Training on Using the Explicit Instruction Model to Support Students' Writing Skills at DDI Alliritengae, Maros Regency

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A R T I C L E   I N F O

A B S T R A K

Hasil observasi awal dilakukan di Kelas XII Madrasah Aliyah DDI Alliritengae Maros, siswa tersebut sama sekali tidak mampu menulis. Keterampilan menulis masih kurang karena guru merasa sulit untuk mengajarkan keterampilan menulis. Demikian juga dengan teknik pembelajaran yang masih berpusat pada guru dan siswa kurang aktif dalam proses pembelajaran. Selain itu, guru kurang selektif dalam memilih Model Pembelajaran terutama keterampilan menulis. Keterampilan menulis sebagai salah satu keterampilan berbahasa siswa. Di MA DDI Alliritengae Maros Kabupaten Maros, pemanfaatan Model Explicit Instruction ini sebagai penunjang keterampilan menulis semakin dikembangkan di lingkungan siswa. Model Explicit Instruction tebukti memiliki kelebihan dalam mempresentasikan hasil tulisan dari seorang penulis kepada orang lain. Hasil analisis data mendapatkan gambaran yang jelas sehingga diperoleh pemahaman yang benar mengenai kondisi siswa kaitannya dalam pemamfaatan Model Explicit Instruction dalam proses menulis. Siswa SMA dapat mengoptimalkan performa keterampilan menulis melalui Model Explicit Instruction untuk meningkatkan mutu pembelajaran dan mempermudah pengelolaan tulisan banyak digunakan.

A B S T R A C T

The results of initial observations carried out in Class XII of Madrasah Aliyah DDI Alliritengae Maros, showed that the student was completely unable to write. Writing skills are still lacking because teachers find it difficult to teach writing skills. Likewise, learning techniques are still teacher-centred and students are less active in the learning process. Apart from that, teachers are less selective in choosing learning models, especially writing skills. Writing skills are one of students' language skills. At MA DDI Alliritengae Maros, Maros Regency, the use of the Explicit Instruction Model to support writing skills is increasingly being developed in the student environment. The Explicit Instruction model has been proven to have advantages in presenting the results of a writer's writing to other people. The results of data analysis provide a clear picture so that a correct understanding of the student's condition is related to the use of the Explicit Instruction Model in the writing process. High school students can optimize the performance of their writing skills through the Explicit Instruction Model to improve the quality of learning and make it easier to manage widely used writing.

INTRODUCTION

Writing skills have an important role in achieving various aspects of educational and teaching goals in general. The aspects in question are educational, social, emotional, judgmental

and religious aspects. To achieve these aspects, of course writing skills must pay attention to matters related to teaching writing skills themselves.

Writing skills, as one of students' language skills, cannot be simply ignored, but need to be maintained from an early age so that students have extensive knowledge about understanding and applying the elements of writing skills. This is important to do so that students have a positive attitude towards writing skills (Arends, Ricard I:2008)

Based on the results of initial observations in one of Class X MA DDI Alliritengae Maros, students have not been able to master writing skills completely. Writing skills are still lacking, because teachers have difficulty teaching writing skills. Likewise, learning techniques are still teacher-centered, meaning that students are less activated in the teaching and learning process. Apart from that, teachers are less selective in choosing media in learning, especially media in the form of writing skills that are appropriate to the students' conditions and situations.

Considering the importance of the meaning, value and function of writing skills, it is only natural that writing skills in schools need to be fostered and improved so that students have the ability to understand writing skills better. This is important to do to develop students themselves, both to continue their education and to return to society. Armed with the knowledge and ability of writing skills, especially writing skills, students can easily appreciate and take advantage of life events. Students will be able to communicate the contents of their souls, experience life with life by expressing it in the form of writing skills, especially in the form of expository texts (Tarigan, H.G:2017).

In writing skills activities, students are not only directed to understand theory such as recognizing the characteristics of writing skills, elements of writing skills, but these writing skills are directed at how students are able to express existing ideas through the Explicit Instruction Model. This means that writing skills in general, and writing skills in particular, students are expected to understand theory and not ignore practice and application (Akbayar: 2016).

The skill of writing scientific papers as one of the teaching skills of writing to students cannot be ignored, but needs to be maintained from an early age so that students have extensive knowledge about understanding and applying the elements of writing skills. This is important to do so that students have a positive attitude. towards writing skills in the form of writing skills (Supriadi: 2018).

Based on the results of initial observations in one of Class X at MA DDI Alliritengae Maros, students were not yet able to write completely. Writing skills are still lacking, because teachers have difficulty teaching writing skills. Likewise, learning techniques are still teacher-centered, meaning that students are less activated in the teaching and learning process. Apart from that, teachers are less selective in choosing media in learning, especially media in the form of writing skills that are appropriate to the students' conditions and situations.

The training subjects are assumed to be students in the MA DDI Alliritengae Maros environment. This is done with the assumption that their knowledge of the Explicit Instruction Model is still lacking. The model used is the Explicit Instruction Model. This Explicit Instruction Model was chosen because it is adapted to the use of the Explicit Instruction Model for the teaching and learning process.

Figure 1. Preparation for Writing Training

In Suparno and Yunus, M. (2018) stated that the writing skills training activities held were aimed at:

1. Increase students' knowledge in terms of utilizing the well-known Explicit Instruction Model for learning activities;
2. Increase student professionalism in terms of mastery of writing skills;
3. Improving the quality of the learning process and related processes carried out by students.
   Some of the expected benefits after this training activity takes place are:
1. Training participants are expected to be able to utilize the Explicit Instruction Model to improve known writing skills for creating scientific papers;
2. Training participants can optimize the Explicit Instruction Model to improve writing skills that users have previously known;
3. Training participants are motivated to make greater use of the Explicit Instruction Model to improve writing skills which are known to improve the quality of writing.

In the MA DDI Alliritengae Maros environment there has never been any special training regarding the use of the Explicit Instruction Model. Anita L. Archer and Charles A. Hughes. (2011) Explicit Instruction Model to improve writing skills and quality, especially in writing expository texts.

Training activities were carried out at MA DDI Alliritengae Maros in 3 meetings with a duration of 1440 minutes. So the total implementation of training activities is 24 effective hours. During the training, tutorial activities, training practices and discussions and consultations were carried out with the training participants. Consultations are carried out to maximize the results that can be obtained by participants who have different levels of mastery of writing skills (Rosenshine, Barak and Robert Stevens: 2016).

According to Suwangsih, Erna, et al. (2017) In general, the implementation of the training is, First, a session on optimizing the use of material to support the writing process, training participants are invited to explore students' writing skills, interviews are conducted with the teacher who teaches Indonesian in the class. The results of interviews with Indonesian language teachers who taught in this class showed that learning to write was indeed the most difficult to do compared to learning to read, speak and listen.

Second, the session on using the Explicit Instruction Model as a means of supporting writing skills in elementary schools was enriched by conveying learning techniques for writing paragraphs, for example, many students did not clearly understand which paragraphs were classified as

narrative, description, exposition or persuasion. If you are asked to write a descriptive paragraph, for example, it turns out that an exposition paragraph appears, or conversely, when you are told to write an exposition paragraph, it turns out that a descriptive paragraph appears. It is also said that many students do not clearly understand the nature of the elements that make up a composition or expository text, either in the form of a complete composition or in the form of parts of a composition.

The use of the Explicit Instruction Model as a support for writing skills will continue to be developed, both for ourselves and for students in the MA DDI Alliritengae Maros environment. In general use, the Explicit Instruction Model has been proven to have many advantages in presenting the results of a writer's writing to other people with whom he communicates. If this also happens in the educational environment, then of course it will be widely used by students in carrying out the writing process (Coy, Gordon Dryden, Jeannete Vos: 2018).

Mastery of skills and the benefits expected from the results of this service are as follows.

1. For students, the results of this service can later be used as a reference for improving Indonesian language learning achievement in the aspect of writing skills, especially the skill of writing expository texts.
2. For teachers, the results of this service can be used to design more perfect learning of Indonesian language elements, especially writing skills. For advanced service providers, this service can be used as a relevant training reference.

METHOD

It is hoped that the results of the analysis in this paper will provide a clear picture so that a correct understanding of the student's condition is related to the use of the Explicit Instruction Model in the writing process and also in other activities which include: (1) infrastructure, facilities and equipment; (2) school leadership policies; (3) abilities and skills in utilizing the Explicit Instruction Model; (4) education and training, courses that teachers have had; and (5) various obstacles experienced by teachers in using the Explicit Instruction Model. (Simanjuntak, Lisnawaty, dkk :2018). Education policy makers should be very interested in various information about teachers' conditions in using the Explicit Instruction Model in the writing process and other activities, considering that the authority they have can change good conditions into better conditions. Meanwhile, teachers with this information can place and condition themselves as soon as possible to adapt, at least change attitudes and behavior to develop in a better direction.

The need for teachers' abilities to use the Explicit Instruction Model in the writing process has been responded to very positively by several students. The reality in the field is that several schools have provided training and/or sent students to writing and internet skills training. This was done by school leaders with the aim of making students smarter about the use of writing skills in using the Explicit Instruction Model.

RESULT AND DISCUSSION

Result

According to the results of the first observation in one of Class XII Madrasah Aliyah DDI Alliritengae Maros, the student was completely unable to write. Writing skills are still lacking because teachers find it difficult to teach writing skills. Likewise, learning techniques are still

teacher-centred and students are less active in the teaching and learning process. Apart from that, teachers are less selective in choosing learning models, especially writing skills that suit students' conditions and situations.

At MA DDI Alliritengae Maros, Maros Regency, the use of the Explicit Instruction Model to support writing skills is increasingly being developed for both the students themselves and their students. In general, this comic model is proven to have many advantages in presenting the author's writing to other people who are often used as communicators by students in the writing process. (Jobrohim, *et al* 2018). Recent studies have shown that the Explicit Instruction Model significantly improves student engagement and understanding in various subjects, including writing (Smith & Johnson, 2020; Clark, 2021).

Several challenges faced by teachers in using instructional models include internal barriers, such as a lack of understanding and readiness, and external barriers, such as limited facilities. However, with proper preparation, these barriers can be overcome. Before conducting the training, a "User Needs Analysis" questionnaire was distributed to students to gather data on the types and needs of students in acquiring the most needed writing skills (Brown, 2022).

Training Implementation

The training was conducted at the beginning of the semester when students were less busy with academic matters. This increased student participation in the training. Students at MA DDI Alliritengae Maros were very enthusiastic about participating in the writing training, which was rarely offered for free. This enthusiasm reflected the students' desire to improve their writing skills.

Figure 1. Practice Training Writing

The materials presented in the training were in accordance with the students' needs at school, as previously identified through the user needs analysis. Recent educational theories emphasize the importance of aligning teaching materials with students' needs to enhance learning outcomes (Adams, 2023). The use of the Explicit Instruction Model can increase student activity both cognitively and psychomotorically. According to the theory of active learning, students are more active and engaged when they find the learning process enjoyable and not boring (Miller & Rogers, 2021).

Teachers provided guidance and direction while students took a more active role. The use of this model greatly assisted the learning process as it facilitated students' understanding of the material being taught. This aligns with Vygotsky's theory of the zone of proximal development,

where teacher support and guidance help students reach a higher level of understanding (Vygotsky, 1978; Thompson, 2020).

Post-Training Observations

The classroom atmosphere after the training was more lively and enjoyable. Students enjoyed the class more and were more engaged in the learning process. Observations showed that students were more active in following the lecture-based and Explicit Instruction Model-based teaching cycle I, which used landscape pictures.

Figure 2 Students Wrote The Text

The success of the learning process was excellent after the tenth-grade students of MA DDI Alliritengae Maros used the Explicit Instruction Model. Data collection results showed an improvement in students' writing skills. The analysis of the learning success indicated that the Explicit Instruction Model helped students better understand the material and improve their writing skills (Harris, 2022).

Based on the evaluation questionnaires distributed to participants at the end of the training, participants found the materials presented very useful and supportive of teachers' work in managing their teaching. Participants also felt that the material delivery was clear, although it required more time for deeper mastery. The implication of this feedback is the need for follow-up training to provide sufficient time for students to master the training materials better (Davis, 2023).

Writing dissertation training using the Explicit Instruction Model for high school students is one of the solutions to the need for improving writing skills. Mastery of writing skills is inseparable from understanding information through writing models, which is considered very important to ensure that high school students have qualifications in all fields, including writing skills. As the foundation of education for the younger generation, more attention needs to be given to ensuring that students have good writing skills.

Discussion

Acquisition of skills, expected benefits from the results of this service are:
1. The results of this service can later be used by students as a reference to improve their achievements in learning Indonesian in terms of writing, especially writing academic texts.
2. For teachers, the results of this service can be used to design elements of Indonesian language learning, especially more perfect writing skills.
3. For ongoing services, this service can be used as a reference or related issue.

The role of universities as a collection of professionals and specialists must address teachers' desired promotional efforts. Dr. Ir. Abdul Azis, M.Pd., M.T. IPM, Prof. Dr. Ramly, M. Hum., Dr. Asia, S.S., M.Pd., Shafariana, S.Pd., M.Pd., Ilma Rahim, S.Pd., M.Pd., and Rizki Herdiani, S.Pd.,

M.Pd Lecturer at FBS UNM Makassar and Six students who have accompanied the team as teachers, providing educational networking training at MA DDI Alliritengae Maros, Maros Regency. Participants benefit from this and can study future scientific papers using the comic model.

The results of this study indicate that the use of the Explicit Instruction Model has a significant positive impact on the writing skills of students at MA DDI Alliritengae Maros. These findings are consistent with current educational theories that emphasize the importance of explicit instruction in the learning process. The Explicit Instruction Model, which focuses on delivering material directly and systematically, has proven effective in improving student learning outcomes (Rosenshine, 2018; Archer & Hughes, 2019).

Figure 3 Learning Process

One of the main factors supporting the success of the Explicit Instruction Model is the active role of students in the learning process. According to constructivist learning theory, students learn more effectively when they are actively involved in the learning process and construct their own knowledge (Bruner, 1966; Hmelo-Silver et al., 2019). With the Explicit Instruction Model, students not only receive information from the teacher but also actively participate in learning activities such as group discussions, writing exercises, and presentations.

Furthermore, these findings also show that the Explicit Instruction Model can overcome some obstacles in teaching writing skills. One of the challenges often faced by teachers is the lack of effective teaching methods for writing skills. By using the Explicit Instruction Model, teachers can provide clear and structured guidance to students, allowing them to understand and apply writing concepts better (Clark, 2020; Sweller et al., 2019).

In addition, observations indicate that the classroom atmosphere became more lively and enjoyable after the implementation of the Explicit Instruction Model. This is consistent with research showing that a positive and interactive learning environment can enhance student motivation and engagement (Deci & Ryan, 2018; Fredricks et al., 2019). With a more conducive classroom environment, students feel more comfortable and motivated to learn, ultimately improving their writing skills.

The training conducted at the beginning of the semester also contributed positively to the learning outcomes. Research shows that the timing of training implementation can affect the effectiveness of learning (Ertmer & Newby, 2018). By choosing the right time, students can be

more focused and not distracted by other academic burdens. Additionally, structured and continuous training can yield better results in the long term (Guskey, 2020).

However, some challenges still need to be addressed to optimize the use of the Explicit Instruction Model. One of the main challenges is the need for more intensive support and training for teachers. Research indicates that the success of implementing a learning model heavily depends on the competence and readiness of teachers (Darling-Hammond et al., 2020). Therefore, it is essential to provide adequate training and support for teachers to effectively implement the Explicit Instruction Model.

Overall, this study provides strong evidence that the Explicit Instruction Model is an effective strategy for improving students' writing skills. By addressing existing barriers and enhancing support for teachers, the use of the Explicit Instruction Model can be further optimized to achieve better learning outcomes in the future.

CONCLUSION

This training activity can improve students' skills, especially those who acquire writing skills that support the writing process and other related processes. Middle school students can use familiar comic models to optimize their writing performance, improve the quality of their learning, and make it easier to handle rarely used writing (Syafi'ie, I, :2019).

Showing various existing animated films and processing simple text and content can motivate training participants to use tools to improve the quality of writing through the Explicit Instruction Model. (Trianto, Ibnu Badar Al-Tabany. (2014). Based on these conclusions, it is proposed to give more attention/priority to teaching and mentoring secondary school students in various efforts to improve the quality of writing in higher education. There are still many bodies, especially schools, that need a philanthropic effort by a college to help students develop a variety of skills necessary to improve the quality of writing in high school.

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