

Minggu 3

Tujuan Pembelajaran, Pedagogi, dan Teknologi

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Coronavirus outbreak

Italy orders closure of all schools and universities due to coronavirus

All major sporting events to be behind closed doors until April as national death toll hits 107

Angela Giuffrida in Rome, Lorenzo Tondo in Palermo and Peter Beaumont

Wed 4 Mar 2020 18:42 GMT



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Learning Objectives/Tujuan Pembelajaran

- Hal pertama yang dilakukan dalam merancang suatu kegiatan pembelajaran adalah menentukan **TUJUAN PEMBELAJARAN**
- Terdapat 5 jenis tujuan pembelajaran menurut Gagne (1985):
 1. Informasi verbal (menghawal, mengenali)
 - ❑ Serangga memiliki 5 kaki
 2. Strategi kognitif (menyelesaikan permasalahan)
 3. Keterampilan intelektual (how to do something/procedural knowledge)
 - ❑ Menghitung jumlah bakteri dengan metode Total Plate Count (TPC)
 4. Psikomotor
 5. Sikap

Table 3.1 Gagné's types of learning

Motor skills
• Behavioral physical skills
Verbal information
• Facts of knowledge
Cognitive strategy
• Metacognition strategies for problem solving and thinking
Intellectual skills
• Problem solving, discriminations, concepts, principles
Attitude
• Internal state affects an individual's choice of action

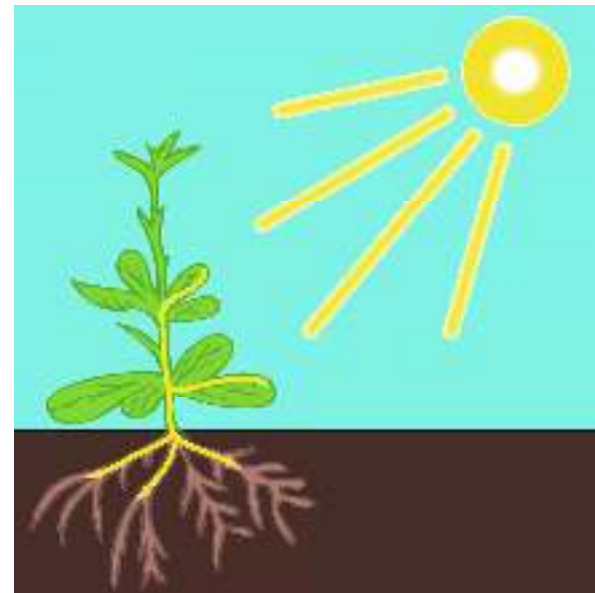
Apa itu strategi pembelajaran?

- Pendekatan yang digunakan dalam **satu** kegiatan pembelajaran tertentu.
- Strategi pembelajaran yang digunakan tergantung pada subjek/objek apa yang akan dipelajari.

Strategi pembelajaran apa yang tepat?



Cara menggunakan
Mikroskop?



Pengaruh cahaya
terhadap pertumbuhan

Jenis Strategi Pembelajaran

- Drill & Practice → Informasi verbal, hapalan
- Tutorial Instruction → prosedur, how to
- Exploratory Instruction → pemahaman, fenomena baru
- Interactive simulation → berpikir kritis tentang topik yang kompleks
- Socratic questioning → mengaitkan informasi baru dengan sesuatu yang telah dipelajari, 6 pertanyaan kritis
- Lecture → memperkenalkan topik, memotivasi
- dll.

- ❖ Socratic questioning is at the heart of critical thinking
- ❖ There are six types of Socratic Questions
- ❖ Questions for clarification: **Why do you say that?**
- ❖ Questions that probe assumptions: **What could we assume instead?**
- ❖ Questions that probe reasons and evidence: **What would be an example?**
- ❖ Questions about Viewpoints and Perspectives: **What would be an alternative?**
- ❖ Questions that probe implications and consequences: **What are you implying?**
- ❖ Questions about the question: **What was the point of this question?**

Type of Question

Examples

Questions that require clarification

Why did you say that?

What does that mean?

How does this relate to your earlier statement?

Questions probing assumptions

Can that statement be validated?

What beliefs are assumed here?

Might there be other agendas involved by those who are making these claims?

Questions probing reasoning and evidence

What do you think the causes are? And why?

Is there any evidence or facts that support this?

How complex is the issue?

Questions probing perspective

Is there another way to look at this?

What are the arguments to the contrary, if any?

Can you provide an overall rationale?

Questions probing implications

What consequences can you see arising?

Can a generalisation be made?

Questions about the question

Why is this question relevant?

What does this mean in practical terms?

Tujuan pembelajaran - Strategi

Types of learning objectives	Possible instructional strategies/pedagogies
Motor skills	Drill and practice Part-task training Mastery learning Programmed learning Direct teaching
Attitudes	Role playing Scenario analysis Classroom Meeting Experience-based Learning
Verbal information	Drill and practice Tutorial Programmed learning Games lecture Mastery Learning Direct Teaching
Cognitive strategies	Exploratory learning Simulations Socratic questioning Group investigation
Intellectual skills—discrimination, Concept use	Drill and practice Tutorial Case study Lecture Inductive thinking (classification) Concept attainment Advance organizer
Intellectual skills—principles	Tutorial Exploratory learning Simulations Case study; Games; Lecture Debate
Intellectual skills—problem solving	Exploratory learning Collaborative learning Collaborative knowledge building Socratic questioning Project-based Learning

Jenis teknologi

- **Teknologi untuk penyelidikan (*Technologies for inquiry*)**
 - VR
 - Survey makers, etc.
- **Teknologi untuk komunikasi (*Technologies for communication*)**
 - Word processing
 - Email, etc.
- **Teknologi untuk problem solving (*Technologies for problem solving*)**
 - Puzzles, lego
 - 3D printing, etc.
- **Teknologi untuk menunjukkan pengetahuan (*Technologies for knowledge representation*)**
 - Graph and charts
 - Animation software, etc.

Prinsip memilih teknologi pembelajaran

1. Prinsip kelayakan (principle of appropriateness)

- Membantu pencapaian tujuan
- Sesuai kurikulum

2. Prinsip kebaruan dan keaslian (principle of authenticity)

- Informasi akurat dan up to date

3. Prinsip biaya (principle of cost)

- Memperhatikan alternative yang lebih ekonomis

4. Prinsip kemenarikan (principle of interest)

- Menarik rasa ingin tahu siswa

5. Prinsip organisasi dan keseimbangan (principle of organization and balance)

- Terorganisasi dan mengandung konten yang seimbang

