



UIN SUNAN AMPEL
SURABAYA

Pembelajaran Kontekstual dengan Pendekatan Kritis

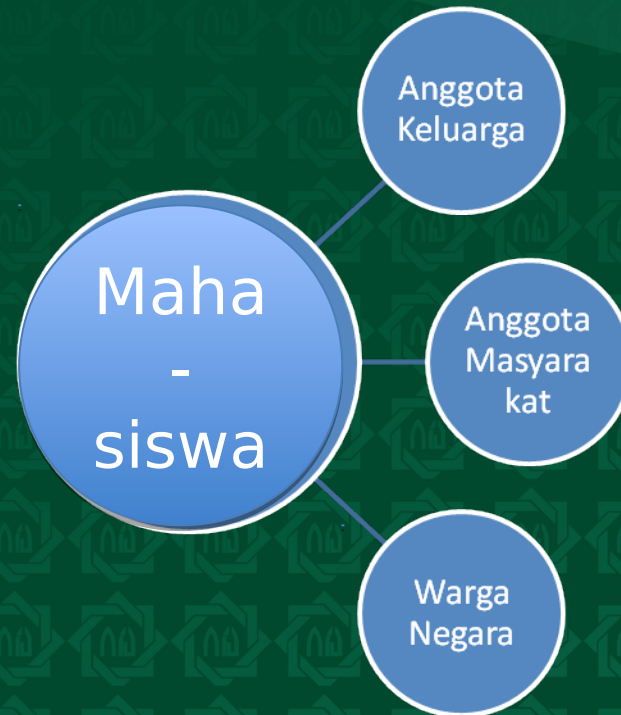
*Prof. Akh. Muzakki, M.Ag, Grad.Dip.SEA, M.Phil,
Ph.D*

علموا أولادكم غير ما علمتم
فإنهم خلقوا لزمان غير زمانكم

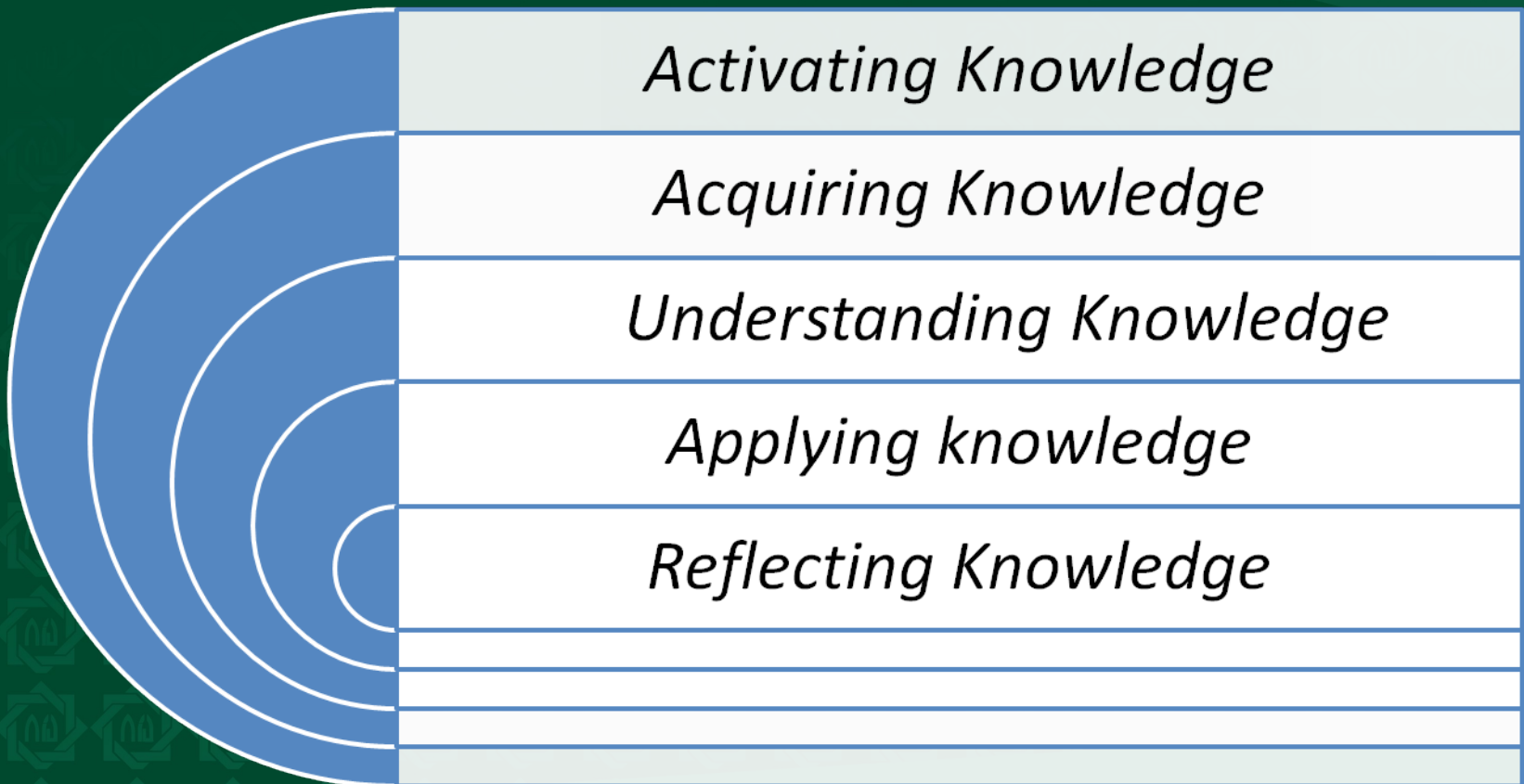
علي بن أبي طالب رضي الله عنه

Pembelajaran Kontekstual

Suatu Konsep pembelajaran yang membantu dosen mengaitkan antara materi yang diajarkan dan dunia nyata mahasiswa dan mendorong mahasiswa untuk membuat hubungan antara pengetahuan yang dimilikinya dan penerapan dalam kehidupan mereka sehari-hari.



Karakteristik Pembelajaran Kontekstual

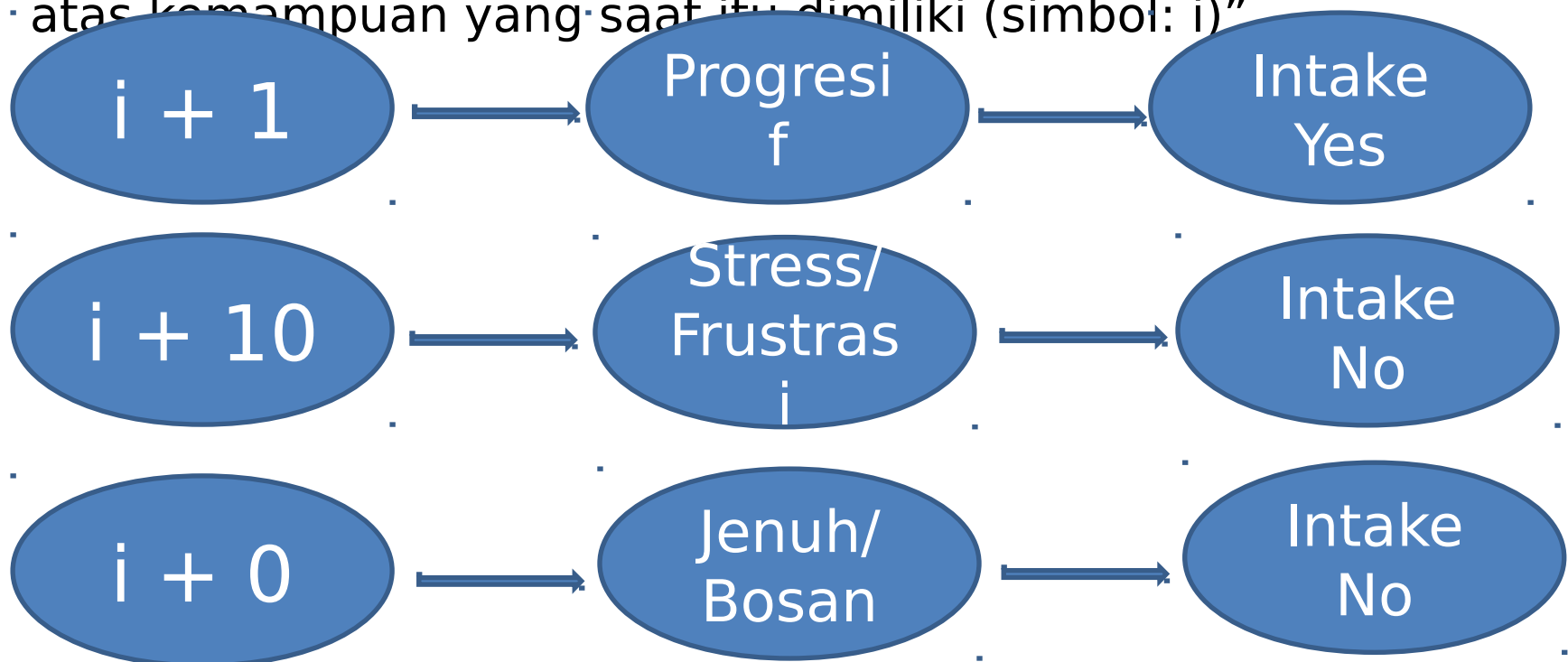


Teori Pemerolehan dalam Pembelajaran

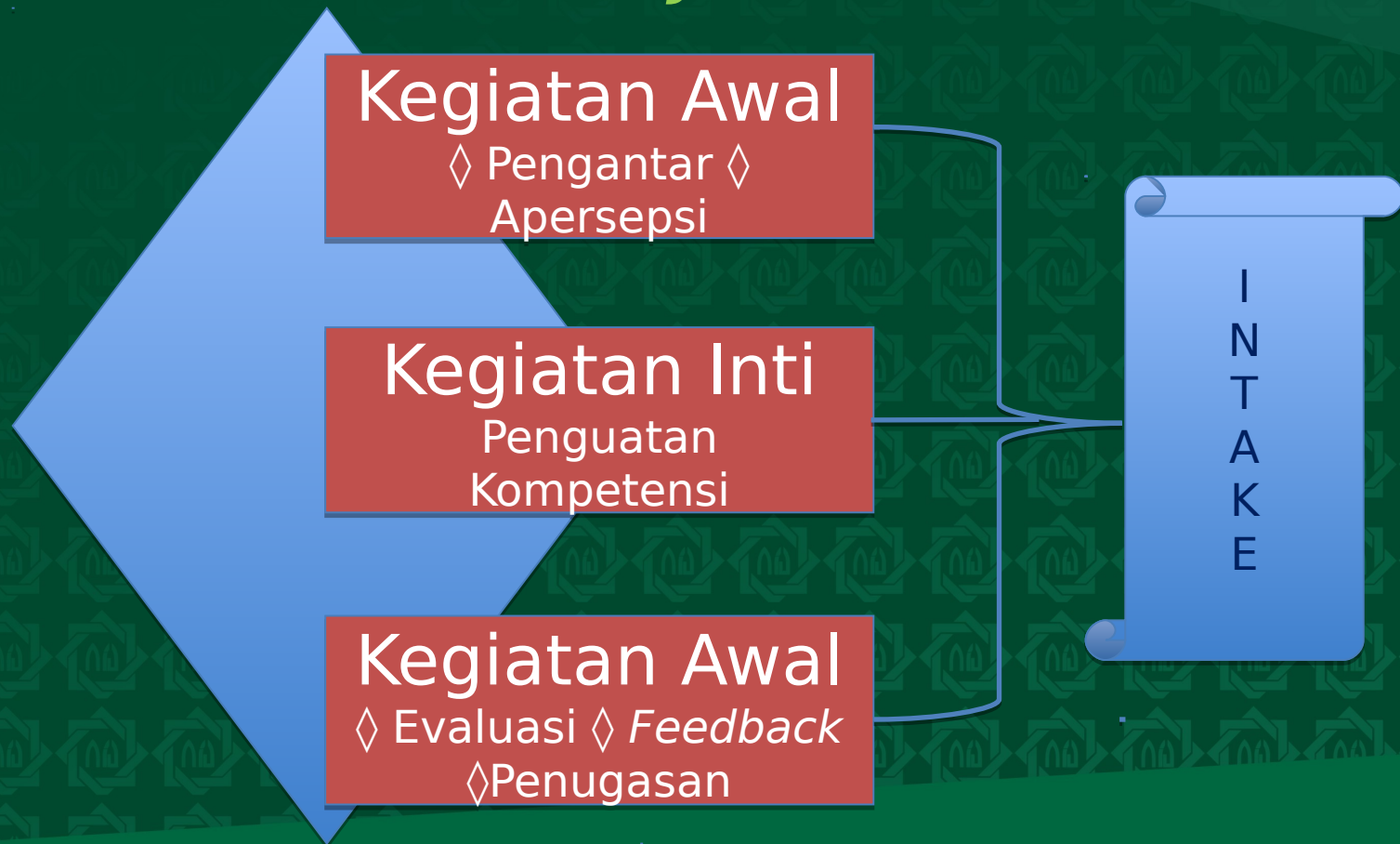
- Bagaimana seorang pembelajar merasa memperoleh sesuatu dari proses pembelajaran?
- “Pembelajaran sukses jika ada *intake*”
- Apa itu *Intake*? “Masukan yang betul-betul bisa terserap”
- Prinsip: *Pembelajaran progresif Yes, Pembelajaran Regresif No*

Teori Pemerolehan Model Krashen & Terrell

“Seorang pembelajar harus bergerak maju (progresif) dengan menghadapi tingkat kesulitan (simbol: 1) sedikit di atas kemampuan yang saat itu dimiliki (simbol: i)”



Distribusi Waktu dalam Pembelajaran

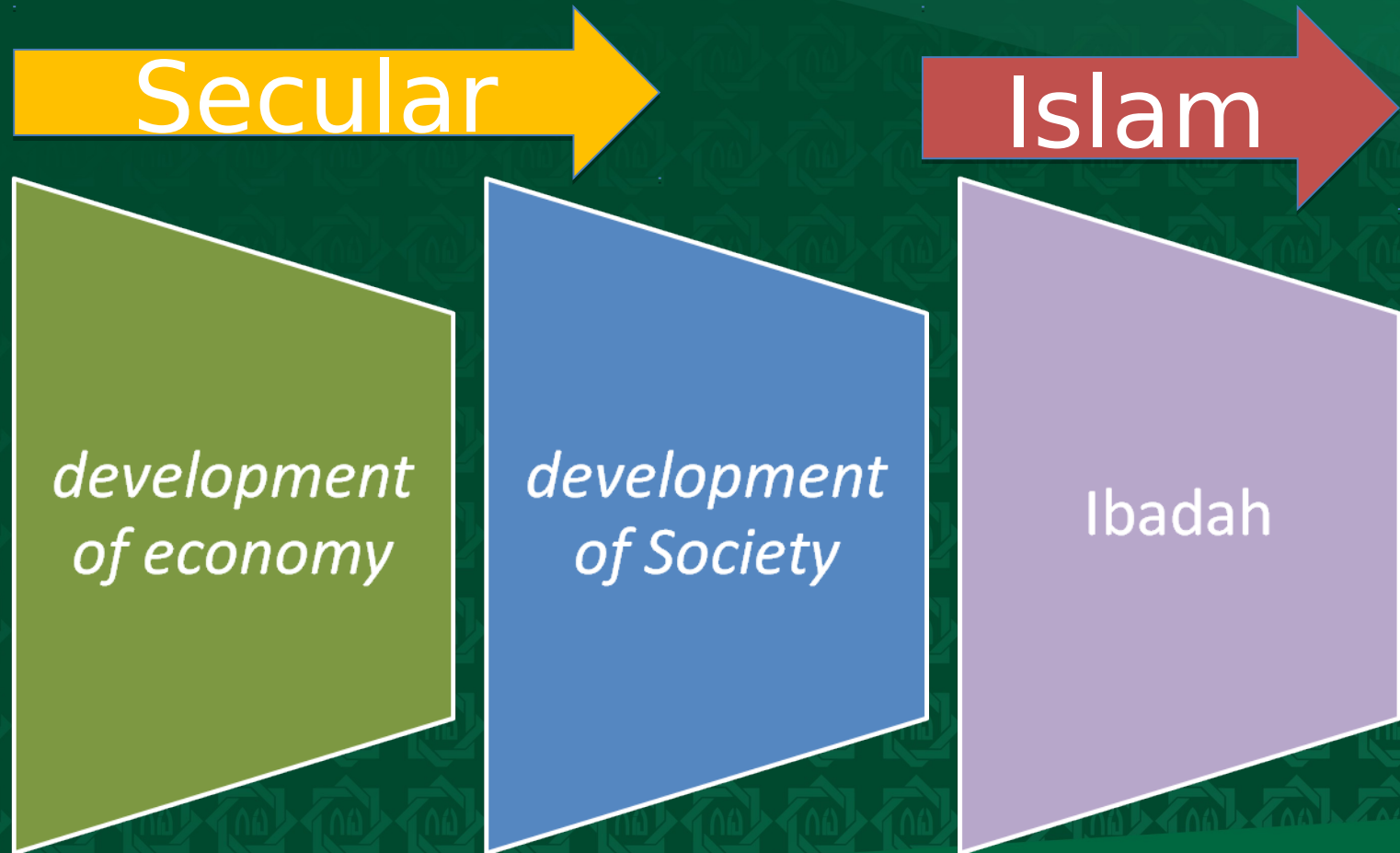


Education As Investment in Human Capital

“It is my pleasure to be here today and to share with you some thoughts that concern the role of education as an investment in human capital in the long-term development of our economy and society in general. I would only like to reinforce the conclusion you have no doubt arrived at – that you made a good choice when you invested in your further education.”

Naskah ceramah tidak terbitkan, “Zdeněk Tůma: Education as Investment in Human Capital,” 20 June 2008

Perspectives on Education



Peran Pendidikan Islam dalam Pengembangan Karakter

Pendidikan
Islam



Berakarak
ter

*Shidq
Tabligh
Amanah
Fathonah*

Lalu, Apa yang salah dengan Praktik Pendidikan Islam?

Problem Pendidikan Agama Islam

Problem
Filosofis

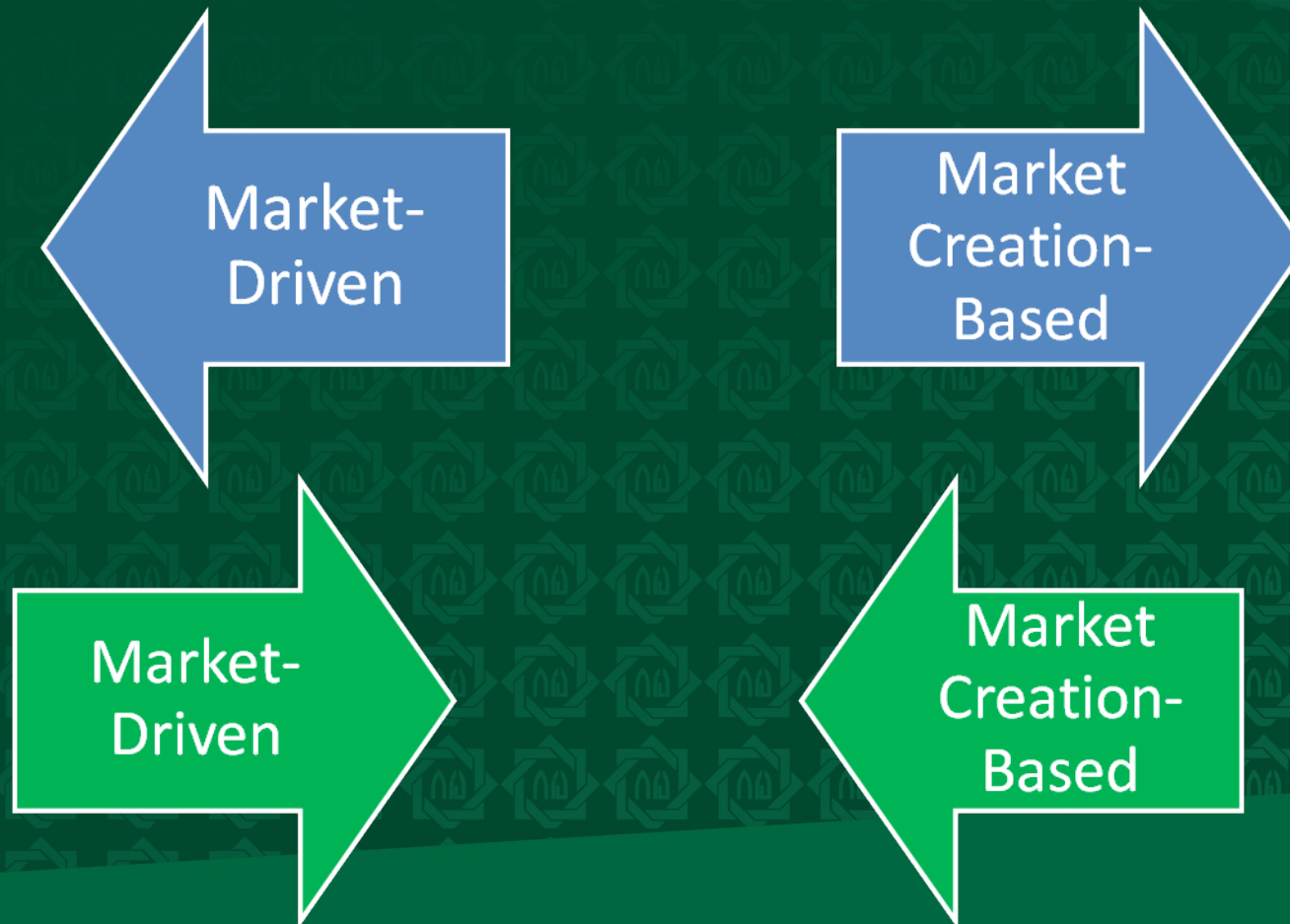


Problem
Instrumentasi
Ajaran Islam



Problem Teknis
Pembelajaran

Problem Pendidikan Islam di Era Globalisasi





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Menghadapi Globalisasi Dengan Teori Badminton

Problem Filosofis: *Masalah Need Formulation*



- *“Belajarlah dari masa lalu, Hiduplah masa kini, dan rencanakanlah masa depan”*

KH. Ali Masyhuri



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Problem Agensi

(Baju Baru, Isi Lama)

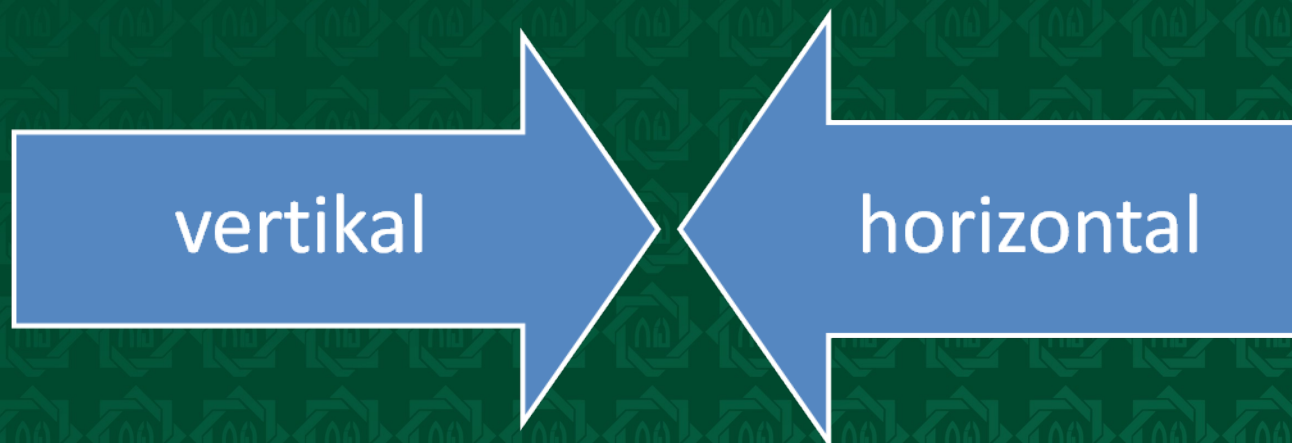


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PR Pendidikan Islam

- PR Distingsi



- PR *Sequential arrangement* (Learning Outcomes – Profil Lulusan)



- Supaya tidak *overlapping* lintas jenjang

- Untuk Memperkuat Kompetensi – profil lulusan

Pedagogy-wise, knowledge and virtues should not be taught in a didactic style. Rather, they should be delivered through a process of self-discovery, reflective inquiry and personal emancipation

Charlene Tan dan Benjamin Wong (2008: 9-10)

... places too much emphasis on assessment as collecting 'evidence' of learning and not enough on using assessment to plan for children's future learning needs

Weeden, Winter, dan Broadfoot (2003:122)

Authentic Competence-Based Assessment

*The two most important reasons for using authentic competency-based assessments are their **construct validity** and their impact on student learning, also called **consequential validity***

Gulikers, Bastiaens, dan Kirschner (2008:74)

Komponen Sukses Pembelajaran

What People **KNOW**

Technical and/or professional information needed to successfully perform job activities



What People **CAN DO**

A cluster of behaviors performed on a job

What People **HAVE DONE**

Educational and work achievements needed to successfully perform job activities

Who People **ARE**

Personal dispositions and motivations that relate to job satisfaction, job success or failure

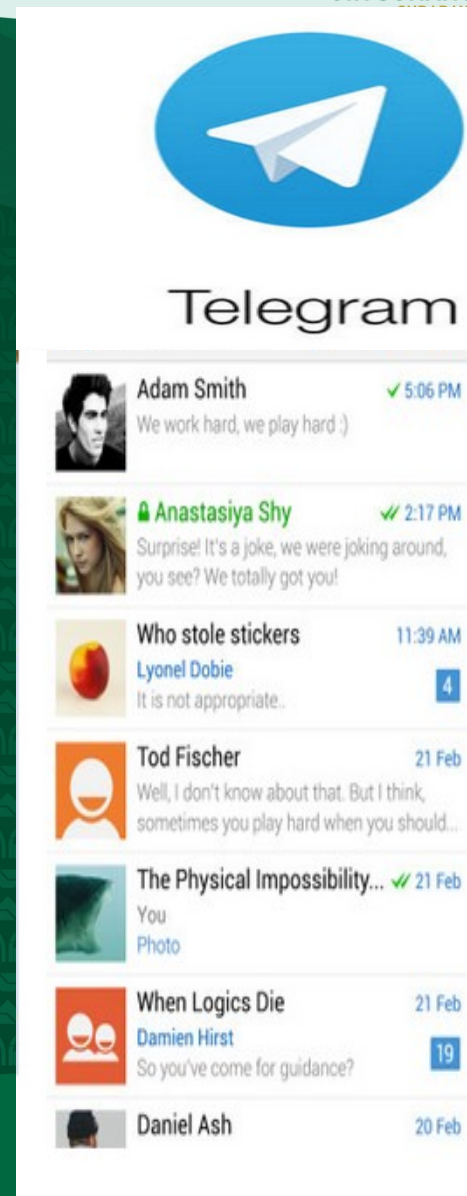
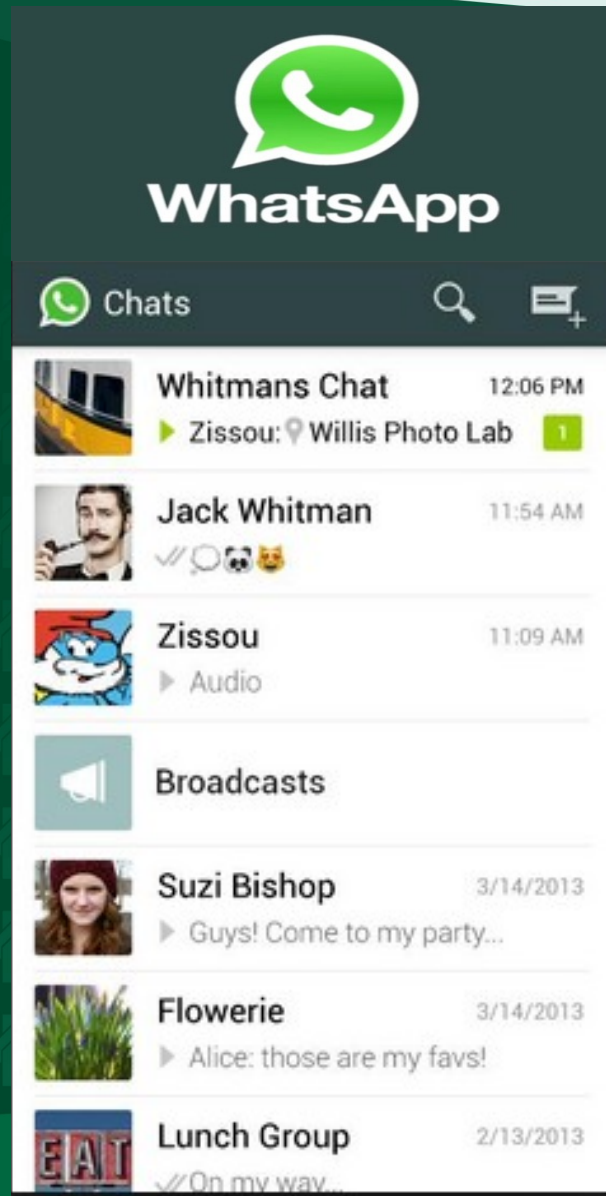
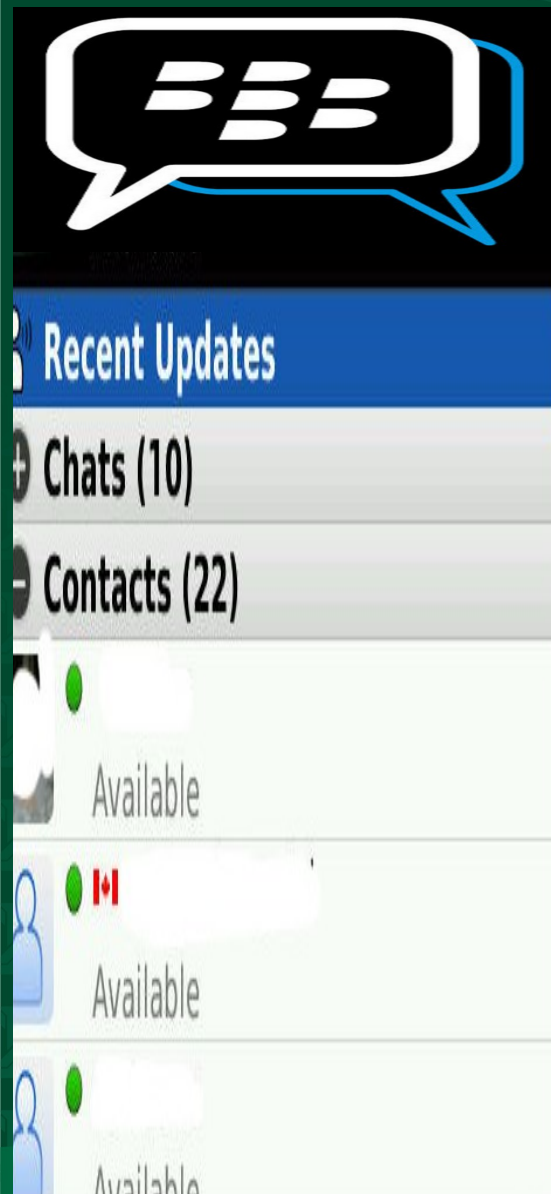
Rumus pembelajaran

- Kurikulum baik + dosen baik = pembelajaran
.....?
- Kurikulum baik + dosen jelek = pembelajaran
.....?
- Kurikulum jelek + dosen baik = pembelajaran
.....?
- Kurikulum jelek + dosen jelek = pembelajaran
.....?

Ada Beda?



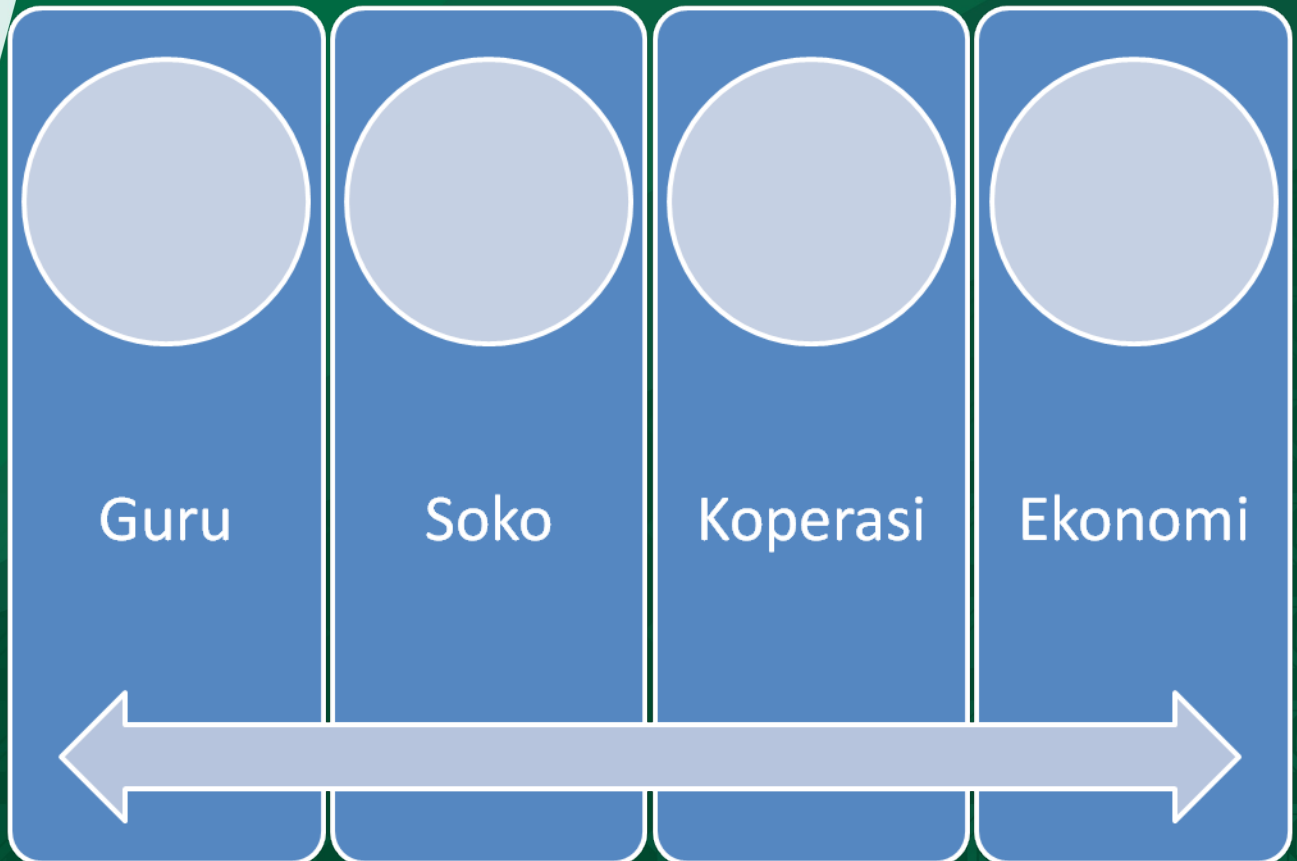
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Rangkailah 4 Kata Berikut



Matur Nuwun