

Clothing Business Management is a subject delivering knowledge and skills about how to manage clothing business. This requires students' ethics, leadership, commitment, toughness, honesty, and the ability to take initiative, argue logically, and work together. However, students are not fully efficient in managing a business during practical task. The purpose of the study is to investigate: the differences of students' learning achievement between those receiving gradual and conventional learning strategy; the effect of interactions between learning strategy and soft skills toward students learning achievement; the differences of learning achievement of high soft skills students who receive gradual and conventional learning strategy; the differences of learning achievement of low soft skills students who receive gradual and conventional learning strategy.

Learning Strategy & Soft-skill

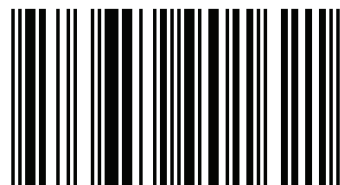


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Learning Strategy & Soft-Skill in Clothing Business Management



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Learning Strategy & Soft-Skill in Clothing Business Management



THE
Character Building
UNIVERSITY

Dina Ampera

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CHAPTER I

BACKGROUND

Changes in education must be continuously carried out because education is able to support development in the future and is able to develop the potential of students to dare to face life's challenges as well as global challenges, education must be able to encourage students to have knowledge, skills, have high confidence and be able to adapt to the environment. Knowledge possessed by someone actually comes from knowledge that is spontaneously obtained from its interaction with the environment. Education is all the effort made to convey to other people or parties about everything to make it able to develop into a better, more qualified human being, and can play a better role in the life of the environment and society.

Education is a very important activity in human progress and this activity basically involves several parties including for universities, namely: lecturers and students. The involvement of these parties is the involvement of human relations which has the potential of each as a national asset as well as the basic capital of national development. The potential that exists must be able to be developed and fostered effectively through targeted and integrated learning strategies, and managed in a balanced and balanced manner. Therefore, learning strategies need to specifically pay attention to the development of intellectual potential as well as special talents that are skills, including student soft-skills. The concept of education feels even more important when one must enter life in society and the world of work, because the person concerned must be able to apply what is obtained from the school to deal with the problems faced in daily life now and in the future. Therefore, education must be managed professionally by individuals who have superior competencies in the field of education.

The development of development and globalization demands the availability of quality human capital. This need can be fulfilled by educational institutions that aim

to prepare competent graduates when they work in the profession in accordance with the characteristics of the study program. Competent graduates are individuals who have the ability in the form of intelligent action based on knowledge mastery that has been learned, and actualized through attitude and skills responsibly in accordance with the applicable law in the community, to complete the work tasks effectively and efficiently when the person is working. These abilities, especially those with skills, must continue to be honed and improved along with the development and changes in science and technology that are increasingly fast.

The concept of soft-skills is actually a development of the concept of emotional intelligence. Soft-skill are defined as abilities beyond technical and academic abilities that have been built since childhood (environmental and family upbringing). Soft-skills that prioritize intra and interpersonal skills, namely a person's skills in dealing with others and self-regulating skills that are able to develop work productivity optimally.

Students as independent humans are someone who is able to develop fully from all aspects of humanity and who is able to respect and respect the humanity of everyone. Therefore, for Ki Hajar Dewantara, this saying is very appropriate, namely "educate the head, the heart, and the hand". Methods that are in accordance with this education system are teaching and education methods based on compassion, care and care (care and dedication based on love).

One of the important tasks of the development of the education system is to prepare for the availability of human resources as mandated by the Law of the Republic of Indonesia Number 20 of 2003. The Act states that "the national education system must be able to guarantee equal distribution of quality and relevance and efficiency management of education to face challenges in accordance with the demands of changes in local, national and global life, so that it is necessary to develop education in a planned, directed and sustainable manner ". In line with the writings of Miarso (2004) that in responding to the demands for change in the quality of education, the community needs to be developed towards people who like to learn, and for this purpose it is necessary to make various educational programs available

and spread according to the needs, abilities and opportunities of the learning citizens, and has allure and freshness.

Education in this sense continues (for life), actually learning from the experience of our entire lives (Kneller, cited by Siswoyo, 2007). In a technical sense, education is a process by which society, through educational institutions (schools), intentionally transforms its cultural heritage, namely knowledge, values and skills from generation to generation.

Meanwhile, related to the changes in the education paradigm that is focusing on the content of the material, learning is centered on the lecturer, in this case the lecturer acts as an expert and emphasis on theory, now must experience a shift that focuses on the learning process that is student-centered, the lecturer acts as a facilitator and emphasis on how to solve problems. While in order to improve the nation's competitiveness, the quality of student resources must be improved, so that they become competent graduates. Competent graduates are not only able to memorize, remember and master knowledge and technology in their fields, but also have good soft-skill.

The use of the term "soft skill" relates to the learning process that can encourage students to be able to determine how to master, understand and develop concepts that they understand correctly. Even though the essence of soft skills is not just to pursue value, but to give direction to each student to be able to act and be right, behave, tolerate, and most importantly is a real exemplary spirit, as explained by Nurla Isna (2011) that there are several values of soft skills agreed by experts to be taught to students, namely a sense of love for God Almighty, responsibility, honesty, respect, courtesy, compassion, caring, able to work together, confident, creative, willing to work hard, never give up, fair, and have a good leadership attitude, with another expression that the effort to implement soft skills is that educators must try to foster those values to students.

The role of the lecturer, as the person who is dealing directly with students, where the lecturer is also prepared to teach students with religious values and other values of moral education which is precisely the main capital of the current education

program. Consideration of being a lecturer is more about a person's ability to understand and master a particular material, without being considered about how the lecturer should be in addition to conveying the material is also able to insert values based on The role of the lecturer, as the person who is dealing directly with students, where the lecturer is also prepared to teach students with religious values and other values of moral education which is precisely the main capital of the current education program. Consideration of being a lecturer is more about someone's ability to understand and master a particular material, without being considered about how the lecturer should besides delivering the material is also able to insert religious values so that students can animate what they do as part of worship and devotion to God.

Learning strategies so far are still classical, characterized by teacher centered learning, so that the objective learning achieved is only cognitive aspects, while the affective and psychomotor aspects are not achieved. Based on this problem, the learning strategy must be transformed into a learning strategy characterized by student centered learning, which is a soft skill-based learning strategy, where this learning strategy uses an active approach, multi teaching methods and multiple learning resources.

Higher Education considers graduates who have high competence are those who graduate with high grades. While the world of work considers that graduates who are high competence are those who have the technical ability and good attitude, so far there has been a gap between the world of higher education and the world of work towards the graduates' competencies. The fact that there are still many graduates who depend on existing employment opportunities. Not all students want to be oriented towards creating jobs in accordance with the knowledge and knowledge they have and the business opportunities that surround them.

Competitiveness of graduates entering the labor market is still low, so that dependence on existing employment opportunities causes unemployment. Unemployment in Higher Education is caused by the still low working attitude, work ethic, creativity, productivity, lack of positive attitude towards entrepreneurship and low interest in entrepreneurship for students. They still have not dared to make

decisions, opportunities for employment opportunities that are in line with their expertise.

The effort taken to implement soft skills in learning is to integrate in each learning meeting. Where do you begin to learn soft skills values, from informal education and in parallel continue to formal and non-formal education? The current challenge is how educators are able to place soft skills as a force to make humans smart, independent, and polite. Therefore, the implementation of soft skill-based education is very important, and must be put in the right position.

Technical skills are skills that are learned in class and in the laboratory, those who study diligently, diligently, and diligently will get good technical skills, reflected in one of them with high grades. Many industry circles complain that many current graduates lack a good attitude, for example, they cannot fulfill employment contracts, they cannot determine their first salary but after two months of work they complain about low salary, lack of cooperation, lack of leadership, questionable personal integrity, lack of ethics, etc. which cannot be traced from high grades and appropriate graduation time alone.

Good attitudes such as integrity, initiative, motivation, ethics, teamwork, leadership, willingness to learn, commit, listen, tough, flexible, oral communication, honest, logical arguments, and so on, what is asked by employers are attributes of soft skills. Soft skills are defined as "personal and interpersonal behaviors that develop and maximize human performance (coaching, team building, decision making, and initiative). Soft-skill do not include technical skills, such as financial, computer or assembly skills (Berthal) quoted by Illah Sailah (2008).

As an Educational Institution of Education Personnel, the Family Welfare Education Department strives to organize an educational process that refers to the achievement of the quality standards of graduates as mandated in Law No. 20 (Article 35 paragraph 1). The standard achievement of graduate competencies must of course be based not only on improving various components that contribute to the learning process but also must consider aspects of relevance to the needs of the job market, especially from the business world.

The development of science and technology today is also felt in the development of the business world which every year always appears and develops a variety of new creations. This certainly encourages the business activists to be more creative in creating new creations, while Higher Education in this case as the motorbike of the industrial workforce, is unable to balance the new needs of the industrial world, thus making the quality of the Higher Education graduates less attractive to industrial drive.

Clothing Business Management is a subject in the field of study that provides knowledge and skills about various theories and knowledge in managing a fashion business, so that this Fashion Business Management requires the ability of students to take initiative, ethics, and work together in teams, be leadership, committed, resilient, flexible, honest, and logical and other arguments. While in reality in the field students are still not maximal in managing a business in the practicum in the course, so the value obtained is also not entirely maximal.

The results of Nurhayati's research (2010) examined the effect of learning strategies and entrepreneurial interest on sewing learning outcomes for students with contextual learning strategies better than expository strategies, while the high interest in entrepreneurship learning outcomes was better than those with low entrepreneurial interests. The results of Usmiati's (2004) study describe differences in the results of business management learning in groups of students who have entrepreneurial attitude abilities who are given learning by simulation methods.

Judging from the point of view of educational technology by referring to the learning theory framework proposed by Reigeluth (1993) and Miarso (2004) the problem of low quality learning can be classified as follows (a) problems originating from learning conditions, including the characteristics of students and the characteristics of the material and (b) the problem comes from the learning method used by educators. The competencies that are expected to be possessed by students in Fashion Business Management can actually be closely attached to students when supported by proper learning.

To improve the effectiveness of learning by selecting and establishing learning strategies that are appropriate to learning conditions, such as student characteristics, and the content of learning delivered, all of which are predicted to influence learning outcomes, in order to facilitate students (Kemp, and Don, 1994).

Competencies that are expected to be possessed by students in the Fashion Business Management course can actually be closely attached to students when supported by the right learning strategies. Learning strategies can be applied by linking the context of the learning material and the real situation of students and encouraging students to make the connection between the knowledge they have and their application in daily life. It is also hoped that students can learn independently, can assess their own work, and can increase creativity and power. His imagination.

Based on the background of the problem, problems can be identified with regard to this research, namely, how to design learning objectives based on soft-skill and how the learning strategies and soft-skill of students in Fashion Management. This is determined in accordance with the characteristics of the study area subject to the treatment in this experiment is Clothing Business Management. In addition, this study also pays attention to the different aspects of individual student characteristics.



CHAPTER 2

LEARNING STRATEGIES AND LEARNING OUTCOMES

In the education process, learning activities are the most basic activities, this means that the success or failure of achieving the goals of education depends on how the learning process is designed and carried out professionally. Every learning activity always involves two active actors, namely educators and students. Learning is an activity carried out by a person to get a change in him through trainings or experiences. One characteristic of learning activities according to experts in education and psychology is the change in behavior. Changes in behavior are usually in the form of mastery of the new knowledge learned, or mastery of skills and changes in the form of attitudes. To get these behavioral changes, an adequate teaching force is needed.

Educators play an important role in the learning process so that good educators will be able to bring their students better. Learning according to Mayer cited by Seels and Rita (1994) concerns the existence of relatively permanent changes in one's knowledge or behavior due to experience. Experience is not only defined as physical experience, but cognitive and mental experience. Experience occurs because of the interaction between students and the learning environment, including interaction with the school.

In line with the above that learning relates to a person's behavior towards a particular situation caused by repeated experiences in the situation. Behavioral changes cannot be explained on the basis of the tendency of the response from innateness and maturity or one's momentary state (for example, fatigue, influence of drugs and so on).

Learning is a process for humans to master a variety of competencies, skills and attitudes that began when a baby was born from his environment. According to Gagne (1997) learning is defined as the process of an organization changing its

behavior as a result of experience, changes that occur to students are proven through knowledge of something that is not yet known with a planned and controlled process to achieve goals and objectives. Suyono (2011), revealed that learning is an activity or process to gain knowledge, remind skills, improve behavior, attitudes, and strengthen personality. Klein's explanation (1996), that learning is an experience process that gives rise to changes that are relatively settled in behavior that cannot be explained through temporary circumstances, maturity or innate responses tendencies. Learning is directed by goals and consists of life, acting and gaining experiences, and trying to understand the meaning of the experiences gained.

So the learning process is a stage of changes in cognitive, affective and psychomotor behavior that occurs in students. These changes are positive in the sense that they are oriented towards more advanced than before. From the description illustrated that learning is an activity that processes towards a change and occurs through certain stages. There are many forms of change that occur in humans that are determined by the ability and willingness of learning so that human civilization depends on how humans learn. Learning also plays an important role in maintaining a group of human beings in the midst of increasingly fierce competition with other nations who advance from learning.

Some understanding of learning above shows that there are three important things that need to be considered, namely (1) learning is a change that occurs through practice/experience, (2) to be considered as learning, then the change must be relatively determined, (3) learning is a change in behavior and change leads to better/worse behavior.

From the above opinion it can be concluded that learning is a change in individual behavior derived from experience and training results that interact with the environment within a certain period of time so that a new mental state is obtained and manifested in the form of knowledge, understanding, skills, values and attitudes. In other words, learning is a change in all individual abilities including behavioral changes to knowledge, attitudes and skills gained from experience and staying with the efforts of the person and this is the result of learning.

According to Sudirdjo and Siregar (2004) learning is an effort to create conditions intentionally so that learning objectives can be facilitated by their achievements. Furthermore, Yusufhadi Miarso (2004) explains that learning is an attempt to manage the environment intentionally so that someone forms themselves positively under certain conditions.

Gagne (1997) suggests nine principles that can be done by teachers in carrying out learning, as follows:

1. Gaining attention: things that give rise to student interest by expressing something new, strange, contradictory, or complex.
2. Delivering the learning objectives (informing learner of the objectives): notifying the abilities that students must master after completing the lesson.
3. Remind the concepts/principles that have been learned (stimulating recall or prior learning): stimulate the memory of the learned knowledge which is a prerequisite for learning new material.
4. Presenting the subject matter (presenting the stimulus): delivering planned learning material.
5. Providing tutoring (providing learner guidance): providing questions that guide the process /flow of thinking of students to have a better understanding.
6. Obtain student performance/performance (eliciting performance); students are asked to show what they have learned or mastery of the material.
7. Give feedback (providing feedback): tell how far the accuracy of student performance is.
8. Assessing learning outcomes (assessing performance): tells the test/task to find out how far students master the learning objectives.
9. Strengthening retention and transfer of learning (enhancing retention and transfer): stimulating the ability to remember and transfer by giving a summary, conducting a review or practicing what has been learned.

Basically the principles of learning are attention, motivation, student activity, direct involvement, repetition of learning, learning materials that are stimulating and challenging, strengthening students and other aspects of psychology. The principle of

learning is built on the principles drawn from psychological theory, especially learning theory and the results of research in learning. The principle of learning when applied in the process of developing learning and implementing learning will get more optimal results.

In the learning process there are supporting components that can encourage the achievement of the main objectives of the learning process which is characterized by changes in behavior. The learning process can occur both naturally and engineered. The learning process naturally usually occurs in activities that are commonly carried out by everyone and this learning activity is not planned. While the learning process is engineered is a learning process that has a clear systematic and has been planned in advance to achieve the desired goals. In this process, using a method that is tailored to the purpose. This is the engineered learning process that is more likely to achieve behavioral change because there is a design that contains methods and supporting tools.

To develop learning activities, it is first designed to provide learning experiences to students. Learning experience can be realized through the use of learning approaches that are varied and centered on students. Therefore, learning activities are arranged to provide assistance to educators, especially students so that they can carry out the learning process professionally. Learning activities contain a series of activities that must be carried out by students in sequence to achieve basic competencies. Determining the sequence of learning activities must be in accordance with the hierarchy of learning material concepts, and the formulation of statements in learning activities must contain at least two elements that reflect the learning experience of students and teaching materials.

Learning outcomes are the goals of the learning process carried out. To achieve good learning results, it is necessary to improve learning in various ways. According to Blooms as quoted by Krathwohl (2001), learning outcomes are divided into three areas, namely cognitive, affective and psychomotor. Elements contained in aspects of cognitive learning outcomes based on Bloom's taxonomy include knowledge, understanding, application, analysis, synthesis and evaluation. Affective elements

consist of acceptance, participation, assessment and determination of attitudes, organization and the formation of lifestyle. Psychomotor elements are perception, readiness, guided movements, familiar movements, complex movements, adjustment of movement patterns and creativity. Behavioral changes that can be observed from one's appearance in learning are learning outcomes.

Learning outcomes according to Abdurrahman (2003) are the abilities acquired by students after going through learning activities. The same thing was stated by Arikunto (2001) that a person's learning outcomes can be in the form of knowledge, skills and attitudes. The final process of learning is the learning outcomes achieved by students. The learning process can be said to be successful if the learners can understand information with reasoning and implement it on behaviors that shape intellectual, attitudes and skills.

According to Gagne (1985) behavioral changes as learning outcomes are also called abilities which include; (1) verbal information, namely the ability to express knowledge in the form of spoken and written language, possession of verbal information allows individuals to play a role in life; (2) intellectual skills, namely the ability to function with the environment and to present concepts and symbols, this intellectual skill consists of plural and concrete discrimination, and principles; (3) cognitive, namely the ability to channel and direct thinking activities to solve problems; (4) motor skills, namely the ability to do a series of physical movements in doing things in a coordinated manner, so as to realize the automation of physical motion; (5) attitude, namely the ability to accept or reject objects based on an assessment of the object. These five capabilities are the result of the interaction between the students' internal conditions in the form of learning potential with the external conditions in the form of stimuli from the environment through students' cognitive processes. Soemartono (1991) suggests that learning outcomes are a value that shows higher results in learning at a certain time or period of time.

Based on these various opinions, basically learning outcomes include cognitive, affective and psychomotor abilities, which can be explained at certain levels in accordance with the learning objectives to be achieved. So in essence, learning

outcomes are strongly influenced by the factors of the students themselves, which includes their physical and psychological conditions, external factors that include the social and non-social environment, as well as approaches to learning. Therefore, in learning, educators should consider these factors to achieve optimal learning outcomes.

At a general level, Reigeluth (1983) classifies learning outcomes consisting of effectiveness, efficiency, and appeal. The effectiveness of learning is generally measured by the level of student achievement on various things. Learning efficiency is generally measured by effectiveness divided by the tendency of students to continue learning.

In this study learning outcomes are emphasized on effectiveness, namely the ability of students to develop creativity. Efficiency is measured specifically because the whole learning is controlled in the classroom besides that it is also measured by the ratio between the effectiveness and the amount of time students spend and / or the amount of learning costs used during learning. The curiosity and creativity of students to improve their understanding outside the classroom is considered an internal motivation that shows students' interest in learning material that is not specifically measured.

Aspects that will be used to describe the effectiveness of learning include; accuracy of mastery of learned behavior, speed of performance, level of transfer of learning, and retention rate of what is learned. Meanwhile the attraction of learning is usually measured by observing the tendency of students to continue learning. The appeal of learning is closely related to the attractiveness of the field of study, where the quality of learning will usually affect both.

Learning outcomes achieved by students according to Sudjana (2005), through an optimal learning process are indicated by the following characteristics.

1. Satisfaction and pride that can foster intrinsic learning motivation in students. The student does not complain with low performance and he will fight harder to fix it or at least maintain what has been achieved.

2. Adding confidence and ability to himself, meaning he knows his abilities and believes that he has the potential that is not inferior to others when he is trying as he should.
3. The learning outcomes achieved are meaningful to him, such as will be long lasting to remember, form behavior, useful to learn other aspects, willingness and ability to learn on their own and develop their creativity.
4. Learning outcomes obtained by students in a comprehensive (comprehensive), which includes the cognitive domain, knowledge or insight, affective domain (attitude) and psychomotor domain, skills or behavior.
5. Students' ability to control or assess and control themselves, especially in assessing the results achieved and assessing and controlling the learning process and effort.

Suhardjono cited by Arikunto (2001), wrote many factors that can influence learning outcomes. There are factors that can be changed (such as how to teach, the quality of learning design, evaluation models, etc.), there are factors that must be accepted as they are (such as: student background, parents' economic abilities, school environment, etc.). Learning outcomes are an achievement obtained by the learner in the learning process as outlined in numbers as well as in the application of daily life to the competencies acquired. High or low learning outcomes indicate the success of educators in delivering learning material. A person's learning outcomes depend on what is already known, the subject of learning, goals, motivations that influence the process of interaction with the material being studied. Djaali (2011) states that the factors that influence the success of students in learning include the following;

- a. Internal factors (which come from within) namely; Health, intelligence, interest and motivation, and how to learn.
- b. External Factors (which come from outside the self). Among others; Family, School, Community and environment.

Assessment of learning outcomes is an activity to measure changes in behavior that has occurred to students. In general, learning outcomes will give effect in two

forms, namely students will have a perspective on their strengths and weaknesses of the desired behavior and they find that the desired behavior has increased in stages or two stages so that the gap between the appearance of current behavior and the desired one arises.

From the description above, it is stated that learning outcomes are abilities in the form of knowledge, attitudes and skills possessed by students after receiving learning experiences and learning activities. Basically the cognitive realm, namely the realm that pays attention to the development of intellectual capabilities and skills, receives considerable attention by experts. Assessment of student learning outcomes will be carried out with tests developed based on learning objectives. The tests used to measure student abilities are made equal to both learning strategies (gradual learning strategies and expository learning strategies).

LEARNING STRATEGY

The point of view of educational technology by referring to the learning theory framework described in the writings of Miarso (2004) is that the low quality of learning can be classified as a problem that originates from learning conditions including student characteristics and educator characteristics, in addition to the problems of learning methods. Problems originating from learning methods include, the use of learning methods that are not in accordance with student characteristics, a less conducive classroom atmosphere, and the chosen learning strategies are not in accordance with the learning material.

Seels and Richey (1994) define learning strategies as details or specifications of the selection of sequencing of events and activities in learning. Furthermore, Gagne, Bring and Wagner (1977) are a plan to help students through various efforts to achieve goals. Dick and Carey (1990) explained that learning strategies are common components of a collection of learning materials and procedures that will be used together with learning materials to produce certain learning outcomes. The result of

using a system review in learning is to see all components in learning as interacting with one another so that effective interaction can be obtained. The components of the learning system are students, as students, instructors (lecturers), learning materials, and learning environments. Interaction between components in the system uses a specific approach. A comprehensive approach in a learning system in the form of guidelines and frameworks to achieve the general objectives of learning.

Similar to Trianto's (2009) explanation, learning strategies are also a series of activities that must be carried out to achieve the components in learning.

Furthermore, Joyce & Weil (2007) defines learning strategies as a conceptual framework that is used as a guide in learning. Presentation from Pupuh (2007) that learning strategies can be interpreted as a general pattern of activities of educators and students in realizing teaching and learning activities to achieve the goals outlined. Or in other words learning strategies are a number of steps that are engineered in such a way as to achieve certain learning goals.

Miarso (2004) suggests that learning should be based on prescriptive learning theory, namely the theory that provides recipes to overcome learning problems. Thus, learning strategies are conceptual frameworks that describe systematic procedures in organizing learning experiences to achieve learning goals. So learning strategies are a holistic approach to learning in a learning system, in the form of general guidelines and frameworks of activities to achieve the general objectives of learning.

In addition to paying attention to the theoretical rationales, objectives, and results to be achieved, learning strategies have five basic elements (Joyce & Weil, 2007), namely (1) syntax, namely operational learning steps, (2) social systems, are the atmosphere and norms that applies in learning, (3) principles of reaction, describes how teachers should view, treat, and respond to students, (4) support systems, all means, materials, tools, or learning environments that support learning, and (5) instructional and Nurturing effects of learning outcomes are obtained directly based on the instructional effects and nurturing effects.

According to Miarso (2004) the choice of learning strategies is based on the following considerations:

1. Learning objectives: types and levels.
2. Content of teaching (material): nature and depth, and number.
3. Learning: background, motivation, and physical and mental conditions.
4. Education staff: number, qualifications, and competence.
5. Time: time and schedule.
6. Facilities that can be utilized.
7. Fees.

It was concluded that the learning strategy was an action plan (series of activities) which included the use of metrics and the use of various resources/strengths in learning. This means that in the preparation of a new strategy until the process of preparing the work plan has not arrived at the action. The strategy is structured to achieve certain goals, meaning here that the direction of all decision-making strategies is the achievement of goals, so that the preparation of learning steps, the use of various facilities and learning resources are all directed in the effort to achieve goals, but beforehand need to formulate a clear goal that can measured its success.

It was concluded that the learning strategy was the method chosen and used by an educator to convey learning material, including the use of methods and the use of various resources or strengths in learning so that it would be easier for students to receive and understand learning material. Besides that, the learning strategy is a series of activities in the learning process related to student management, lecturer management, management of learning activities, management of the learning environment, management of learning resources and assessment so that learning is more effective and efficient in accordance with the learning objectives that have been set.

A. GRADUAL LEARNING STRATEGY

To create effective learning activities, there is a need for a good planning or learning design process, so that students can carry out learning activities optimally. Furthermore, educators must think of the most effective and efficient learning strategies in helping students in achieving the goals that have been formulated.

Molenda (1989), argues that a gradual strategy is a learning strategy developed to create effective and efficient learning activities, especially in learning activities that require skills (skills) which are carried out sequentially. The step that must be taken is to determine goals in the sense of formulating objectives clearly so that they can know what is expected to be done by students, under conditions of how and how much success is expected. This question is not easy to answer, because in addition to every different student, the educator also has different abilities and qualifications. Besides that, affective goals such as attitudes and feelings are more difficult to describe and measure.

According to Arends (1998), a gradual learning strategy is designed specifically to support the learning process for students which is related to declarative knowledge and procedural knowledge in a structured manner, can be taught with a phased activity pattern, or step by step. In addition, the learning strategy is gradually intended to help students learn basic skills and obtain information from the material that the educator will teach and be taught step by step.

The strategy is gradually focused more on learning to improve skills, in actual classroom learning situations so that this learning strategy looks simpler when compared to other learning strategies. An overview of the gradual learning strategy in its entirety, based on the five levels formulated by Bloom (1982), the following will be explained in each of the following sequences:

a) Receiving level

Receiving here is defined as the process of forming student attitudes and behaviors by raising awareness about certain stimuli in learning.

b) Response Rate

Responses or responses have several meanings, including: 1) Responses seen in terms of education are defined as the new behavior of students as a manifestation of opinions arising from stimuli during learning, 2) Responses seen in terms of behavioral psychology (behavior psychology) are all changes in the behavior of organisms that occur or that arise due to stimuli.

c) Assess Rate

Assess can be interpreted as:

- 1) Objectively (honestly) acknowledging that students are objective, certain systems or objects have benefits
- 2) Willingness to accept an object or reality after a person is aware that the object has value or strength, by stating in the form of positive or negative attitudes or behavior.

d) Organization level; can be translated as:

- 1) The process of conceptualizing values and arranging relationships between these values, then choosing the best values to apply
- 2) Possibility to organize values, determine relationships between values and accept that a value is more dominant than other values if given various values.

e) The level of characterization:

Characterization is the attitude and actions that are consistently carried out by a person in harmony with the values that can be received, so that the attitude and deeds seem to have become the characteristics of the perpetrators.

In a gradual learning strategy, Molenda (1989) based his thinking on Gagne's (1979) view of learning events. Gradual learning design must begin with an effort to motivate someone to learn. Continuously this step needs to be followed by a systematic learning process, assessment of learning outcomes and providing feedback on the achievement of learning outcomes. So that assessment of learning outcomes needs to be designed in order to measure students' understanding of the knowledge, knowledge, skills, and attitudes that have been learned. After taking the assessment process of learning outcomes, students need to get feedback or feedback. Feedback, in the form of knowledge about learning outcomes, will motivate students to do the learning process more effectively and efficiently.

Gradual learning strategies designed to distinguish between skills, reproduction and production, three basic categories of behavior according to Romiszowski (1999) namely;

1. All reflection and skill, where sensory information that is felt directly can trigger physical action and involvement of cognitive processes.
2. Skills that depend on procedures, but basically implementation is a series of actions that are related in sequence.
3. Skills that depend on analyzing sensory information in order to formulate an action plan that is appropriate to the situation and, perhaps, to evaluate alternative plans, before deciding on appropriate action.

Furthermore, Romiszowski (1999) explained that the approach to skills can be done, among others:

- a. Before carrying out skill activities, what must be done is to repeat / train themselves with skills in stages, which is considered as the application of appropriate procedures for carrying out skills.

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