



DEVELOPMENT OF THE ASOKA TRAINING MODEL BASED ON SOCIAL LITERACY IN HIGHER EDUCATION

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Article history:	Abstract:
<p>Received: August 24th 2023 Accepted: September 24th 2023 Published: October 28th 2023</p>	<p>ASOKA training aims For form participant training to have high competence and capability convey his idea to public on base experience learning in the environment social , refers to five stages ie stages experience, convey, process, criticize and act. Study development of training models This conducted at Gorontalo State University with use approach study mix. Election method mixture caused For producing the ASOKA training model involves as many as 150 good people as subject research , respondents model testing , content validator , empirical validator, and model reviewer. Research data obtained with spread questionnaire and analysis document. Research samples involved in model testing is semester 3-6 students are taken purposive sampling. Research data consists from quantitative data processed with use analysis inferential with use Jeffery Amazing Statistics Program formulation while qualitative data processed with Robert K. Yin's approach.</p>

Keywords: ASOKA training, literacy social, learning based on experience

INTRODUCTION

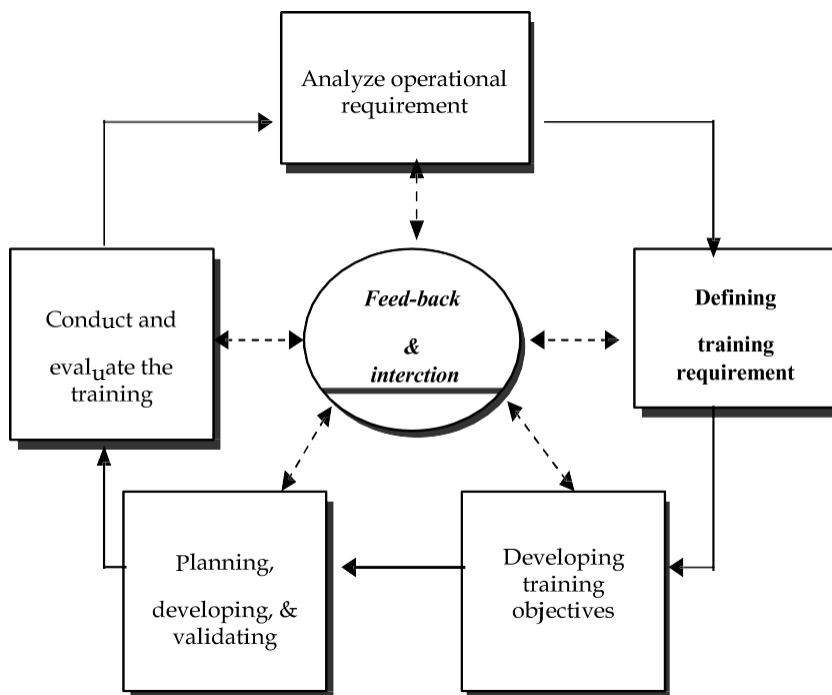
Reform of the National Educational and Cultural Policy in Higher Education aims For form student superior with Pancasila character. As has translated in dimensions have faith , be devout to God Almighty and moral noble , independent , working together, global diversity , reason critical and creative . [1] [2] [3] [4] Sixth dimensions the form One unity that can obtained in a way free in space lectures even when interact social in society . The data shows that student Not yet capable implements 6 dimensions Pancasila profile in campus , p This Because happen degradation morals , moral degradation , even degradation social in the self student suspected with low will learning , low adversity resistance , more like things that are instant and practical , high number violence sexual , vigilante , complicit things crime, drugs, even ironically sensitivity social student as form implementation literacy social Still low . [5] [6] Phenomenon This felt on my bench studying Where between fellow student in One classes , a study program , not even in public university spaces each other get to know , minimal communication , minimal discussion especially bulk opinion related content lectures . Problem like This No can left protracted , because will impact change order life public from method life become a society method living individually. [5] As example happen at the beginning Last February 2023, student die in his boarding room suspected Because sick, and ironically sensitivity social from colleague fellow very low boarding school children so that the victim died No known and relatively long off the knowledge radar Friend peer . [7] Example case This hinted that individualism, antipathy and social insensitive behavior currently churning in the middle students, so required a new formula in form sensitivity self, sensitivity family and sensitivity social society in every personal student. Preventive steps that can be taken is through enhancement capacity student through pulpit scientific with approach learning based on experience Study direct for student. [8]

Kolb's learning style model is implicit in resource based learning who invites student do observation For solve problem. According to David Kold (in Nasution 2005: 111), " Kolb's learning style is style engaged learning experience new students, develop observing / reflecting, creating concept , and use theory For solve problem ." From limitations understanding style studying Kolb's model above, there are two aspects / dimensions, namely: 1) Experience concrete at something party and conceptual abstract on the other side; 2) experimentation active on a parties and observations reflective on the part other .

Kolb (1984) explains that in the formation process capacity self, need activity Study directly in the community, where will get experience Study in accordance with need si learner . [9] [10] [11] Above that in a way Specific learning based on experience refers to 4 stages main ie started with activity identification various experience Study in a way concrete , next active do various observation reflective , in phase This capable measure himself with capable read

context social , next enter the stage conceptualization abstract and ultimately experiment in a way active . [12] [13] From models training Which There is, can seen among them as stated by **Nedler (1982:12)** , known as The Critical Events model (CEM) or called with model open Which step- the steps look more detailed and specific. In this model not all variables Can identified or set on moment done planning program the training, However on every the steps always in evaluation And as come back.

Mayo & Du Bois, (1987:3) also developed a training model through five stage (phase), Which known with Continuous Loops Training Development and Implementation Model or Closed-loop Continuous System. The five phases is : 1) phase analyze operations requirements, 2) phase defining training requirements, 3) phase developing objectives, 4) phase planning, developing, and validating training, And 5) conduct phase and evaluate the training. By schematic fifth phase This can be seen in Figure 2.3 following:



Picture 1 : Model Cycle Training Five Stage
Source : **Mayo & Du Bois, (1987:32)**

From models Which depicted And outlined on, as well as In connection with this research topic, the researcher did not adapt a single model as a whole, but in collaboration with several models consideredis appropriate to the type and target group of the research. As in preparation model more tend to model training Which developed **Nedler (1982:12)** , The reason for adapting this model is because of each step takenalways evaluated For give bait come back. Whereas in step-the steps will be more simplified and more similar to those expressed **Good (1982:11)**. For model **Paul G. Friedman (1985:4)** , Because see about exists awareness will need as step beginning For solve problem Which currently faced, as well as emphasize will the importance of team or integrated work. Cohesion in the form of a team or group Work felt more effective, especially in effort apply results Study participant into his work.

ASOKA training model is combination from learning strategies experiential with learning social expectations student involved active in the learning process based on experience in the environment social . The theory used in explains the ASOKA training model is theory Study based on experience and theory Study social. Study based on experience is effort For build knowledge and meaning from experience life real. Student own experience Study in accordance with characteristics interpersonal interactions so context Study in accordance with need learn . [22] [23] [24] Whereas theory Study social is perspective theoretical about How experience and consequences learning basically located in the environment social . Refers to both theory Study Thus , ASOKA training became strategic thing For applied to student so increase competence literacy social.

In studying at least there is four necessary aspects there is such as, personality , processing information , interaction social and preference curriculum . [12] [14] [15] Stages the is cycle learning that is needed experience Study from One level to level next . So theory Study based on experience is very relevant with effort change character students who tend to be individuals so capable adapt in accordance with experience learn it. Dewey, Kolb, and Knowles [16] [17] [10] [14] say that Study based on experience is method identify every learner can interpret atmosphere Study based on experience direct so that form condition study accordingly with needs . Actually principle Study sort of This more near with principle philosophical constructivism and requires an interaction process social in a way sustainable.

Fathurrohman (2015: 130) explains that experiential learning formed from three aspect , ie loaded knowledge information , concepts , and facts , activities that constitute application in A action, and reflection which is the process of analyzing impact from action to development individual . Third aspect the own role important and becoming

distribution important in reach objective learning. Change character student from the usual just become students with character superior is challenge in the learning process, then from That a new formula is needed For organize and repair character social. [18] [6] [19] For example character sensitivity social in context life clean friendly environment. In context learn, to create ideal environment is required maturity individual in activity social. Maturity This can embodied in the characters discipline, commitment, loyalty so that happen interaction two- way learning. Learning theory social is method look How between experience Study with objective learning achieved with involvement active community and environment Study social. So, theory Study social This is conception learning that emphasizes action real in Study through environment is carried out in a way practical so that seen change results Study in a way objective.

Vygotsky (1986), [20] [21] opinion learner in a way active influence environment learn it , so can influence learner others . This means Study in a way conceptual start reduced and emphasizes learning directly oriented towards culture social . With thereby theory Study social is formulation integrated learning draft Study with availability environment social Study in a way direct so that form method new in create ideas and products from learning . Vygotsky's best known work wide Because the metaphor about 'zones of development proximal ' where room open learning for somebody with accept help Study from other people based on knowledge and experience .

RESEARCH METHODS

Study development of training models This conducted at Gorontalo State University with use approach study mixed [25] [26] [27] Election method mixture caused For producing the ASOKA training model involves as many as 150 good people as subject research , respondents model testing , content validator , empirical validator, and model reviewer. The research data will be collected in the form of primary data and secondary data. Primary data was obtained through results model validation and feedback given respondents questionnaire his perception towards the ASOKA training model . Secondary data obtained from results study document results combined model testing with documents reports and the like. Research samples involved in model testing is semester 3-6 students are taken purposive sampling. Research data consists from quantitative data processed with use analysis inferential with use formulation of the Jeffery Amazing Statistics Program (JASP). [28] [29] , while qualitative data processed with Robert K. Yin's approach. [30] [31] [32] [33] [34] [35] [36]

RESEARCH RESULTS AND DISCUSSION

Results Description

From the fourth aspects included to in ability literacy social, abilities literacy social students who appeared inside project eye studying when outlined covers Skills intellectual 116 times, skills social 43 times , skills Work The same 50 times as well attitudes and values social 131 times, so in total there is as many as 340. Details from aspects ability literacy emerging social the can seen from table below this.

**Table 1
Frequency Emergence Ability Literacy Social
in Student MK project**

Aspect Ability Literacy Social	Frequency	Percentage
I. Skills intellectual		
Ability identify and define issue	13	34.1%
Make hypothesis; write conclusion based on information	36	
Analyze and synthesize data	19	
Differentiate facts and opinions	20	
Formulate factor cause and effect	11	
Submit opinion from different perspective	7	
Make consideration mark in take decision	10	
Total Skills Intellectual	116	
II. Skills social		
Coexist and work same ; honor other people's rights , have social sensitivity	24	12.6 %
Study control self Alone	8	
Exchange thoughts and experiences with other people	11	
Total Skills Social	43	
III. Skills Collaboration		
Take role in group	23	14.7%
Participate in discussion group	6	
Participate in make decision group	20	
Total Skills Collaboration	50	
IV. Social attitudes and values		

Know values generally applicable in society _	21	38.5%
Make a decision involving two choices based on consideration mark	24	
Know rights basic guaranteed human for all citizen _	20	
Develop loyalty as citizen	24	
Develop respect to ideals and legacy nation	18	
Develop a sense of brotherhood fellow man	24	
Total Attitudes and Social Values	131	
Grand Total Aspect Literacy Social	340	100%

Based on the table above, is visible that of 100% percentage ability literacy social students , contained in it Skills intellectual skills appeared at 34.1 % , social skills appeared at 12.6 % , skills Work the same appeared at 14.7% , as well attitudes and values social appeared at 38.5%. From the fourth aspect ability literacy social those , the most visible striking is emergence attitudes and values social students inside Student MK project . The following is a complete description.

DISCUSSION

Basically ASOKA model training begins with do, reflect and then apply. If elaborated Again so will consisting of five steps , viz start from the process of experiencing, sharing, " feeling " or analysis experience (process) , take wisdom or conclude (generalize), and apply (apply). So so on return to phase First , experience it .

Pre Learning : Think One things you consider challenging. For example one service tricks that can be done outwit opponent. Start learning / training with disclose something matter about the importance of service as step beginning victory in play tennis table.

Step #1: Experience

What is meant with experience? Let participant educate We experience with do matter certain (perform and do it!). In case This is do service tricks outwit against that . As step initial , participant educate given proper service outwit by us. Let him feel / experience difficulty in accept the serve . Then , he requested For do the same thing , providing serve and friends others become serve recipient . This process is carried out during period time a certain way that you think you feel enough.

Step #2: Share (share feelings/ experiences)

After all participant educate try do the serve trick in a way take turns . So, step furthermore is carry out the process of sharing, aka sharing feelings. All participant educate requested For put forward what is he feel it Good from side of "timing" serve, technique throwing the ball, hitting the ball, ball position , position hand , position standing and so on. All matter the expressed in a way open , relaxed , with each other's style .

Step #3: Process (analysis experience)

Stage This is follow carry on from stage second namely the process of analyzing various matter related with what, why , how the serve trick done including How overcome it . This thing done with method discussion open and demonstration. If necessary one colleague with each other correct and provide input , incl demonstrate the way he thinks more good . Instructor / lecturer Can follow as well as straighten out way more right .

Step #4: Generalize (connect experience with situation in fact)

Next step is conclude results analysis that. A common conclusion, perhaps has generated in a way theoretical from results analysis above. However, not yet Of course matter the can merges or integrated in a way intact in practice actually . Therefore that , for proof generalization from results the need done with repetition application in real situation. So, tricks the try it back, before move on to same trick But the level more tall again (see step 5)

Step #5: Apply to similar situation or more levels high)

final step, is The same with step 4, however in matter this is the level of mastery improved to matter new more _ high . New thing this, will become material going to this experiential learning step start from experience-share-process-generalize-apply stages and back Again to cycle early . So so on. That's example application of experiential learning. Naturally need started with something considered _ challenging for participant educate . Question following is , is the same process Can done For teach something concepts and attitudes, no skills ? The answer is absolutely possible ! The main thing is is let Formerly they experience , reflect and interpret what has they learn . If it's deep quantum teaching concept. For development attitudes (soft skills), experiential learning habits applied in outbound activities .

CONCLUSION

Ability literacy Social involve Skills intellectual , skills social , skills Work The same as well as attitudes and values For socialize and contribute to the environment social . Ability literacy social can developed through involved learning Skills intellectual will appears at the moment learning use approach constructivism where students role as subject active learning. Skills social and skills Work The same will appears at the moment learning packed with method

learning group , temporary attitudes and values social appear as impact from knowledge and skills social possessions continuing students held firm and implemented student in life social everyday .

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