



Interdisciplinary science, open access, and peer-reviewed journal that disseminates research findings from lecturers, researchers, teachers, and scientists in a variety of scientific and technological fields.

e-issn: 2962-6110 | jsret.knpub.com

JSRET
Journal of Scientific Research, Education, and Technology

Implementation Of Gagne's Nine Events On Islamic Education Subjects At Sdn Tamansari 03 Wuluhan Jember

Firda Sari, Khoirul Anam
STAI Pancawahana Bangil

Email: Firdasari250416@gmail.com, Khoirulanam@pancawahana.ac.id

ABSTRACT

Every learning theory has a focal point that takes center stage. There is more emphasis on the learning process, there is emphasis on the learning process, there is emphasis on the content or what is learned, there is more emphasis on the learning process, and there is emphasis on the learning process, there is emphasis on learning outcomes, there is emphasis on the content or what is learned, there is more emphasis on the learning process, and there is emphasis on themselves. We will continue to strive to provide the best solution for those of you who want to learn more. One of the important learning theories and principles to be applied or applied in learning activities is the theory of Robert M. Gagne is known for his 9 learning events or nine instructional events model. This research uses qualitative research with field research approach. Data collection techniques using insights, observations and document studies. The Data obtained were analyzed and tested the usefulness of using triangulation. The purpose of this study is to describe and analyze how the process of implementing Gagne nine events on Islamic education subjects at SDN Tamansari 03 Wuluhanjember. The results of this study indicate that the implementation of Gagne nine events in learning events include getting attention, informing learners of overall training objectives, stimulating recall of previous learning, presenting the stimulus/ content, providing tutoring, eliciting performance, providing feedback, assessing performance and enhancing retention and transfer.

Keyword: *Implementation, Gagne's Nine Event, Islamic Education Subjects*

INTRODUCTION

Gagne argues that teaching is an effort to convince educators that each student has the ability requirements for learning tasks, stimulate the use of students' abilities so that they are ready to complete and set learning requirements. Thus teaching is an external factor for learners. In learning situations, the appropriate level of learning consists of matters related to intellectual skill requirements and involves the use of learning requirements (Miarso, 2004). Thus, Gagne's learning theory is a series of learning instructions given by educators to students so that students are directly involved in the learning process. Gagne relates the experience of students with learning to be taught by an educator so that students already have initial knowledge about the learning taught. In learning Gagne learners are given a stimulus by educators to think about the learning material to be taught.

According to Gagne in Suyono, learning should be able to foster teaching and learning activities and good cognitive processes. The learning process (instructional

events) are as follows: 1) foster interest and focus students' attention; 2) convey the purpose of learning activities; 3) review previous lessons; 4) deliver materials on the learning process; 5) provide direction to students about learning instructions; 6) provide stimulus so that students are moved to respond; 7) provide reinforcement or feedback on the work given to students; 8) evaluate learning; and 9) strengthen retention of student learning process (Suyono & Hariyanto, 2011).

Robert Gagne manages a series of procedures or ways of carrying out learning with a variety of instructional and behaviorist approaches with a main focus on achieving results or changing the behavior of learners. Gagne formulated it into nine steps of instruction drawing on Bloom's taxonomy to design engaging and meaningful learning. Here are the nine steps of learning according to Gagne (Gagne, R. M., Wager, 2005), in the first stage up to the 4 proposed to help learners make sense of new information in accordance with their understanding or experience, to find out more details of the following research serve Gagne nine event of instruction:

1. *Gain attention of the student*

Attention is defined by Slavin as active focus on certain stimuli to the exclusion of other, Slavin suggests that additional ways to gain students attention in class include usage of cues that indicate "this is important" by raising or lowering voice to signal that critical information is about to be imparted, application of gestures, repetition and body position, introducing lesson with demonstration in order to engage students' curiosity and informing the learners that what follows is important (Robert E. Slavin. 2017). Attention is defined by Slavin as an active focus on certain stimuli to the exclusion of others, at this stage the educator gives a signal that the information to be conveyed is important, attracting the attention of students with the application of gestures/ body positions, mastery of the class and continued use of interesting methods and media. When learners have an interest, then in the advanced process of learning activities learners will be motivated to focus attention. Methods to get learners' attention include: stimulate students with novelty, uncertainty and surprise, ask students thought-provoking questions as well as have students ask questions for other students to answer.

2. *Inform student of the objectives*

presenting students with learning objectives communicates an expectation of the knowledge and/ or skills they are expected to perform. It also argued that "students cannot tell when they have accomplished a learning task and experience the satisfaction of that accomplishment unless they know what final performance is expected of them" (Konstantin V. Slavin, 2011), the next step is to inform students learning objectives by communicating expectations to be achieved in the aspects of knowledge, attitudes and skills clearly. Methods for stating results include: educator describes required performance, educator describes standard performance criteria and learners sets criteria for standardised performance.

3. *Stimulate recall of prior learning*

Prior learning is the fundamental pillar of the idea of "from known to unknown." Tuckman and Monetti contend that "it is the old information and the new information combined that enables an attentive, expectant student to achieve mastery of a task (Tuckman & Monetti, 2011). Recalling past learning information is

a fundamental pillar to build new knowledge or information that will be learned in the learning process by learners, old information and new information simultaneously construct the understanding of learners to achieve mastery of a given task. Methods to stimulate memory include: ask questions about previous experiences and ask learners about their understanding of previous concepts.

4. *Present the content*

The delivery of learning materials is carried out by educators. In order to find success in the delivery of educators first need to understand the concept of the content to be delivered, using appropriate methods and appropriate demonstration media. In the presentation of the learning content, there are several tips to achieve success including: present the content in simple concepts such as discussing the vocabulary of the word *kumci* according to the material to be discussed, present in several versions (for example through videos, demonstrations, group work and so on) of the same material, as well as use media to address different learning preferences.

5. *Provide learning guidance*

Nyaga, Oundo and Kamoyo argue that guidance and counselling services contribute to better growth of students' academic competence (Nyaga, V. Oundo, 2014). The essence of learning guidance is to provide support for learners in making connection between what they know and what is being learned (Gagne, R. M., Wager, 2005). Providing tutoring to learners contributes to the growth of learners' better academic competence. The essence of providing guidance in this process is to provide support to learners in constructing correlations between what they know and what is being learned. Methods for providing tutoring include:

- a. Provide instructional support as needed (cues, instructions, prompts) that can be removed after the student has learned the assignment or content.
- b. using varied learning strategy models (mnemonics, concept mapping, role playing, visualizing and so on).
- c. use examples and non-examples, in addition to providing examples, use non-examples to help students see what not to do or the opposite of examples.
- d. Provide case studies, analogies, visual images, and metaphors. Case studies for real applications, analogies for the construction of knowledge, visual images to create visual associations, as well as metaphors to support learning.

6. *Eliciting performance (practice)*

This is in harmony with Thorndike's law of exercise which states that if one exercises, the effect increases. The teacher therefore, needs to elicit the learners to practice what has been taught in class in order to increase permanence in learning (Schunk, D.H, 1996). If a person practices then the effect of the exercise will increase. For this reason, educators need to invite students to practice what has been taught in the classroom to improve the process of internalizing new skills and knowledge based on concepts (in the form of material mastery) in learning. Ways to enable learner processing include:

- a. Come up with student activities by asking deep learning questions, make references to what students already know or students collaborate with peers.

- b. Come up with recall strategies by asking learners to recite, revisit, or repeat information they have learned.
- c. Facilitate student elaboration by asking students to elaborate or explain details and give more complexity to their responses.
- d. Help students integrate new knowledge by providing content in context-rich events (use concrete examples).

7. *Provide feedback*

Feedback means information about existing understanding that we use to enhance future understanding (Smaldino, S. E; Lowther, D.L; and Russel, J. D., 2008). Feedback means information about existing understanding that we use to improve understanding in the future. Some types of feedback include: Confirmatory feedback (informing students that they are doing what they are supposed to be doing), corrective and remedial feedback (directing students in the right direction to find the right answer but not giving the right answer), informative feedback (providing new, different, additional, suggestions to a student and confirming that they have been actively listening), and analytical feedback (providing students with suggestions, recommendations, and information for them to improve performances).

8. *Assesing performance*

To evaluate the effectiveness of instructional events, you must test to see if the expected learning outcomes have been achieved. Performance should be based on previously set goals. Methods for testing learning include: Pretest for prerequisite mastery, use a preliminary test for knowledge or endpoint skills, perform a post-test to check mastery of content or skills, embed questions throughout instruction through oral questions and/or quizzes, include performance that is objective or refers to criteria that measure how well a student has learned a topic, identify normative referenced performances that compare one student to another.

9. *Enhance retention and transfer to the job*

At this stage of Gagne's nine instructional events, learning knowledge and skills have been learned and what follows is to enhance retention and transfer of learning. While retention is all about preventing forgetting and enhancing the learner's ability to recall the knowledge or skills at he appropriate time, transfer of learning sets some variety of new tasks for the learner, tasks that require the application of what has been learned in situations that differ substantially from those used for the learning itself This suggests that ability to recall is not enough. What is needed is ability to transfer ability to perform similar tasks (Gagne, R. M., Wager, 2005). In stage nine of Gagne's instructional events, knowledge and learning skills have been learned and what follows is to enhance retention and transfer of learning. While retention is all about preventing forgetting and improving the learner's ability to recall knowledge or skills in a timely manner, transfer learning sets several new task variations for the learner, tasks that require applying what has been learned in different situations. this suggests that the ability to remember alone is not enough, what is needed is the ability to transfer the ability to perform similar tasks.

learning activities are divided into three, namely Pre-Activities, Main Activities, and Post-Activities. Pre-activities include learning events such as gaining attention,

informing learners of the objectives, and Stimulating recall of prior learning. While in the main activities include learning events presenting stimulus, providing learning guidance, eliciting performance. And the post-activities include learning events providing feedback, assessing performance, enhancing retention and transfer. The nine steps of learning is an activity compiled by educators to help students learn. However, not all measures can or should be applied to all subjects. The form of development is submitted to educators in accordance with the existing basic competencies for the sake of the student learning process as can be seen in detail in the following table:

Table of Instructional Events and Cognitive processes adapted from (Zhu & St. Amat, 2010).

No.	Explanatory Events	Explanatory Events
1.	<i>Gaining attention</i>	In the early process of learning to attract the attention of students, so students are expected to be ready and focused in following the learning. Students ' attention can be improved by providing stimuli in accordance with cognition
2.	<i>Informing learners of the objectives of the overall Training</i>	This is done so that students understand and have learning goals and expectations, so that students are able to find out for themselves the essence of learning, then convey what benefits will be obtained from learning and giving assignments to students.
3.	<i>Stimulating the recall of prior learning</i>	Students need to recall the material that has been studied previously and then integrate with the materials to be learned
4.	<i>Presenting the stimulus/ content</i>	When explaining the learning material, the teacher uses examples, as well as delivered and packaged attractively
5.	<i>Providing learning Guidance</i>	Providing direction and guidance and guidelines in order to facilitate students achieve goals during the learning process by giving some questions to students
6.	<i>Eliciting performance</i>	Students are asked to explain to the teacher related to the material has been learned, to convince the teacher or himself in the form of action to display his ability.
7.	<i>Providing feedback</i>	Teachers provide feedback to help students know about their understanding and how the performance results are produced
8.	<i>Assessing performance</i>	Part of the learning event that serves to assess the ability of students, so it is necessary to create a consistent assessment

	tool in order to measure the level of student learning achievement.
9. <i>Enhancing retention and Transfer</i>	Teachers provide training to students to empower knowledge that he can at any time

Learning should be able to cause learning peristiwa and cognitive processes. Instructional events are events in the following order: generate interest and focus so that students are ready to receive lessons, convey learning objectives so that students know what to expect in learning, recall concepts/principles that have been previously learned which is a prerequisite, deliver learning materials, provide guidance or guidelines for learning, generate student performance, provide feedback on the correctness of task execution, measure/, and reinforce reference and transfer learning (Suciati & Irawan, 2001).

METHOD

This study uses a descriptive qualitative approach which is a method that examines the status of a group of people, an object, a condition, a system of thought, or a class of events in the present (Moh. Nasir, 2011). While the qualitative understanding itself is a research procedure that produced descriptive data in the form of written or oral words of people and behavior that can be observed (Lexy J.Moleong, 2015). So in this writing is presented in the form of narrative description. While the type of research used by researchers is Field Research that is Field Research. In simple terms, field research can be defined as the act of research that directly conducts observations to obtain the information needed in a study. field studies refer to systematic research into social situations and changes. These field studies try to find answers to certain questions. The field study process is a research activity in which researchers or practitioners and even ordinary people can participate in the collection and analysis of data (Brita Mikkelsen, 2011).

FINDING AND DISCUSSION

To find out the concrete application or application of the nine steps of learning according to Gagne, the authors conducted a mini research at the Tamansari Elementary School educational institution 03. Researchers chose grade IV as the subject as well as the object in this small study, the material chosen was PAI subjects with the theme of knowing God through Asma'ul Husna (Al - Basir, al-Adl, and Al-Adzim). Here is a mini report of research conducted by researchers on the application of nine steps of learning according to Gagne:

1. Gaining attention

The first step in learning is gaining attention (giving attention) at this stage learners are well prepared physically and psychologically in starting learning PAI. In SDN Tamansari 03, students are invited to begin with a prayer before learning and then continued to read pancasila and the proclamation of independence, then begin learning with fun games in order to generate interest and attention of students such as concentration tests. The concentration test used by researchers here is a color clapping game, this stage is very important because if students are interested in

learning at the beginning, then students will follow the learning well until the end. In a series of learning if students feel less concentration and began to experience saturation then educators can do ice breaking with the same game. Technically, the placement of students 'sitting positions can also be arranged in such a way as to increase attention, the placement of students' sitting is as usual, but the placement of students can also be done in groups.

2. *Informing learners of the objectives of the overall Training*

At this stage the educator conveys the learning objectives, the learning objectives are what are the goals that will be achieved from the material to be discussed and studied. Educators provide an explanation to students about how the influence or benefits of learning PAI in everyday life, the benefits of learning Asmaul Husna and strengthening in order to be implemented in everyday life. In the delivery of learning objectives in the scope of basic education educators must package the language of delivery into a language that is light and easy to understand by elementary school children.

3. *Stimulating the recall of prior learning*

This stage is similar to apperception activities, educators bring up communication that discusses activities or old knowledge known by learners with new knowledge or knowledge to be discussed. In this case, the educator shows the close relationship between the knowledge possessed by the learners and the knowledge to be learned. This activity was carried out with the teacher providing a stimulus in the form of general questions, namely "who here understands asmaul husna? Are there any children who have memorized Asmaul Husna? Mention Asmaul husna that you (students) know, and so forth" this activity can bring up a sense of ability and confidence so that students will enjoy and not feel anxious in carrying out teaching and learning activities.

4. *Presenting the stimulus/ content (information)*

In this stage the educator sets out definitively about the concept of the material that needs to be presented to the learners. Educators need to pay attention to the order of delivery of the material, the intention is whether the material is delivered in sequence or allowed to jump, such as from theory to practice or vice versa. In this study the researchers took the material about Asmaul Husna. So that the delivery of content content can be done randomly or in combination.

Subject matter is generally a combination of types of material in the form of knowledge (facts and detailed information), skills (steps, procedures, circumstances, and certain conditions), and attitudes (containing opinions, ideas, suggestions, or responses) Kemp and Merrill distinguish the content of the lesson into four types, namely facts, concepts, principles, and procedures. In the content of this lesson, it is seen that each type of lesson definitely requires different delivery strategies. Therefore, in determining the learning strategy educators must first understand the type of subject matter to be delivered in order to obtain appropriate learning strategies. Example: (a) if students are asked to remember the name of an object, Symbol or event means that the material is in the form of facts, so that alternative delivery strategies are in the form of lectures and questions and answers, (b) if students are asked to mention a definition or write a characteristic of an object

means that the material is in the form, so that the alternative delivery strategy in the form of recitation or assignment or group discussion.(c) if learners are asked to connect between several concepts or explain the circumstances or results of the relationship between several concepts, it means that the material is in the form of principles, so that alternative delivery strategies are in the form of guided discussions and case studies (Wahyudin Nur Nasution, 2017).

5. *Providing learning Guidance*

This study guide activity, carried out by educators during the core activity process takes place. Educators provide assistance and brief guidance to students who may not be complete in understanding the learning material. When educators finish giving and delivering material about *asmaul husna* educators randomly approach students who are still unable to understand the material, after the problem is found, educators solve it by giving a short and clear answer about the part that has not been understood by students.

6. *Eliciting performance*

The participation of learners is very important in the learning process. The learning process will be more successful if students actively perform exercises directly and relevant to the learning objectives that have been set. learners are given information about a knowledge, skills and attitudes. In order for the material to be truly internalized (relatively steady and settled in them), the next activity is that learners should be given the opportunity to practice or practice such knowledge, attitudes, skills. In this mini research students were given the opportunity to explain and mention *Asmaul Husna* that has been taught in front of the class. It does not need all students but only representatives.

7. *Providing feedback*

As soon as learners demonstrate certain behaviors as a result of their learning, the educator provides feedback on the learning outcomes. Through the feedback provided by the educator, learners will immediately know if the answer which is an activity they have done is right/wrong, right/improper or there is something that needs to be improved. Feedback can be both positive reinforcement and negative reinforcement. Through positive reinforcement (good, good, right, and so on), it is expected that the behavior will continue to be maintained or demonstrated by learners. Conversely, through negative reinforcement (less precise, wrong, needs to be perfected and so on), it is expected that the behavior will be eliminated by the learner.

Students who successfully demonstrate certain behaviors of learning, for example, students are able and able to expose a brief review of the material *Asmaul Husna*, then the teacher gives feedback back or appreciation to the students.

8. *Assessing performance*

There are two types of tests or assessments commonly performed by most educators, namely pretest and posttest. In general, tests are used by educators to find out whether specific learning objectives have been achieved or not and whether

the knowledge, skills and attitudes have really been owned by learners or not. The implementation of the test is usually carried out at the end of learning activities after the learners go through various learning processes, namely the explanation of the objectives at the beginning of learning activities, the delivery of information in the form of learning materials. In addition, the implementation of the test is also carried out after the learners do the exercise or practice.

The test conducted by the educator when finished explaining is to provide short questions related to the material. The questions are in the form of short questions submitted orally by educators and answered quickly by learners who can answer by raising their hands first. Students who are able to answer correctly will get a value according to the specified weight. Here are the questions used:

Table Of Questions

NO.	Questions
1.	What does Asmaul Husna mean?
2.	Who owns Asmaul Husna?
3.	How many asmaul husna?
4.	Asmaul Husna consists of two words, meaning?
5.	How many Asmaul Husna are we learning today?
6.	Find a way to know God!
7.	What does Al-Basir mean?
8.	What does Al-Adl mean?
9.	What does Al-Adzim mean?
10.	What is the ruling on believing in Asmaul Husna?
11.	Why Does God have the name Al-Basir?
12.	Why Does God have the name Al-Adl?
13.	Why does Allah have the name Al-Adzim?
14.	What is the proof that Allah has the names Al-Basir, al-Adl and Al-Adzim?
15.	What example can we take from Asmaul Husna?

9. *Enhancing retention and Transfer*

This stage aims so that learners can improve retention or resilience and stability of knowledge from the material that has been learned. In the previous stage the learners provide some questions to arouse the memory and understanding of students to the material Asmaul Husna. Educators do this stage by providing direct reviews of each question that has been given to students and providing additional reinforcement material for the correct answers that have been answered by students.

CONCLUSION

Learning is a complex process that happens to everyone and lasts a lifetime. Due to the complexity of learning problems, there are many theories that seek

to explain how the learning process occurs. Each theory has its own concepts or principles about learning and affects the form of learning resources used in learning activities. According to Gagne, learning should be able to foster teaching and learning activities and good cognitive processes. The learning process (instructional events) are as follows: 1) foster interest and focus students ' attention; 2) convey the purpose of learning activities; 3) review previous lessons; 4) deliver materials on the learning process; 5) provide direction to students about learning instructions; 6) provide stimulus so that students are moved to respond; 7) provide reinforcement or feedback on the work given to students; 8) evaluate learning; and 9) strengthen retention of student learning process (Suyono & Hariyanto, 2011). Gagne's nine instruction events can help build a framework for preparing and delivering instructional content. Ideally, educators should prepare learning goals before implementing the nine events (goals and objectives will actually help put the events in the right context). The nine instruction events can then be modified to suit the content to be presented and the level of knowledge of the students.

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