# Pengembangan RPS dengan Berbagai Model Pembelajaran

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Disajikan pada Pelatihan Model Pembelajaran

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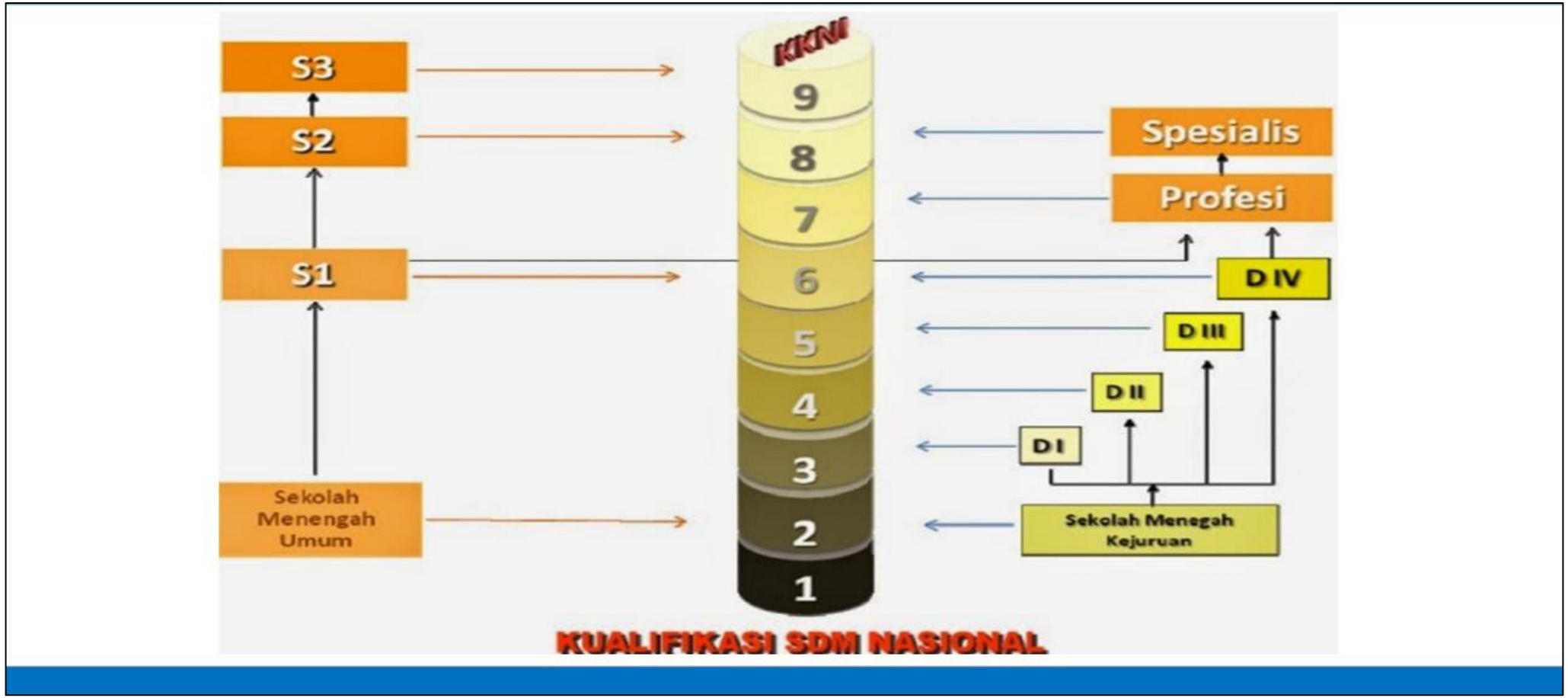
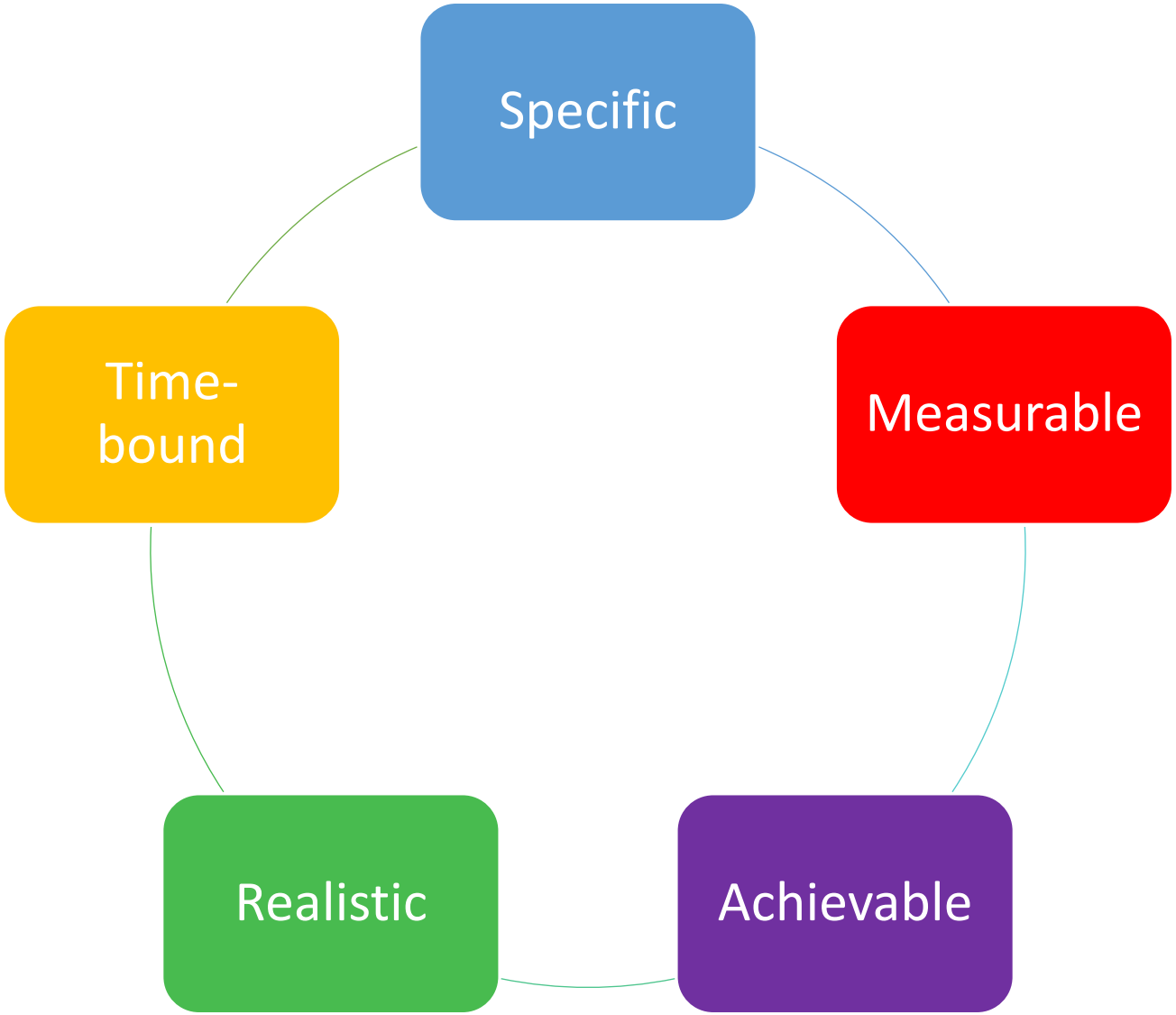
# Indonesian National Qualication Frameworks (KKNI)



# The criteria

**LEVEL 6 (SARJANA/DIPLOMA-4)**

- **Mampu mengaplikasikan bidang keahliannya dan memanfaatkan IPTEKS pada bidangnya dalam penyelesaian masalah serta mampu beradaptasi terhadap situasi yang dihadapi.**
- Menguasai konsep teoritis bidang pengetahuan tertentu secara umum dan konsep teoritis bagian khusus dalam bidang pengetahuan tersebut secara mendalam, serta mampu memformulasikan penyelesaian masalah prosedural.
- **Mampu mengambil keputusan yang tepat berdasarkan analisis informasi dan data, dan mampu memberikan petunjuk dalam memilih berbagai alternatif solusi secara mandiri dan kelompok.**
- Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja organisasi.


Specific
Measurable
Achievable
Realistic
Time-bound

# The criteria

**Specific** – Sub-CPMK harus jelas, menggunakan istilah yang spesifik menggambarkan kemampuan; sikap, pengetahuan, dan ketrampilan yang diinginkan, menggunakan kata kerja nyata (*concrete verbs*).

**Measurable** – Sub-CPMK harus mempunyai target hasil belajar mahasiswa yang dapat diatur, sehingga dapat ditentukan kapan hal tersebut dapat dicapai oleh mahasiswa.

**Achievable** – Sub-CPMK menyatakan kemampuan yang dapat dicapai oleh mahasiswa.

**Realistic** – Sub-CPMK menyatakan kemampuan yang realistis untuk dapat dicapai oleh mahasiswa.

**Time-bound** – Sub-CPMK menyatakan kemampuan yang dapat dicapai oleh mahasiswa dalam waktu cukup dan wajar.

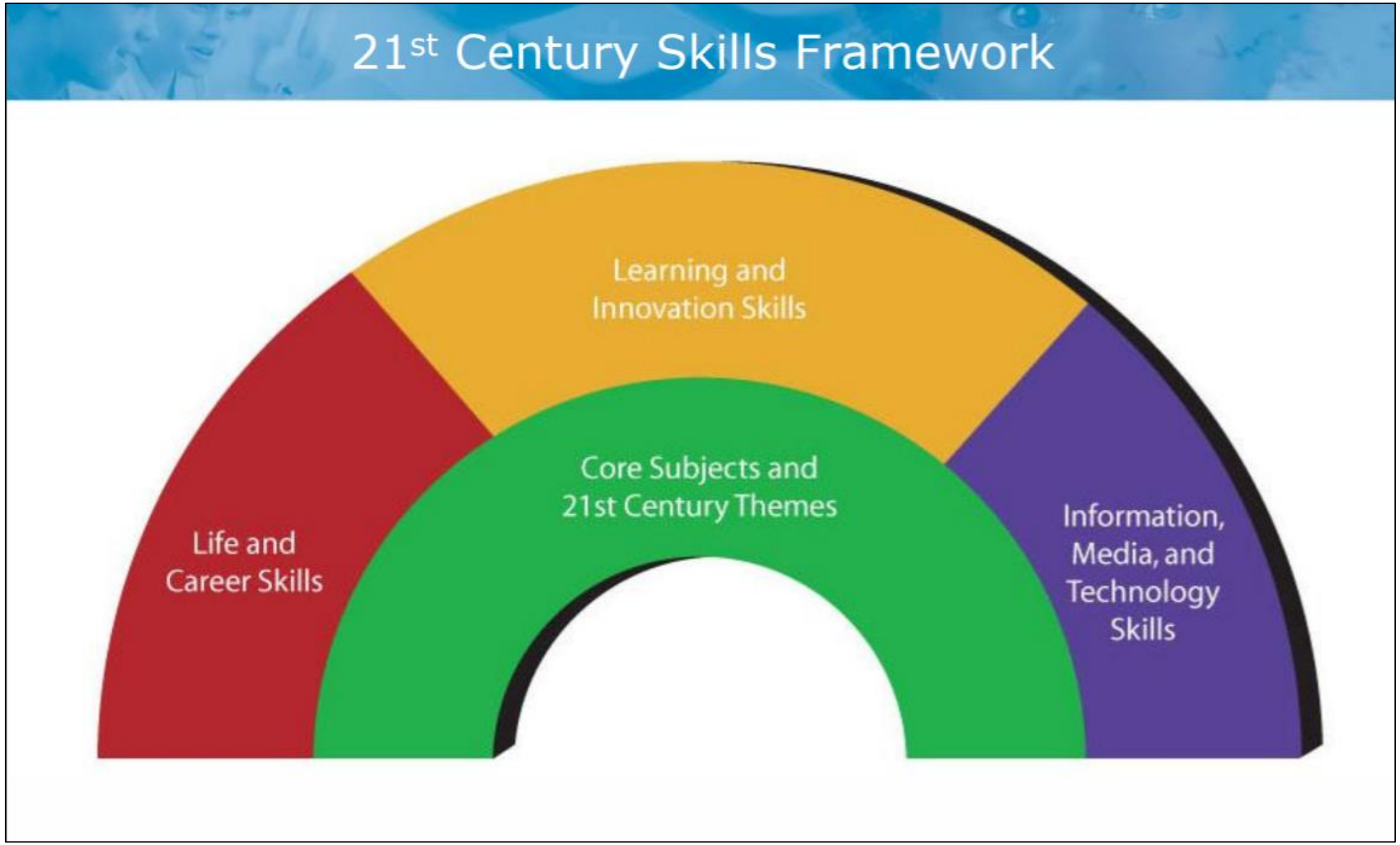
# The elements

| Minggu ke | Kemampuan Akhir Yang Diharapkan | Bahan Kajian (Materi Pembelajaran) | Bentuk Pembelajaran | Waktu | Pengalaman Belajar Mahasiswa | Kriteria Penilaian dan Indikator Kelulusan | | Bobot | Referensi |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Kriteria Penilaian | Indikator | | |
| 1 | 2 | 3 | 4 | 6 | 7 | 8 | | 9 | 10 |

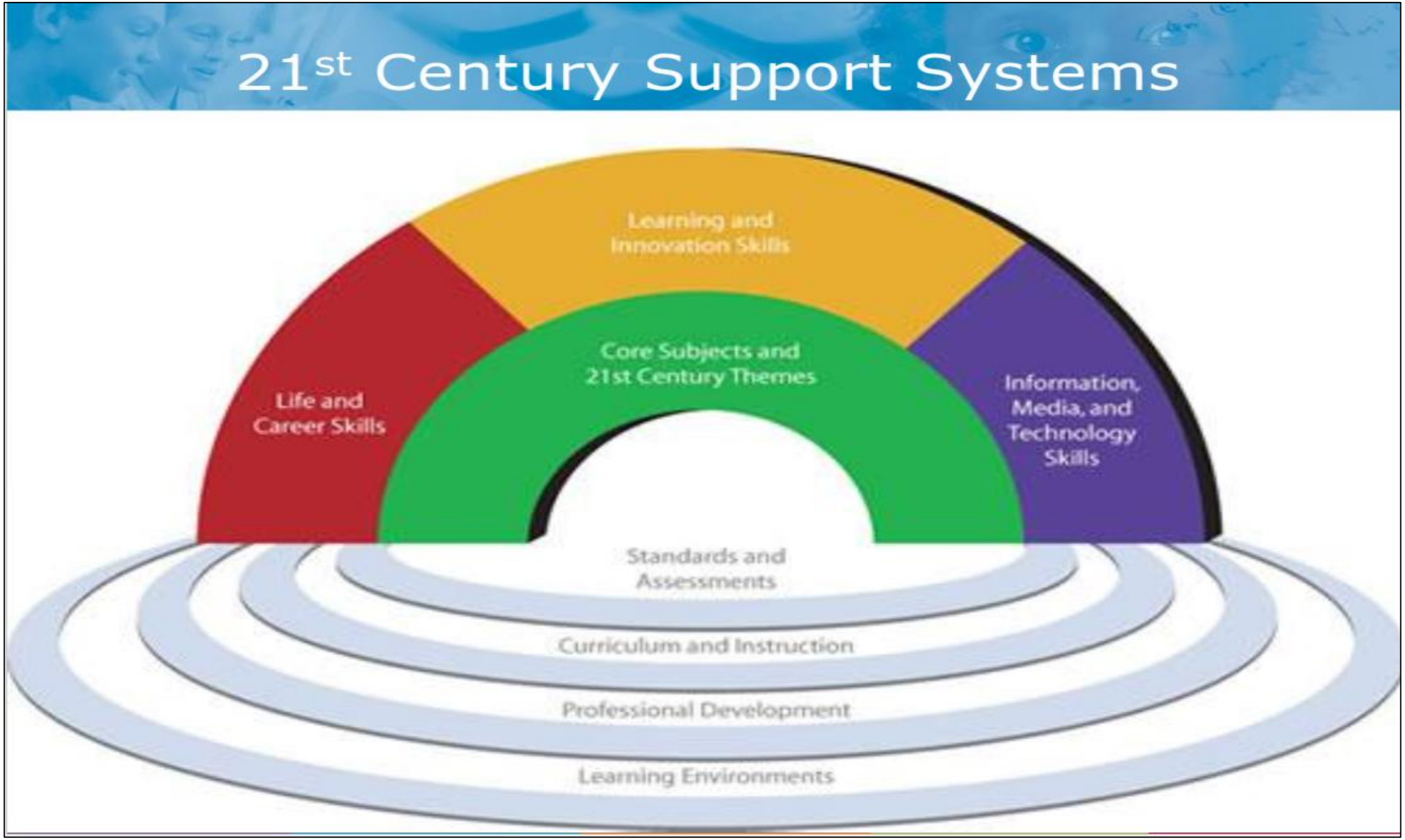
# 21st Century Learners' Characteristics

1. Communication
2. Collaboration and teamwork
3. Critical thinking and problem solving
4. Citizenship
5. Creativity and imagination
6. Character

(Source: various sources)




(Source: http://www.oecd.org/site/educeri21st/40756908.pdf)




(Source: http://www.oecd.org/site/educeri21st/40756908.pdf)


Problem-based Learning

# The principles

- **Contextual** – PBL uses real everyday problems.
  The learning material is more relevant and will be easier to apply on real situations

- **Constructive** – PBL is a student-centered approach in which learners construct their own knowledge and the teacher/tutor serves as a guide on the side

- **Collaborative** – PBL stimulates students to co-construct knowledge, and to share ideas and knowledge

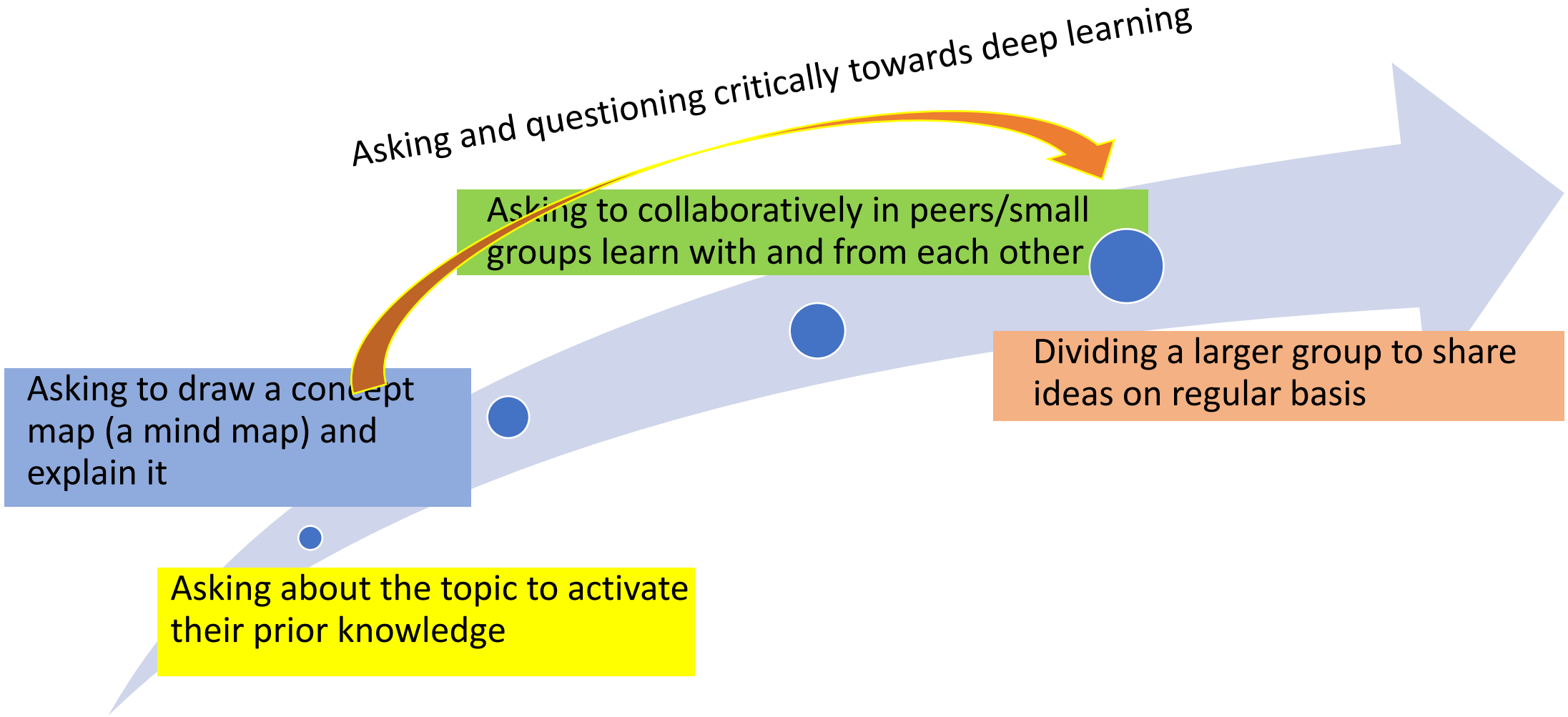
- **Self-directed** – PBL promotes self- directed learning skills among students.
  e.g., planning, reflection, evaluation of understanding, and managing information and resources

(Source: https://edlab.nl/pbl-learning-principles/)

# The principles…

- Adopting a deep approach to learning
- Procedures:
  a. forming small groups to discuss a real-life problem or cases by activating their prior knowledge on the topic
  b. relating the new information to their prior knowledge
  c. structuring new ideas
  d. critically evaluating their findings
- Depending on the complexity of the problem learners collaborate with their peers and seek support from their tutors

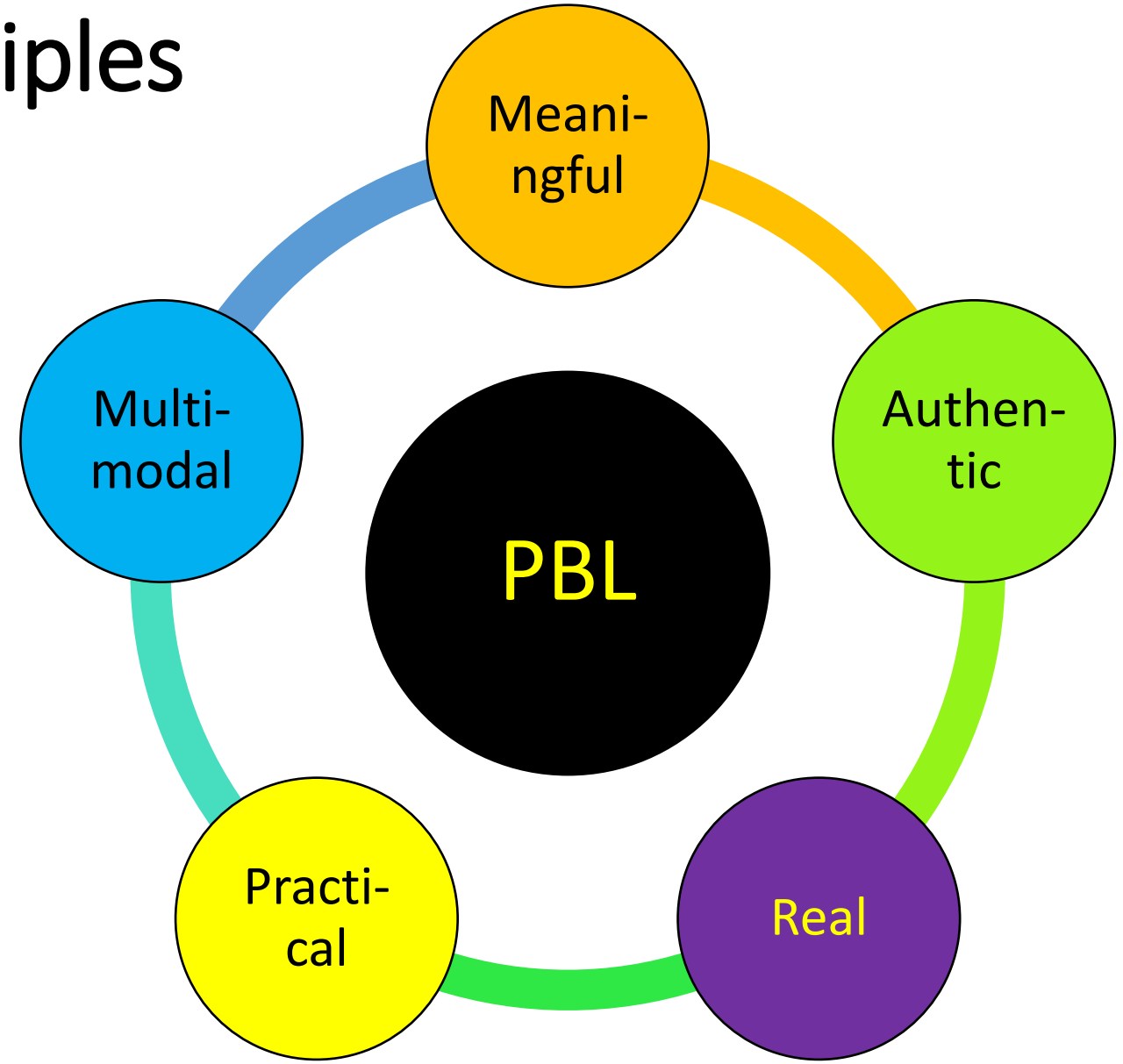
# Common/General Procedures



# What and why: Contextual learning

- Discussing meaningful, authentic, or professionally relevant problems should be the starting point of learning
- Emphasizing that learning should happen in multiple meaningful contexts, from abstract to real
- Discovering how to relate abstract ideas to practical real-life situations
- Internalizing new concepts through this process of discovering, reinforcing, and relating

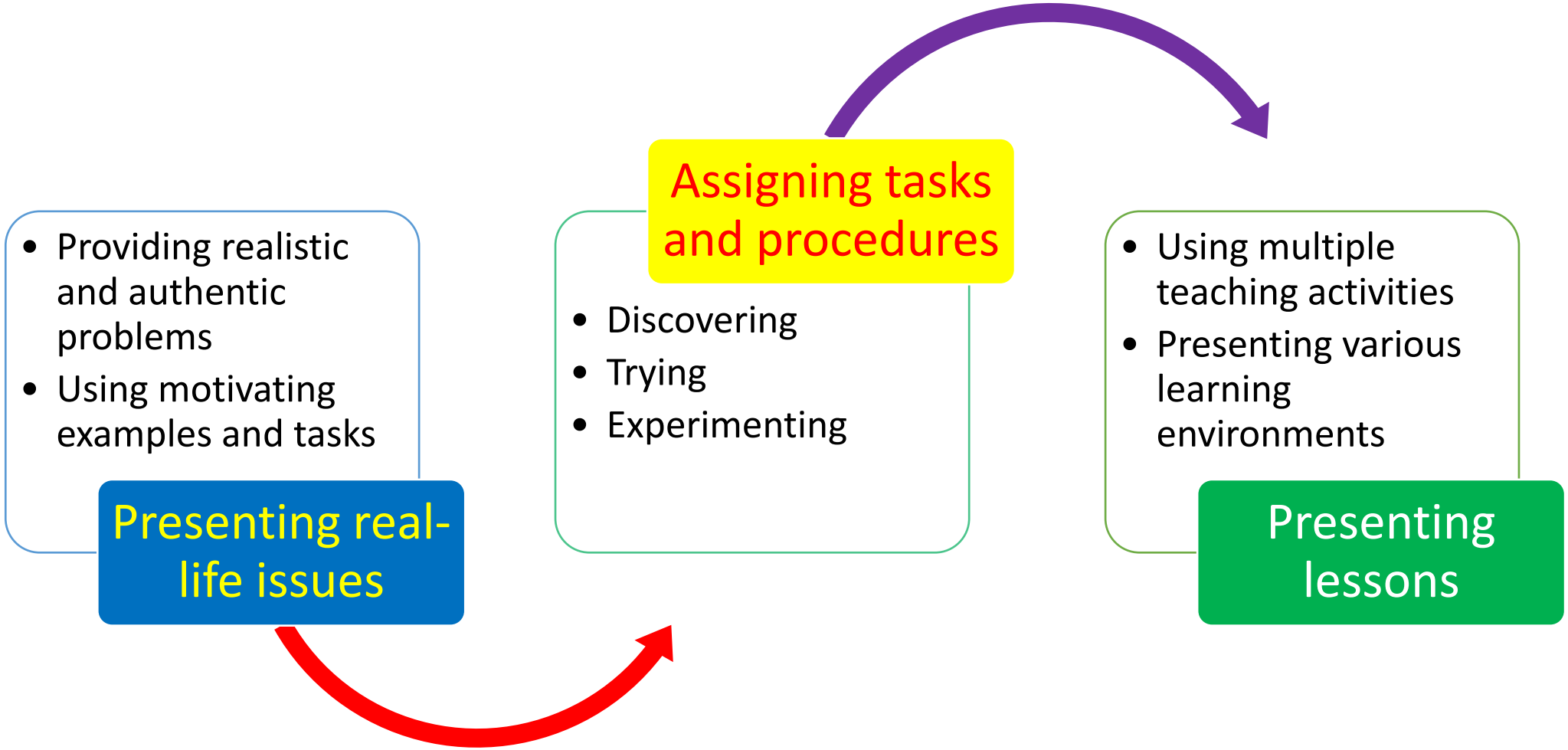
# The principles



# How to: Contextual learning

- Starting with real life issues >> increasing engagement, persistence and successful transition
- Providing realistic and authentic problems that are convincing
- Using examples and tasks that cultivate a motivating attitude
- Putting learning the context driven from the practice students want to learn
- Coming up with activities and procedure that encourage discovering, trying, and experimenting of the new concept and skills
- Assigning task and procedure that allow student to gather analyze their own data
- Designing and incorporating multiple teaching activities and various learning environments

# Contextual learning: The procedures



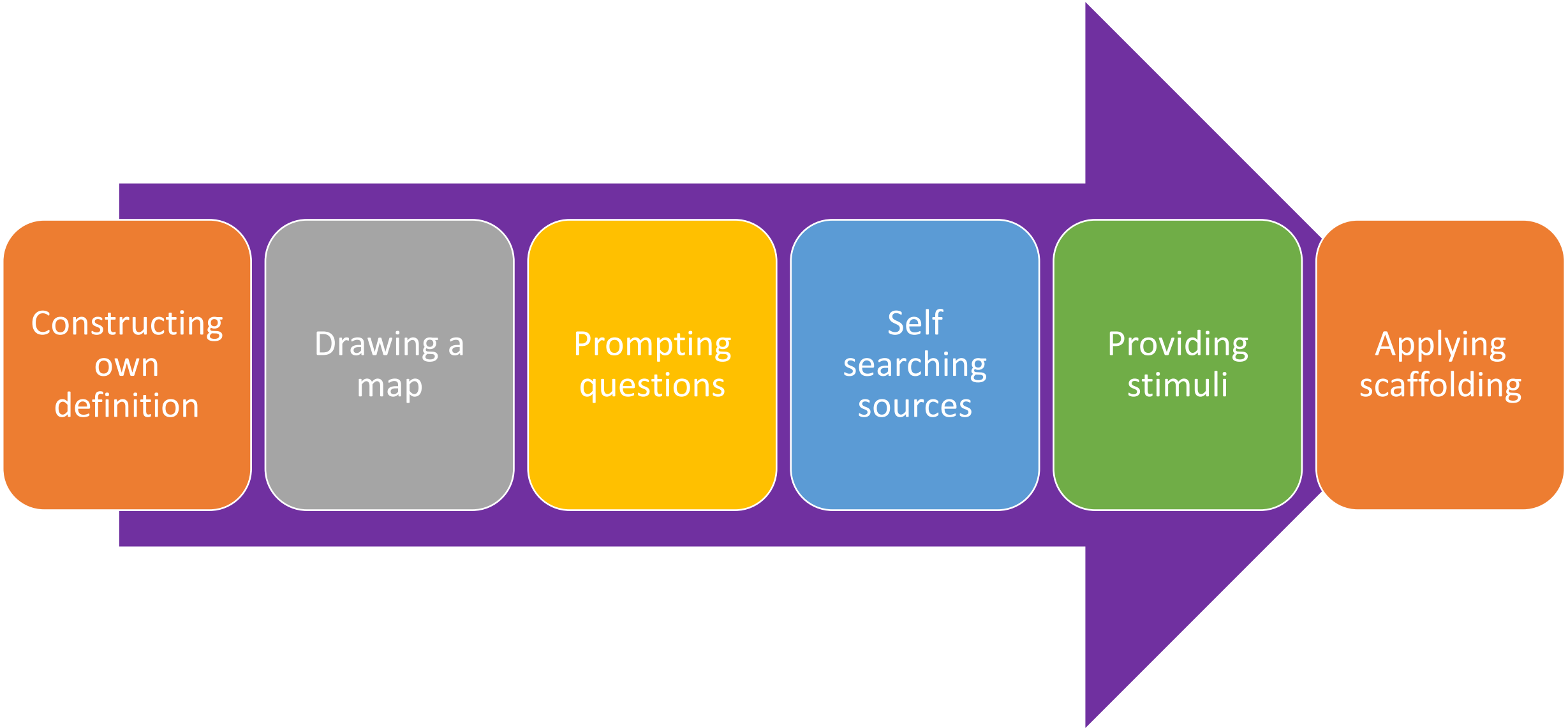
# What and why: Constructive learning

- By asking critical questions, reasoning and checking contradictories learners become aware that there is often more than one correct answer and many points of view are valid.
- Knowledge is constructed by the learners as they reconcile new information with past experiences, analyze various source materials, and work collaboratively with others to deepen their understanding.
- It emphasizes guided exploration, reflections, and evaluation.
- Helps learners to make new knowledge their own rather than memorization >> deepening learning and applying it, increasing control and commitment

# How to: Constructive learning

- Asking to construct their own definition
- Asking to draw map to make connections
- Prompting question to think out of the box
- Asking to analyze complex issue in a report >> developing critical thinking and higher order thinking, guided by multiple sources, graphics to prompt
- Searching sources themselves >> advancing authenticity, trustworthiness, and credibility
- Providing stimuli to  develop, modify, and rethink and reconsider
- Applying scaffolding

# Constructive learning: The procedures



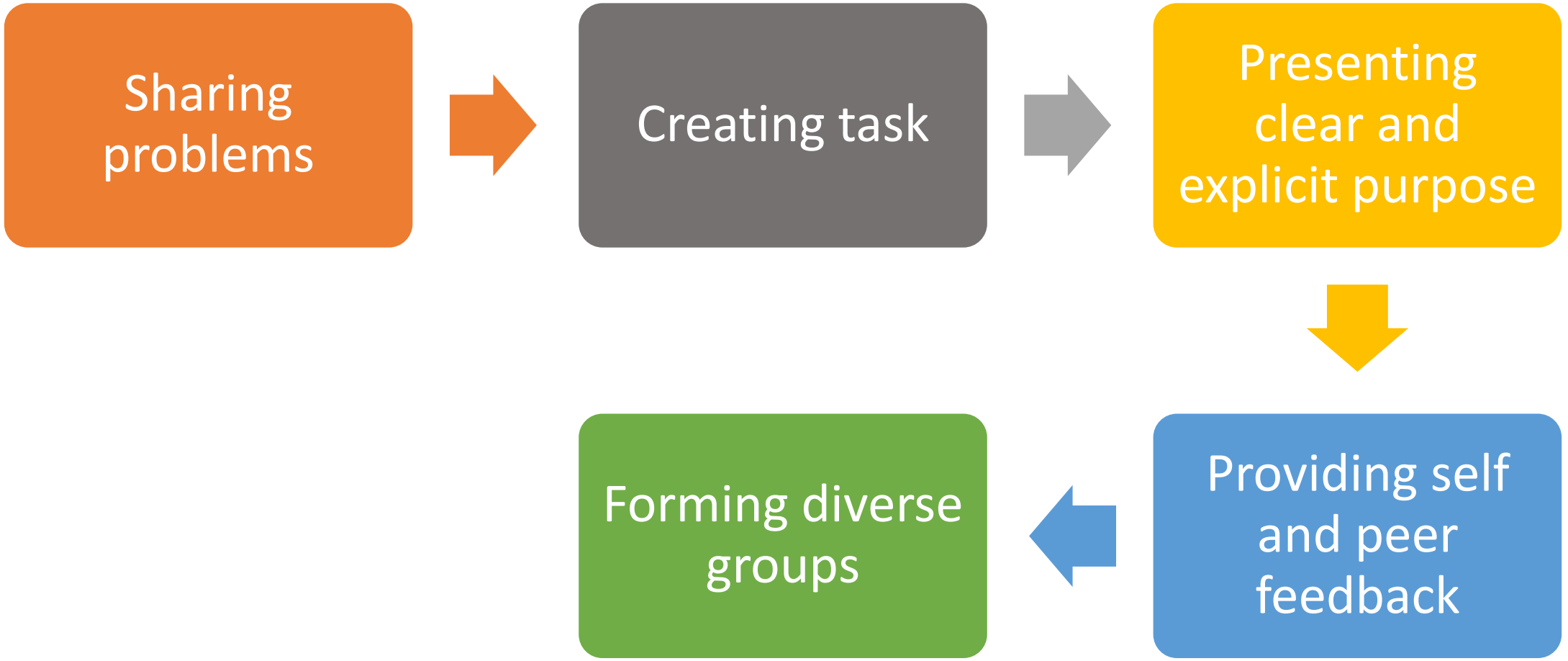
# What and why: Collaborative learning

- Engaging in collaborative learning share common goals
- Depending on each other's contributions
- Evaluating each other's ideas and monitor the work of their team members to successfully complete a task and solve a complex problem
- Allowing to solve complex problems, sharpens thinking collaboratively

# How to: Collaborative learning

- Sharing problems that allow different perspectives
- Creating task that cannot be done individually
- Presenting clear and explicit purpose
- Providing self and peer feedback on tasks and norms
- Forming diverse groups >> persuasion, negotiation, and critical thinking

# Collaborative learning: The procedures



# What and why: Self-directed learning

- Describing a process in which individuals take initiative, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes
- Allowing students to control their learning, to be highly autonomous

# How to: Self-directed learning

- Teaching students how to set and manage goals
- Letting them self enroll their groups >> including
- Giving them voice >> pushing empowerment, independence, self confidence
- Giving detailed plan and procedures
- Guiding them to choose their own learning resources, tools, and apps that best suit their learning needs
- Having them self evaluation >> increasing time and space for their ownership

# Self-directed learning: The procedures

# Thank you