INSTRUCTIONAL DESIGN OF GERLACK & ELY MODEL IN THE APPLICATION OF PANCASILA MORAL VALUES IN CLASS XI AT SMAN 1 SUKODADI

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Abstract: Adolescence is the most turbulent period in humans, so there are many changes in the behavior of children at this time, instilling good moral values in students is needed to live life both at school, at home, and in society. This research aims to provide a new perspective in developing learning strategies in schools to help improve and improve morals in students, using the Gerlack & Ely learning model in the hope of helping students understand the moral values contained in Pancasila and being able to practice in everyday life. With this learning model, students will be invited to work together in solving problems in learning so that the learning atmosphere will not be boring. In general, learning in schools very often uses a one-way communication system, namely the teacher explains and students only listen, this will feel very boring and have a lazy effect on students. The application of the Gerlack & Ely learning model can increase student activeness in carrying out the learning process so that the material taught can be more easily understood and will later be practiced in everyday life.

Keywords: Learning Model, Morale, Students

INTRODUCTION

One of the problems in school is about morality, lack of manners and manners of students towards teachers and also towards each other is something that needs to be improved as the concept of learning where learning is a process of educational interaction to achieve educational goals (Annisa Nidaur Rohmah, 2017). Another meaning of knowledge is not only about science but also about how to live in society because basically, humans are social creatures who cannot live without the help of others. This is shown by the existence of forms of delinquency or actions that indicate reprehensible acts, such as behavioral delinquency, verbal delinquency (speaking or speaking), and other deviant actions. Each child has their characteristics and characters, these differences are caused by several factors, including the environment in which they live, their associations, and their family background.

The influence of globalization also brings the development of the times faster which then also affects the morals and behavior of children and adolescents today, globalization also has a bad effect, for example, laziness is getting higher because life is easier, there are many negative things that people can get because access to get them is very easy, and so on, the lack of selective attitude in choosing content on the internet, Finally, children and adolescents arbitrarily consume something that should not be appropriate for children their age, then they imitate it in their daily lives which then has an impact on their character and morals. Moral problems existed before the emergence of globalization.

Globalization has various positive and negative impacts. The impact of globalization has a major impact on people's moral values. The result of this globalization conflict is the

demoralization of the nation's young generation. The morality of today's young generation is very concerning, especially when it comes to behaviors that show indifference, such as lack of respect and respect for others. Efforts that can be made to restore eroded moral values are to carry out civic education learning according to its goals. The role of teachers and parents in practice is very important in developing the ability to filter out the contradictions of globalization which is a challenge for the Indonesian nation (Kurniawan, 2023). Globalization not only brings positive impacts (profits) but also negative impacts (losses). That is why we must respond wisely. As long as the values contained in globalization are positive, then there is nothing wrong with adopting them and applying them in our lives. On the other hand, if the values of globalization are negative, we must distance ourselves and reject them (Fikri, 2019).

The most turbulent period in human life is in adolescence, namely at the age of 18-20 years. This age is the age of junior and senior high school children. This period is a time when children experience changes in their perspectives and behaviors that affect their emotional level as well, a high sense of curiosity is a factor that causes various forms of actions they take. This period is the most important time to instill noble and moral values to form a good character to provide for life in the life of the wider community later. Additional efforts are made by the school and families to form children's thoughts about appropriate behavior that must be shown by children, one of which is character education The implementation of character education can be carried out by incorporating peace-loving learning and fostering nationalism into the school environment (Erviana, 2021).

Students are not only taught science but also how to behave and act towards others. This is certainly true to the norms and culture that apply in society. A child spends most of his time with his parents, but because of excessive parental affection, sometimes children are given the freedom to act according to their wishes, such as pampering children with various luxuries (Taopan, 2019).

Moral education is not new in the world of education, parents and schools are working hard to ensure that children and adolescents behave according to societal expectations. Some values and norms are guidelines and rules that are agreed upon and obeyed in society. Community life has noble values: security, peace, the atmosphere of cooperation and cooperation, mutual respect, respect and tolerance. The younger generation needs to develop this attitude. The process of applying Moral Information can be started in families and schools (Listari, 2021).

Pancasila moral education is one of the important roles in shaping the morals and character of students, in Pancasila education is also hidden character education that is in line with the moral values of Pancasila. Pancasila education is a subject suitable for character formation (Nurgiansah, 2022). So, the nation's character education must be developed comprehensively as a civilization process, because it is a shared responsibility of the government, the community, schools, and parents. Therefore, the embodiment of national culture and national identity must include these elements (Anwar & Salim, 2019). To help the effectiveness of learning activities in the classroom, a method is needed, one of which is the Gerlack & Ely learning model where interaction runs from two directions, namely from educators and students, because all knowledge is not given by the teacher alone but from the student's activeness as well (Gulo, 2022).

Traditional methods such as abstract explanations, rote memorization, and one-way lectures are still used by teachers, and students generally focus only on what they see and hear. In such a learning situation, students become less active and learning becomes less effective (Kristin & Rahayu, 2016). Through a learning process that involves students, they become more courageous in expressing their opinions, students are allowed to express their opinions and respect the opinions of other friends (Lase & Ndruru, 2022). Students are subjects who actively play a role in the learning process. Student activities are evaluated based on their role in learning such as asking questions, answering, and giving opinions (Nugrahaeni et al., 2017). As teachers, teachers must also be ready in the learning process (Zebua & Harefa, 2022), one of which is by fostering a disciplined attitude because it is an important attitude for children's growth and development in completing the learning process regarding punctuality, obeying rules, and relationships with others (Cahyani et al., 2021)

Thus, this learning will apply the Gerlack & Ely instructional design model to implement the moral values of Pancasila to improve the morals and morals of SMA Negeri 1 Sukodadi students.

METHOD

In dealing with a problem in learning activities, a method or stages are needed as a step to find a solution. Of course, this is inseparable from the role of teachers in monitoring and evaluating student participation. Therefore, teachers must be able to use the right learning model so that learning takes place according to the expected scenario. one of them is the Gerlach and Ely learning model (Yusnita, 2016).

The Gerlach and Ely Learning Model is a systematic method for identifying, developing, and evaluating a set of materials and strategies aimed at achieving specific educational goals. The stages of the Gerlack & Ely development model in this learning are as follows:
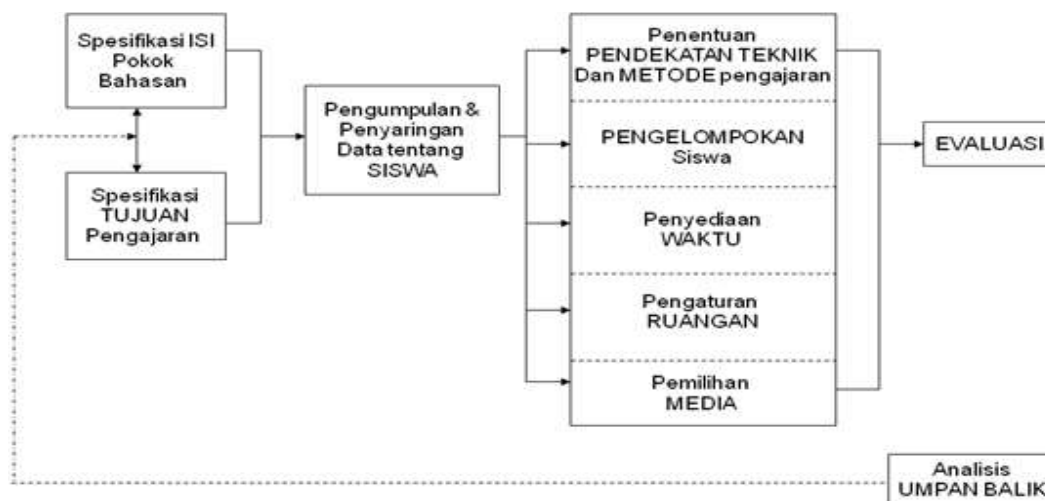

Figure 1. Instructional design of the Gerlack & Ely model
Source: https://didikdidikan.blogspot.com

Specification of subject content, setting learning goals and targets that refer to the problem

The specification of teaching objectives, selecting and determining the material or subject matter that has been formulated in the learning objectives, the content and subject matter chosen must also be specific to limit the scope so that what is taught is easier and clearer.

The collection and filtering of data about students, needs to be done to give an initial test to find out students' abilities and initial knowledge on the material regarding the morality of Pancasila, the test given is not too difficult and not too easy with the aim of determining the next steps to be taken

Determining the approach of techniques and teaching methods, determining strategies to achieve learning goals well, there are 2 types of approaches according to Gerlack & Ely, namely expository and inquiry

1. Expository, usually used in traditional learning activities where there is only one-way communication, the role of the teacher is greater because in an approach such as the teacher is in front and explains the material and it is expected that students will be able to absorb what is conveyed by the teacher.
2. Inquiry, this approach prioritizes students to play an active role in learning activities, teachers only demonstrate then students are required to ask questions related to the material so that later teachers and students will both find answers and solve questions together.

Student grouping, some learning groupings include groupings based on number, mixed, combined, schools within schools and educational parks.

Providing time, choosing the use of implementation time based on the problems and goals that have been formulated, adjusting to the specified strategy, teaching patterns and students' interests.

The room arrangement is determined by considering whether the learning objectives can run effectively, determining how to interact with students, either directly by means of discussion or only by face-to-face with one-way communication, it can also use both but must adjust to the predetermined time as well.

Media selection, determining the appropriate learning media, and approved by students so that the use of media can be used optimally with maximum results, some of these learning media include human media and real objects, audio, print, display, and visual.

Evaluation, evaluation is carried out to find and make decisions about what needs to be improved in the future. In learning activities, not only the results and students must be evaluated but also the teachers and the system. Therefore, it is necessary to have an initial test as a measure of what students know and do not know.

Feedback analysis, the last stage of the learning development system is feedback, the suitability of the learning system, methods, and media with the learning objectives to be achieved is determined from the data obtained from the feedback, the results, and responses about the efforts of the learning model used, whether it is by or whether there is still something that needs to be improved. By analyzing the feedback we can draw a conclusion and determine the decision for the next learning step.

RESULT AND DISCUSSION
Result
　　The result of learning using the instructional design of the Gerlack & Ely model is that the learning objectives are prepared concerning the application of moral values sourced from

Pancasila so that students will be focused and understand what they will learn, so that then students understand the importance of morals and manners and then determine the learning material following the formulation of learning objectives so that the range of teaching is more precise, Then the students were given an initial test or assessment to find out their learning ability. After that, learning is carried out using educational strategies that are in accordance with the steps that have been taken previously, in teacher learning using the Gerlack & Ely learning method, there are 2 types of approaches, namely the expository approach and inquiry.

By considering the learning patterns that often occur today, the inquiry approach is more efficient to build an interactive learning atmosphere between teachers and students, so that the learning experience will be better so as to support the achievement of learning goals. Teachers can apply the approach by demonstrating how to be a human being with good morals and ethics then students are encouraged to ask as many questions as possible about the material, with an approach like this it is hoped that students will be able to understand the content of the material more deeply with reality in real life because the questions asked are most likely things that they have encountered and raised questions in their minds, Then they get the answer. So that the answer will be more relevant to students and is expected to be able to build more mature thinking in the future.

In learning grouping, teachers can use mixed learning groups so that students can accommodate as much as they can get both from teachers and from their friends because with this mixed learning grouping, students can learn together but with different levels of knowledge. Space and time are also related to the chosen learning strategy or approach, so that the method used can run optimally, the time can be chosen according to a predetermined schedule or outside the schedule by considering the space or place where the learning takes place. The selection of instructional media to support learning activities and improve the process of knowledge transfer from teachers to students, one of which is audio and visual because with these learning media, students' learning views will be broader. After the learning ends, an evaluation is needed for future improvements. So at the end of the lesson, the teacher responds to the students and decides what to do in the next lesson so that the learning objectives can develop significantly.

Discussion

Learning carried out using instructional design produces structured learning through stages that are arranged by the goals that have been formulated. Because the learning model used in the classroom has a significant influence on student learning outcomes (Meilasari., 2020). For maximum learning processes and outcomes, choosing a learning model must also be appropriate (Hadith Awalia Fauzia, 2018). Through Gerlack & Ely's instructional design, learning in the classroom is expected to run according to the teacher's expectations. In general, learning activities in the classroom use more one-way communication which it will cause boredom in the nurid and teachers will also be monotonous and less creative in presenting material in class. To build a fun and competitive learning atmosphere, teachers must be good at controlling their learning conditions to ensure the achievement of learning goals (Nelawati et al., 2020), namely by giving students the freedom to solve problems in their learning process, the role of teachers is to guide, facilitate, and motivate those to give instructions to students. In addition, the media used also needs to be used to help the learning

process according to (Wahyu Bagja Sulfemi, 2019) the media and methods used must also be appropriate so that learning is more relevant and this also improves the teacher's ability to manage the classroom.

The learning that takes place is something new, students feel comfortable carrying out lessons, easier to complete tasks, more motivated in completing tasks, ready with the questions given, more focused and attentive, and more enthusiastic (Ari Sudana & Wesnawa, 2017). Therefore, teachers as the holders of control in the classroom are expected to be able to always be creative and innovative in bringing a lesson. Gerlack & Ely's learning model helps students to be interactive during learning because students are invited to be active in solving problems according to (Cintia et al., 2018) exploratory learning allows students to think analytically and try to solve problems on their own. In the subject of civic education, moral values are contained which cannot only be conveyed through theory but must be accompanied by examples in daily life. Among them are divine values, devotion to God Almighty, and mutual respect between religious people. Human values, safeguarding human rights and obligations, and maintaining peace between others. The value of unity, attaching importance to common interests, and maintaining unity. People's values, participating in development and democracy. The value of justice, realizing justice for others, and carrying out responsibilities.

With appropriate learning methods accompanied by the implementation of real material, it will invite students to learn as well as act, through which students will also try to solve problems together during the learning process so that learning strategies with an inquiry approach can run effectively and interactively.

CONCLUSION

Moral problems are something that cannot be eliminated from time to time, education about morality must continue to be taught and applied in every generation. Based on the discussion above, a creative way of learning is needed so that learning goals can be achieved by what has been formulated in the learning plan, learning activities will feel monotonous if the learning style continues to use the same method, then a breakthrough is needed to reach the target significantly. The application of the Gerlack & Ely learning method can improve the morale of SMAN 1 Sukodadi students through an approach that involves teachers and students interactively and working together in solving problems so that the process of transferring important values can be better and more effective, with which a little or a lot will be able to help improve students' morals.

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