

# **PENGEMBANGAN PRAKTIK PENGALAMAN LAPANGAN BILINGUAL**

Dipresentasikan pada Lokakarya Penyusunan Instrumen  
Penilaian Kemampuan Mengajar dalam Bahasa Inggris pada  
mata kuliah PPL, UNIVERSITAS SRIWIJAYA Palembang  
25 Nopember 2010

*Oleh: Marsigit*

**UNIVERSITAS NEGERI YOGYAKARTA  
2010**

# **POKOK PIKIRAN**

- 1. Mencerminkan Visi Inovatif dan Perubahan (Good Practice of Teaching)**
- 2. Sesuai dengan Kriteria Internasional dan Nasional**
- 3. Sesuai dengan Hakekat Pendidikan, Hakekat Sain Sekolah dan Hakekat Siswa Belajar Sain**
- 4. Selaras dengan Socio-constructivist, Cognitive Development**
- 5. Berbasis Pengembangan Riset Pembelajaran Sain  
i.e CAR, Lesson Study, Case Studies**

# Hermetika PPL Bilingual

**POKOK  
PIKIRAN**

**Univ/Jur/Prodi  
/Unit PPL**

**Program**

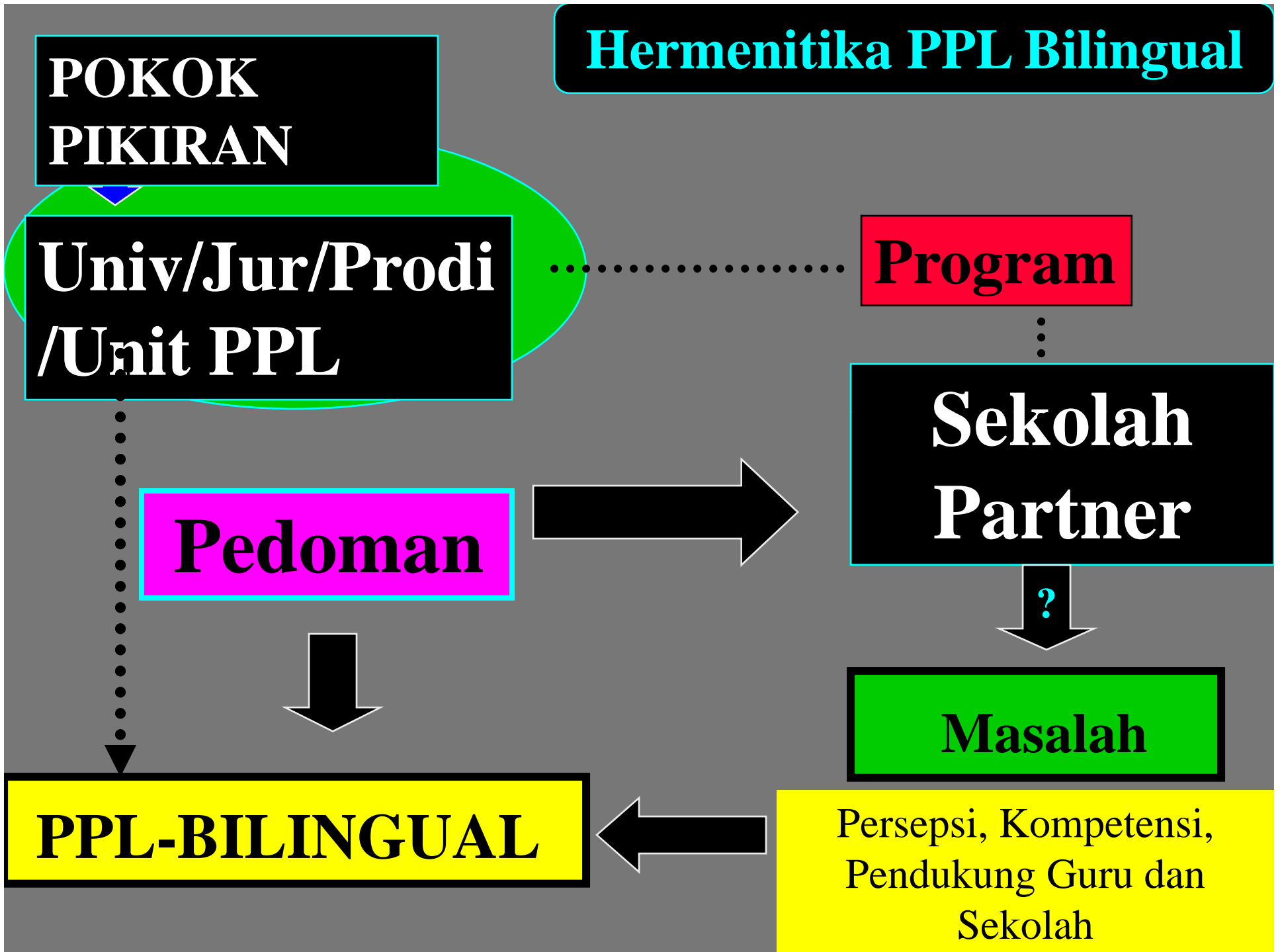
**Pedoman**

**Sekolah  
Partner**

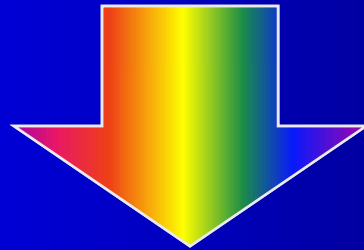
**Masalah**

**PPL-BILINGUAL**

Persepsi, Kompetensi,  
Pendukung Guru dan  
Sekolah

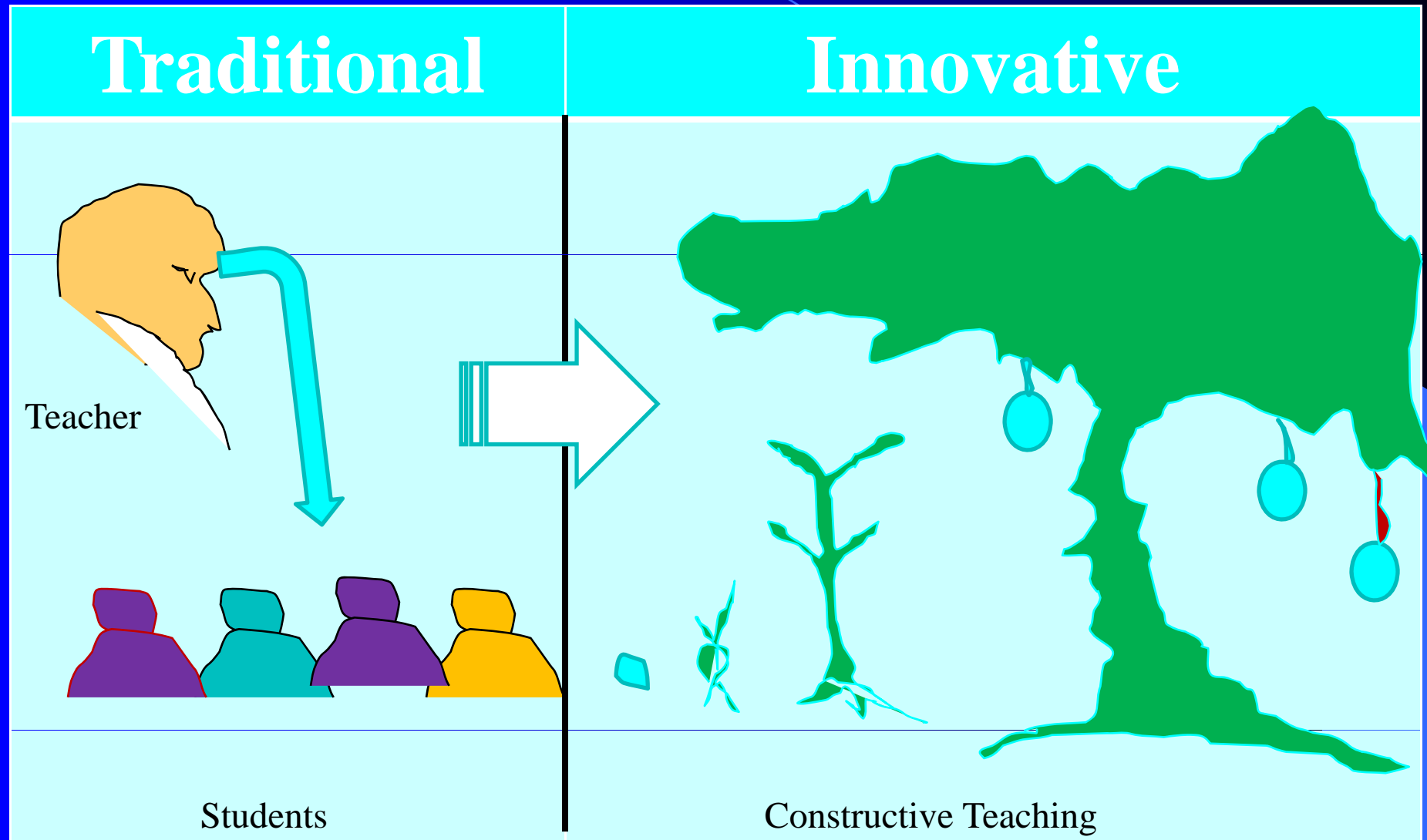


# CONCEPTUAL PROBLEMS



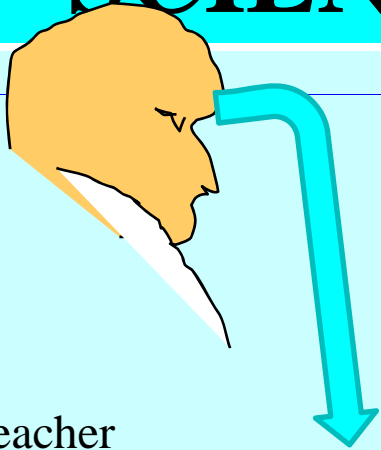
- 1. Philosophical Ground of Science Education?**
- 2. Good Practice and Research of Science Teaching?**

# Problem Teaching

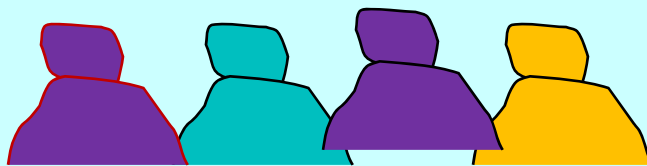


# Problem of Teaching

**FORMAL  
SCIENCE**

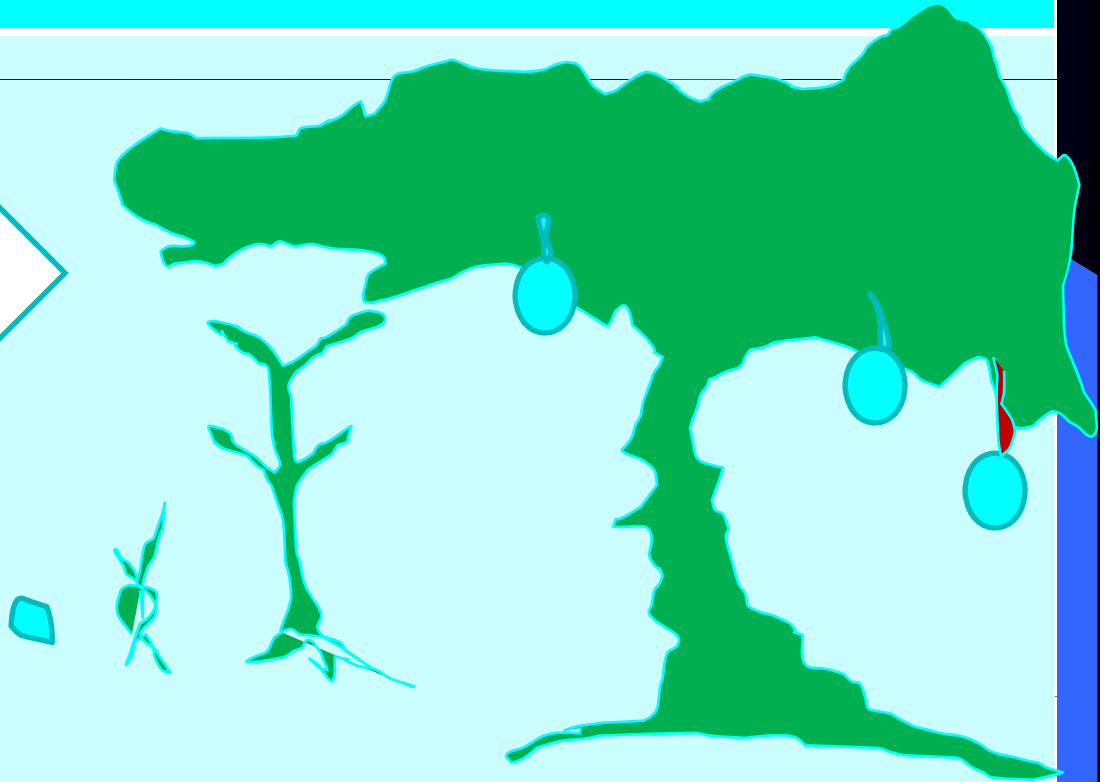


Teacher



Students

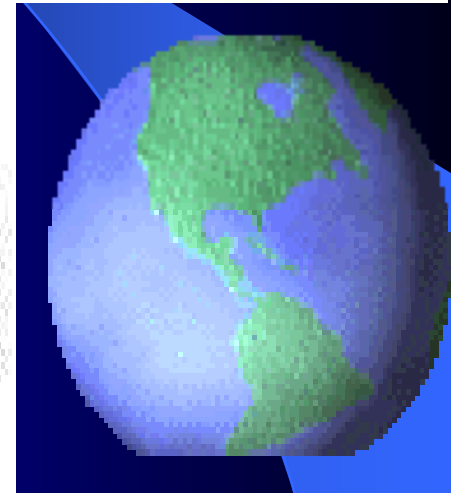
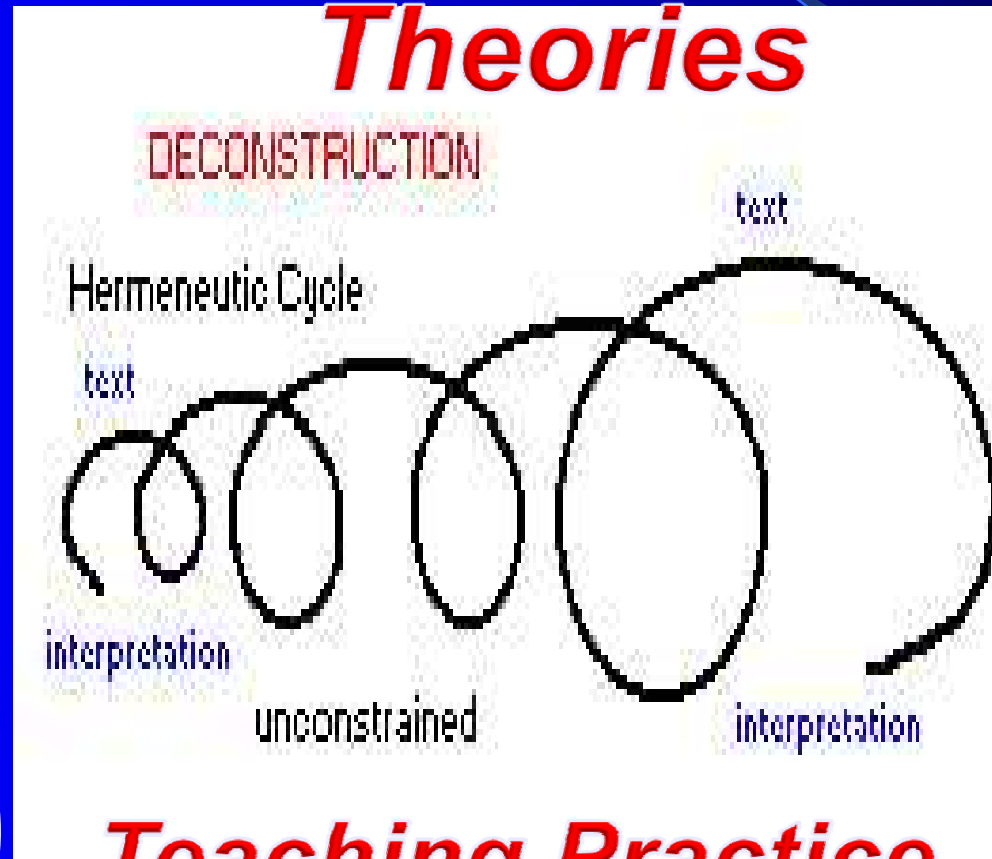
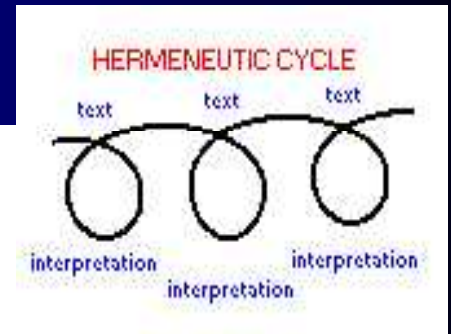
**SCHOOL  
SCIENCE**



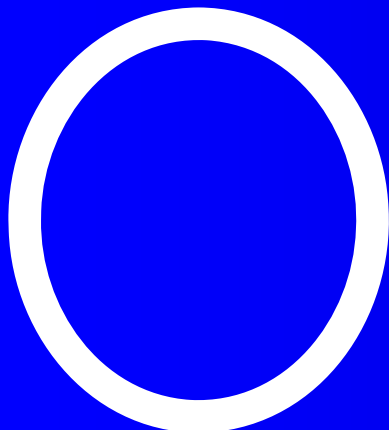
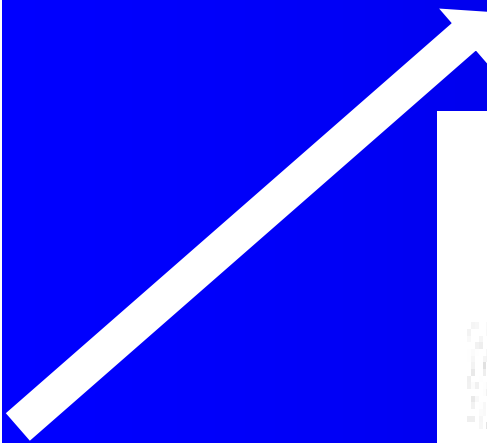
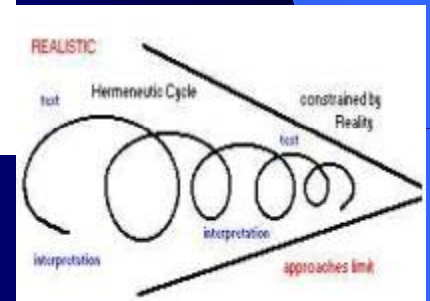
Constructive Learning

# Hermeneutics of Teaching Practice

## *Philosophy/ Theories*



## *Teaching Practice*



# New Approach of Learning

- 1. Learning is a search for PATTERN and RELATIONSHIP
- 2. Learning is PROBLEM SOLVING activity
- 3. Learning means of INVESTIGATION
- 4. Learning means of COMMUNICATION



# FUNDAMENTAL PROBLEMS

**Identify**

**Critical**

**Examine**

**Validate**

**Reflect**

**Revitalize**

**Develop**

**Recommend**

**Model/Initiation**



*Philosophy  
and Ideology  
of Teaching*

	<i>Industrial Trainer</i>	<i>Technological Pragmatist</i>	<i>Old Humanist</i>	<i>Progressive Educator</i>	<i>Public Educator</i>
<i>Politics</i>	<b>Radical right</b>	<b>Conservative</b>	<b>Conservative/liberal</b>	<b>Liberal</b>	<b>Democracy</b>
<i>Science</i>	<b>Body of Knowledge</b>	<b>Science of truth</b>	<b>Structure of truth</b>	<b>Process of Thinking</b>	<b>Social Activities</b>
<i>Moral Value</i>	<b>Good vs Bad</b>	<b>Pragmatism</b>	<b>Hierarchies Paternalistics</b>	<b>Humanity</b>	<b>Justice, Freedom</b>

	<i>Industrial Trainer</i>	<i>Technological Pragmatist</i>	<i>Old Humanist</i>	<i>Progressive Educator</i>	<i>Public Educator</i>
<i>Theory of Society</i>	<b>Hierarchy, Market Orientation</b>	<b>Hierarchy</b>	<b>Hierarchy</b>	<b>Well-fare</b>	<b>Un-justice need a reform</b>
<i>Genesis of Students</i>	<b>Empty Vessel</b>	<b>Empty Vessel</b>	<b>Character Building</b>	<b>Student Orientation</b>	<b>To develop/grow seed plant</b>
<i>Theory of Students' Ability</i>	<b>Talent and Effort</b>	<b>Talent</b>	<b>Talent Development</b>	<b>Need</b>	<b>Aspect of culture, Relatives</b>

	<i>Industrial Trainer</i>	<i>Technological Pragmatist</i>	<i>Old Humanist</i>	<i>Progressive Educator</i>	<i>Public Educator</i>
<i>Aim of Science Education</i>	<b>Back to Basic</b>	<b>Certification</b>	<b>Transfer of knowledge</b>	<b>Creativity</b>	<b>To develop people comprehensively through math.</b>
<i>Theory of Learning</i>	<b>Work Hard, Exercises, Drill, Memorize</b>	<b>Thinking And practice</b>	<b>Understanding and Application</b>	<b>Exploration</b>	<b>Discussion, Autonomy, Self,</b>
<i>Theory Of Teaching</i>	<b>Transfer of knowledge (transmission)</b>	<b>External Motivation</b>	<b>Expository</b>	<b>Construction, Development</b>	<b>Discussion, Investigation</b>

	<i>Industrial Trainer</i>	<i>Technological Pragmatist</i>	<i>Old Humanist</i>	<i>Progressive Educator</i>	<i>Public Educator</i>
<i>Resources</i>	White Board, Chalk, Anti Calculator	Teaching Aid	Visual Teaching Aid for motivation	Various resources/environment	Social Environment
<i>Evaluation</i>	External Test	External Test	External Test	Porto-folio, Assessment	Porto folio, Social Context
<i>Diversity</i>	Monoculture	Desentralisation	Competent Based Curriculum	Multiple Solution, Local Culture	Heterogonomous

# SYSTEMIC PROBLEMS

**Identify**

**Critical**

**Examine**

**Validate**

**Reflect**

**Revitalize**

**Develop**

**Recommend**

**Model/Initiation**



Norm and Standard (International)

Norm and Standard (National)

Product of Law/Decree

Policy (National – Local)

Critical Issues:

*UN, Certification, PPG, PLPG,  
Internationalization, Benchmarking,  
Teaching Practice (PPL)*

# DEVELOPING

**Identify**

**Critical**

**Examine**

**Validate**

**Reflect**

**Revitalize**

**Develop**

**Recommend**

**Model/Initiation**



*Teaching  
Practice  
(PPL)*

# DEVELOPING

**Identify**

**Critical**

**Examine**

**Validate**

**Reflect**

**Revitalize**

**Develop**

**Recommend**

**Model/Initiation**



*Instrument  
Teaching  
Practice*



# Instrument for Evaluation

**Identify**

**Critical**

**Examine**

**Validate**

**Reflect**

**Revitalize**

**Develop**

**Recommend**

**Model/Initiation**



*Lesson Plan*

*Teaching Learning  
Process*

# Alternative Instrument Teaching Practice

- 1. Apperception (Belong to students/Preparation by individual student)
- 2. Works Group Discussion (*Form and Substances*)
- 3. Developing Teaching Media/Aids (*Various*)
- 4. Developing Teaching Methods (*Various/To Facilitate/Constructive/Flexible*)
- 5. Developing Interaction (*Various/Flexible*)
- 6. Students' Presentation (*Report and Explain*)
- 7. Developing Students' Worksheet (*Constructive*)
- 8. Developing Lesson Plan (*Students Centered*)
- 9. Conclusion by the students
- 10. Scheme of competencies achievement (*Cognitive Schema*)

# PERMASALAHAN LAPANGAN

- **Bagaimana Persepsi Guru dan Sekolah (KS) terhadap PPL?**
- **Jenis Kerjasama dengan Sekolah**
- **Jenis Program dan Kegiatan PPL**
- **Syarat dan Faktor Pendukung**
- **Kaitan dengan Pengembangan Profesi Dosen dan Guru**
- **Kedudukan dan kontribusi untuk level Nasional**

**Terimakasih**