

PLANNING, INSTRUCTION, AND TECHNOLOGY



Kuliah 10

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INSTRUCTIONAL PLANNING



- ∞ **Instructional planning** involves developing a systematic, organized strategy for lessons.
- ∞ Teachers need to decide what and how they are going to teach before they do it
- ∞ Planning strategies are organized by:
 1. The nature of the subject matter
 2. The learners
 3. The context
 4. The teacher's role



- ∞ *Mapping backward* : membayangkan tujuan yang diinginkan di akhir pelajaran baru kemudian memikirkan aktivitas yang harus dilakukan siswa
- ∞ Perencanaan kurikulum :
 1. Menentukan tujuan
 2. Merencanakan aktivitas yang dapat mencapai tujuan.
 3. Merencanakan teknik penyampaiannya → demonstrasi, models, inquiry opportunities, discussion, and practice

TIME FRAMES AND PLANNING



- ∞ Focusing on “task” and “time.”
- ∞ Yinger (1980) identified five time spans of teacher planning:
 1. Rencana tahunan
 2. Rencana per 3 atau 6 bulan
 3. Unit planning
 4. Rencana mingguan
 5. Rencana harian



☞ Monitor dan evaluasi (rencana) kurikulum hukumnya wajib → dilakukan dengan cara melihat seberapa optimal siswa mencapai tujuan belajar

TEACHER-CENTERED LESSON PLANNING AND INSTRUCTION



- ☞ Three general tools are especially useful in teacher-centered planning:
1. Behavioral objectives → statements about changes that the teacher wishes to see in students' performance
 2. Task analysis → breaking down a complex task that students are to learn into its component parts
 3. Instructional taxonomies → classification system

Bloom's taxonomy



∞ *The Cognitive Domain*

1. *Knowledge* → remember information. Contoh: siswa mampu menyebutkan 4 tahap perkembangan kognitif
2. *Comprehension*. Students understand the information and can explain it in their own words. Contoh: jelaskan bagaimana teori information processing berdasarkan pemahamanmu
3. *Application*. Students use knowledge to solve real-life problems. Contoh: siswa mampu membuat buku aktivitas berdasarkan tahapan perkembangan siswa



4. *Analysis*. Students break down complex information into smaller parts and relate information to other information. Contoh: mahasiswa mampu menjelaskan kasus pembunuhan hafidz-sifa berdasarkan teori remaja
5. *Synthesis*. Students combine elements and create new information. Contoh: mahasiswa mampu membuat psikodinamika dari kasus hafidz-sifa
6. *Evaluation*. Students make good judgments and decisions. Contoh: mahasiswa mampu

Bloom's taxonomy



∞ *The Affective Domain* → emotional responses to tasks

1. *Receiving*. Students become aware of or attend to something in the environment.
2. *Responding*. Students become motivated to learn and display a new behavior as a result of an experience.
3. *Valuing*. Students become involved in, or committed to, some experience.
4. *Organizing*. Students integrate a new value into an already existing set of values and give it proper priority.
5. *Value characterizing*. Students act in accordance with a new value and are firmly committed to it.

Bloom's taxonomy



The Psychomotor Domain

1. *Reflex movements.* Students respond involuntarily, without conscious thought, to a stimulus
2. *Basic fundamentals.* Students make basic voluntary movements that are directed toward a particular purpose, such as grasping a microscope knob and correctly turning it
3. *Perceptual abilities.* Students use their senses, such as seeing, hearing, or touching, to guide their skill efforts, such as watching how to hold an instrument in science, like a microscope, and listening to instructions on how to use it.



4. *Physical abilities.* Students develop general skills of endurance, strength, flexibility, and agility, such as running long distances or hitting a soft ball.
5. *Skilled movements.* Students perform complex physical skills with some degree of proficiency, such as effectively sketching an object or scene.
6. *Nondiscussive behaviors.* Students communicate feelings and emotions through bodily actions, such as doing pantomimes or dancing to communicate a musical piece

DIRECT INSTRUCTION



- ❧ **Direct instruction** is characterized by teacher direction and control, high teacher expectations for students' progress, maximum time spent by students on academic tasks, and efforts by the teacher to keep negative affect to a minimum.
- ❧ teacher chooses students' learning tasks, directs students' learning of the tasks, and minimizes the amount of nonacademic talk.
- ❧ The teacher sets high standards for performance and expects students to reach these levels of excellence.

TEACHER-CENTERED INSTRUCTIONAL STRATEGIES



- ❧ **Advance organizers** are teaching activities and techniques that establish a framework and orient students to material before it is presented.
- ❧ **Expository advance organizers** provide students with new knowledge that will orient them to the upcoming lesson.
- ❧ **Comparative advance organizers** introduce new material by connecting it with what students already know.

TEACHER-CENTERED INSTRUCTIONAL STRATEGIES



1. Lecturing, explaining, and demonstrating are common teacher activities in the direct-instruction approach.
2. Questioning and Discussing
3. Mastery learning, one concept or topic is learned thoroughly before another is introduced
4. Seatwork refers to the practice of having all or a majority of students work independently at their seats.
5. Homework

LEARNER-CENTERED PRINCIPLES



- ☞ Learner-centered principles can be classified in terms of four main sets of factors: cognitive and metacognitive, motivational and emotional, developmental and social, and individual differences

SOME LEARNER-CENTERED INSTRUCTIONAL STRATEGIES



1. Problem-Based Learning
2. Essential Questions
3. Discovery Learning