

Teacher's Training on Classroom Instructional Design

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Abstract

Realizing on the importance of administering a systematic plan prior to the teaching and learning process, teachers might be oriented to any instructional design or model in education. This article discussed on the teacher's real experiences on preparing such systematic plan after participating at particular training. An interview with one of the teachers of English in one of Senior High School in Palembang was conducted. As the consideration to collect the data, the teacher selected has joined a classroom-instructional-design training before. The results of the interview showed that most of the aspects of classroom instructional design are given during the training. In addition, the five components of learning as well as the procedure in designing the instruction were well given. The guidance and materials given on the training were believed to be that beneficial on the implementation of teaching and learning process.

Keywords: Classroom instructional design, Instructional design model, Teacher's training

INTRODUCTION

The methodical process of classroom instructional design facilitates student learning by creating educational experiences. It involves planning, structuring, and implementing teaching strategies which suit the learning objectives and student needs. ADDIE framework, stands for Analysis, Design, Development, Implementation, and Evaluation is one of the commonly accepted instructional design models. By following this kind of guidance, teachers may vary the well-organized, engaging, and inclusive lessons. The optimum learning outcomes and effective and efficient learning process might happen through the implementation of such systematic plan (Morrison, Ross, & Kemp, 2020). The classroom instructional design, moreover, examines aspects involving learners' prior knowledge, the source availability, and expected learning outcomes. The ADDIE framework is illustrated by the figure below.

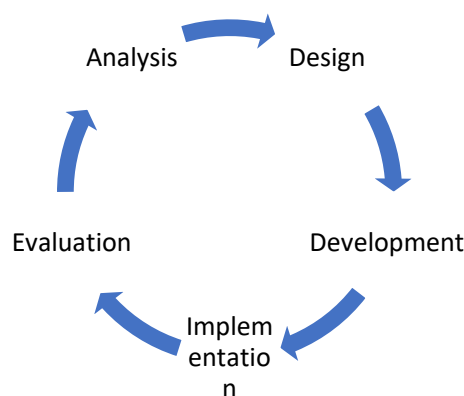


Figure 1. ADDIE Model

In modern instructional design, the principles of constructivist learning give a lot of contribution. It highlights the essence of active learning, in which students broaden their comprehension through experience and reflection. Collaboration, problem-solving, and critical thinking are encouraged in the classroom learning to help students connect recent knowledge to past experiences. It is scientifically proven that better retention and deeper engagement are resulted from the implementation of student-centered approaches (Jonassen, 1999). From the

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integration of technology, formative assessments, and feedback, the classroom atmosphere which promotes knowledge acquisition and fosters the vital skills development for lifelong learning can be created.

In designing an instruction, there are a lot of things that a designer or an instructor should consider and do. Primarily, to administer such kind of instruction, instructor has the responsibility of planning (designing), implementing, and evaluating. Somehow, to avoid inappropriateness, certain matters associated with instructional design should be developed and revised. In other words, they— designers or instructors— also have the work of developing and revising. To have an optimal work in designing instruction, a procedure of instructional design should be administered in order.

Moreover, in designing an instruction, it is important for designers to deal with the goals and its analyses, learners and context, skills to master, strategy to use, materials to deliver as well as evaluation to conduct. Thus, Dick, Carey, and Carey (2005) suggest that there are, at least, nine steps in designing an instruction, namely, 1) identifying instructional goals, 2) conducting a goal analysis, 3) identifying subordinate skills and entry behaviors, 4) analyzing learners and contexts, 5) writing performance objectives, 6) developing assessment instruments, 7) developing an instructional strategy, 8) developing instructional materials, and 9) designing and conducting formative evaluations. The figure by Kurt (2015) below illustrates the Dick and Carey instructional model.

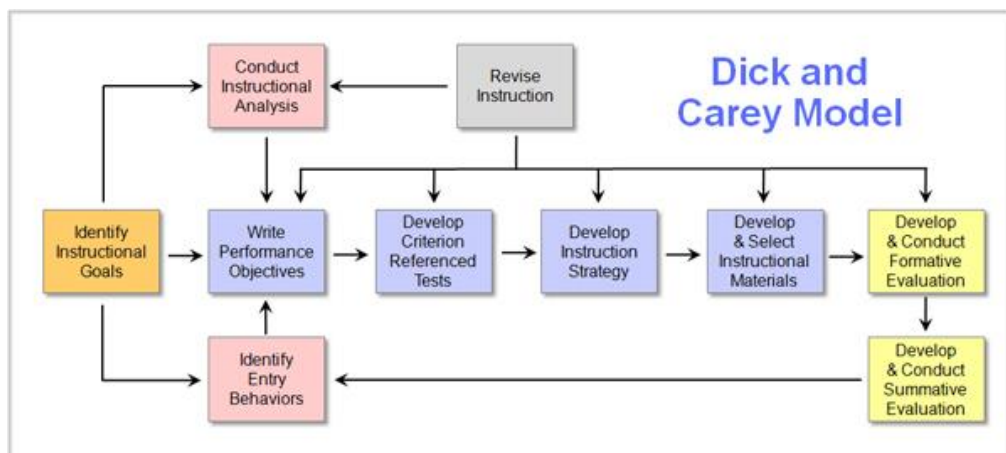


Figure 2. The Dick & Carey Model

Specifically, there are two things to which an instructor should focus on in designing the instruction— about what to deliver and how to deliver. The first through sixth steps are basically dealt with the term what to deliver. While, it is crucial to decide the strategy used to deliver. Various aspects of delivery system selection, content sequence and grouping, learning components description, student grouping, lesson structures establishment, and media selection are covered to the term instructional strategy (Dick, et al., 2005).

Those aspects should be concerned as it will be the consideration to determine what strategy to be used. An appropriate instructional strategy will aid the learner to achieve the goal. Furthermore, skills included in the instruction would be easily mastered by the learners through an effective instructional strategy. For those reasons, it is necessary that a training program, which is derived through the process of instructional design, be identified which is aimed in order to figure out whether or not the aspects concerning with instructional strategy were applied.

METHODOLOGY

To collect the data, an interview with a teacher of English who had joined a training program in relation to English Language Teaching (ELT) was conducted. It was done on Tuesday, November 21st, 2017. The interviewee was the teacher of English one of senior high school in Palembang, who has experienced seven-year-teaching and had joined a seven-day-training program entitled “Pembekalan Instruktur Nasional Guru Pembelajaran Mata Pelajaran Bahasa Inggris SMA/SMK” held on July 26th up to August 4th, 2016.

As the source of data, eight questions regarding to instructional strategy were asked. The interview itself was a semi-structured interview. From the collected information, a descriptive analysis was conducted to elaborate how training experience influence teachers’ readiness in running out the teaching and learning process. In other words, whether or not the trained teachers could apply a well-designed instruction to the classroom.

RESULT AND DISCUSSION

From the interview, there are some facts found related to the application of aspects in instructional strategy. First, it was found that the training involved five learning components— pre-instructional activities, content presentation, learner participation, assessment, and follow-through activities— organized by Dick, et al. based on Gagne’s *Conditions of Learning* in 1970 (Dick, et al., 2005, p.189). The interviewee described that the trainee used to begin the activities by showing them videos or songs which were related to the content. She admitted that it made her motivated as it gained her attention. Additionally, for sure, there was content presentation by the trainer supported by some suitable examples. They were also given chances to actively participate in the learning process— questions were offered and assignments were assigned. As the confirmation, the trainer provided feedbacks and comments. Then, they had pre-test and post-test as assessments as well as a review about the whole strategy to know if memory skills and transfer of learning had been discussed. Instructional design is aimed at creating a repetitive process by having a planned outcome, a compelling learning strategy, an applicable tech, an identified educational media, and a well-measured performance (Branch & Kopcha, 2014).

Next, there were some information about the content presented explained by the interviewee. The contents or materials presented were primarily about modes. She believed that the contents were well-sequenced as they were delivered systematically started from the simplest one to the most complex one. It was explained that the trainees were firstly introduced to types of modes which are face-to-face mode (*moda tatap muka*), online mode (*moda daring*) and combined-mode (*moda kombinasi*). Then, the trainer elaborated how to apply those modes. The most complex one, as she considered, were the discussion of modules. During the training, there were ten modules to discuss. This fact is in line with what Dick, et al. (2005, p. 186-188) say that the content presented should follow the sequence of instructional analysis which begin with the lower-level skills up to higher level skills.

Besides, still related to the contents, the interviewee said that they were presented based on the goal. In other words, the contents matched the goal of the training. Despite, there are few contents which were missed due to the limited time. Overall, they were good and well-presented with adequate and appropriate examples. Additionally, regarding to the term clustering instruction, Rissa believed that the contents were delivered on an objective-by-objective basis for each day of the training dealt with different topic. Dick, et al. (2005, p. 188) explains that the information is possible to be presented on objective-by-objective basis or on several objectives.

Moreover, the trainees were informed about the instructional goal— it was to prepare them to be a national instructor. Unfortunately, Rissa was not sure whether the pre-requisite skills were informed. However, informing the learner of pre-requisite skill is one of the factors which should be considered prior to beginning formal instruction. It is also suggested that informing the learner of pre-requisite skill are purposed to make sure whether or not learners have prior knowledge related to the content and to stimulate them to connect the prior knowledge to the new one they will get during the instruction (Dick, et al., 2005, p. 190-193).

The next result from the interview was that there were three assessments administered during the instruction. Prior to content presentation, the trainees were given pre-test. It was aimed to know if the learners had previously possessed the skills which will be included in the instruction (Dick, et al., 2005, p. 147). Not only that, during the learning activities, they— the trainees— had regular practice test for the sake of learner participation. At the end of the whole instruction, post-test was conducted. Dick, et al. (2005, p. 148) say “Eventually the post-tests may be used to assess learner performance and to assign credit for successful completion of program or course.”

In relation to the media, any kinds of multimedia such as laptop, LCD, projector, speaker and internet access were used to aid the goal achievement. LCD and projector, particularly, were used in order to display the materials and videos. Meanwhile, songs were played with speaker. Internet access was also utilized as the trainees needed to search some additional information related to the materials.

Last but not least, as previously explained, the interviewee revealed that after the learning participation— specifically after the practice tests— the trainer gave some feedbacks as the confirmation towards learner performance. Feedbacks are crucial to be given since the learners could have reflection on their understanding of the materials. Learner participation is considered as one of the potent aspects in the process of learning. One of the ways to provide learner participation is by having practice test (Dick, et al., 2005, p. 194).

CONCLUSION

In summary, based on the interview, most of the aspects of instructional strategy were greatly applied in the training entitled “Pembekalan Instruktur Nasional Guru Pembelajaran Mata Pelajaran Bahasa Inggris SMA/SMK”. This seven-day-training covered the five learning components which are very significant as the consideration of determining instructional strategy and consisted of appropriate and fruitful contents. In addition, it was also provided with a clear instructional goal informed to the learners as well as with appropriate media to aid the



learning activities. Despite its weaknesses for certain reasons, this training was very good in applying the aspects of instructional strategy which is included in the procedure in designing instruction suggested by Dick, et al.

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