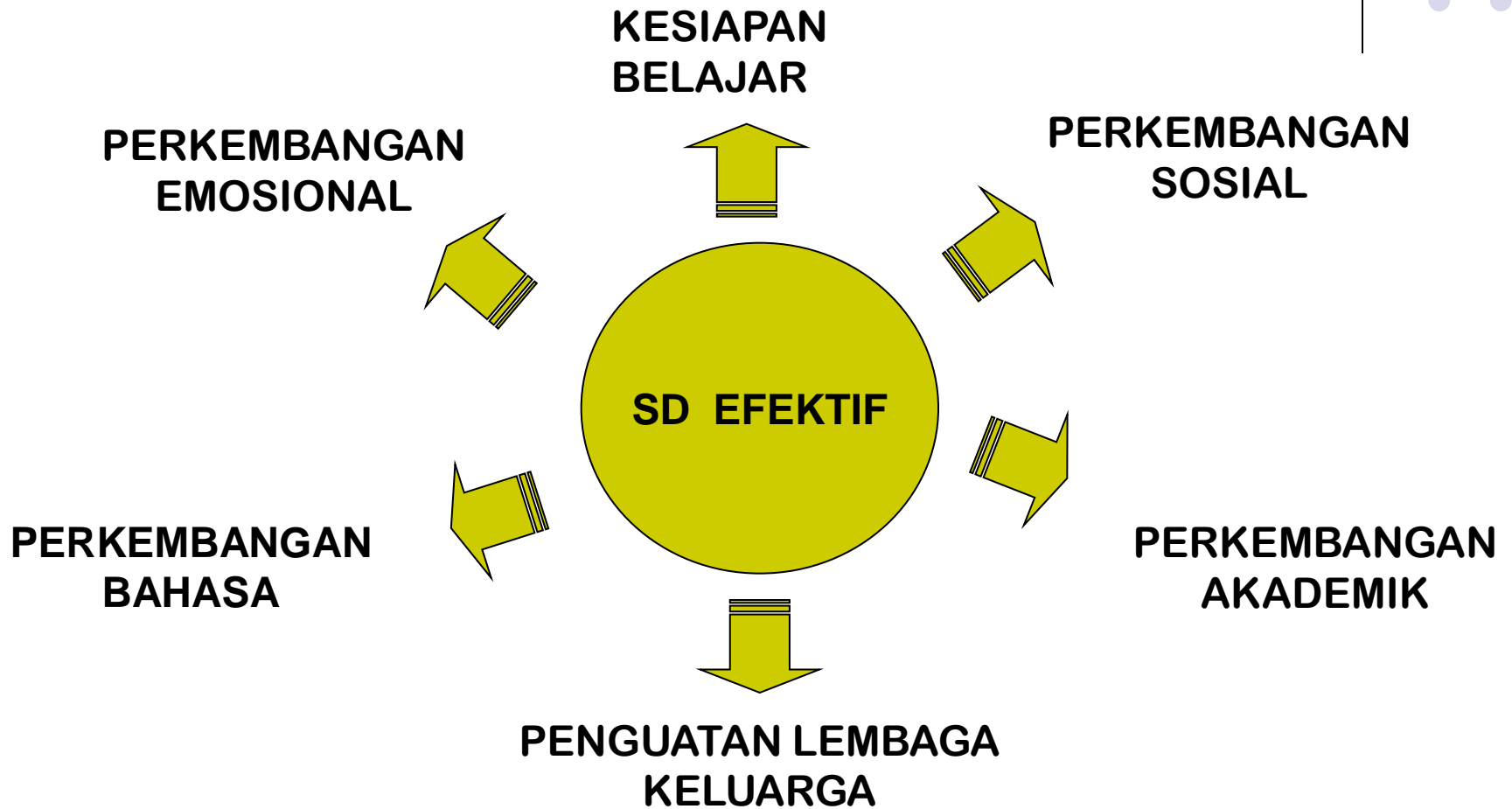


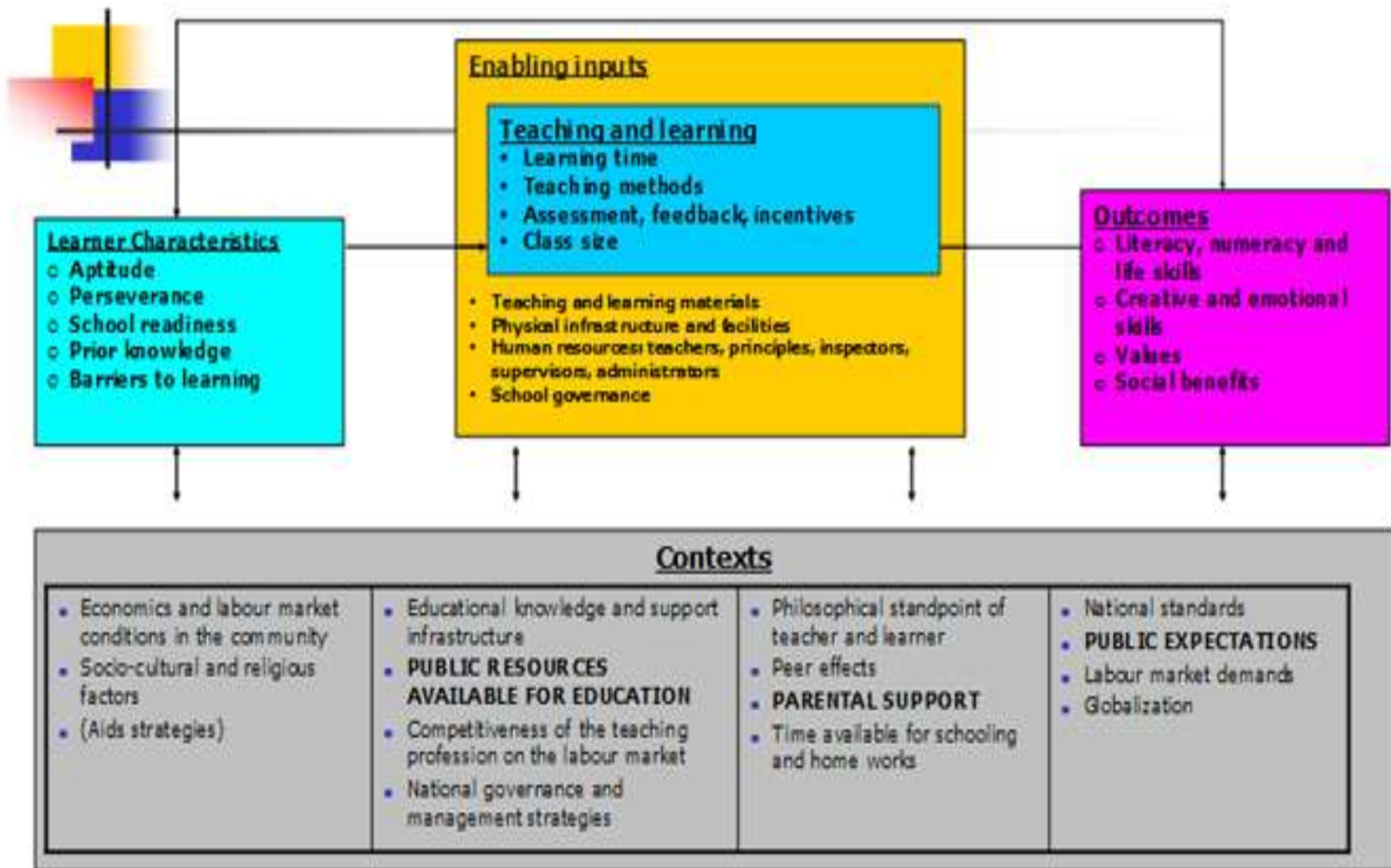
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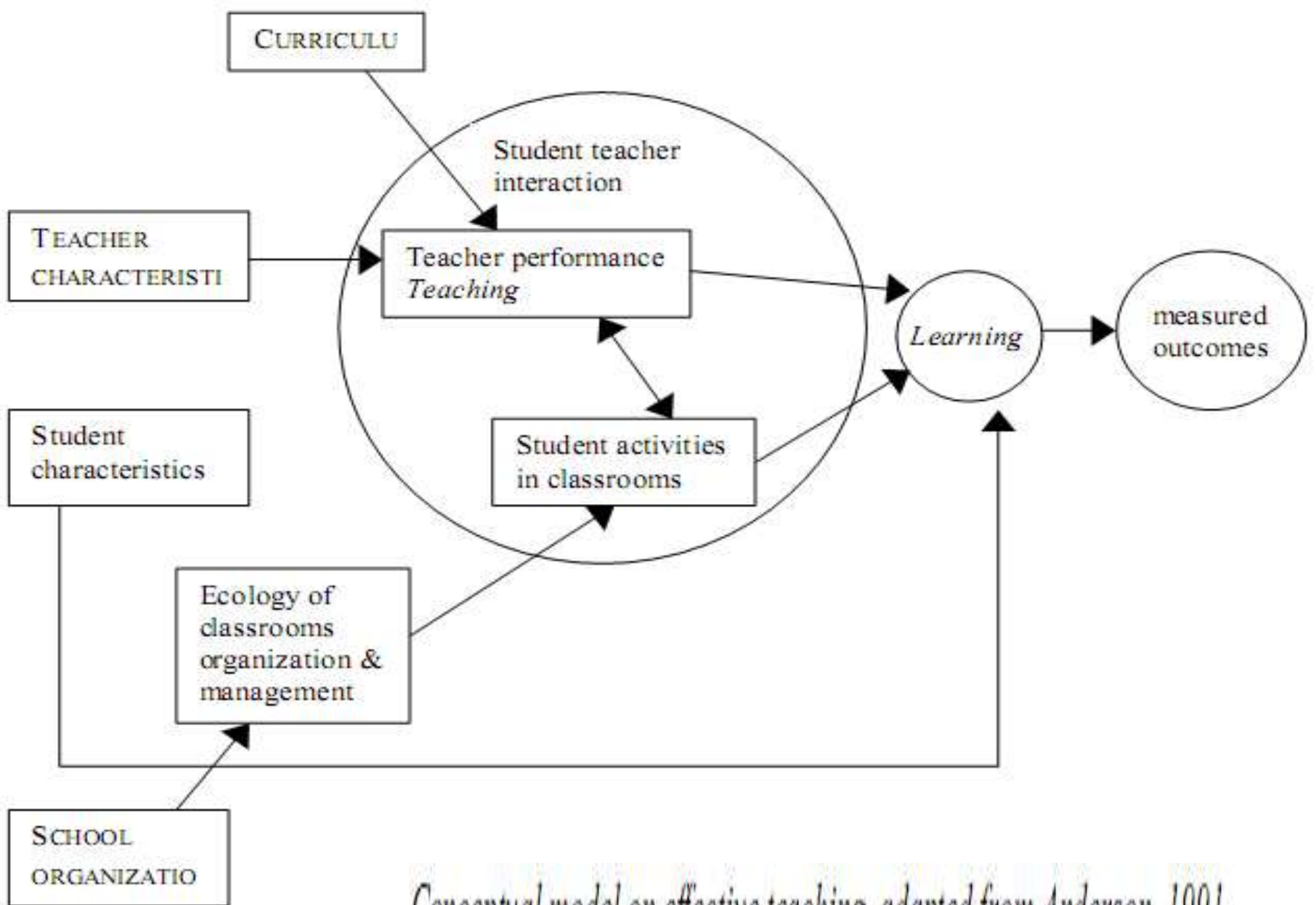


# SEKOLAH EFEKTIF ?



# DIMENSI MUTU PENDIDIKAN





*Conceptual model on effective teaching, adapted from Anderson, 1991.*

Created by SUGITO

## Teaching characteristics (Anderson)

### *enacted curriculum*

- opportunity to learn
- academic work:
  - appropriate selection
  - regular (home)work
  - students held accountable
  - adequate supervision

## Teaching

### *structuring of lessons (sequence)*

- orientation
- clear purposes
- monitoring
- independent practice
- corrective feedback

### *communication teachers/students*

- clear explanations
- showing & telling
- appropriate guiding
- providing feedback

Classroom environment and climate

Stimulating involvement



## Classroom environment and climate

### *physical environment*

- classroom arrangement
- equipment
- seating patterns
- class size

### *climate (psychological environment)*

- mutual respect
- task orientation
- structure

## Stimulating involvement

- reinforce paying attention
- develop learning strategies instruments
- success standards
- create “holding power” in learning
- keep students actively involved
- circulate during seatwork
- communicate interest

# FAKTOR YANG MEMPENGARUHI EFEKTIFITAS PROGRAM PAUD

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## **STRUKTURAL**

1. KURIKULUM
2. PENDIDIK/STAF
3. PERAN ORANGTUA
4. LINGKUNGAN/ MEDIA/ALAT BERMAIN
5. KEPEMIMPINAN



## **FUNGSIONAL**

1. INTERAKSI GURU-ANAK, STAF ANAK, ANAK-ANAK, ANAK-LINGKUNGAN
2. IKLIM BELAJAR
3. BUDAYA LEMBAGA

# DIMENSI STATIK

Kurikulum

Pendidik/Staff

Lingkungan, Media, Alat Pembel.

Keterlibatan Orangtua

Kepeimimpinan

**Proses Belajar**

Iklm Belajar

Interkasi Edukatif

Budaya Lembaga

# DIMENSI DINAMIK

Proses Pendidikan

Proses Pembelajaran

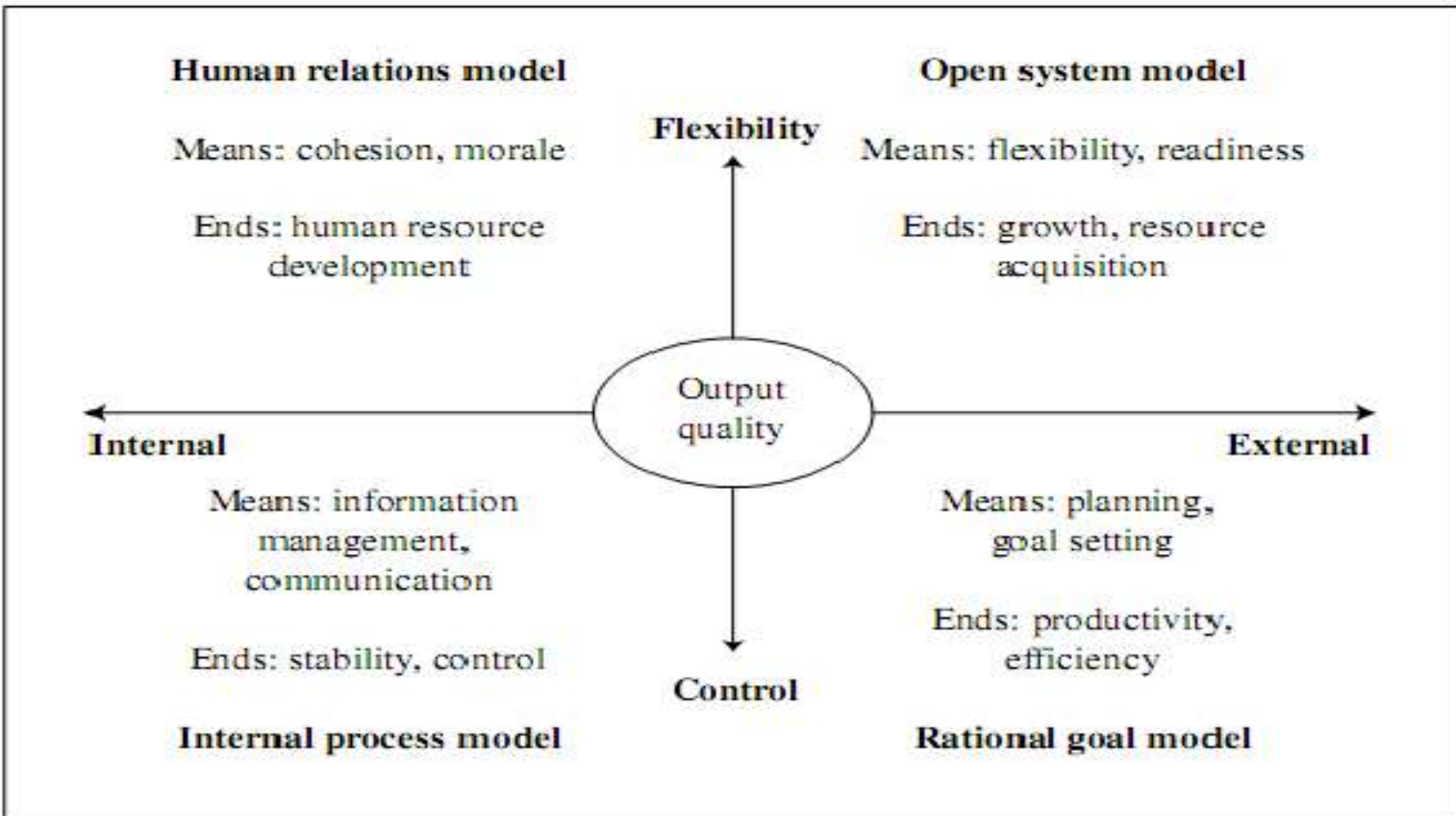


Professionalism	Commitment	Commitment to do everything possible for each student and enable all students to be successful
	Confidence	Belief in ones ability to be effective and to take on challenges
	Trustworthiness	Being consistent and fair; keeping ones word
	Respect	Belief that all persons matter and deserve respect
Thinking/Reasoning	Analytical thinking	Ability to think logically, break things down, and recognize cause and effect
	Conceptual thinking	Ability to see patterns and connections, even when a great deal of detail is present
Expectations	Drive for improvement	Relentless energy for setting and meeting challenging targets, for students and the school
	Information Seeking	Drive to find out more and get to the heart of things; intellectual curiosity
	Initiative	Drive to act now to anticipate and preempt events
Leadership	Flexibility	Ability and willingness to adapt to the needs of a situation and change tactics
	Accountability	Drive and ability to set clear expectations and parameters and hold others accountable for performance
	Passion for Learning	Drive and ability to support students in their learning, and to help them become confident and independent learners

Table 1. *Characteristics of the “Model” Abecedarian, Perry, and Child-Parent Center Programs*

<b>Characteristic</b>	<b>Program</b>		
	<b>Abecedarian<sup>21</sup></b>	<b>Perry<sup>22</sup></b>	<b>Child-Parent Centers<sup>23</sup></b>
Location	Chapel Hill, NC	Ypsilanti, MI	Chicago, IL
Ages Served	6 weeks – 5 years old	3 & 4 year olds	3 & 4 year olds
Schedule	8 hours/day 5 days/week 50 weeks/year	2.5 hours/day 5 days/week 30 weeks/year	3 hours/day, 5 days/week 35 weeks/year + 6-week summer program
Maximum Class Size	12 (Infants) 7 (pre-Toddlers & Toddlers) 12 (Preschoolers)	13	17
Teacher/ Assistant: Child Ratio	1:3 (Infants) 1:4 (Pre-toddlers/ Toddlers) 1:6 (Preschoolers)	1:6.5	1:8.5
Teacher Qualifications	BA, MA, or demonstrated skills and competencies	BA & elementary and special education certification or better	BA & early childhood certification or better
Curriculum	Child-centered learning games and experiences	High/Scope	Emphasis on basic math and literacy skills through mix of teacher-directed whole-class instruction and small-group activities

**Figure 7. Typology of effectiveness models.**



Source: Quinn and Rohrbaugh, 1983

Created by SUGITO

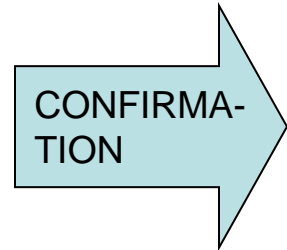
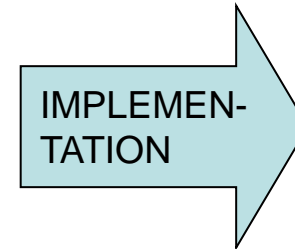
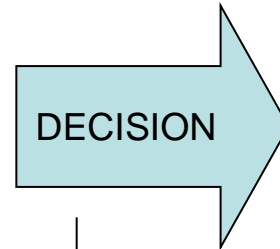
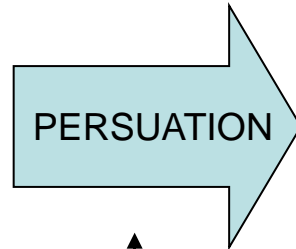
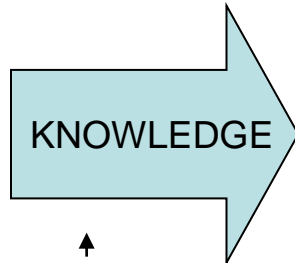
# PROSES ADOPSI

(Schumaker)



## KONDISI AWAL

- Pengalaman
- Kebutuhan
- Keinovatifan
- Sistem nilai



## KARAKTERISTIK UNIT PEMBUAT KEPUTUSAN

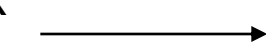
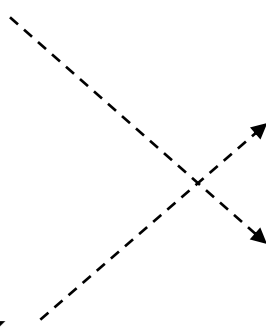
- Sosial ekonomi
- Kepribadian
- Perilaku komunikasi

## KARAKTERISTIK INOVASI

- Advantage
- Complexity
- Compatibility
- Trialability
- Observability

→ 1. Adopsi

→ 2. Menolak



• Berlanjut

• Adapsi

• Berhenti

• Berlanjut

# FAKTOR YANG MEMPENGARUHI ADOPSI

1. Pemberian waktu untuk berpartisipasi
2. Kesegraan dalam implementasi
3. Pengembangan rencana implementasi
4. Fokus tujuan pengembangan
5. Ketersediaan bantuan teknis
6. Kelengkapan informasi
7. Ketergantungan pada birokrasi
8. Keterjangkauan sumber dari sekolah lain
9. Keseimbangan antara otonomi dan kontrol birokrasi

(Levine, D U, 1991)