ACTIVE LEARNING

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Menurut Paulson & Faust, California State University, Los Angeles:

“Active Learning is, in short, anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to "real life" situations and/or to new problems”

(http://www.calstatela.edu/dept/chem/chem2/Active/index.htm)
Menurut Education Scotland:
“Active learning is learning which engages and challenges children and young people’s thinking using real–life and imaginary situations by: spontaneous play; planned/purposeful play; investigating and exploring; events and life experiences; and focused learning and teaching”
(http://www.ltscotland.org.uk/learningteachingandassessment/approaches/activelearning/about/what.asp)
Active Learning is a multi-directional learning experience in which learning occurs teacher-to-student, student-to-teacher, and student-to-student (http://www.acu.edu/cte/activelearning/focus.htm)

Menurut Joe Landsberger: “Active learning is experiential, mindful, and engaging” (http://www.studygs.net/activelearn.htm)
<table>
<thead>
<tr>
<th>Konvensional</th>
<th>Pembelajaran Aktif</th>
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<tr>
<td>Product centered</td>
<td>Process centered</td>
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<td>Guru sebagai penghantar pengetahuan</td>
<td>Guru sebagai pengorganisir pengetahuan</td>
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<tr>
<td>Guru sebagai pelaku</td>
<td>Guru memfasilitasi pembelajaran siswa</td>
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<td>Berfokus pada materi yang spesifik</td>
<td>Berfokus pada pembelajaran yang menyeluruh</td>
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<tr>
<td>Konvensional</td>
<td>Pembelajaran Aktif</td>
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<tr>
<td>Siswa yang pasif menerima pengetahuan</td>
<td>Siswa yang aktif dan partisipatif</td>
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<td>Menjawab pertanyaan</td>
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<td>Dijejali pengetahuan</td>
<td>Reflective learners – bertanggung jawab terhadap pembelajarannya sendiri</td>
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<td>Antar siswa saling berkompetisi</td>
<td>Berkolaborasi dengan siswa lain</td>
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<td>Merasa pendapatnya paling benar</td>
<td>Secara aktif mendengarkan pendapat orang lain</td>
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<td>Pembelajaran yang terkotak–kotak</td>
<td>Mampu mengaitkan pengetahuan pelajaran tertentu dengan pelajaran lain</td>
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Guidelines for Active Learning

- Guru berorientasi pada siswa
- Siswa ikut berpartisipasi menentukan tujuan pembelajaran
- Suasana kelas memenuhi unsur spontan, bermakna, dan sinergi
- Aktivitas didesain problem-based dan disesuaikan dengan kebutuhan murid
- Penilaian dilakukan secara berkelanjutan
- Pembelajaran tidak di arahkan/disajikan oleh guru, tapi dibangun melalui proses (siswa aktif)
- Digunakan untuk membangun fakta, konsep, proses/aplikasi, refleksi, dll
Manfaat Active Learning Bagi Siswa

- Menjadi siswa yang berhasil
- Menjadi pribadi yang percaya diri
- Menjadi WN yang bertanggung jawab
- Menjadi kontributor bagi lingkungan
People generally remember... (learning activities)

10% of what they read
20% of what they hear
30% of what they see
50% of what they see and hear
70% of what they say and write
90% of what they do.

Passive Learning
- Read
- View Images
- Watch Videos
- Access
- Watch a Demonstration

Active Learning
- Participate in Hands-On-Workshops
- Design Lessons
- Simulate, Model, or Experience a Lesson
- Design/Perform a Presentation - "Do the Real Thing"

People are able to... (learning outcomes)

Define
- Describe
- Explain

Demonstrate
- Apply
- Practice

Analyze
- Define
- Create
- Evaluate
People generally remember... (learning activities)

10% of what they read
20% of what they hear
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Passive Learning

Active Learning

People are able to... (learning outcomes)

Define
Describe
List
Explain

Demonstrate
Apply
Practice

Analyze
Define
Create
Evaluate

Read
Hear
View Images
Watch a Demonstration
Participate in Hands-On-Workshops
Design/Perform a Presentation - "Do the Real Thing"
Design/Perform a Lesson
Simulate, Model, or Experience a Lesson
Attend a Lecture
Watch a Demonstration
Think-Pair-Share: reflect on a question/issue, turn to peer, share with class

Meeting of the minds panel: role-play a discussion of different figures/points of view

Fishbowls: student supplement the teacher as source of information & feedback to questions from previous class session

Cold-calling: a single student must share with class his/her conclusion supported with reasons & evidence
Case study/discussion: analyze, criticize, conclude an open ended/case study

Reciprocal peer questioning: students prepare questions, share & discuss with groups, then choose 1 question as a class discussion starter

Conference style learning: students as experts; teacher as facilitator, time keeper, discussion guide
Dialogue analysis: students provide critical analysis to a written dialogue in small group then share it with class.

Spontaneous Group Dialogue: 1 group assigned to role a discussion, 4 groups as observers to analyze & evaluate the discussion.

Ambiguity: students provide a justified response to conflicting information.