METODE PEMBELAJARAN

Oleh:

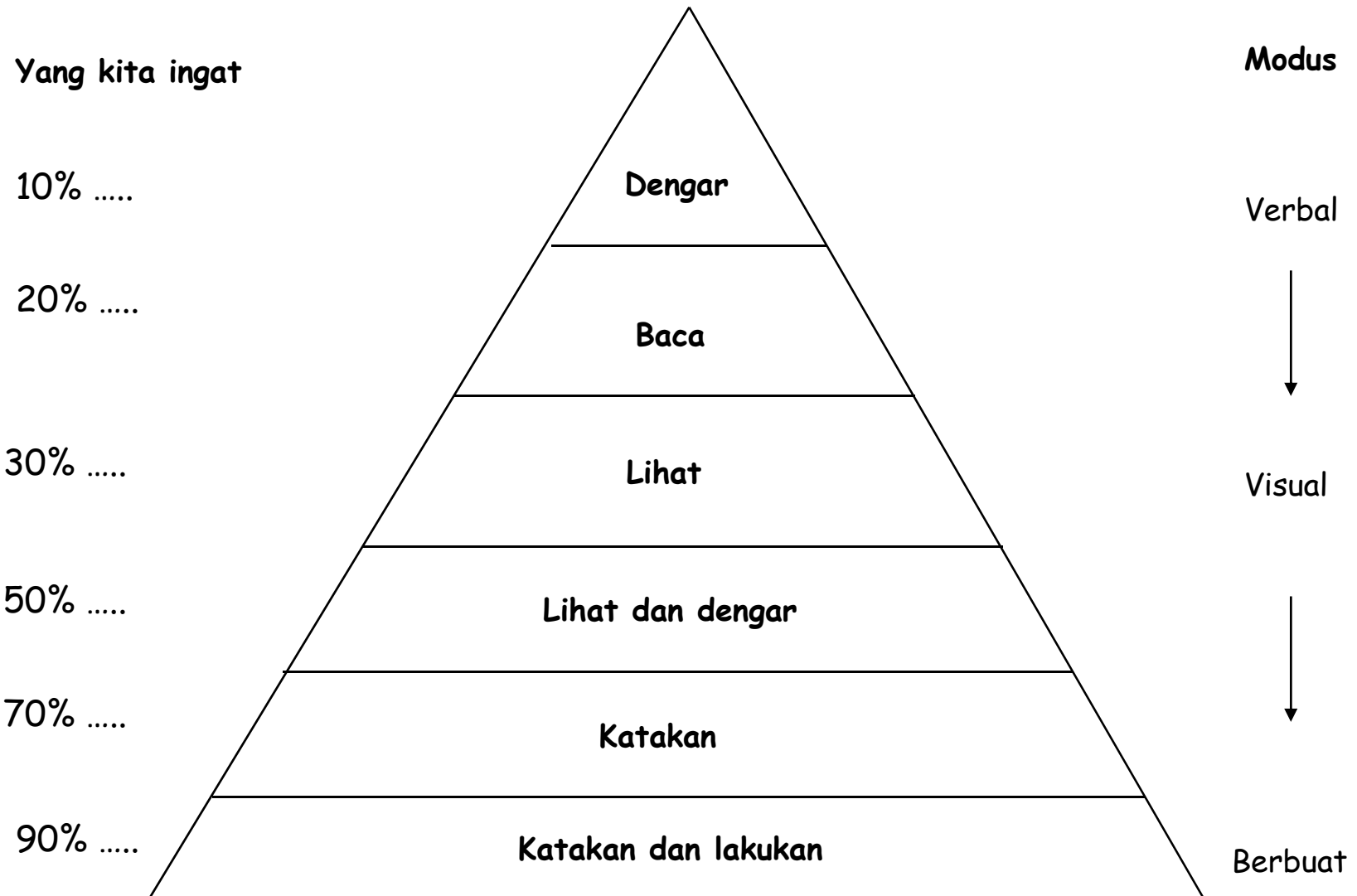*Anik Ghufron*

FAKULTAS ILMU PENDIDIKAN

UNIVERSITAS NEGERI YOGYAKARTA

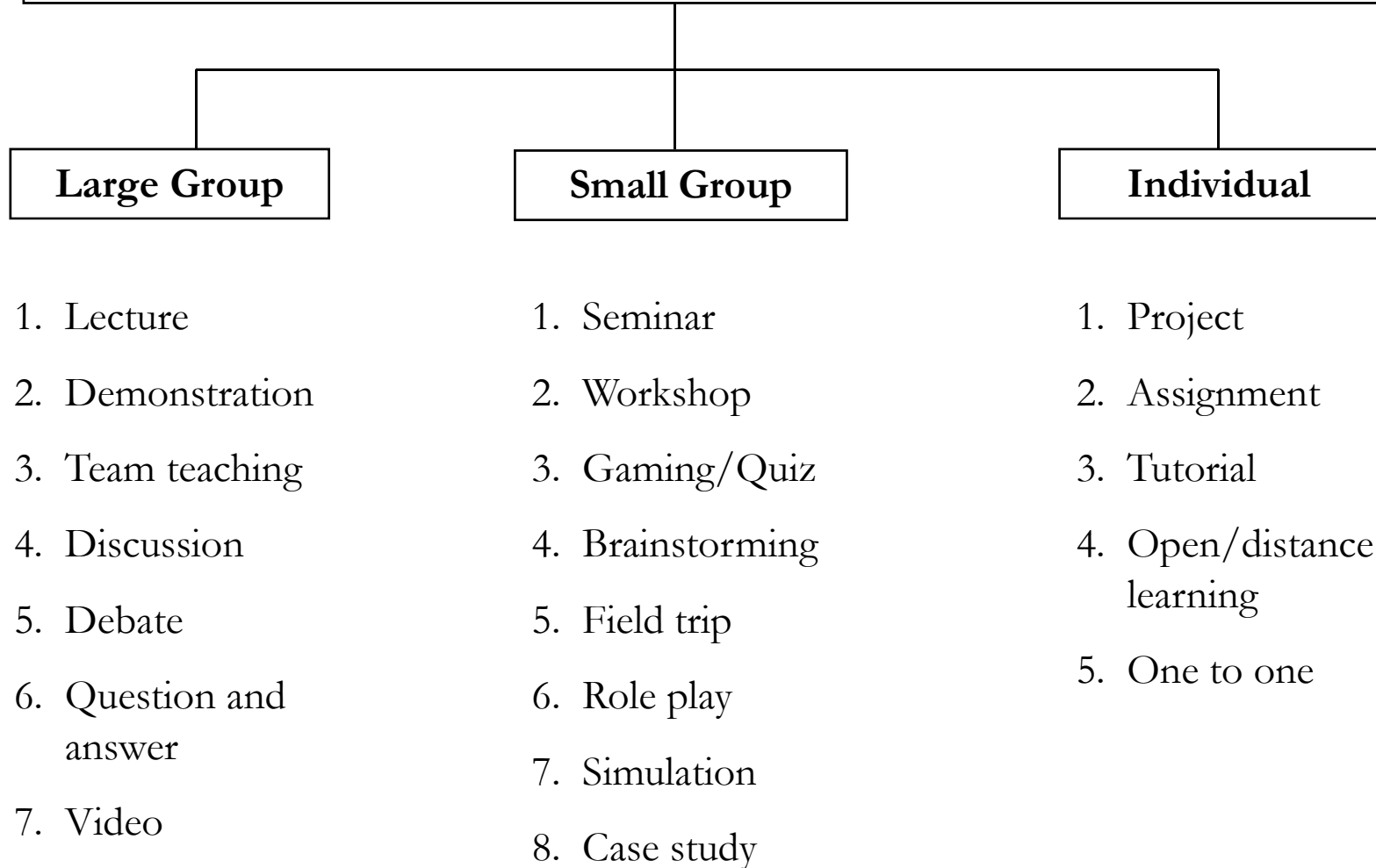**2009**

Apa Metode Pembelajaran ?

"Cara menyajikan materi perkuliahan kepada mahasiswa untuk mencapai tujuan"

KERUCUT PENGALAMAN BELAJAR

Yang kita ingat

Modus

10% .....

Dengar

Verbal

20% .....

Baca

30% .....

Lihat

Visual

50% .....

Lihat dan dengar

70% .....

Katakan

90% .....

Katakan dan lakukan

Berbuat

Instructional Methods and Learning Style

Large Group

1. Lecture
2. Demonstration
3. Team teaching
4. Discussion
5. Debate
6. Question and answer
7. Video

Small Group

1. Seminar
2. Workshop
3. Gaming/Quiz
4. Brainstorming
5. Field trip
6. Role play
7. Simulation
8. Case study

Individual

1. Project
2. Assignment
3. Tutorial
4. Open/distance learning
5. One to one

Application of instructional methods in the three domains

Instructional method	Domain					
	Cognitive		Affective		Psychomotor	
	Low	High	Low	High	Low	High
Lecture	√ √ √					
Demonstration	√ √				√ √	
Team teaching		√ √			√	
Discussion		√ √		√ √		
Debate		√ √		√ √		
Question and answer		√√√				
Seminar		√ √	√ √			
Gaming/quiz		√ √	√ √			
Brainstorming		√ √				
Field trip		√		√	√	
Role play		√		√√		
Simulation		√		√	√ √	
Project		√ √	√ √		√ √	
Tutorial		√ √	√ √			
Open/distance learning		√ √				

Instructional method and level of participation

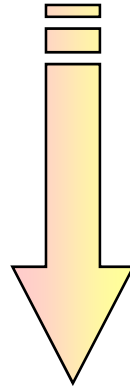| Instructional Method	Level of Participation
Lecture	Low
Demonstration	Low/high
Team teaching	Low
Discussion	High
Debate	High
Question and answer	Medium
Seminar	Medium
Workshop	Medium
Gaming/Quiz	Medium
Brainstorming	High
Field trip	Medium
Role play	High
Tutorial	High
Simulation	High
Project	High
Open/distance learning	High
One to one	High

KAITAN METODE PEMBELAJARAN DENGAN DESAIN KURIKULUM

Model pembelajaran	Kontribusi model pembelajaran terhadap desain kurikulum				
	Disiplin ilmu	Kompetensi	Kepribadian	Fungsi sosial	Keb. individu
Community activity	L	L	F	M	F
Discussion-questioning	M	L	F	F	L
Group investigation	L	L	M	M	F
Independent learning	F	F	L	F	M
Inquiry training	M	L	M	L	L
Instructional system design	F	M	L	L	L
Jurisprodential	L	L	F	M	L
Lecture	M	L	L	L	L
Practice and drill	F	M	L	L	L
Programmed instruction	F	M	L	L	L
Role playing	L	M	M	M	L
Simulation and games	L	M	M	M	L
Synectics	L	L	F	F	M
Viewing-listening	M	M	L	F	F

**Bagaimana
Metode Instruksional Yang Baik?**

**Sesuai
Prinsip-prinsip Belajar**

Motivasi

Kecepatan belajar ← **PRINSIP – PRINSIP BELAJAR** → **Keaktifan Belajar mahasiswa**

Umpan balik & Penguatan

METODE INSTRUKSIONAL YANG BIASA DIPAKAI
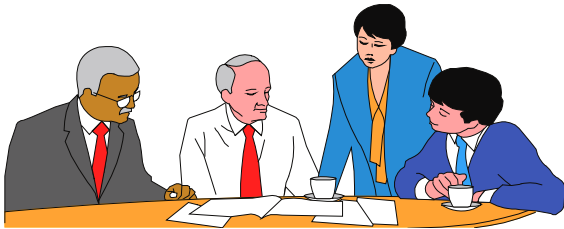
Diskusi

Simulasi

Demonstrasi

Sumbang Saran

Ceramah

Metode Ceramah

Keunggulan

- ❑ cepat menyampaikan informasi
- ❑ banyak informasi yang disampaikan dalam waktu singkat
- ❑ menjangkau banyak audiens

Kelemahan

- ❑ komunikasi satu arah
- ❑ sukar memenuhi kebutuhan individu
- ❑ proses belajar mengajar berpusat pada dosen

REASONS FOR LECTURING
(Cashin, 1985)

- Lectures can provide new information, based on original research and generally not found in textbooks or other printed sources;

- Lectures can be used to highlight similarities and differences between key concepts;

- Lectures can help communicate the enthusiasm of teachers for their subjects;

- Lectures can model how a particular discipline deals with questions of evidence, critical analysis, problem solving and the like;

- Lectures can organize subject matter in a way that is best suited to a particular class and course objectives;

- Lectures can dramatize important concepts and share personal insights;

COMPARISON OF THE LECTURE METHOD WITH OTHER TEACHING METHODS

- McKeachie, et al (1990) concluded that the lecture method is only as efficient as other methods of teaching as a means of *transmitting knowledge*;
- Teaching methods where active discussion is used are found to be more effective when the following are measured; *retention of knowledge after the end of a course, transfer of knowledge to new situations, problem solving and thinking, and attitude change*;
- Bligh (1998) concluded that the lecture is as effective as other methods as *a means of transmitting information*, but not more so;
- It is less effective than other methods for *promoting thought and changing students' attitudes*;

PARTICIPATORY LECTURE

1. In participatory lecture, the teacher enables the participant group to acquire the desired learning by presenting small amounts of information and asking preselected and sequenced questions.
2. Participatory lecture is useful for presenting information on a subject about which the audience has little knowledge.
3. Teacher skills for this method must be high, with processing skill being more important than content expertice.
4. Presenters should make no more than three or four significant points before involving the audience by asking questions.
5. The question and answer process is designed to help secure and maintain the listeners' attention, ensure learning is taking place, and provide a vehicle for leading the group toward desired conclusions.
6. Responses must be reframed to maintain the direction of the discussion, but participants need to feel they are being encouraged to respond freely.
7. Because participants will have different verbal skill levels, the presenters must aviod intimidating less verbal participants while preventing more verbal individuals from dominating the discussion.

MAKING LECTURES MORE EFFECTIVE

- Structure the lecture carefully, so that you provide a solid framework into which student can fit new knowledge;
- Ensure that you provide students with clear signals to help them appreciate direction, links and points of separation between parts of the content;
- Make some statement of educational intent at the outset;
- Mak sure that your lecture is not overloaded with content;
- Organize your lecture so that you change the demands made on students every 10 to 15 minutes;
- Make your lectures more participatory, and adopt this approach right from the start of the course when norms and expectations are being established;
- As the lecture proceeds, continue to show students the lecture outline on an overhead transparency so that they can chart their way through and note the significant elements;
- Provide a summary of the main points as you complete each section and an overall summary at the end of the session;
- Give students an opportunity to interact as soon as possible with the new material being presented so that they are able to make links between the new material and what they have learned in the past;
- Help students to make good lecture notes;
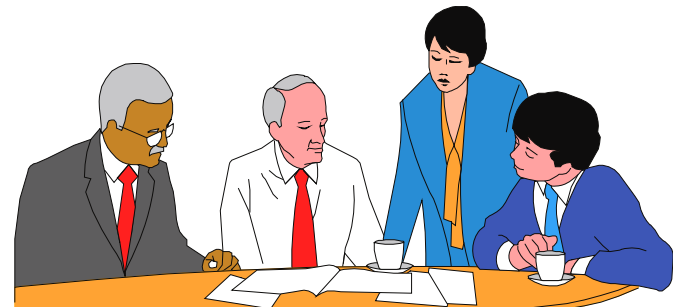- Make good use of handouts

Metode Diskusi

Keunggulan

- ❑ ada interaksi antara dosen-mahasiswa, mahasiswa-mahasiswa
- ❑ dapat menilai penguasaan konsep mahasiswa
- ❑ dapat melihat reaksi mahasiswa terhadap ide-ide baru

Kelemahan

- ❑ tidak efektif bila mahasiswa belum menguasai konsep dasar
  - ❑ menyita banyak waktu

Langkah Mengelola Diskusi

Persiapan	→	Pelaksanaan	→	Penutup

Persiapan
- Rumuskan tujuan
- Tentukan topik
- Karakteristik mhs
- Kerangka diskusi
- Fasilitas

Pelaksanaan
- Kemukakan tujuan
- Komunikasikan topik
- Jelaskan prosedur
- Bagi kelompok
- Bimbing diskusi

Penutup
- Laporan kelompok
- Tanggapan kelompok
- Umpan balik dan penguatan
- Kesimpulan

Metode Demonstrasi

- **Konsep yang diajarkan menjadi lebih nyata**
- **Kesamaan pengertian terhadap suatu konsep**
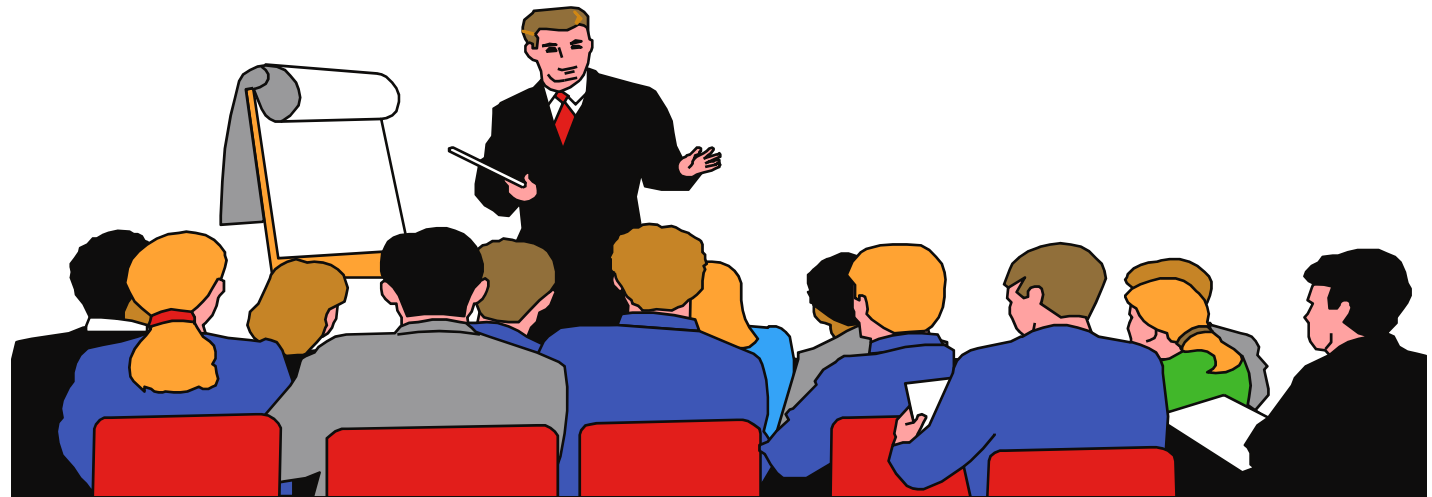- **Cocok untuk mengajar keterampilan**

Pelaksanaan:
- **Ada prosedur tertulis untuk mahasiswa**
- **Pelaksana demonstrasi siap dan terampil**

Sumbang Saran

Memotivasi mahasiswa untuk:

- Berpartisipasi aktif memberikan pendapat

- Menghargai pendapat orang lain

SIMULASI

Memotivasi mahasiswa untuk:

- ❑ Memahami perasaan orang lain
- ❑ Memecahkan masalah bersama
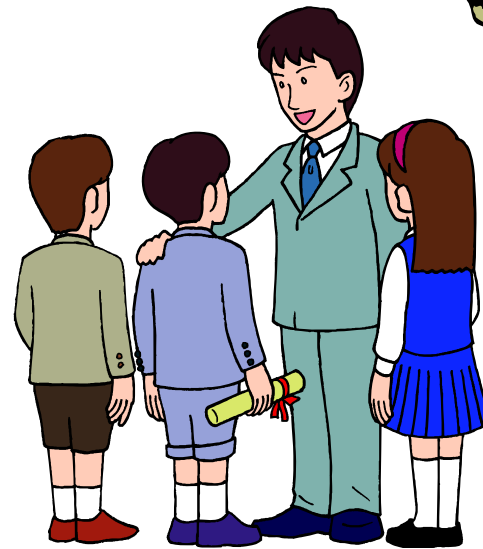- ❑ Mengambil keputusan
- ❑ Mengembangkan kreativitas

Bentuk Simulasi

Peer Teaching

Role Playing

Games

Terima kasih