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IMPLEMENTATION OF THE ADDIE MODEL LEARNING STRATEGY IN LIFE SKILLS EDUCATION PACKET C (National High School Equivalency Examination) AT SPNF AND SKB IN TEGAL REGENCY

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Abstract

Several learning models have been developed to enhance the curriculum of gifted students and improve their skills. This research aims to implement a learning strategy using the ADDIE model in life skills education. This approach aims to create an independent output through learning by doing, entrepreneurship, and work. The ADDIE model involves Analysis, Design, Development, Implementation, and Evaluation. The results of the study indicate that all success indicators are still being developed in terms of quality and quantity. The development is tailored to educational institutions that provide life skills education, ensuring that everything runs smoothly during the learning process. Therefore, the indicators of success are developed by adding or improving the relevant aspects.

Keywords: *ADDIE Model, Life Skills, Strategy*

1. INTRODUCTION

Learning is a process through which individuals acquire the necessary knowledge and skills to enhance their competencies (Mardhiyah et al., 2021). It involves an elaboration process to search for meaning, and individuals take a learning experience and try to derive meaning from it. The learning process is aimed at improving personal abilities and competencies, and it is an active process that is influenced by the total situation that surrounds the student. Educational research has shown that learning occurs when there is a change in a person's readiness to deal with their environment (Pratomo et al., 2018). After learning, individuals become more respectful and sensitive to the objects, meanings, and events they experience. Learning also enhances individuals' responsiveness to take action (Fudholi et al., 2020).

In designing learning systems, it is essential to understand the concepts of learning. According to Winataputra et al. (2014), “Learning is a process deliberately designed to create learning activities within individuals.” Learning activities facilitate the learning process if they support internal events related to information processing (Yunus, 2021). These activities are designed to help students achieve competence or learning objectives. Competence reflects the knowledge, skills, and attitudes demonstrated by individuals after going through the learning process. Erwinsyah (2017) defines competence as "knowledge, skills, and attitudes that enable a person to effectively carry out job duties and functions in accordance with predetermined standards."

Competence in this case can be seen as the result of a learning process. Gagne (2005; 56) in the classic book “The Conditions of Learning” cited by Syam et al. (2022),

suggests “a taxonomy which is also a result or competency in learning. The taxonomy consists of five aspects, including: (1) verbal information or verbal information, (2) motor skills or psychomotor skills, (3) attitudes or attitudes, (4) intellectual skills or intellectual skills, and (5) cognitive strategies or cognitive strategies”. The taxonomy does not reflect an order of importance, all of these skills are important for students to fully develop, as they need to use all of them for healthy emotional growth. However, these skills demand a wider range of abilities as they progress to higher levels and require more time and effort to develop.

Numerous learning models have been developed to underlie the curriculum of gifted students, and various models can be used to develop students' skills. Higher-order thinking skills, such as analysis, synthesis, and evaluation, must be developed in all students (Ruwaida, 2019). The proportion of time spent on high-level or low-level thinking skills can vary depending on the student's cognitive capacity. Each learning system has specific goals that can be achieved through appropriate learning methods, media, and strategies. By combining suitable methods, media, and learning strategies in line with the learning objectives, students can take ownership of the learning process (Fakhrurrazi, 2018). The components of a system carry out activities in the form of processes that transform inputs into outputs.

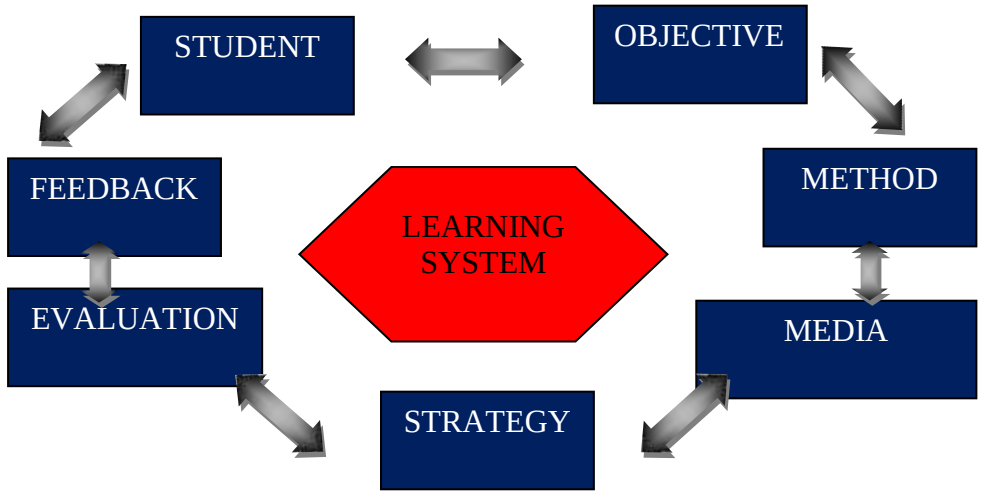

Figure 1. Interaction between Sub-Systems tn the Learning System

The mindset and components contained in the design of learning systems are usually described in the form of models represented in graphic form or flow charts. Learning system design models usually describe the steps or procedures that need to be taken to create effective, efficient and interesting learning activities. According to Gustafson and Barnch (2002; 145) in Hasibuan et al. (2022), “the learning system design model can be classified into three groups using models, namely (1) classrooms oriented models, (2) product oriented models, and (3) system oriented models”.

One learning system design model that shows the basic stages of learning system design that is simple and easy to learn is the "ADDIE" model, consisting of five main phases or stages, namely (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation. The five phases or stages in the "ADDIE" model need to be carried out systematically and systematically. By using the "ADDIE" model learning system, student creativity in learning life skills education will be implemented in student

independence towards a better future. Based on this background, the authors raised the problem with the following problem formulation: "How to implement learning strategies through the "ADDIE" model in the implementation of life skills education, so that an independent output will be created through learning by doing, entrepreneurship, and work.

2. RESEARCH METHODS

The main purpose of learning using the ADDIE model is to form students' entrepreneurial spirit, so that those concerned become creative, innovative and productive individuals in X grade, educate and train work in XI grade, so that the output of high school equality education can be useful for DUDI and society in general. Train and educate students for apprenticeships (learning by doing) in XII grade high school equivalency education. The stages in this learning are as follows:

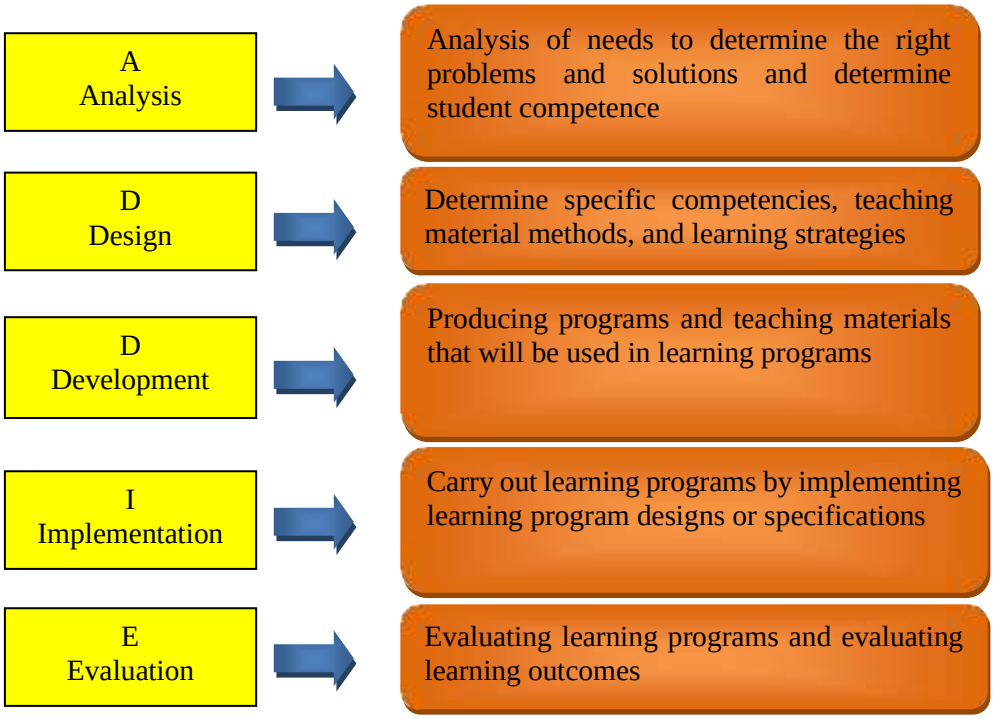

Figure 2. ADDIE Model Learning System

The problem solving strategy used is to carry out the stages as shown in Figure 2 above with a more detailed explanation as follows:

2.1. Analysis

The analysis step consists of two stages, namely performance analysis and needs analysis. The first stage, namely performance analysis is carried out to find out and clarify whether the performance problems faced require a solution in the form of implementing learning programs or improving management. The second stage, namely needs analysis, is a necessary step to determine the abilities or competencies that students need to learn

to improve learning performance or achievement. This can be done if the learning program is considered as a solution to the learning problem being faced.

2.2. Design

Design is the second step of the ADDIE learning system design model. At this step it is necessary to clarify the learning program that is designed so that the program can achieve the learning objectives as expected. In the design step, the center of attention needs to be focused on efforts to investigate the learning problem at hand. This is the essence of the analysis step, namely studying the problem and finding alternative solutions that will be taken to be able to overcome the learning problems identified through the needs analysis step. An important step that needs to be done in design is to determine the learning experience that students need to have while participating in learning activities.

2.3. Development

Development is the third step in implementing the ADDIE learning system design model. The development step includes the activities of making, purchasing, and modifying teaching materials or learning materials to achieve predetermined learning objectives. Procurement of teaching materials is tailored to specific learning objectives or learning outcomes that have been formulated by designers or designers of learning programs in the design step. The development step, in other words, includes the activities of selecting and determining appropriate learning methods, media, and strategies to be used in conveying the material or substance of the learning program. There are two important goals that need to be achieved in carrying out the development step, namely:

a. Produce, buy, or revise teaching materials that will be used to achieve the learning objectives that have been formulated previously
b. Choose the best media or combination of media to be used to achieve learning objectives.

2.4. Implementation

Implementation or delivery of learning materials is the fourth step of the ADDIE learning system design model. The implementation step is often associated with the implementation of the learning program itself. This step does have the meaning of delivering learning material from the teacher/educator or instructor to students. The main objectives of the implementation phase, which is a step towards the realization of design and development, are as follows: (1) guiding students to achieve learning objectives or competencies, (2) ensuring that problem solving/solutions occur to overcome gaps in learning outcomes faced by students, and (3) ensure that at the end of the learning program students need to have the necessary competencies: knowledge, skills, and attitudes.

2.5. Evaluation

The final or fifth step of the ADDIE learning system design model is evaluation. Evaluation can be defined as a process carried out to provide value to a learning program. Basically the evaluation can be carried out along the implementation of the five steps in the ADDIE model. In the analysis step for example. The evaluation process is carried out by clarifying the competencies, knowledge, skills and attitudes that students must have after participating in the learning program. Evaluation of the learning program aims to

find out several things, namely: (1) students' attitudes towards learning activities as a whole, (2) increased competence in students which is the impact of participation in learning programs, and (3) the benefits felt by schools due to there is an increase in student competence after participating in the learning program.

2.6. Implementation Operational Stage

At the operational stage the implementation of the ADDIE model learning design was divided into three classes, namely (1) X grade class with a learning orientation of entrepreneurship education and training or entrepreneurship, (2) XI grade class with a learning orientation of education and job training or working, with the aim that the output could enter DUDI or independent, and (3) XII grade class with educational learning orientation and apprenticeship training or learning by doing in skills education which is one of the local content subjects applied in Equality Education SPNF SKB Tegal Regency.

Table 1. Number of Students Enrolled in the Packet C (National High School Equivalency Examination) Program in SPNF and SKB Schools in Tegal Regency

No.	Grade	Amount	Gender	
			Man	Woman
1.	X	64	20	44
2.	XI	63	14	49
3.	XII	73	40	33
	Total	200	74	126

3. RESULTS AND DISCUSSION

3.1. Reasons for Choosing a Problem Solving Strategy

The application of the learning design with the "ADDIE" model will be easily understood by students, because in learning life skills education there is implementation in theory and practice. Entrepreneurship learning in X grade class, learning and job training in XI grade class and apprenticeship learning in XII grade class involve various related parties so that it will be better understood by certain parties whose roles are relatively prominent in the life skills education learning process such as leaders of educational institutions that present subjects skills lessons, educators / teachers and partners of educational institutions that provide skills subjects in the context of Life Skills Education (PKH) learning in the educational institutions concerned.

3.2. Results or Impact Achieved

Measures of the success rate of entrepreneurship learning, job training and apprenticeship or learning success indicators that are used as guidelines in the learning design of life skills education in equivalence education SPNF SKB Tegal Regency. This can be used as a reference to determine indicators of learning success, including:

1) Educational institutions that provide skills subjects (entrepreneurship, job training, and apprenticeship) through their leaders and staff can meet the needs of the life

skills education learning process, especially in terms of facilities and infrastructure and facilities.

2) Leaders of educational institutions that provide life skills education subjects can establish and manage DUDI for the implementation of life skills education cluster learning.
3) Leaders of educational institutions that present skills subjects (entrepreneurship, job training, and apprenticeship) can collaborate with DUDI, MSMEs and banking at least one unit each for the benefit of learning.
4) Educators/teachers can carry out their duties and obligations properly and correctly in accordance with the references contained in the learning design.
5) Students
    a) Be able to take part in the learning process of life skills education in educational institutions that present skills subjects in a conducive and pleasant atmosphere.
    b) Able to implement skills learning outcomes.
    c) Enter the distribution channel for educational institution partner products that provide life skills education learning.
    d) Active in DUDI which is formed and managed by educational institutions that present skills subjects through leaders or those assigned to carry out implementative learning.
    e) Can master knowledge, broaden horizons, shape attitudes and carry out skills after participating in the final evaluation of life skills education learning in educational institutions that present skills subjects.
    f) Apart from being evaluated by internal educational institutions that provide life skills education subjects, they should be evaluated by partners from DUDI, and banking through presentations and practical discussion of feasibility studies.
    g) Obtain Life Skills Education practicum materials, job training and apprenticeships that are adequate to be implemented both when students are still participating in the skills learning process at the educational institution concerned and after students become alumni.
6) Alumni of educational institutions that present skills subjects who have participated in the life skills education learning process at the educational institution concerned, are expected to;
    a) Have an entrepreneurial spirit, skilled in work competence, and able to organize in the world of work
    b) At least 40% of alumni can open independent businesses or partners
    c) Can Obtain coaching within a period of one to two months after participating in the life skills education learning process at the educational institution concerned.
7) The establishment and maintenance of a partnership pattern between educational institutions that provide life skills education lessons with internal and external DUDI institutions concerned, banking and alumni.

All of these success indicators are still being developed both in quality and quantity. In carrying out development, of course, it is adjusted to educational institutions that provide life skills education subjects, so that everything can run in harmony, especially during the learning process. So the development of indicators of success is done by adding or improving the aspects that have been stated.

3.3. Obstacles Faced in Implementing the Strategy

3.3.1. Fees and Funding

Direct costs are used to fund the process of learning life skills (entrepreneurship education, vocational education and training, apprenticeship education) at the educational institution concerned. Explicitly this financing issue is flexible. This means that it depends on the available budget.

3.3.2. Facilities, Infrastructure and Learning Facilities

Regarding learning facilities, infrastructure and facilities are basically the same as aspects of skills learning needs. To optimize the use of these tools and equipment and so that the skills learning process can run effectively, productively and efficiently. Limited facilities and infrastructure also affect teaching and learning activities.

3.3.3. Evaluation Tools and Implementation

Evaluation to obtain feedback from stakeholders in the entrepreneurship learning process in an educational institution, especially from students. In addition to feedback for learning, achieving goals and the process of learning skills in an educational institution, especially from students, it is also necessary to know the acquisition of knowledge, insights and life skills education skills obtained from the learning process followed by students. This limited lack of evaluation tools greatly affects the course of the teaching and learning process in skills learning.

3.4. Supporting Factors

3.4.1. Partners

The partnership mechanism can be implemented as follows;

a) Prepare a draft MOU that is in accordance with the learning objectives of life skills education
b) Determine at least 1 DUDI unit each, banking, capital companies and other related parties that are in accordance with the learning objectives to be carried out.
c) Discuss plans for partnership cooperation in the context of learning life skills education that will be implemented.

3.4.2. Determining Curriculum, GBPP, SAP, and Modules

In planning, curriculum development is carried out, this is of course followed up by the preparation of GBPP, SAP and Modules. The activities of determining curriculum, GBPP, SAP and Modules can be carried out through the following stages.

a) Review the curriculum that has been prepared in planning
b) Improving and developing the curriculum through information with various parties and inputs obtained by the drafting team.
c) Adding or adjusting the results of the confirmation with the input provided by the work partners obtained when establishing partnerships
d) Revise and make the final results of the preparation of GBPP, SAP and Modules that will be used in life skills education learning.

3.5. Alternative Development

In the development of learning life skills education at the level of learning ideally divided into 4 levels of development;

a) Life Skills Education (PKH) learning on X grade class (basic level entrepreneurship education)
b) Life Skills Education (PKH) learning on XI (skilled job training education)
c) Life Skills Education (PKH) learning on XII grade class (advanced level apprenticeship education)
d) Life Skills Education (PKH) with a high-level learning (students ready and able to enter DUDI or independently)

4. CONCLUSION

In conclusion, the implementation of life skills education through the ADDIE model is a crucial aspect of operational management in educational institutions. It allows for the effective presentation of entrepreneurship, job training, and apprenticeship training. The design serves as a development and modification of skills learning in the context of Life Skills Education (PKH) learning process. By using this model, educational institutions can create a comprehensive and effective learning experience that empowers students with the skills and knowledge they need to succeed in their personal and professional lives.

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