited to developing a direct learning model with a life-based learning approach in the course program of veiled bridal make-up without make-up. For future research on the developed learning model, it needs to be trialled in schools or other course institutions with various conditions. It is by the context of students and the school environment, which is different from conducting research.

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