

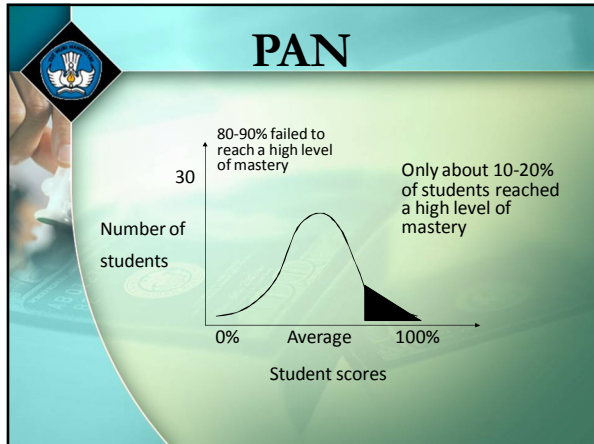


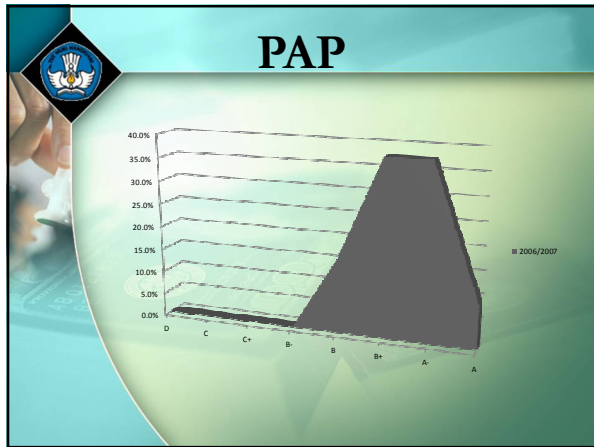
PRINSIP 1 :

- *“Any student in training program can master most any task at a high level of mastery (95 to 100% proficiency) if provided with **high-quality instruction** and **sufficient time**”.*
- *mastery learning*

PRINSIP 2 :


*“A student’s ability for learning a task need **not predict** how well the student learns the task”.*






PRINSIP 3 :

*“Individual student differences in levels of mastery of a task are caused primarily by errors in the **training Environment**, not by characteristics of the students”.*




PRINSIP 4 :

*“Rather than being fast or slow learner, or good or poor learners, most students become very similar to one another in learning ability, rate of learning, and motivation for further learning when provided with **favorable learning conditions**”.*




PRINSIP 5 :

*“We should focus more on **differences in learning** and less on differences in learners”.*



PRINSIP 6 :

“What is worth teaching is worth learning”.



PRINSIP 7 :

“The most important element in the teaching-learning process is the kind and quality of instruction experienced by student”.



TERIMAKASIH
