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**DESIGN OF DISTANCE LEARNING WITH ASSURE MODEL  
IN THE PROGRAM OF "KULIAH KERJA MENGABDI"  
DURING THE COVID-19 ERA**

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**Abstract.** *This article aims to explain the concept of learning design in the program of Kuliah Kerja Mengabdi (KKM). The research subject is 30 students of the Universitas Islam Negeri Maulana Malik Ibrahim Malang, who are divide in 2 learning group. At the same time, the object of research is the institution, community organization, or community closest to the residence of each research subject. Developing of learning design uses the Assure Model. This development aims to provide an alternative implementation model for Kuliah Kerja Mengabdi (KKM) program with the remote system. The development results show that most research subjects can carry out learning well even in a pandemic. Each research subject can work well with publics implementing the work program. The work program focuses on the themes of "Penyuluhan Protokol Kesehatan di Masa Pandemi" and "Pentingnya Moderasi Beragama." The validator of learning design development stated that this model is easy to adapt and feasible to implement.*

**Keywords:** Assure; Distance Learning; Covid-19

## **A. INTRODUCTION**

Since the Indonesian government declared that Coronavirus Disease 19 (Covid-19) had become an epidemic that attacked all levels of society, the education system began to change. Learning previously carried out conventionally in a school environment has now shifted to an online system. This online learning carried out during the covid-19 pandemic gave rise to the term LFH (Learning From Home), in Indonesian we call BDR (Belajar Dari Rumah). The BDR model aims to continue providing space for teachers and students to carry out teaching and learning activities without physical contact (Deng et al., 2019). These efforts are, of course, to suppress the massive transmission of covid-19 (Hewi & Asnawati, 2020; Wahyono et al., 2020).

So far, the related research to the implementation of BDR tends to lead to findings to problems faced by several parties. Rasyid & Aswadi, (2020) stated that the implementation of BDR during the pandemic was very ineffective. BDR has provided many challenges in its implementation (Astuti & Harun, 2020). Then, Amiruddin, (2020) explained that 61.11% of the research subjects perceived not liking the BDR program. From a perspective, the teacher still found some person who is still having trouble developing appropriate distance learning designs for students (Amelia et al., 2021; Santoso et al., 2021). Of course, there are many more facts that we can find regarding the implementation of the BDR program during the pandemic.

Several research facts can support the problems in implementing the BDR system. Ratulangi et al., (2021) explained that one of the impacts of sustainable BDR implementation is the emergence of internet addiction. The internet addiction will have a very negative impact on the development of students in the future. Furthermore, Adi et al., (2021) also explained that full-online BDR would cause students to get bored and reduce the effectiveness of achieving the learning objectives themselves.

There has not been much research on learning development based on service practicum using a particular model. It is considered necessary because several fields of knowledge require a direct practical process. Of course, not all education providers have sufficient readiness to face these challenges. Study on this article will explain about development based on learning design concepts community service practicum.

Several barriers were also found in the practicum learning model during the pandemic. Masruri, (2020) explained that time constraints are barriers that often appear in online practicum learning models. With limited time, students have difficulty understanding the material. It causes they are not directly involved in implementing the practicum (Nisa, 2021).

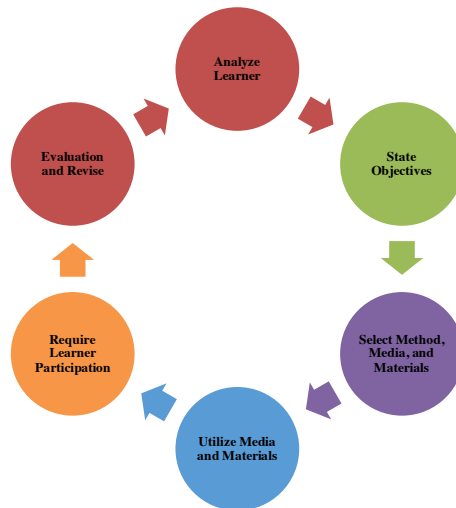
This research provides an alternative model for developing practicum based learning designs in the pandemic era. The development model used assure. Assure model chosen because it tends to be easy to implement or develop. This model is flexible and adaptive for developing learning designs that will utilize technological tools (Sugiri et al., 2020).

Some research results such as; (1) Khazanah (2012) explain that learning system design development with the ASSURE model can increase learning outcomes by 83.33%. (2) Harjanti (2007) also explained that the assure model can increase student participation and creativity, which was initially low to be better. The similarity between this research and the current study lies in the use of the assure model in developing the design of the learning system. The difference in this research is the integration of technology based media. In previous studies, the learning method applied was still conventional, while in this study, it has integrated various types of platforms (multi-platform) in learning.

The development of assure model applied in the "Kuliah Kerja Mengabdikan (KKM)" program at Universitas Islam Negeri Maulana Malik Ibrahim Malang. The KKM course is the same as the community services program field at the other college. The KKM, held during this pandemic, had the concept of implementing it from Home or known as KKM-DR (Kuliah Kerja Mengabdikan Dari Rumah). Therefore, developing a practicum-based learning model in KKM-DR uses the model assure this necessary.

## **B. METHOD**

This research applies ASSURE Learning Design Development model. The development process diagram is shown in the Figure 1.



**Figure1. ASSURE Development Model**

The research subjects were 15 members of group 179 (2020/2021) and 15 members from of group 30 (2021/2022), where each of these groups will carry out a practice environment around the place of residence. Sites used as learning development partners are government institutions and local community organizations.

### **C. RESULTS AND DISCUSSIONS**

**Analyze Learners** - The initial activity carried out in the development of this learning is by analysing the initial conditions of students. Based on the analysis results, the following findings were obtained: (1) Participants who are members of the KKM-DR group are heterogeneous. They come from various regions in Indonesia; (2) The learning style of each participant is very different. The difference in learning styles is due to learning models that are often carried out in each study program. For example, participants from the faculty of engineering tend to be accustomed to a procedural and systematic way of learning. In contrast to students from social science study programs who tend to study theoretically; (3) In this analysis step, a little discussion was also held regarding the work plan of each participant. The existing work programs are very diverse and adapted to their respective fields of study. In this way, the contribution to the community is also expected to be significant; and (4) All participants have a good aspect of technology acceptance. Almost all participants can take part in learning by utilizing multi-platform based technology.

All information obtained from the initial needs analysis process is used as a reference for determining the next steps. This is in line with the opinion of Mohammed, (2020) which states that the initial needs analysis can help researchers or developers to determine the focus of learning objectives to be achieved by students. Based on the current findings, it can be said that the distance learning model based on this service practicum must be combined with multi-platform technology as a supporter.

**State Objectives** - Second, the researcher determines the learning objectives to be achieved by the students. The learning objectives are adjusted to the KKM-DR guidebook which has been developed by the Lembaga Penelitian dan Pengabdian Masyarakat (LP2M), UIN Maulana Malik Ibrahim Malang. The learning objectives are divided into general objectives and specific objectives.

The general objectives of this study are: (1) Supporting the government programs in strengthening the understanding of religious moderation; (2) Supporting the central/regional

government programs in an effort to improve the socio-economic community after the Covid-19 pandemic; (3) Supporting the central/regional government programs in an effort to prevent the transmission of Covid-19; and (4) Implementing the Tri Dharma Perguruan Tinggi program in an effort to improve the quality of life of a tolerant, healthy and independent/tough community.

Furthermore, the specific objectives of the KKM-DR learning are described as follows: (1) Disseminating national values, tolerance, and overcoming extremism by using educational media images and videos distributed through social media; (2) Improving the quality of moderate Islamic religious learning in the youth community of mosques, Madrasah Diniyah, Al-Qur'an Education Park (TPQ) through online or offline media (adjusted to community conditions); (3) Development of community religious-spiritual understanding, through online media, in collaboration with government agencies, community organizations and Islamic religious institutions as an effort to realize the value of *rahmatan lil alamin* and tolerance; (4) Improving the quality of household products to improve the community's economy through strengthening access to appropriate technology, diversity, hygiene, packaging, efficiency, and other forms of programs; (5) Empowering the community at the KKM-DR location with various innovations and strengthening village potential, one of which is the socio-economic improvement of the community through various superior programs while still paying attention to health protocols during the pandemic.

**Select Method, Media, and Material** - In Sugiri et al., (2020) it is explained that the third stage of developing learning design with the assure model is Select Method, Media, and Material (determining learning methods, learning media, and teaching materials). In this study, the method applied is distance learning. Learning practices are carried out in the environment around students according to the structure of their respective work programs. Furthermore, the teaching materials used refer to the learning objectives with the theme "*Penyuluhan Protokol Kesehatan di Masa Pandemi*" and "*Pentingnya Moderasi Beragama.*" While the learning media itself is multi-platform. Some of the platforms that are often used are WhatsApp, Google Meet, Zoom Meeting, Google Drive, YouTube, and Instagram.

**Utilize Method, Media, and Material** - In the implementation of learning, students gradually conduct consultations and discussions with the lecture. This is a form of optimizing distance learning. All students report the work program that has been implemented. Discussions that are built between lecture and students utilize the most accessible technology tools. The platform used is still the same as described in the previous paragraph. The use of technological devices in the development of assure based learning is in line with the opinion of Kim & Downey, (2016).

**Require Learner Participation** - In the virtual meeting process, learners asked to present the progress of the activities that have been carried out. It aims to control student practicum activities. In each presentation session, the lecture acts as a facilitator who provides suggestions and improvements to the portfolio reports that have been made by students.

**Evaluation and Revise** - There are two evaluation models carried out by the developer. The first is an evaluation aimed at assessing the performance of students. The evaluation is in the form of a written report of each practicum activity (implementation of the work program) that has been carried out. In addition, students are also asked to compile reports in the form of video documentary development of each work program that has been carried out in each region (in line with need assessment). In that way, the evaluation step using an authentic assessment. In developing this learning design, authentic assessment is considered suitable for adaptation. This refers to the opinion of Sugiri & Priatmoko, (2020) which states that an authentic assessment

includes elements of project assessment, performance assessment, portfolio assessment, and written assessment.

Second, evaluation is also carried out on the learning design itself. The evaluation process is carried out by means of validation to peer assessment. Validator subjects are academics who focus on the study of learning design development. The validator stated that this learning design was easy to adapt and feasible to be implemented.

#### D. CONCLUSION

Distance learning carried out during the Covid-19 pandemic has caused various problems. However, based on the results of research and development that has been carried out, it turns out that there are several solutions to overcome. One of the existing solutions is by developing a learning design with the assure model, where lectures can use technology devices as learning facilities. This research and development has shown satisfactory results regarding the assure based learning design. This research can also be used as a reference for developing distance learning innovations during the pandemic.

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