

## Implementation of Guidance nuanced Learning Model in Islamic Based High School

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**Abstract:** This research was conducted based on the problems that often arise in formal education learning. This problem has an impact on learning achievement results obtained by students. This research was conducted at MAN 1 Bandar Lampung. The purpose of this study was to determine the feasibility of the instructional model nuanced guidance data collection techniques using expert rating scale and user rating scale. The results of this study indicate that the nuanced learning model meets the achievement of student learning outcomes in MAN 1 Bandar Lampung, by developing students' knowledge and skills in the form of soft skills and hard skills. Guidance nuanced learning model design consists of learning process planning standards, learning process implementation standards, learning process outcome standards, and learning process control standards.

**Keywords:** Humanistic; Learning Models; Nuances of Guidance

### Introduction

One of the main problems that often arise in learning in formal education, both schools, and madrasas, is that there are still many teachers or educators who have low quality and competency levels. This condition positively influences the low competency of graduates or student learning outcomes linearly, affecting students to be of low-quality generation. The variety of human resources is produced by quality education. Teachers are the critical success factor to contribute to quality education (Bhakti & Maryani, 2017). The low competence of teachers can also be seen from the average student learning outcomes or students who are still very low, from the results of the National Examination (UN) or School Examination. This is consistent with the results of research showing that teacher competence significantly influences student learning outcomes, the low achievement is inseparable from the learning process that does not touch the root of the problem, how should the learning process take place (Sutardi & Sugiharsono, 2016).

Teacher competencies include personality competencies, pedagogical competencies, professional competencies, and social competencies (Presiden Republik Indonesia, 2005). The teachers do not fully own this competency. The problem that often occurs in the field is the emergence of the teacher's stereotype in interpreting the teaching and learning process. The teachers generally view the teaching and learning process as a transfer of knowledge. Consequently, the teacher likes to use monotonous learning methods. Besides, the phenomenon behind the teacher using a tedious learning method is that the teacher becomes the focus and locus of learning. The learning process is not merely a transfer of knowledge, but a transfer of values contained in education as well as a guide (Baş & Beyhab, 2017; Yusuf & Suci, 2018). A good teacher is an excellent guide. The task of the teacher is not only to convey learning material but also to guide and change the behavior of students, so the educator is a guide.

Therefore, it is necessary to reconstruct learning models that can facilitate students to have optimal insight and skills, in addition to providing insight to teachers to provide a fun learning by understanding the uniqueness of each student. The recommended learning model is a nuanced guidance learning model. Child-friendly learning environment refers to the learning environment, consisting of learning notes and activities with unique characteristics that are liked and suitable for children, as well as providing a learning environment that attracts

children's interest in learning (Rahman & Marzuki, 2017). Previous research shows that humanistic learning can help students improve learning outcomes in mathematics; this is because teachers are required to be creative, open, and work hard to produce a pleasant classroom climate (Nugraha, 2011; Siswono, 2017). Other research shows that teacher appreciation, and teacher tricks in making it easier for students to understand the material in humanistic learning requires a practicum. Besides, the approach to students should be made by giving an impression or experience in the learning material (Anas Ahmadi, 2017; Maulidati Hasanah, 2018).

The guidance learning model is a learning process that transforms knowledge and skills at the same time and builds hard skills and soft skills as a whole. The nuanced model of guidance will provide space for students to develop their potential. The results show the learning model by providing useful guidance helps add insight to students and change students' attitudes in the learning process (Roll et al., 2018). The teacher must be trained on how to enter the learning model, because in the teaching and learning process the teacher encourages students to be directly involved and active in learning (Olakanmi, 2017).

This nuanced guidance model is a humanistic learning model, which will help students develop their potential. Humanistic learning has a long-term influence on a person's ability to develop their potential (Connolly, 2016). Teachers who use humanistic learning will be more effective when they apply to students. Students will better understand the content of education because they are given more opportunities for expression (Dye, Fuller, Burke, & Hughey, 2017). The learning process takes place through intellectual discussion based on the content being studied and is very good for improving students' thinking skills, helping students develop critical thinking skills and helping teachers motivate students to actively discuss learning topics and challenge students to think about solving problems to an issue put forward (Conklin, 2007; Picciano, 2009; Tucker & Neely, 2010). Humans have control over life and actions taken and have the right to develop their attitudes and personalities. The learning process in the humanistic view aims to make humans human. Learning success is characterized when students recognize themselves and the surrounding environment well (Sumantri & Ahmad, 2019). Students are faced with targets to achieve learning outcomes and the level of self-actualization as much as possible. This guidance nuanced learning model is recommended as a learning model that can optimize student learning outcomes.

## **Methods**

This research is development research using the stages of Borg and Gall which consists of seven steps, namely 1) Conducting a preliminary study; 2) Planning; 3) Develop initial product prototypes; 4) Carry out initial field trials; 5) Revise the product; 6) Carry out small group trials; 7) Revise operational products. In the first stage, a preliminary study is carried out on the problems in the field, a guideline framework for implementing a nuanced guidance model, developing a nuanced guidance model, conducting initial field tests to counseling guidance experts and learning technology experts, product revisions. Then conducting a significant field test to prospective users, BK teachers in MAN 1 Bandar Lampung, and students in MAN 1 Bandar Lampung as well as make improvements to the model to be a final product that is feasible to apply.

The instrument used in this study was the expert assessment instrument and the assessment of prospective users. These two instruments are measured based on aspects of usability, accuracy, convenience, and attractiveness. Data generated at this scale are in the form of feasibility scores and qualitative data in the form of input from experts and users. Analysis of the data used the analysis of the content validity of Aiken's V with a range of validity coefficients 0-0.11.

## Results and Discussion

The product produced in this development is a guidance nuanced learning model that meets the acceptability aspect. This guide is said to be feasible because it gets the coefficient value of the guidance and counseling expert judgment of  $> 0.80$ , the learning technology expert evaluation coefficient of  $> 0.75$ , and the user evaluation coefficient of  $> 0.75$ . This model also gets some input from experts, and namely, in the learning process, the teacher must keep directing so students can still develop their potential and ideas in students' minds.

The application of the guidance nuanced learning model shows that this model has accuracy in its implementation in MAN 1 Bandar Lampung. The guiding principle of learning is to provide a pleasant classroom atmosphere and make students feel free from the tension of education. Besides that, the guiding learning model principle treats students as humanistic beings, namely individuals who have all the potential and uniqueness of each.

Treat students as individuals who have self-esteem by understanding all the strengths, weaknesses, and problems they face. The teacher must prepare to learn about the needs and abilities of students. The implementation of a guidance-based learning model is given to all students by treating students as unique human beings and believes that students are individuals who have dignity and have potential that can be directed based on aspects of their development. (Mariyana, n.d.). This is in line with the Permendikbud's explanation that to provide creative, innovative, fun and independent learning, each educational unit needs to make a learning plan, implement the learning process and assess the learning process to improve the efficiency and effectiveness of the achievement of graduate competencies (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014).

The results study shows that students are more active in the learning process by using a nuanced guidance learning model. The absence of student tension makes it easier for students to express their opinions and express themselves more freely. The material presented can be understood more thoroughly by students because of the pleasant learning atmosphere. In the learning process, nuanced teacher guidance as a facilitator only gives direction during the learning. The results of previous studies show that some aspects of teacher guidance are positively related to student collaboration, for example when teachers focus their attention on student problem-solving strategies, tend to form more successful learning (van Leeuwen & Janssen, 2019). Students are asked to be active in the learning process, so that teachers do not act as teacher centers, collaborating in the learning process. This is consistent with the opinion of Rogers, who believes that students have the potential and motivation to self-actualize. Therefore the teacher's task is not to teach students how to learn but to provide learning methods, and students learn by themselves by exploring all the information. In the teaching and learning process, the teacher is not a controller but only a consultant, which is student-centered (Jingna, 2012).

In the nuanced learning process, students feel a pleasant classroom climate so that students can think clearly without any pressure during the learning process. The teacher acts as a facilitator who helps students clarify and achieve their goals and build a classroom climate that is oriented towards significant learning (Firdaus & Mariyat, 2017). The teacher must have the ability to control student behavior and use effective classroom management to create a positive classroom climate (Sieberer-Nagler, 2015). This shows the nuanced model of guidance learning gives students space to develop the potential that exists in students.

Social integration of classrooms with peers is also essential for student school success, and all students can benefit from contact with different peers in a variety of ways. The teacher is uniquely positioned to support the social adaptation of diverse students but requires an understanding of class dynamics (Farmer, Hamm, Dawes, Barko-Alva, & Cross, 2019). So that in this mentored learning, students and teachers all collaborate to create fun and conducive

learning. Guidance nuanced learning model also helps students understand and overcome the learning difficulties they experience, assisting students in developing all their potential and strengths appropriately. The results of previous studies indicate that a positive learning environment can help improve students' emotional and social skills (Bates-Krakoff, McGrath, Graves, & Ochs, 2017).

In the nuanced learning of student guidance, they are learning to make adjustments to the educational environment and society that can help students develop their potential optimally. Reflect students' opinions with a variety of student characteristics and teaching needs, and propose that the use of teacher social dynamics management strategies can foster classroom cohesiveness. which supports the involvement and adjustment of all students in the learning process (Farmer et al., 2019). The teacher encourages students to learn to develop themselves positively, demonstrating the importance of developing an attitude of respect and understanding differences. The teacher also provides learning in a warm, friendly, humble, and fun way. Creating fun classes will help guide, direct, and develop the potential of students. (Umar, 2020). The teacher rewards students. This makes students feel comfortable with the nuanced model of instructional learning.

In the implementation of nuanced learning guidance, teachers are asked to organize teaching and learning processes by the needs and abilities of students. So that students can develop their potential optimally. This is also reinforced by the opinion of the environment influencing the way humans take learning decisions so learning must be done according to students' needs (Sari, Triyono, & Mappiare, 2018). Teachers are also expected to be able to build close relationships with students and receive complaints from students who experience difficulties in the learning process. This is in line with the goals of guidance and counseling services, namely developing the potential of the counselee optimally and overcoming obstacles or difficulties encountered in life (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014). Guided nuanced learning models provide opportunities for students to explore the potential and develop the potential that exists in the individual. This is consistent with the results of research showing that many students feel lost or isolated in the learning experience due to lack of interaction and teacher guidance for students. (Zhang, Zhu, Wang, & Chen, 2019). This learning model is very appropriate to be applied in schools because this model provides a fun learning.

## **Conclusions and Suggestions**

Based on the data, facts, and analysis of the results of the study, it was concluded that the guidance nuanced learning model presented as an alternative to developing students' knowledge and skills in the form of soft skills and hard skills. Guidance nuanced learning models that have been developed deserve to be further tested to obtain a comprehensive guidance nuanced learning model. Suggestions for further researchers to be able to see the influence of the nuanced model of instructional learning on the psychological impact of the subject in-depth, for teachers in schools should use a comprehensive model of guidance nuanced learning so that the learning outcomes obtained are better.

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