

TOTAL LEARNING EXPERIENCE MODEL AS THE DEVELOPMENT OF GEOGRAPHY TEACHING MATERIALS BASED ON THE NATURE OF THE GRASSROOTS CURRICULUM

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ABSTRACT

Learning geography still tends to use the lecture method. These learning conditions will result in not creating conducive learning and will have an impact on learning outcomes. Learning is a form of interaction between individuals and their environment so that they provide a lot of experience from real situations. The curriculum is a means to achieve the desired educational program. The solution that can be done is to apply the Grassroot curriculum system by developing teaching materials for the total learning experience model. Research by developing Research and Development (R & D) using the Dick & Carey model. The results obtained are that the development of the total learning experience model has high and efficient quality and legibility.

Keywords: Model Total Learning Experience, Grassroot, Dick & Carey



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INTRODUCTION

Referring to the field conditions of senior high schools, namely at Madrasah Aliyah (MA) 1 Padang Panjang, the authors found that teachers learning teaching geography subjects still tended to use the lecture method, (Sumanti, 2021) explained in his research that the same thing happened in State Senior High School 15 Padang, namely teaching teachers still tend to use the lecture method and then continue with a question and answer system. So, these learning conditions will result in not creating conducive learning and will have an impact on learning outcomes. Swan & Karen (2005); Koochang & Alex (2009) stated that meaningful learning will provide a strong learning experience. A strong learning experience allows for improving interpersonal competence, intrapersonal competence, and competence related to knowledge.

Learning is a form of interaction between individuals and their environment so that they provide a lot of experience from real situations. In this interaction, a series of learning experiences occur which are an attempt to change behavior, with the following characteristics: 1) conscious change; 2) continuous change; 3) functional change; 4) positive change; 5) active change; 6) change is permanent; and 7) change is purposeful and directed and learning is a process of providing learning experiences that lead to the achievement of student competencies (Utami et al, 2019). The importance of achieving competence by students encourages the need to develop teaching materials that not only emphasize cognitive aspects but teaching materials that can develop competence as a whole which includes cognitive, skills, and attitudes.

In addition, the problem with the curriculum every year is that the changes that occur are not to the conditions at school and the demands of the curriculum. The curriculum has become a negative stigma among educators because it changes frequently but its quality is still in doubt. Especially if you look at the position and the condition of the teaching staff who are the key to the implementation of the education system well in schools. What is understood is the curriculum is a means to achieve the desired educational program. As a means, the curriculum will be meaningless if it is not supported by the necessary facilities and infrastructure such as adequate learning and teaching resources, the ability of the teaching staff, the appropriate methodology, and clarity of direction and goals to be achieved (Hartina, 2019).

Based on this fact, it is necessary to make efforts to improve geography learning. According to (Utami et al, 2019) developing teaching materials with a total learning experience model is one solution that can be done and in this study, the authors are interested in trying to implement the Grassroot curriculum system.

METHODS

This research is a research and development in the field of education. In the development of teaching materials, this research uses the Dick & Carey development model and each step is interdependent with one another, including 1) identifying the general objectives of learning; 2) conducting learning analysis; 3) identifying the behavior and characteristics of students; 4) formulating specific learning objectives; 5) developing assessment instruments; 6) developing learning strategies; 7) developing and selecting learning materials; 8) designing and conducting formative evaluations; 9) revising teaching materials; and 10) designing and conducting summative evaluations (Dick and Carey, 2001). The Grassroot curriculum system occurs because the problems in this study occur according to field conditions, this model is a curriculum development that comes from the teaching staff or the school concerned who has the initiative and idea of curriculum development, this is based on 1) Planning; 2) Implementation; and 3) Completion of teaching in the classroom.

RESULTS AND DISCUSSION

The Grassroot Curriculum Model

The curriculum development model is a model used to develop a curriculum, where curriculum development is needed to improve or perfect a curriculum that is made to be developed by itself either by the central government, local government, or schools. To carry out curriculum development, there are various curriculum development models that can be used as a reference or fully implemented. In general, the selection of curriculum development models is done by adjusting the education system adopted and the concept model used. There are many curriculum development models developed by experts, one of which is the Grassroot model.

The grass-root model of curriculum development is the opposite of the administrative model. The curriculum development initiative in this model is in the hands of teachers as curriculum implementers in schools, both at the classroom level and at the school level. This is due to the teacher's anxiety or uncertainty about the current curriculum.

Furthermore, the teachers try to innovate the current curriculum. Administrators are more prominent as motivators and facilitators if indeed the administrators agree with the teachers' movement (Raharjo, 2015). Several provisions must be considered in implementing this grass-roots development model (Rusyani, 2008), namely 1) Teachers must have professional abilities; 2) Teachers must be fully involved in curriculum improvement and curriculum problem solving; 3) Teachers must be directly involved in the formulation of objectives, selection of materials, determination of evaluation; and 4) Frequent group meetings in curriculum discussions will have an impact on teacher understanding and will result in goals, principles, and plans.

This development or improvement can be related to a curriculum component, one or several fields of study, or all fields of study and all curriculum components. If the conditions are already possible, both in terms of the ability of teachers, facilities, costs, and library materials, the development of a grass-roots model curriculum will be better. This is based on the consideration that the teacher is the planner, implementer, and also perfectionist of teaching in the classroom. Because the teacher is the one who knows best the needs of the class, therefore he is the most competent in preparing the curriculum for his class. Decentralized curriculum development with its grass-roots model allows competition to improve the quality and education system, which in turn will give birth to more independent and creative human beings (Sukmadinata, 2011).

Teaching Materials for Total Learning Experience Model

Pasco (2010) states that students need teaching materials to meet learning needs in total regarding the cognitive, social, emotional, physical, and aesthetic dimensions. From the various opinions above, it can be summarized that teaching materials are a set of materials that are structured systematically to create an environment/atmosphere that allows students to learn. Teaching materials that can meet learning needs in total must meet the following requirements: 1) enrich and support the curriculum, taking into account the diverse interests, abilities, and maturity levels of students; 2) stimulate the growth of factual knowledge, aesthetic values, and ethical standards; 3) provide information that will enable students to make judgments in everyday life; 4) contains material that allows students to develop under guidance, and think critically; and 5) contains material containing the cultural contribution of the country and the world.

Teaching materials are a means to acquire competence which is the result of student learning at a certain level of education. The needs of students at different educational levels will be met by using a variety of teaching materials that allow students to enhance their learning experience. Permendikbud No.23/2016 states that the effectiveness of students' understanding emphasizes learning that prioritizes personal experience through observation, asking questions, experimenting, association, and communicating.

The development of teaching materials is an important part of the implementation of learning in schools. Through teaching materials, teachers will find it easier to carry out learning and help students learn. Existing teaching materials in terms of quantity, type, and quality vary widely. The current teaching materials are too focused on learning materials that are not necessarily relevant to the demands of the competencies that must be mastered by students, are too broad, and are not by the level of development of students. However, it is not maximally realized in the field and indirectly competence is not achieved. The importance of achieving competence by students encourages the development of teaching materials that not only emphasize cognitive aspects but teaching materials that can develop competencies as a whole which include cognitive, psychomotor/skills, and effectiveness.

In addition, it is necessary to design teaching materials that can make students learn actively, and independently so that they can provide meaningful learning experiences.

Prezz (2001); Inesta, (2003); Chambers et al (2012) develop teaching materials with the Total Learning Experience model by containing components including 1) Academic development (literacy & numeracy, computer skills, and entrepreneurship); 2) independent work; 3) community involvement & development; 4) mentor manual; 5) tutor manual; 6) contact session plan; 7) learning guide; 8) research guide; 9) tutorial letters; 10) assessment manual; 11) cooperative education and leadership; 12) cross-field (diversity and social need); and 13) communication plan.

Based on this concept, teaching materials developed using the Total Learning Experience model are teaching materials designed for creative, interactive, independent, and constructivist learning. Total Learning Experience model teaching materials can be used in flexible and contextual learning because they can be used for independent and face-to-face learning. Based on the results of the validation carried out by Geography learning experts (Educational Technology) stated that the components of the student book content developed with the Total Learning Experience model were very feasible with a score of 88. The presentation components (86) and graphics (91) were also considered very feasible. Based on the results of the assessment, the Class XI Geography book with the Total Learning Experience model is very feasible (88.33) to be used in high school geography learning in Class XI (Utami et al, 2019).

CONCLUSION

The concern of teaching staff and schools about the condition of competency achievement in schools that are not by the existing curriculum is the beginning where the grassroots curriculum system can be used. As a result, ideas emerged as a result of a joint decision to develop a learning system in their respective schools. So researchers are interested in the case of developing a total learning experience model, to be carried out in high school. The Total Learning experience model is a model for developing teaching materials that emphasize the achievement of a total learning experience. Based on the description above, by previous studies, it has been proven that the development of the total learning experience model has high quality and readability with an average value of 83. It is hoped that this development can also be applied directly in other schools.

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