MENGORGANISIR PEMBELAJARAN

Menurut Ivor K.Davies, langkah-langkah dalam mengembangkan program pembelajaran terdiri dari :

▸ 1. **Identifying the objectives of the program**

▸ 2. **Designing the program to meet the objectives**

▸ 3. **Organizing the program to meet the objectives**

▸ 4. **Evaluation of the program in terms of the objectives**

▸

- *"Planning and decision making are vital to teaching and interact with all the others executive functions of teachers"* demikian diungkapkan oleh Richard I.Arends (1989:88) dalam bukunya *Learning to Teach*.

- *Teaching planning is a major determinate of what is taught in schools. The curriculum as published is transformed and adapted in the planning process by additions, interpretations and by teacher decisions about pace, sequence and emphasis. And in elementary classrooms, where a teacher is responsible for all subject matter areas, palnning decisions about what to teach, how long to devote to each topic, and how much practice to provide takes on additional significance and complexity. Other functions of teacher planning include allocating instructional time for individuals and groups of students, composing student goupings, organizing daily, weekly, and term schedules, compensating for interruptions from outside the classroom and communicating with substitute teachers.*

Rational-Linear Planning Model
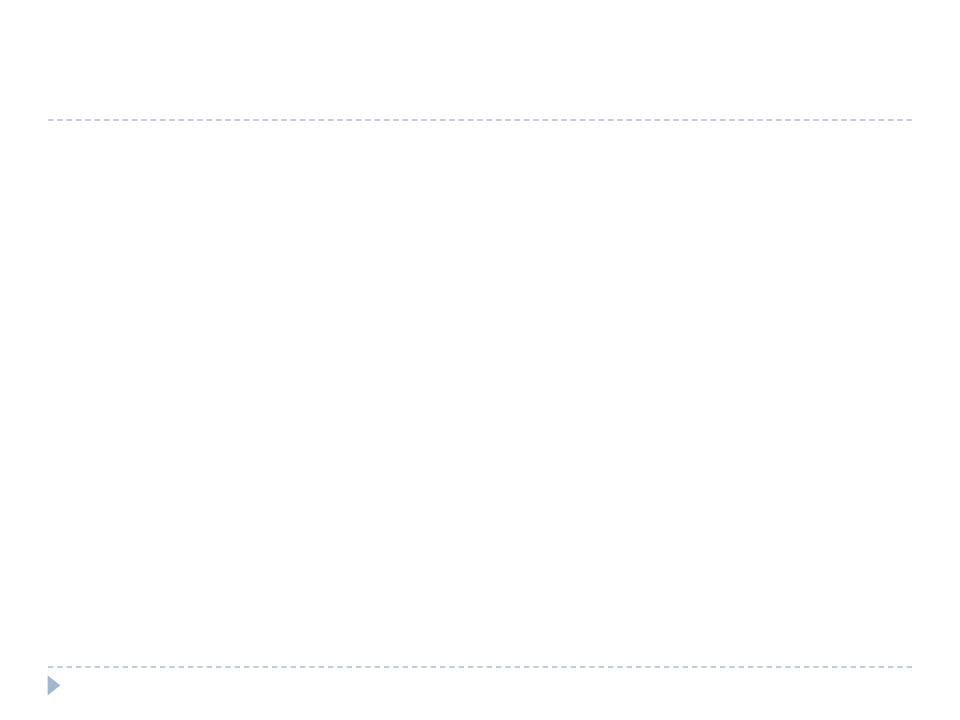
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▸ **GOALS** → **ACTIONS** → **OUTCOMES**

▸

Nonlinear Planning Model

▸ **ACTIONS** ⟶ **OUTCOMES** ⟶ **GOALS**

Menurut Lang dan Evans (2006:04), terdapat setidaknya empat sumber utama dalam pengembangan perencanaan

▸ **(1) *goals and objectives*; (2) *subject matter (i.e, knowledge of content, content-specific information, concepts, generalizations, skills and processes, ordering of content for instructions); (3) knowledge of teaching models, strategies, methods and skills (i.e, selection and use of these based on their effect on motivation, classroom management, and factors such as student motivation, at task orientation, and rate of success); and (4) learner characteristics and differences (i.e, aptitudes, post achievement, personality, home life and peer influences).***

Tujuan dari proses penilaian Menurut Davies (1981:227), yaitu :

- *Monitor, on a continuous basis the progress that learners are making toward mastery.*
- *Identify strengths and weaknesses, so that help can be given in a timely manner*
- *Identify and reward special ability and efforts beyond a mastery level*
- *Determine when mastery has been achieved*