`

WORKLOAD ASSESSMENT

<<Teaching Learning Innovation>>



WORKLOAD ASSESMENT

<<Dra. Sri Sulistiani, M.Pd>>

Academic Year 20XX/20XX

Coordinator:

<< Dra. Sri Sulistiani, M.Pd>>

Team:

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Latif Nur Hasan, S.Pd., M.Pd.
Octo Dendy Andriyanto, S.Pd., M.Pd >>

<< JAVANESE LANGUAGE AND LITERATURE EDUCATION >> STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNVERSITAS NEGERI SURABAYA

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A. Lesson Plan and Course Assessment

UNESA Universitas Negeri Surabaya	**Universitas Negeri Surabaya** **Faculty of Languages and Arts** **<< JAVANESE LANGUAGE AND LITERATURE** **EDUCATION >> Study Program**	**Document Co**

Lesson Plan

COURSE	Code	Cluster	Credits	Semester	Compilation Date
<Teaching Learning Innovation>	<8820203086>	<Literatur>	3 sks	Ganjil	2021

AUTHORIZATION	Lesson Plan Developer	Coordinator	Head of Study Program
	<Drs. Sukarman, M.Si. Latif Nur Hasan, S.Pd., M.Pd. Octo Dendy Andriyanto, S.Pd., M.Pd. >	<Dra. Sri Sulistiani, M.Pd.>	**<Dr. Surana, S.S., M.Hum>**

Program Learning Outcome (PLO)		
	PLO	
	PLO 4	Mastering theoretical concepts of education (pedagogy) including the characteristics of students' development, curriculum, plannin evaluation of Javanese language learning by utilizing information technology.
	PLO 9	Being able to apply educational theory (pedagogy) which includes the development characteristics of students, curriculum, plannin evaluation of Javanese language learning by utilizing information technology;
	PLO 11	Being able to apply logical, critical, systematic, and innovative thinking in solving the problem of Javanese learning activity;
	Course Learning Outcome (CLO)	
	CLO 1	Utilizing science and technology to obtain, collect, and process various approaches, models, methods, and techniques of learning in order to solve problems in learning of language and literature in the school.
	CLO 2	Mastering theoretical concepts also implementation about approaches, models, methods, and techniques of learning as well as bein able to formulate the procedural solution to various problems on language and literature in the school.
	CLO 3	Deciding a strategic based on analysis of information and data then provide a guidance in choosing various alternative solutions in solving problems regarding the learning of language and literature in the school.

	CLO 4	Have a commitment and responsibility for the learning performance both independently and group study in solving various proble of learning strategies for Javanese language and literature in the school.

Course Description	The study of teaching and learning principles in language and literature also the implementation in Javanese learning aims to improve an ability solve problems in Javanese learning in the school by utilizing science and technology with a responsible manner. This course is presented with system of assignments, practices, discussions, presentations, and reflections.	
Learning Materials/ Topics	1. Peta konsep mata kuliah Pembelajaran Inovatif Bahasa Jawa 2. Hakikat pemerolehan bahasa dan Strategi pemerolehan bahasa 3. Hakikat pembelajaran bahasa, Analisis Kesalahan Berbahasa, dan Kedwibahasaan 4. Pendekatan tradisional (belajar tuntas, CBSA, PKP) dan (Pendekatan modern (Kontekstual, Inkuiri, konstruktivis, quantum learning, saintifik dll) 5. Model Pembelajaran Langsung, Kooperatif, Berdasarkan Masalah, Penemuan, Lesson Study, Model Scientific (KTSP 2013) 7, daan lain-lain 6. Metode Umum 7. Metode Khusus, Bahasa, Sastra 8. Teknik pembelajaran bahasa Merancang langkah-langkah pembelajaran 9. Teknik pembelajaran bahasa dan Merancang langkah-langkah pembelajaran 10. Keterampilan dasar mengajar. Membuka dan menutup pelajaran Memberi penguatan dll 11. Pendekatan pengelolaan kelas 12. Bahan pembelajaran bahasa dan sastra Media pembelajaran 13. Program Pengayaan Program Remidial	
References	**Primary**	1. Subyakto, Sri Utari-N. 1993. Metodologi Pengajaran Bahasa. Jakarta: Gramedia. 2. Suyatno. 2004. Teknik Pembelajaran Bahasa dan Sastra. Surabaya: SIC. 3. Ginnis, Paul. 2008. Trik & Taktik Mengajar. Jakarta: P.T. Indeks. 4. Sanjaya, Wina. 2008. Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan). Jakarta: Kencana Prenada Media Group.
	Supplementary	1. Gani, Rizanur. 1988. Pengajaran Sastra Indonesia: Respons dan Analisis. Jakarta: P2LPTK Depdikbud. Journal of Psychologists and Counsellors in Schools , First View , pp. 1 – 11 DOI: https://doi.org/10.1017/jgc.2021.18 2. Journal of Classics Teaching , Volume 22 , Issue 44 , Autumn 2021 , pp. 109 – 116 DOI: https://doi.org/10.1017/S2058631021000246 3. Journal of Management & Organization , Volume 27 , Issue 4 , July 2021 , pp. 621 – 625 DOI: https://doi.org/10.1017/jmo.2021.51 4. The Americas , Volume 78 , Issue 3 , July 2021 , pp. 381 – 388 DOI: https://doi.org/10.1017/tam.2021.78 Language Teaching , First View , pp. 1 – 15 DOI: https://doi.org/10.1017/S0261444821000069 5. ReCALL , Volume 33 , Issue 2 , May 2021 , pp. 107 – 110 DOI: https://doi.org/10.1017/S0958344021000094
Lecturer(s)		

Prerequisite	

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
1	Mastering the concept map of Innovative Learning courses	Explaining the concept map for innovative language and literature learning	Concept map for Innovative Javanese Learning courses	Contextual, Cooperative Direct Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1.Students discuss concept maps for innovative language and literature learning. 2.Students formulate questions/problems for innovative learning of language and literature. 3.Students discuss questions/problems of innovative learning of language and literature.
2	Mastering the characteristics of the nature of innovative language and literary learning strategies	Explain the nature of the language acquisition process	1. The nature of language acquisition 2. Language acquisition strategy	Contextual, Cooperative Direct Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	Discussion activities 1. Students discuss the nature of language acquisition. 2. Students discuss the acquisition strategy
3	Mastering the characteristics of the nature of innovative language and literary learning strategies	Explain the nature of the language learning process.	1. The nature of language learning 2. Language Error Analysis 3. Bilingualism	Contextual, Cooperative Direct Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students discuss the nature of language learning 2. Students discuss Language Error Analysis 3. Students discuss the nature of bilingualism

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
4	Mastering concepts and being able to apply approaches in language and literature learning	Explain the concept and application of various common learning approaches	1. Traditional approach (complete learning, CBSA, PKP) 2. (Modern approaches (Contextual, Inquiry, constructivist, quantum learning, scientific etc.)	Contextual, Cooperative Direct Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources (literature books and the internet). 2. Students discuss various traditional approaches to learning. 3. Students discuss various modern approaches to learning. 4. Students try to apply the approach in learning design
5	Mastering concepts and able to apply approaches in language and literature learning.	Explain the concept and application of various language-specific learning approaches		Specific approaches to language learning (functional, humanistic, etc.)	**PPT**	3 X 50 menit	1. Students discuss various language-specific approaches to learning. 2. Students try to apply the approach in learning design

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
6	Mastering concepts and being able to apply various learning models.	Explain the concept and application of the model in language and literature learning.	Learning Model: 1. Direct 2. Cooperative 3. Based on Problem 4. Discovery 5. Lesson Study	Contextual, Cooperative Direct Learning, Questions and Answers,	**PPT**	3 X 50 menit	Students develop discussion materials from various sources (literature books and the internet). 1. Students discuss various learning models: (Direct,

			6. Scientific Model (KTSP 2013) 7. And others	Discussions, Exercises, Presentation Assignments			Cooperative, Problem Based to scientific) 2. Students try to apply the model in the learning design.
7	Mastering concepts and able to apply language and literature learning methods.	Explain the concept and application of general methods in language and literature learning.	General Method	Contextual, Cooperative Direct Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources (literature books and the internet). 2. Students discuss various general methods (lectures, discussions, questions and answers, etc.). 3. Students practice the application of methods in learning design.
8	UTS	Ulangan Tengah Semester					
Meetings	**Objectives***	**Indicators**	**Materials****	**Learning Strategy**	**Sources/ media**	**Time Allotment**	**Learning Experience**
9	Mastering concepts and able to apply special methods of language and literature learning.	Explain the concept and application of special methods in language and literature learning.	1. Special Method 2. Language 3. Literature	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources/literature books. 2. Students discuss various special methods of language and literature (memorization mimicry. Audio lingual method, strata method, Taba

							method, etc.) 3. Students practice the application of special methods in learning design.
10	1. Mastering concepts and being able to apply various techniques in learning (1) 2. Mastering the concept of learning design	1. Explain the concept and application of techniques in language and literature learning 2. Implementing approaches, methods, and techniques in designing learning.	Language learning techniques Designing learning steps	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources/literature books. 2. Students discuss various language and literature learning techniques (jigsaw, STAD, NHT, acrostic etc.) 3. Students practice the application of learning techniques in learning design.
Meetings	**Objectives***	**Indicators**	**Materials****	**Learning Strategy**	**Sources/ media**	**Time Allotment**	**Learning Experience**
11	1. Mastering concepts and being able to apply various techniques in learning (2) 2. Mastering the concept of learning design	1. Explain the concept and application of techniques in language and literature learning 2. Implement approaches, methods, and techniques in designing learning.	1. Language learning techniques 2. Designing learning steps	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources/literature books. 2. Students discuss various language and literature learning techniques (jigsaw, STAD, NHT, acrostic etc. Students practice the application of learning techniques in learning design.

12	Mastering concepts and being able to apply basic teaching skills. Develop learning plans based on basic teaching skills.	Identify characteristics and apply basic teaching skills in language and literature teaching and learning.	Basic teaching skills. Opening and closing lessons Giving reinforcement etc	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources/literature books. 2. Students discuss various basic teaching skills. (opening and closing lessons, discussions, reinforcement, stimulus variations, etc.)
Meetings	**Objectives***	**Indicators**	**Materials****	**Learning Strategy**	**Sources/ media**	**Time Allotment**	**Learning Experience**
13	Mastering concepts and applying various classroom management approaches.	Identify characteristics and apply a classroom management approach in language and literature teaching and learning.	Classroom management approach	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources/literature books. 2. Students discuss various classroom management approaches. 3. Students practice the management approach in the learning process.

14	Mastering the characteristics of language and literature learning materials and media.	Identify and design language and literature learning materials and media.	Language and literature learning materials Learning media	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources/literature books. 2. Students discuss various characteristics of language and literature learning materials and media. 3. Students design language and literature learning materials and media.
15	Mastering concepts and able to implement enrichment and improvement programs	Identify and design enrichment and improvement programs.	Remedial Program Enrichment Program	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments	**PPT**	3 X 50 menit	1. Students develop discussion materials from various sources/literature books. 2. Students discuss enrichment and learning improvement programs. 3. Students implement learning enrichment and improvement programs.
16	Final test						

B. Calculation of Student Workload

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	4.77 ects	119,7 jam	77,7 jam	3 jam

APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in thecompletion of group assignment	85 ≤ SA ≤ 100
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; andoften participate in the completion of group assignment.	70 ≤ SA < 85
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	55 ≤ SA < 70
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	≤ SA < 55

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and

tests (mid-term and End-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	**Finding the financial data:** a. Data collected from reputable source, i.e. IndonesianCapital Market (www.idx.co.id) (Excellent = 3, Good = 2, Fair = 1)	3
	Finding the financial data: b. Financial data is an audited Annual Report for the observed: (Excellent = 3, Good = 2, Fair = 1)	3
2	**Calculate data** a. Choose the correct formula (Excellent = 3, Good = 2, Fair = 1)	3
	Calculate data b. Correct calculation and result (Excellent = 3, Good = 2, Fair = 1)	3
3	**Description of the calculation result** Make a description about the calculated result and explainthe meaning of the calculation result (Excellent = 3, Good = 2, Fair = 1)	3
4	**Conclusion** Make a conclusion including a suggestion for a better performance for the company according to the analysis (Excellent = 3, Good = 2, Fair = 1)	3
5	**Assignment result paper** a. Systematic report (Excellent = 3, Good = 2, Fair = 1)	3
	Assignment result paper b. Language use (Excellent = 3, Good = 2, Fair = 1)	3
	Assignment result paper c. Presentation (Excellent = 3, Good = 2, Fair = 1)	3

b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

1. The ability to give answers correctly according to the key and rubrics;
2. The ability to provide robust argumentation according to theory;
3. The ability to provide systematic explanations; and

4. The ability to apply the essential concepts in a particular situation comprehensively.

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
85 ≤ NA ≤ 100	4.00	A
80 ≤ NA < 85	3.75	A-
75 ≤ NA < 80	3.50	B+
70 ≤ NA < 75	3.00	B
65 ≤ NA < 70	2.75	B-
60 ≤ NA < 65	2.50	C+
55 ≤ NA < 60	2.00	C
40 ≤ NA < 55	1.00	D
0 ≤ NA < 40	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA

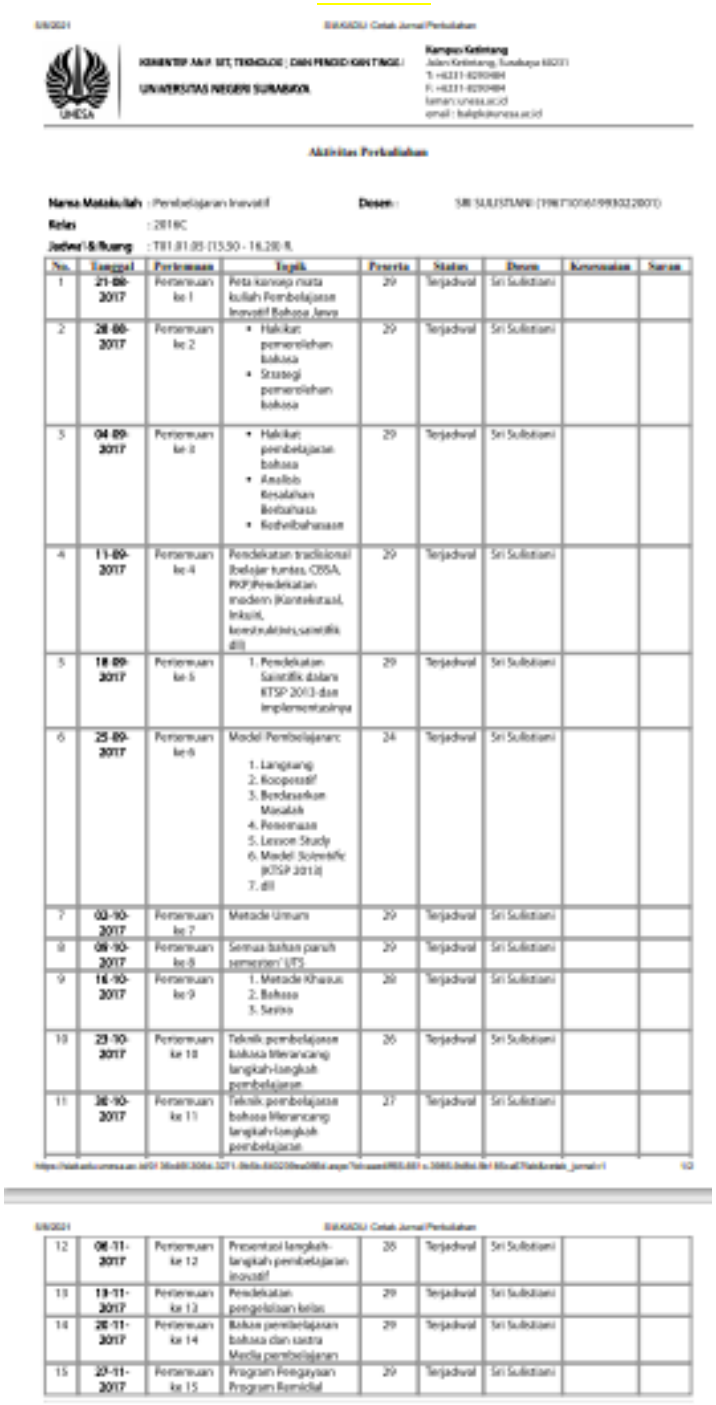
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e-mail :bakpk@unesa.ac.id

PRESENSI KULIAH
Periode 2017/2018 Gasal

Mata Kuliah : **Pembelajaran Inovatif** **Dosen** : Dra. Sri Sulistiani, M.Pd.
Kelas : 2016A
Prodi : S1 Pendidikan Bahasa Dan Sastra Jawa

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			21 Aug 16	28 Aug 17	04 Sep 17	11 Sep 17	18 Sep 17	25 Sep 17	02 Oct 17	09 Oct 17	16 Oct 17	23 Oct 17	30 Oct 17	06 Nov 17	13 Nov 17	20 Nov 17	27 Nov 17	
1.	16020114001	EKA ROIKHATUL JANNAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
2.	16020114002	MUHAMMAD FAJAR ASSIDIQI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	16020114003	NOVI INDRIA WARDANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	16020114004	AZMI FAIZAL HAKIKI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
5.	16020114005	ANDRI SETIAWAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	16020114006	AGUK EFENDI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	16020114007	ANISA KARTIKO PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
8.	16020114008	SITI ZUROTUL FARIDA FITRIANA	H	H	S	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	16020114009	IWAN AZARIYA IQBAL	H	H	H	H	H	H	H	H	H	H	H	S	H	H	H	100 %
10.	16020114010	ESTER RAHMANIA APRIL	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
11.	16020114011	MAULANI YULITA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
12.	16020114012	SURYANI AYU LESTARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
13.	16020114013	CICI HAFIDHATUL AFIFAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
14.	16020114014	NISA' AULIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
15.	16020114015	NOVITA HERIANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
16.	16020114016	MOHAMMAD SAIFUDDIN ZUHRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
17.	16020114017	A'LATUL LAYINAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
18.	16020114018	WIWIT KIKI ANDRIANI	H	I	H	I	H	H	H	H	H	H	H	H	H	H	H	100 %
19.	16020114019	EVERYANA MURENDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
20.	16020114020	CITRA RAKHMANIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
21.	16020114021	ANWAR KHOLIS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
22.	16020114023	HENI SINTIA PRATIWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
23.	16020114024	ALLIA CANDRA SANTIKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
24.	16020114025	MIRNA APRILIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
25.	16020114026	ANNISATUL ZULAIKHA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
26.	16020114027	DIANTI LUTFIANA ULFA	H	H	H	H	H	H	S	H	H	H	H	H	H	H	H	100 %
27.	16020114028	SITI WAIS ALQURNI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
28.	16020114029	IMRO'ATUL KHASANAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
29.	16020114030	MELA KUSUMA WARDHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
30.	16020114031	NOVIA SRI KHASNA AMANIAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book



5/9/2021 SIAKADU Cetak Jurnal Perkuliahan

KEMENTERI RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SURABAYA

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F: +6231-8280484
laman: unesa.ac.id
email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Pembelajaran Inovatif **Dosen** : SRI SULISTIANI (196710161998032001)
Kelas : 2016C
Jadwal & Ruang : TRI.01.05 (13.50 - 16.20) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen	Kemampuan	Nama
1	21-08-2017	Pertemuan ke 1	Peta konsep mata kuliah Pembelajaran Inovatif Bahasa Jawa	29	Terjadwal	Sri Sulistiani		
2	28-08-2017	Pertemuan ke 2	• Hakikat pemerolehan bahasa • Strategi pemerolehan bahasa	29	Terjadwal	Sri Sulistiani		
3	04-09-2017	Pertemuan ke 3	• Hakikat pembelajaran bahasa • Analisis kesalahan berbahasa • Kesalahbahasaan	29	Terjadwal	Sri Sulistiani		
4	11-09-2017	Pertemuan ke 4	Pendekatan tradisional (belajar tuntas, CBSA, PAP)Pendekatan modern (Kontekstual, Inkuiri, konstruktivis, saintifik dll)	29	Terjadwal	Sri Sulistiani		
5	18-09-2017	Pertemuan ke 5	1. Pendekatan Saintifik dalam KTSP 2013 dan implementasinya	29	Terjadwal	Sri Sulistiani		
6	25-09-2017	Pertemuan ke 6	Model Pembelajaran: 1. Langsung 2. Kooperatif 3. Berdasarkan Masalah 4. Penemuan 5. Lesson Study 6. Model Scientific (KTSP 2013) 7. dll	24	Terjadwal	Sri Sulistiani		
7	02-10-2017	Pertemuan ke 7	Metode Umum	29	Terjadwal	Sri Sulistiani		
8	09-10-2017	Pertemuan ke 8	Semua bahan paruh semester/ UTS	29	Terjadwal	Sri Sulistiani		
9	16-10-2017	Pertemuan ke 9	1. Metode Khusus 2. Bahasa 3. Sastra	28	Terjadwal	Sri Sulistiani		
10	23-10-2017	Pertemuan ke 10	Teknik pembelajaran bahasa merancang langkah-langkah pembelajaran	26	Terjadwal	Sri Sulistiani		
11	30-10-2017	Pertemuan ke 11	Teknik pembelajaran bahasa Merancang langkah-langkah pembelajaran	27	Terjadwal	Sri Sulistiani		

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5/9/2021 SIAKADU Cetak Jurnal Perkuliahan

12	06-11-2017	Pertemuan ke 12	Presentasi langkah-langkah pembelajaran inovatif	26	Terjadwal	Sri Sulistiani		
13	13-11-2017	Pertemuan ke 13	Pendekatan pengelolaan kelas	29	Terjadwal	Sri Sulistiani		
14	20-11-2017	Pertemuan ke 14	Bahan pembelajaran bahasa dan sastra Media pembelajaran	29	Terjadwal	Sri Sulistiani		
15	27-11-2017	Pertemuan ke 15	Program Pengayaan Program Remidial	29	Terjadwal	Sri Sulistiani		

c. **Sample of Assignment:**

Gawea pengembangan langkah-langkah pembelajaran miturut KD lan KI!

Nama : Mi'rati Tasnimatul Fajar Putri

Klas : 2018C

NIM : 18020114063

PENGEMBANGAN LANGKAH – LANGKAH PEMBELAJARAN

Sekolah : SMP

Mata Pelajara : Bahasa Jawa

Kelas/Semester : VII/I

Materi Pokok : Tembang Macapat

Alokasi Waktu : 2 Pertemuan (4 X 45 menit)

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

d. Sample of Mid-term Test

UJIAN TENGAH SEMESTER

Mata Kuliah : INOVASI PEMBELAJARAN
Prog/ Angk : 2016 A/B/C

JAWABLAH TUGAS BERIKUT INI DENGAN *BAHASA JAWA RAGAM NGOKO!*

I. Pembelajaran Bahasa Jawa saat ini mengalami berbagai problematika.

a. Rumuskan salah satu permasalahannya.
b. Kemukakan pendapat Anda untuk memecahkan permasalahan tersebut.

II. Kemukakan pendapat Anda berkaitan dengan permasalahan berikut ini!

1. Menurut pendapat Anda bagaimana bahasa dikaitkan dengan fungsinya? Apakah setiap bahasa mempunyai fungsi yang sama?
2. Apakah anak-anak Balita itu berbahasa? Bagaimana menurut pendapat Anda, Mengapa?
3. Apakah Anda merasakan proses pemerolehan bahasa? Sampai usia berapakah Anda mengalami proses pemerolehan bahasa? Berikan contoh pemerolehan bahasa yang Anda alami!
4. Sejak kapan Anda belajar bahasa? Apa yang Anda rasakan ketika belajar bahasa? Berbedakan proses belajar dan proses pemerolehan bahasa yang Anda rasakan?
5. Apakah Anda merasa berdwibahasa? Sejak kapan Anda merasa berdwibahasa? Apa keuntungan dan kelemahan Anda berdwibahasa?
6. Setiap bahasa memiliki kedudukan otonom. Jika Anda mengkontraskan dua bahasa yang berbeda, apa yang Anda temukan? Berikan contohnya!
7. Dalam proses pembelajaran selalu ada kesalahan, demikian juga setiap pebelajar bahasa mengalaminya. Bagaimanakah Anda mengatasi kesalahan berbahasa?

&&&& Selamat Bekerja, Sukses &&&&

Jawaban UTS 1:

a. Masalahipun pasinaon basa jawi inggih menika wonten caranipun mucal, murid jaman menika kathah ingkang mboten saget anggenipun basa jawi.
b. Guru kedah ngginakaken basa pengantar inggih menika basa Indonesia

Jawaban UTS 2:

1. Husen Lubis dalam bukunya yang berjudul Analisis Wacana Pragmatik mengutip pendapat Finocehinario mengatakan bahwa fungsi bahasa terdiri atas lima, antara lain : fungsi interpersonal, fungsi direktif, fungsi referensial.
2. Iya karena anak-anak balita mempunyai bahasanya sendiri yaitu menangis ketika meminta makan, pipis, atau berak
3. Iya, sampai akhir hayat.
4. Sejak lahir
5. Iya, sejak balita, dapat berbahasa lebih dari 1 bahasa, kelemahannya saat berbicara sulit untuk konsisten dengan satu bahasa
6. Penggunaan bahasa berbeda secara bersamaan, contohnya adalah dialek
7. Tetap berlatih berbicara

Sample of End-term Test

UJIAN AKHIR SEMESTER GASAL 2016-2017

Mata Kuliah : Pembelajaran Inovatif
Program/ Angkatan : S1 – 2015 A
Waktu : 100 menit
Pengampu : Dra. Sri Sulistiani, M.Pd

Petunjuk:
1) Bacalah soal berikut ini dengan cermat.
2) Anda tidak diperkenankan membuka buku.
3) Ketidakjujuran Anda atau jawaban yang sama didiskualifikasi.
4) Jawablah soal dengan benar dan tepat dengan **bahasa Jawa ngoko yang baik!**

1. Perbedaan gender berpengaruh dalam berbahasa. Perbedaan apa yang tampak? Jelaskan berdasarkan pengalaman Bapak/Ibu dalam pembelajaran di kelas bagaimana siswa laki-laki dan perempuan dalam menggunakan bahasa!
2. Dari tiga bentuk pembelajaran siswa berdasarkan taksonomi Bloom, pengetahuan, keterampilan, nilai dan sikap, bentuk pembelajaran mana yang membutuhkan fokus utama? Mengapa?
3. Dalam pembelajaran guru selalu menggunakan strategi pembelajaran yang mencakup pendekatan, model, metode, dan teknik.
   a. Faktor-faktor apa saja yang dipertimbangkan guru dalam memilih dan menentukan strategi pembelajaran?
   b. Menurut Anda penerapan strategi belajar di luar kelas dengan memanfaatkan lingkungan sekitar apakah efektif? Mengapa?
   c. Mengapa guru dianjurkan menggunakan multi metode dan multi media? Jelaskan!
4. Bu Tina ingin menerapkan pendekatan ssintifik untuk mengetahui kemampuan siswa dalam pembelajaran menulis kalimat dengan huruf Jawa. Berikan bantuan untuk menentukan metode dan teknik pembelajaran dan langkah-langkah pembelajarannya!
5. Heterogenitas kelas menuntut berbagai strategi pembelajaran bahasa yang harus menyediakan cakupan pilihan aktivitas yang berguna di kelas. Mengapa demikian? Bagaimanakah guru mengakomodasi perbedaan individual siswa dalam belajar? Jelaskan!
6. Berdasarkan KKM (Kriteria Ketuntasan Minimal) yang ditetapkan peserta didik dihadapkan pada dua kemungkinan.
   a. Jika kurang dari KKM peserta didik dikenakan program remidial. Apa wujudnya?
   b. Jika sudah tuntas, peserta didik diberikan program pengayaan. Apa wujudnya?
7. Salah satu konsep Pembelajaran Beregu adalah *'kelas diasuh oleh dua atau lebih guru'*.
   a. Bagaimana pola yang disajikan dalam pembelajaran beregu?
   b. Apakah kelebihan dan kelemahan pembelajaran beregu?

ꦏꦏꦏ ꦥꦼꦤꦸꦭꦤꦺꦴ ꦧꦼꦫꦏꦫꦠꦼꦂ, ꦱꦸꦏꦼꦁ ꦩꦫꦏꦺꦪ'ꦄ ꦭꦃ ꦱꦸꦏꦱꦼꦱ ꦏꦏꦏ

Jawaban UAS 1:
Perdaan cara berfikir dan menyampaikan sesuatu,
Siswa laki-laki cenderung menggunakan bahasa yang simple dan tidak bertele-tele, sedangkan perempuan cenderung bertele-tele dan rinci.
Jawaban UAS 2:
Nilai dan sikap, karena untuk pembelajaran karakter harus secara intensif dan perlu fokus lebih agar mempunyai karakter yang baik.
Jawaban UAS 3:

a. Faktor siswa, keadaan sekolah, dan lingkungan
b. Iya, karena dapat memunculkan ide-ide baru dan masih fresh serta tidak jenuh
c. Karena mengikuti perkembangan zaman, dimana siswa memiliki karakter yang berbeda dalam menerima mata pelajaran yang disampaikan.

Jawaban UAS 4:

1. Pedekatan : Saintifik
2. Model Pembelajaran : *Problem Based Learning*
3. Metode : Diskusi dan Penugasan
4. Teknik : *Think Pair Share/ NHT/ Jigsaw*

Jawaban UAS 5:
Karena setiap anak mempunyai kemampuan masing-masing dalam menangkap suatu pelajaran, guru mengakomodasi perbedaan tersebut dengan menggunakan pendekatan, model pembelajaran, metode, dan teknik pengajaran yang sesuai dengan kebutuhan kelas tersebut
Jawaban UAS 6:

a. Wujudnya adalah pengerjaan soal ulang yang dirasa menyulitkan siswa
b. Pengulasan materi dengan mengerjakan soal-soal

Jawaban UAS 7:

a. Pola Tim pengajar atau guru yang menyajikan bahan pelajaran dengan metode mengajar **beregu** ini menyajikan bahan pengajaran yang sama dalam waktu dan tujuan yang sama pula.
b. Kelebihannya adalah pembagian tugas yang dapat meringankan beban guru satu dengan guru lainnya, kelemahannya adalah apabila ada salah satu guru yang tidak dapat diajak koordinasi maka salah satu guru akan terbebani