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Application of backward design in designing learning with the observation-based learning method

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ABSTRACT

Nowadays, teachers must be more creative and professional in developing learning activities, and teachers have to follow the proper procedure to meet the needs and challenges in the future. For that reason, teachers need to change how they design learning activities. Making the right learning design is the first step for teachers and students to have a meaningful learning process. A good learning design is planned by professional teachers who understand their teaching duties and how the design can make a good learning system. This article offers solutions for teachers to make a good learning design that fits the demands of a modern curriculum called Backward Design. Using Backward Design can help teachers focus on learning to fulfill the goals made and structured in their plan. Backward Design is also easy to develop for students to understand and helps evaluate the learning process easily. Learning design with observation-based learning can increase the students ` creativity, productivity, creativity, innovation, and practical students by strengthening their attitudes, skills, and knowledge. Observation-based learning also requires teachers to change their mindset in education, where they will become facilitators.

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ABSTRAK

Dimasa seperti ini seorang guru dituntut lebih kreatif dan profesional untuk mengembangkan pembelajaran, selain itu para pelaku pendidikan juga diharapkan menjalankan prosedur yang telah ditetapkan bersama sesuai dengan kebutuhan dan tantangan pendidikan dimasa yang akan datang. Untuk itu, guru perlu berubah dimulai dari bagaimana mereka merancang pembelajarannya. Perencanaan pembelajaran merupakan langkah awal dari proses pembelajaran yang bermakna. Perencanaan pembelajaran yang baik tentu direncanakan oleh guru yang paham akan tugas profesinya dalam menguasai dan memahami serta dapat merancang pembelajaran dengan baik. Artikel ini bertujuan untuk menawarkan solusi model perancangan pembelajaran yang sesuai tuntutan kurikulum modern yang disebut dengan Backward Design. Karena dengan perencanaan yang menggunakan Backward Design dapat membantu guru untuk memfokuskan pembelajaran terhadap tujuan kurikulum yang disusun dan sangat mudah untuk dikembangkan serta pendalaman pemahaman siswa dan transfer pembelajaran pun dapat dievaluasi dengan mudah. Pembelajaran yang disusun mengedepankan pengalaman personal melalui proses observation based learning ini, dapat meningkatkan kreativitas siswa, menghasilkan siswa yang produktif, kritis, kreatif, inovatif, dan afektif melalui penguatan sikap, keterampilan, dan pengetahuan yang terintegrasi. Observation-based learning juga menuntut para guru untuk mengubah mindset dalam proses pembelajaran dimana mereka akan lebih banyak menjadi fasilitator.

Kata Kunci: *Backward Design; observation-based learning; perencanaan pembelajaran*

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INTRODUCTION

Along with the development of education and learning in the classroom, a teacher must be able to transform from just delivering learning material to someone who can design learning. In this case, a teacher is required to be more creative and professional in developing knowledge. In addition, educational actors are also expected to carry out procedures that have been determined according to the needs and challenges of education in the future (Andayani, 2021). Teachers must design learning using a well-structured curriculum design to meet educational requirements and challenges. The learning design is organizing an activity plan, formulating content, and determining goals. (Korotchenko et al., 2015). Learning design is a competency that must be owned by teachers in designing learning innovatively according to the expected educational goals.

Nowadays, a teacher must be able to encourage students to be able to collaborate, coordinate, share, discuss, and solve problems, and be able to support each other with feedback that emphasizes the strengths of a design that emphasizes discovery, collaboration, and increased literacy (Hills et al., 2020). To achieve this, good learning planning is needed to increase teachers' potential professionally. Teachers who understand their professional duties should master and understand and be able to design everything related to good lesson planning (Nurlaila, 2018; Wahyudi, 2022). The influence of learning planning on the teaching and learning process requires teachers to seriously develop operational and systematic learning tools to guide learning (Korman, 2021). In this case, before starting the lesson, the teacher must also plan the teaching and learning process.

To realize ideal learning, determining a curriculum design is an important start, and finding an effective model is not easy (Rumanti, 2020). In this article, researchers use the Backward Design model as a curriculum design for learning design. In simple terms, the concept of Backward Design is the process of defining knowledge skills and setting goals in the form of student learning outcomes to be achieved (Fox & Doherty, 2011), continuing to determining evaluation (Hosseini et al., 2019), and ending with choosing the activities to be achieved (Jozwik et al., 2017). A study conducted by Chaisa and Chinokul (2021) investigated the effects of reading instruction using a Backward Design framework and citizenship themes to improve student's reading comprehension and social responsibility. It was an experimental study involving 36 Thai tenth graders. The statistical results show a significant increase in students' reading comprehension and social responsibility. In detail, the Backward Design and Citizenship Theme (BD&CT) ensures the learning process, fosters student motivation and involvement in learning, improves thinking skills, and motivates them to become more aware and active individuals (Utami et al., 2023; Chaisa & Chinokul, 2021; Davis & Autin, 2020).

Applying Backward Design focusing on learning objectives can increase student success (Loberti & Dewsbury, 2018). Based on this statement, the researcher examines the application of the Backward Design. This article aims to offer a learning design model solution that fits the demands of a modern curriculum called Backward Design.

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LITERATURE REVIEW

Backward Design

This design is one of the innovative approaches to curriculum development and lesson planning (Korotchenko et al., 2015). The essence of the Backward Design model in designing this lesson is to meet students' needs according to learning objectives (Llerena, 2020). Backward Design can be used at all grade levels, covering all fields and, of course, by paying attention to students lacking in mastering specific competencies. In his book "Instructional Design Comparison of Models and Their Implementation" Tung mentions that this method provides an opportunity for teachers to plan and reflect on learning to achieve predetermined learning objectives. Learning planning using the Backward Design model is an innovative approach to developing a curriculum to achieve learning objectives.

Wiggins & McTighe, in their book "Understanding by Design" explains that there are two types of focus in learning design: content-focused design and results-focused design. This Backward Design is a results-focused design model consisting of 3 main activities, namely: (1) determining the desired results, (2) establishing evidence or indicators of achievement of these results, and (3) designing the learning experience (Jozwik et al. al., 2017). In the book Understanding by Design, Backward Design is described in 3 steps, namely:

a) identify desired results, b) determine acceptable evidence, and c) plan learning experiences and instruction.

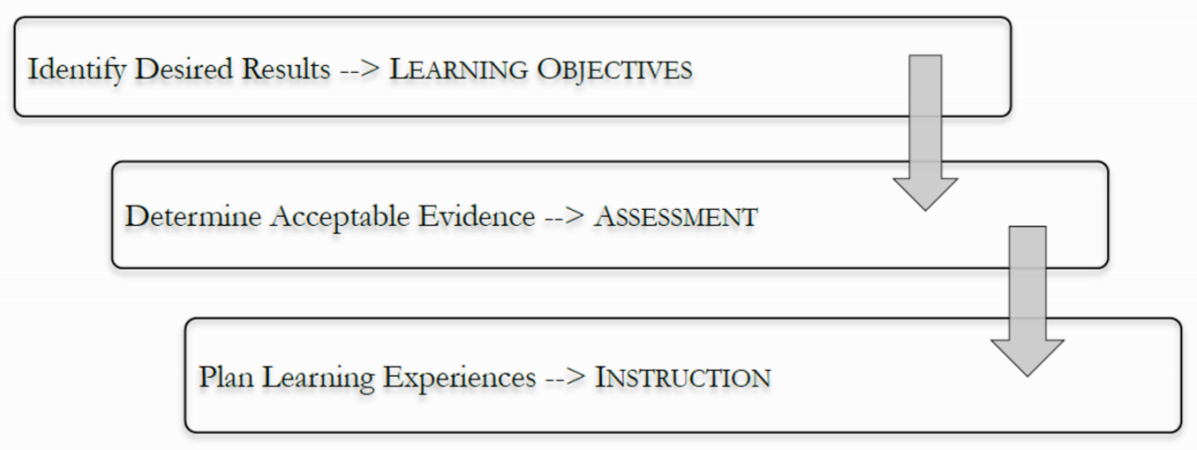

Figure 1. J Alur *Backward Design*
Sumber: Redesigning an Introductory Language Curriculum: A Backward Design Approach (Paesani, 2017)

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In **Figure 1** it is explained that the first step is to identify desired results or identify the desired results (Kantorski et al., 2019). Learning objectives must be determined concretely and accessible to teachers, students, and policymakers. This objective focuses on transferring knowledge and students' ability to apply knowledge and skills in a structured and problem-centered manner.

According to Styler in Jozwik et al. (2017), the first step to be taken in this method is to determine goals that focus on the desired results and then arrange assessment points before developing an activity plan. Basically, Backward Design focuses on curriculum planning instruction with a clear vision and focuses on results as the culmination of this model framework. In setting these goals, it is hoped that teachers can maximize learning potential, improve learning services, reduce expenses, increase productivity, and maximize student learning processes (Davis & Autin, 2020).

The second step is to determine acceptable evidence or goals that can be measured (Hodaeian, 2015). Wiggins and McTighe present a learning concept that must be able to show students' broad and thorough understanding as a result of the goals that have been targeted. At least six aspects of understanding can be identified in this model, namely explanation, interpretation, application, perspective, empathy, and self-knowledge (Kantorski et al., 2019). All of this develops criteria for the goals set (Reynolds & Kearns, 2017). Several questions underlie this stage, including: (1) What learning evidence is sufficient to prove that students have achieved the specified competencies? (2) What tasks can be fulfilled in each material so that they remain focused on their goals? (Richards, 2013).

The third step is to plan learning experiences and instructions or plan learning experiences (Kelting-Gibson, 2005). In this lesson planning stage, a lesson designer (teacher) explores students' prior knowledge, finds ways to engage and "hook" students into learning activities, assists them in learning activities and, revises their understanding, differentiates instruction, and creates opportunities for students. To self-evaluate and reflect on their learning (Katelyn et al., 2017). The questions that form the basis of this stage are: What learning strategies and activities can be identified and needed to achieve the predetermined learning outcomes? (Jensen et al., 2017).

Wiggins & McTighe's idea to design this model was inspired by the book The 7 Habits of Highly Effective People by Stephen R. Covey (1932-2012), "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you Khoe in his book entitled "re going so that you better understand where you are now so that the steps you take are always in the right direction."

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Table 1. Backward Design Explanation Table

No	Model Aspect	Backward Design
1	Development architect	Wiggins dan Mc Tighe
2	Explanation	The Backward Design learning design method is carried out by: 1. Set goals 2. Determine the assessment method 3. Choose instructional according to the goals and evaluation to be aimed at
3	Summary	The design process starts with the ultimate learning goal. Lesson planning is based on three stages of questioning: 1. What will be studied? 2. What evidence of understanding can be evaluated concretely? 3. What learning experiences can increase students' understanding after participating in learning?
4	Advantages	1. Learning objectives are more measurable 2. In general, every educator or instructor (teacher) plans learning. 3. Avoid activities that are only oriented towards learning planning and cannot be evaluated
5	Disadvantages	1. Learning with this method sometimes places too much emphasis on content knowledge/objectives. 2. (There is an assumption that) For some subjects/skills, such as mathematics, this method is not very useful.
6	Research notes	This Backward Design method is one of the most effective ways to design learning. This model fits the learning needs that are skills.

Source: Tung in the book "Desain Instruksional Perbandingan Model dan Implementasinya"

Wiggins and McTighe, described in **Table 1**, used a "**WHERE**" approach during this model phase. This concept is used to guide the assessment process. The **WHERE** stands for: (1) W (Where), directs students in achieving their goals? How can they master these competencies? Why should these competencies be achieved? (2) H (Hooking), how to hook students on learning topics. (3) E (Exploring and Experiencing), students explore and experience ideas and are equipped with understanding to master specific competencies. (4) R (Rehearse, Revise, and Refine) means providing opportunities for students to practice, revise, and refine their learning process. (5) E (Student Evaluation) by evaluating the competencies that students have achieved.

Learning Design

Learning is an effort to teach students, and learning design is an arrangement of these efforts so that learning behavior emerges. In an organized condition with clear learning objectives and content, optimal learning strategies will greatly facilitate learning (Gunawan & Gateri, 2022; Hasibuan, 2021; Nasution, 2017). Lesson planning is formulating alternative policies to overcome problems that will be implemented to achieve national education development goals by considering the realities in the socio-economic socio-

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cultural fields and the overall development needs of national education. This definition shows that education has an essential role in forming quality human resources and in the development of a nation (Ekayani, 2021).

In addition, learning planning is a process of making decisions as a result of reasoning about certain learning goals and objectives, namely behavior changes and a series of activities that must be carried out as an effort to achieve these goals by utilizing all the potential and existing learning resources (Marlina, 2017; Putrianingsih et al. ., 2021). The other understanding of learning planning is determining, developing activities, and determining methods to achieve the specified learning outcomes. The selection, determination, and development of this method are based on the existing learning conditions (Amiruddin & Suryadi, 2016). So, learning planning can be defined as a series of activities carried out to achieve a learning goal by using a method that is appropriate to the learning conditions that will be carried out and utilizing the potential of existing learning resources.

Wiggins & Tighe, in their book, explains that a lesson plan must be able to determine what and how the student learns something, and how the student behaves is also formed from the lesson plan so that it can shape the character of the student himself. Therefore, learning design is an important thing that should not be overlooked. The process for determining a good learning design is carried out so that there is a change and improvement in students' skills in the desired direction, and an integrated learning action plan includes components of objectives, methods, and assessments to solve problems that are important things to do (Andayani, 2021). Learning design or instructional design is a design which directs learning to be systematic, starting from planning, strategy, development, and evaluation, and it is also related to the components that are in it, namely teachers, students, materials, and learning environment. The terms instructional design, instructional technology, curriculum design, and instructional systems design (ISD), often used interchangeably, are similar but have different emphases.

Instructional design is also the process of implementing and developing instructional design plans, which, in this case are very closely related to the philosophy, methodology, and approaches used in the educational process. The implementation of different educational philosophies will affect the design of learning concerning learning tools in the form of strategies, levels of interaction, reinforcement, and levels of complexity.

According to Wina Sanjaya in Putrianingsih et al., (2021) a good learning plan must have at least the following four elements:

1. There is a goal that must be achieved
   Planning can be arranged and appropriately determined if the learning objectives are formulated in the form of clear and measurable targets. The specified goals become the focus and target for the next steps.

2. There is a strategy to achieve the goal
   This strategy relates to how these goals will be implemented. Usually associated with available human resources, the amount of time required, division of tasks and authority, what steps must be carried out, setting success criteria, and so on.

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3. Resources that can support
   This includes determining the necessary facilities and infrastructure, the budget, and other resources, for example, the use of the time needed to achieve the goals that have been formulated.

4. Implementation of each decision
   This step is implementing the strategy and determination of resources in the previous stage.

The teaching and learning process applied by the teacher should be based on the results for achieving agreed goals and designing learning, and using Backward Design allows learning to be in line with the goals to be achieved, therefore, students will display what the learning really wants.

The basis for the need for a learning plan, according to Amiruddin and Suryadi (2016), is as follows:.

1. To improve the quality of learning that begins with learning design,
2. To design a lesson requires a systems approach,
3. Learning design planning is aimed at individual student learning methods,
4. The learning carried out will aim at achieving goals, both direct and indirect goals,
5. The purpose of learning design is to make it easier for students to learn,
6. Learning planning must involve all components of learning,
7. The essence of the learning design created is the determination of the optimal learning method to achieve the stated goals.

Observation Based Learning

According to As'ari (2016), Observation-Based Learning, in this learning model requires student activity, starting from observing, asking or questioning, gathering information, associating, and communicating. Learning with observation-based learning uses constructivism rules, where this learning indicator must be seen as a result of student construction. This indicator should not be obtained from listening to the teacher's explanation but from associating results.

The learning carried out prioritizes personal experience through the process of observation-based learning, as well as increasing the creativity of students, producing productive, critical, creative, innovative, and affective students through strengthening attitudes (know why), skills (know how), and knowledge (know what) is integrated. Observation-based learning requires teachers to change their mindset in the learning process, where they will become more facilitators. For this reason, Backward Design is one of the answers for teachers to change how they design learning in class.

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METHODS

The research method used is Research & Development (R&D). R&D itself is a research method that is oriented towards product development (Yuliani & Banjarnahor, 2021). Development research is an activity to develop an effective and efficient product, so researchers try to apply Backward Design learning. Learning planning using Backward Design helps researchers to be able to focus learning on curriculum objectives that are structured and very easy to develop, as well as deepening students' understanding and transfer of learning can also be evaluated according to objectives. The product being developed is in print media in worksheets and rubrics, while students will develop a short video that will be uploaded on social media.

4D is the research model used, but in this study, the researchers only carried out 3 stages or 3D. The first stage is define (definition), namely the stage to determine and define the learning requirements. The define stage consists of five steps, namely front-end analysis, student analysis, task analysis, concept analysis, and formulation of learning objectives. The second stage is design (design), which aims to design learning devices. There are four steps that must be carried out in this stage, namely preparing test standards, selecting media, selecting formats, and making initial designs. The third stage is develop, this stage is the stage for producing product development, which is carried out through two steps, namely expert assessment and followed by revisions and development trials.

The data collection that the author uses is a descriptive analysis method that describes the findings and provides explanations and understanding regarding the object of research. The findings are reinforced by research from various reliable reference sources, such as scientific research journals and books with strong theoretical relevance.

RESULT AND DISCUSSION

In planning and implementing learning, the writer and researcher carry out learning according to the steps in the "Backward Design" model, where in designing learning, the researcher takes the following steps:

1. *Determine Learning Goals and Objectives:*

   The first step is to determine the purpose of the learning. In order for these goals to be achieved, researchers see that literacy skills are needed, especially to equip students to analyze and apply the concepts to be studied.

2. *Plan Assessments*

   To achieve the learning objectives, the researcher determines a measurable assessment plan that is adjusted to the scope of the material, time, and available learning resources.

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3. *Plan Learning Experiences and Instruction*

   The learning activities that are arranged follow the evaluation stages as a reference for activities.

Researchers argue that learning planning using Backward Design is feasible to implement in collaboration using Observation Based Learning, which allows students to learn exploratory and teachers to analyze and determine indicators of achievement of each CP / measurable indicator. The steps that the researchers took can be seen in **Table 2** below:

Table 2. *Description of Learning Planning Using Backward Design*

No	***Identify desired results*** (Mengidentifikasi hasil yang diinginkan)	***Determine acceptable evidence*** (menentukan tujuan yang dapat diukur)	***Plan learning experiences and instruction*** (merencanakan pengalaman belajar dan pengajaran)
1	Understand the concept and use of videography in everyday life.	1. Students are able to explain the concept of videography in terms of meaning, format, and types in the form of filling out worksheets. 2. Students are able to explain the concept of videography in everyday life using their own language compiled in worksheets. 3. Students are able to mention the stages and flow of the videography concept from the pre-production, production, and post-production stages in full in filling out worksheets.	1. Students can explain the concept of videography in everyday life according to literacy sources of at least 3 points and written in worksheets determined by the teacher. 2. Students can explain the concept of videography in everyday life using their language in the worksheet determined by the teacher (can be done individually or in groups). 3. Students can explain at least 10 points on the use of videography in everyday life by filling out worksheets. 4. Students can mention the pre-production stages of the videography process in filling out worksheets 5. Students can mention the stages of the production process of videography in filling out worksheets. 6. Students can mention the post-production stages of the videography process in filling out worksheets.
2	Presenting the concept and use of videography in life daily	1. Students can explain the concept of videography in a video presentation with a minimum duration of 2 minutes and a maximum of	1. Students can present videographic concepts in everyday life according to literacy sources at least 3

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No	***Identify desired results*** (Mengidentifikasi hasil yang diinginkan)	***Determine acceptable evidence*** (menentukan tujuan yang dapat diukur)	***Plan learning experiences and instruction*** (merencanakan pengalaman belajar dan pengajaran)
		5 minutes. 2. Students can explain the use of videography in everyday life using their language in video presentations with a minimum duration of 2 minutes and a maximum of 5 minutes. 3. Students can present the stages and flow of video graphics concepts from the pre-production, production, and post-production stages in full in the form of a video presentation with a minimum duration of 2 minutes and a maximum of 5 minutes	points in presentation work. 2. Students can present videography in everyday life according to literacy sources at least 3 points in presentation work. 3. Students can present the pre-production stages of the videography process in short video presentation works and upload them on personal and class social media. 4. Students can present the production stages of the videography process in short video presentation works and upload them on personal and class social media 5. Students can present the post-production stages of the videography process in short video presentation works and upload them on personal and class social media.

Source: 2022 research results.

From the implementation of learning planning carried out using Backward Design, the researcher plans based on the output and is identified and described in the form of learning processes and content as described in **Figure 2** below:

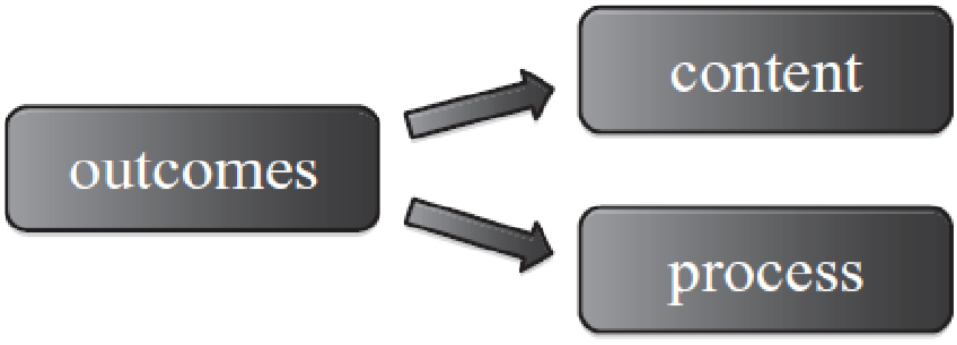

Figure 2 *Backward Design Process*
Sumber: Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design (Richards, 2013)

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The stages of teacher activities in implementing Observation-Based-Learning are described in **Table 3** below, which will explain in more detail the application to the types of activities carried out.

Table 3. Description of Teacher Activities in the Application of Observation-Based Learning

No	TYPES OF STUDENT ACTIVITIES	DESCRIPTION OF TEACHER'S ACTIVITIES
1	Observe	• Students observe the video presentation that is shown. • Students fill out worksheets according to the video that is presented. • Ask students to understand the concept of videography and write down the use of videography in everyday life in worksheets, at least 3 points • After finishing writing the contents in the worksheet, the teacher goes around the class and determines the determinant value in a rubric.
2	Ask	• Teacher confirms understanding of videography concepts. • Teacher confirms the meaning of videography • Teacher confirms understanding of the use of videography in everyday life. • Note: In this case, try to get their students to ask investigative questions.
3	Gather information	• Each student/group of students will collect information from various sources
4	Associate	• After each student/group collects information from the completed worksheets. Next, they were asked to associate the information in the form of a short video presentation. • The short video was made using their cell phones, and they will upload it on their social media and class accounts. • Convince them to make a video presentation of what they have planned according to their understanding of the concept of videography.
5	Communicate	• Students will present concepts they understand with videography in short videos and give them in front of the class to get responses from other students/groups. • Concepts that are understood are discussed with other students/groups so that they are adapted to excellent and correct concepts and theories. • After getting feedback, the video can be corrected or directly uploaded on their social media.

Source: 2022 Research Result

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Discussion

The results of this study are in the form of implementing Backward Design where teachers are required to continue to follow the activity stages that have been prepared. Even though the ultimate learning objectives have been set in the planning, all activities are still carried out, such as compiling learning activities, evaluation design framework, identifying learning curricula, and identifying students (needs to fulfill learning objectives, basic competencies of students, needs of students themselves) . The stages of this activity often refer to Retrograde analysis, thinking ahead, and moving backward. Retrograde analysis is analysis looking forward and "pays off" looking back.

There are two types of focus in learning design, namely, content-focused design and results-focused design. This Backward Design is a results-focused design model consisting of 3 main activities, namely: (1) determining the desired results, (2) establishing evidence or indicators of achievement of these results, and (3) designing the learning experience (Jozwik et al. al., 2017). Researchers use the Backward Design model in collaboration with observation-based learning to make students more active in class.

The teaching and learning process applied by the teacher should be based on the results for achieving agreed goals, and designing learning and using Backward Design allows learning to be in line with the goals to be achieved, therefore, students will display what the learning really wants.

During the learning process, Observation-based learning activities in the classroom have been designed by researchers where the teacher is focused on being a facilitator. Teachers should enable students to construct their own knowledge, skills, and attitudes more. The application of Observation-based learning is expected to trigger students to be more active in observing, asking questions, gathering information, associating, and communicating their findings. Teachers can become student facilitators to discuss and collaborate in class.

In line with As'ari's (2016) research entitled The Use of Backward Design in Designing Mathematics Learning with Observation-Based Learning Nuances which discusses changes in KTSP to the 2013 Curriculum, making changes to the learning model which requires teachers to design learning well so that students can think axiomatic deductive by asking students to look for other reference books or learn from other sources. Similar to the description of activities on research results, the teacher asks students to learn more about photography by learning from other reference sources and making presentations by making material related to photography.

To get the desired result, the researcher has described an example by setting the final goal to be achieved by designing learning about the translation of tasks that students can do well. This can train students to play an active role in class by presenting presentations they have made with references obtained from other learning sources. The process for determining a good learning design is carried out so that there is a change and improvement in students' skills in the desired direction, and an integrated learning action plan includes components of objectives, methods, and assessments to solve problems that are important things to do (Andayani, 2021).

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CONCLUSION

An effective curriculum that is structured using Backward Design over a long period of time in order to succeed in achieving the goals that have been planned. Through a three-stage design process, namely identifying desired results, determining acceptable evidence, and planning learning experiences and instructions, it helps researchers predict problems that will occur in class. This process is also oriented towards learning activities where there are clear priorities and objectives.

Learning planning that researchers do is the first step in a meaningful learning process. Without good learning planning (using Backward Design), it is impossible to obtain successful learning that produces "learning humans". This can be seen from an active and patterned learning process and can be measured in accordance with predetermined objectives. The Backward Design approach used by researchers reflects the continuous improvement of learning toward student achievement and the skills of the teacher himself. From the design results that have been implemented, the performance of student learning outcomes achieves maximum results.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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