

Implementation of Gerlach-Ely Model Learning Design in Thematic Learning

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ABSTRACT

The purpose of the research is to describe how to formulate objectives and determine learning materials in the Gerlach-Ely Model Learning design in Thematic Learning. While the research uses and implements the Gerlach-Ely model learning design development procedure whose implementation takes place continuously or continuously. The results showed that the strategy was determined according to the characteristics and circumstances of the students. In the process of determining the strategy to be used, the teacher also determines several things, namely determining the study group, determining the division of time, determining the space, and learning media that will be used in learning. The evaluation carried out by teachers in thematic learning is carried out by test and non-test, after which the teacher analyzes as feedback on all the planning that has been done by the teacher, whether all the planning is sufficient to achieve learning objectives or still has to be refined again.

Keyword; Implementation, Gerlach-Ely Model, Learning, Design, Thematic Learning

INTRODUCTION

Learning is a process of change in human personality, and these changes are manifested in the form of an increase in the quality and quantity of behavior such as increased skills, knowledge, attitudes, habits, understanding, skills, thinking power, and others (Crutzen & Peters, 2018; Geijsel & Meijers, 2005; Kimonen & Nevalainen, 2005). Meanwhile, teaching is an effort to create an environmental system that allows the learning process to occur optimally. From the definition of learning and teaching above, we can conclude that activities carried out by educators and students to improve the quality and abilities of students both in terms of understanding, skills, abilities, and abilities of students. the term can also be called learning. Teaching and learning activities are carried out to improve better education, in accordance with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter II Article 3 which reads "National Education functions to develop abilities and shape the character and

civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens"(Sisdiknas, 2003).

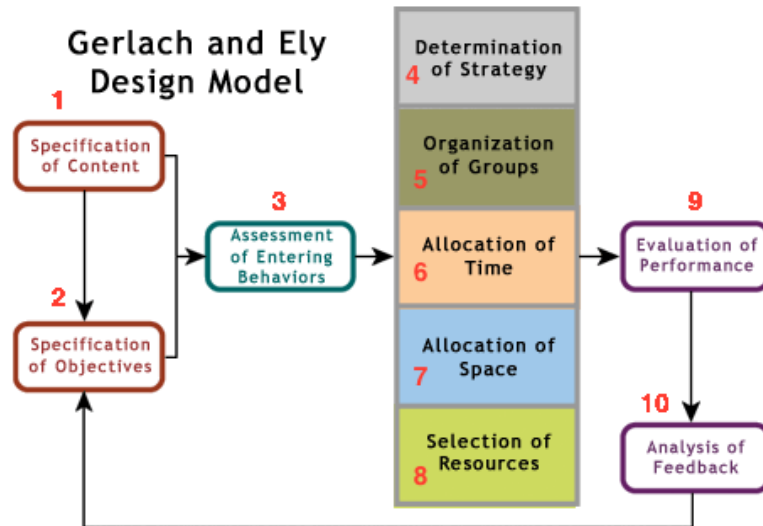
Learning thematic material is an integrated learning process, by managing learning that integrates material from several subjects in one topic of discussion called a theme(Chumdari et al., 2018). In addition, thematic learning is interpreted as a learning pattern that integrates knowledge skills, creativity, values and learning attitudes using themes. In implementing learning, including learning, the application of learning models is also needed, with the aim that learning is carried out in a structured and organized manner. The use of learning models also provides greater opportunities for achieving the desired learning objectives.

Learning models have various designs compiled by different originators, each learning model design has different characteristics. One of the learning model designs is a design initiated by scientists named Gerlach and Ely. This design is called the Gerlach and Ely Learning Design Model(Nelawati et al., 2020; Yusnita et al., 2016). The Gerlach and Ely learning model is a systematic teaching planning method, this model is a guideline, because in this model the good teaching and learning process is considered(R, 2020).

The Gerlach-Ely Model Learning Design which is a learning design that focuses heavily on planning before carrying out learning activities, this model design is often referred to as a learning guideline, because this model design has a very detailed planning procedure(EKA, 2020; Yulia, 2019).

MI Kaliwining is one of the madrasah ibtidaiyah located in Jember Regency, MI Kaliwining is one of the madrasahs that applies the Gerlach-Ely model learning design and it is still rare for madrasahs at the MI level to apply this model design, it is because of the lengthy procedure of designing or planning learning. Based on the background that has been described, researchers are interested in examining the Implementation of the Gerlach-Ely Model Learning Design, this research is research that is still rarely researched and is expected to contribute to the development of online learning and can enrich scientific insights which can then become reference material for further researchers. Researchers focus on thematic learning because the material in thematic learning is more dominant and is held by one teacher, namely the class teacher, so that the research is more focused and clear.

The steps of the Gerlach-Ely model learning design, can be described by the following chart



The Gerlach-Ely model learning design is a framework that outlines a systematic approach to designing and implementing effective learning experiences. It consists of several steps, which I will describe below:

1. Needs analysis: The first step in the Gerlach-Ely model learning design is to conduct a needs analysis. This involves identifying the learning needs of the target audience, as well as any constraints or limitations that may affect the design of the learning experience. This step is crucial in ensuring that the learning experience is tailored to the specific needs of the learners.
2. Goals and objectives: Once the learning needs have been identified, the next step is to establish clear learning goals and objectives. Goals are broad statements that describe what the learners will achieve through the learning experience, while objectives are specific and measurable statements that describe the intended outcomes of the learning experience.
3. Assessment: The assessment step involves determining how the learning experience will be evaluated. This includes identifying the methods and tools that will be used to assess whether the learners have achieved the intended learning outcomes.
4. Instructional strategy: The instructional strategy is the plan for how the learning experience will be delivered. This includes selecting appropriate instructional methods and designing learning activities that are aligned with the learning goals and objectives.

5. **Development:** The development phase involves creating the learning materials and resources that will be used in the learning experience. This includes designing instructional materials, creating multimedia resources, and developing assessments.
6. **Implementation:** Once the learning materials and resources have been developed, the learning experience can be implemented. This involves delivering the instruction and facilitating learning activities.
7. **Evaluation:** The final step in the Gerlach-Ely model learning design is evaluation. This involves assessing the effectiveness of the learning experience and identifying areas for improvement. Evaluation data can be used to make revisions to the learning experience and to inform future learning design efforts.

METHOD

Research Approach and Type

The approach used in this research is a qualitative approach. Qualitative research is descriptive research and tends to use analysis with an inductive approach. qualitative approaches emphasize the meaning of reasoning the definition of a particular situation in a particular context and examine more things related to life. The type of research used is descriptive, in descriptive qualitative research, the data collected is in the form of words or images so that it does not emphasize numbers(Moleong, 2017).

Research Location

The research location is the place where the research will be conducted. The location chosen by the researcher is MI Kaliwining which is located on Jl. Darmawangsa No. 142, Kaliwining Village, Rambipuji District, Jember Regency, zip code 68152. The reason for choosing the location is because of the application of Gerlach-Ely model learning design.

Researcher Presence

In this research, the researcher's status is as passive participation, the researcher chose to be passive participation because in MI Kaliwining the Gerlach-Ely Model Learning Design has been applied, so the researcher only made observations at the school.

Research Subjects

The subject of this research used a purposive technique, namely taking data sources with certain considerations. This particular consideration, for example, people who are considered to know the most about the desired research. The use

of purposive techniques aims to take several informant respondents related to the problem to be studied. The research subjects in this study are:

- a. Syaifullah, S.Pd.I Head of Madrasah Ibtidaiyah Kaliwining
- b. Ahmad Rofiq. S.Pd. Deputy Head of Curriculum of Kaliwining Ibtidaiyah Madrasah
- c. Roik Hatun Ana Siriyah, S.Pd. Class 5A teacher of Kaliwining Madrasah Ibtidaiyah.

Data Analysis

The analysis technique used in this research is the interactive analysis model of Miles, Huberman, and Saldana, namely the data analysis process includes data collection, data condensation, data display, and data verification.

RESULT AND DISCUSSION

Formulating Objectives and Determining Learning Materials on the Gerlach-Ely Learning Design Model in Thematic Learning at MI Kaliwining

Before carrying out learning activities, of course, there must be such a thing as learning objectives, according to Saronom Silaban, instructional objectives must be formulated to focus on what abilities must be possessed at the level of learning, about learning objectives must be clear, not abstract, and not too broad, and operational to be easily measured and assessed.

Based on interviews conducted with the head of the madrasa, the head of the curriculum and the VA class teacher MI kaliwining, who stated that before carrying out thematic learning using the Gerlach-Ely Model Learning Design, each teacher determines the objectives that must be achieved by students, in determining the objectives, the teacher adjusts to the circumstances and characteristics of students in the class, and to determine it the teacher adjusts to the existing KD, and in determining learning objectives, the teacher uses operational verbs that can be observed. After determining the objectives, the teacher determines what material will be presented in the lesson, in determining the material, the teacher adjusts to the predetermined objectives, the material is obtained from thematic books that are used daily, and also other supporting sources.

With regard to learning materials, according to Huda Panggabean, teaching materials or learning materials can be interpreted as all forms of materials, information, tools, and texts used to assist teachers in carrying out teaching and learning activities. Teaching materials or learning materials broadly consist of knowledge, skills, and characteristics that students must learn in the context of predetermined competency standards.

Based on the interview results that have been presented by the researcher, it can be concluded that the determination of learning objectives and learning

materials implemented in MI Kaliwining is in accordance with the theory presented, namely learning objectives must be determined to determine what abilities students should have after carrying out learning activities, besides that the objectives are determined in the form of operational verbs that can be measured, and the determination of learning materials is in line with the objectives that have been determined.

Measuring Learners' Initial Ability on Gerlach-Ely Model Learning Design in Thematic Learning at MI Kaliwining

In the learning design of the Gerlach-Ely model, there is a stage of measuring the initial abilities of students. Based on the results of interviews, observations, and documentation conducted by researchers about the measurement of the initial ability of students in class 5a MI Kaliwining, which was carried out at the end of the lesson, the measurement was carried out by giving classical questions to students about the upcoming material. The measurement of the initial ability of students in class 5a aims as a provision for the teacher in determining the level of material presented and determining the strategy to be used in the next lesson, the activity of measuring the initial ability of students.

This is in line with what is mentioned by Huda Panggabean, about Measuring initial abilities or assessment of students' initial abilities (Assessment of Entering behaviors), carried out by giving an initial test of knowledge, the initial abilities of these students are important for the teacher in order to provide the right dose of lessons, not too difficult, and not too easy. Knowledge of initial abilities is also useful for taking the necessary steps, for example whether remedial work needs to be prepared.

Based on the explanation of the research results, it can be concluded that the implementation of the initial ability test of students conducted in class 5a MI Kaliwining is in line with the theory presented by Huda Panggabean, namely the initial test aims to guide the teacher in determining other learning planning steps.

Determining Learning Strategies on Gerlach-Ely Model Learning Design in Thematic Learning at MI Kaliwining.

According to Gerlach and Ely, strategy is an approach used by teachers in manipulating information, selecting resources, and determining the tasks or roles of students in teaching and learning activities. In other words, at this stage the teacher must determine how to best achieve instructional goals.

Based on interviews conducted with the head of the madrasah, the head of curriculum and the VA class teacher of MI kaliwining, it can be concluded that after conducting an initial test of students' abilities, the teacher determines the strategies and techniques that will be used in teaching, it is also determined according to the

characteristics and circumstances of the students. In the process of determining the strategy to be used, the teacher also determines several things, namely determining the study group, determining the division of time, determining the space, and learning media that will be used in learning. The determination of all plans made by the teacher is certainly in accordance with the material and characteristics possessed by students.

The explanation of the strategy conducted in class 5a MI Kaliwining, shows that the strategy carried out by the 5th grade teacher is in accordance with the Gerlach-Ely theory, namely by determining a detailed strategy allows it to be easier to achieve the desired learning objectives.

Determining Evaluation and Feedback Analysis on Gerlach-Ely Model Learning Design in Thematic Learning at MI Kaliwining

The nature of learning is a change in learning behavior at the end of instructional activities. All efforts to develop instructional activities above can be said to be successful or not after the final learning behavior is evaluated. Evaluation instruments are developed on the basis of the formulation of objectives and must be able to measure success correctly and objectively. Therefore, instructional objectives must be formulated in measurable and observable student learning behaviors.

The evaluation conducted by the teacher to the students of class 5a MI Kaliwining, namely the teacher gave some questions to the students classically about the material that had been delivered, the teacher also invited the students to come forward to do the questions on the board and evaluate the work together with the students. In addition, the teacher also gives assignments that are done in class at that time, student work is also corrected by the teacher directly, on this occasion the teacher can immediately find which material has not been understood by students, if the student's work still has many mistakes then the teacher will call the student to come forward to the teacher's desk and explain the material directly.

In addition to learning evaluation, Huda Panggabean also mentioned about feedback analysis, which is the last stage of the development of this instructional system. Feedback data obtained from evaluations, tests, observations, and responses to these instructional efforts determine whether the system, methods, and media used in instructional activities are suitable for the objectives to be achieved or still need to be refined.

After conducting an evaluation, the 5th grade teacher also analyzes to conduct feedback on all learning plans carried out, if all learning plans carried out can achieve the desired learning objectives, then the plan will be reused, but if it still cannot achieve the learning objectives, then the design will be refined again.

Based on the results of interviews, observations, and documentation presented by the researcher, it can be concluded that the implementation of evaluation and feedback analysis conducted by the 5th grade teacher of MI Kaliwining is in accordance with the theory presented by Huda Panggabean. Namely, evaluation is a tool to measure the success of students after following learning activities, and after that an analysis is carried out to determine the feedback that will be done.

CONCLUSION

1. In determining the objectives, the teacher adjusts to the situation and characteristics of the students in the class, and to determine it the teacher adjusts to the existing KD, and in determining the learning objectives, the teacher uses observable operational verbs. After determining the objectives, the teacher determines what material will be presented in the lesson, in determining the material, the teacher adjusts to the predetermined objectives, the material is obtained from thematic books that are used daily, and also other supporting sources.
2. The test of students' initial abilities in thematic learning that uses the Gerlach-Ely learning design model in class 5a MI Kaliwining is carried out at the end of the lesson, the measurement is carried out by giving classical questions to students about the upcoming material.
3. the strategy is determined according to the characteristics and circumstances of the learners. In the process of determining the strategy to be used, the teacher also determines several things, namely determining the study group, determining the time division, determining the space, and learning media that will be used in learning. The determination of all plans made by the teacher is of course in accordance with the material and characteristics possessed by students.
4. The evaluation carried out by teachers in thematic learning is carried out by test and non-test, after which the teacher analyzes as feedback on all the planning that has been done by the teacher, whether all the planning is sufficient to achieve learning objectives or still has to be refined.

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