

Dr. Evi Susilawati, M.Pd

STRATEGI PEMBELAJARAN PELAMBAANG KOMPETISI



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Kata Pengantar

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Penulis

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STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

BAB 1: HAKIKAT STRATEGI PEMBELAJARAN

BAB 1

HAKIKAT STRATEGI PEMBELAJARAN

A. PENGERTIAN STRATEGI PEMBELAJARAN

Strategi merupakan usaha untuk memperoleh kesuksesan dan keberhasilan dalam mencapai tujuan. Konsep strategi di adaptasi dari dunia militer yang diartikan sebagai cara penggunaan seluruh kekuatan militer untuk memenangkan suatu peperangan. Saat ini istilah strategi banyak digunakan dalam berbagai bidang kegiatan yang bertujuan memperoleh kesuksesan atau keberhasilan dalam mencapai tujuan (Nicholson & Higgins, 2017:1).

Dalam kegiatan pembelajaran strategi dapat diartikan sebagai rencana, metode, atau rangkaian kegiatan yang dirancang untuk mencapai tujuan pembelajaran tertentu (David,1976:40). Rencana, metode, dan perangkat kegiatan yang direncanakan untuk mencapai tujuan pembelajaran tertentu juga dapat dimana strategi mengandung pengertian rencana kegiatan untuk mencapai sesuatu (*a plan of operation in achieving something*), sedangkan metode mengandung pengertian sebagai cara untuk mencapai sesuatu (*a way in achieving something*) merupakan pengertian lain dari strategi pembelajaran (Hinton, 2012:7). Dari pendapat-pendapat tersebut dapat dinyatakan bahwa dalam strategi pembelajaran terdapat kegiatan pembelajaran yang dilakukan untuk mencapai tujuan pembelajaran, sedangkan dalam metode pembelajaran terdapat cara-cara yang digunakan untuk mencapai tujuan pembelajaran.

Kerangka konseptual merupakan konstruksi yang penting dari sebuah strategi pembelajaran. Oleh karenanya, strategi pembelajaran diartikan sebagai kerangka konseptual yang mendeskripsikan dan menuliskan prosedur yang sistematis dalam mengorganisasikan pengalaman belajar siswa dan pembelajaran untuk mencapai tujuan belajar tertentu, dan berfungsi sebagai pedoman bagi guru dalam melaksanakan aktivitas pembelajaran (Guskey,2010:56-57). Makna dari pengertian strategi tersebut adalah dalam menentukan tujuan pembelajaran yang telah ditetapkan, guru harus melakukan prosedur-prosedur yang sistematis dengan menggunakan media,



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BAB 2: STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

BAB 2

STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

A. TEORI STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

Pada dasarnya strategi pembelajaran digunakan bertujuan untuk meningkatkan hasil belajar siswa karena strategi pembelajaran merupakan suatu kegiatan pembelajaran yang harus dikerjakan guru dan siswa. Dalam sebuah kegiatan pembelajaran, seharusnya setiap guru memperlihatkan gaya mengajar yang bervariasi dengan ciri khas masing-masing mulai dari perpaduan metode, teknik dan taktik yang mereka lakukan berbeda-beda tetapi dengan tujuan yang sama yaitu untuk mencapai tujuan belajar. Manakala hal tersebut dilakukan oleh guru dalam kelasnya, pada saat itulah seorang guru sedang menerapkan sebuah strategi pembelajaran. Strategi pembelajaran berisi rencana tindakan atau rangkaian kegiatan pembelajaran termasuk penggunaan metode dan pemanfaatan berbagai sumber daya atau kekuatan dalam pembelajaran yang disusun untuk mencapai tujuan pembelajaran secara efektif dan efisien. Dalam rangka mencapai tujuan tersebut, digunakan berbagai bentuk strategi pembelajaran. Salah satu dari bentuk-bentuk strategi pembelajaran tersebut adalah pelambang kompetisi. Strategi pelambang kompetisi merujuk dari strategi pembelajaran langsung (*direct instruction*).

Jika merujuk dari teori pengajaran langsung (*direct instruction*), kajian *grand theory* strategi pembelajaran langsung (*direct instruction*) menggunakan pendekatan pembelajaran berbasis penelitian di rancang dan implementasikan dalam berbagai proyek penelitian selama lebih 25 tahun. Strategi pembelajaran langsung dikembangkan oleh Siegfried Engelmann dan Wesley C. Becker (1966). Landasan empirik dari teori tersebut berasal dari teori Piaget dengan aliran belajar behavioristik tentang proses kognitif dan stimulus respon yang berpandangan bahwa belajar bergantung pada proses stimulus respon termasuk pemberian umpan balik (Kenny, 1988:1). Penerapan dari teori Piaget dalam belajar adalah pemberian penguatan dan umpan balik kepada siswa dalam belajar (Zhou & Brown, 2015:15). Asumsi



STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

BAB 3: PENGEMBANGAN STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

BAB 3

PENGEMBANGAN STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

A. TUJUAN PENGEMBANGAN STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

Sejatinya, strategi pembelajaran digunakan dalam kegiatan pembelajaran bertujuan untuk meningkatkan hasil belajar siswa. Hal ini disebabkan karena strategi pembelajaran merupakan suatu kegiatan pembelajaran yang harus dikerjakan bersama guru dan siswa. Dalam sebuah kegiatan pembelajaran, pengetahuan dan pemahaman guru mengenai strategi pembelajaran dalam pelaksanaan pembelajaran sangat penting sebagai salah satu upaya dalam memberikan pengalaman dan pencapaian tujuan belajar siswa yang optimal. Untuk itu, guru dituntut agar dapat meningkatkan mutu pembelajaran dan harus memperhatikan hakikat, tujuan mata pelajaran yang akan diajarkan, serta mempertimbangkan karakteristik siswa. Artinya, penguasaan guru terhadap strategi pembelajaran sangat diperlukan untuk meningkatkan kemampuan profesional guru dalam mengajar. Strategi pembelajaran banyak jenisnya, oleh sebab itu seorang guru harus dapat menentukan strategi mana yang paling tepat dan sesuai dengan tujuan dan materi yang akan disampaikannya.

Sebuah proses pembelajaran dengan menggunakan strategi pembelajaran pelambang kompetisi memiliki langkah-langkah sebagai berikut; (1) apersepsi dan menjelaskan tujuan pembelajaran pada pendahuluan; (2) kegiatan inti dengan kegiatan presentasi materi pelajaran, membimbing siswa praktik terstruktur dalam kelompok dan secara serentak; (3) kegiatan penutup dengan kegiatan pelatihan, pengulangan, umpan balik serta penugasan rumah. Langkah-langkah strategi pembelajaran strategi



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BAB 4: IMPLEMENTASI PENGEMBANGAN STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

BAB 4

IMPLEMENTASI PENGEMBANGAN STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

A. IMPLEMENTASI PENGEMBANGAN STRATEGI PEMBELAJARAN PELAMBANG KOMPETISI

Strategi pembelajaran pelambang kompetensi dapat diimplementasikan pada siswa yang memiliki karakteristik interaksi sosial kompetitif. Penggunaan strategi pembelajaran pelambang kompetensi dilihat dari langkah-langkah pembelajaran seperti kegiatan presentasi materi pelajaran, membimbing siswa pada praktik terstruktur dalam kelompok, praktik terstruktur secara serentak, dan kegiatan pelatihan memberikan karakteristik yang khas dari strategi pembelajaran pelambang kompetensi yang berbeda dengan strategi pembelajaran lainnya. Pendekatan kepada siswa didasarkan pada sekolah pembibitan (*head start*) yang mengatakan bahwa dalam proses pembibitan untuk menjadi sumber daya manusia yang berkualitas, kontrol guru dan dominasi guru dalam belajar menjadi pilihan. Siswa harus belajar secara terpusat kepada guru dan belajar secara terstruktur untuk membantu mereka belajar secara maksimal. Dengan pembelajaran tersebut, guru dapat memantau pengembangan harga diri siswa. Harga diri siswa akan tumbuh secara dinamis sesuai dengan kebutuhan setiap siswa itu sendiri. Dinamisasi harga diri siswa harus dipantau oleh guru; (d) Melakukan evaluasi karena strategi pembelajaran langsung mengukur kinerja akademik dan perilaku siswa.

Pelaksanaan strategi pembelajaran pelambang kompetensi lebih menekankan pada "pelabelan" dalam hubungan stimulus-respon siswa terhadap kemampuan siswa. Siswa yang mampu menyelesaikan unit-unit kurikulum di labelkan dengan siswa yang pintar sebaliknya bagi siswa yang tidak mampu di labelkan dengan siswa yang bodoh. Kemampuan belajar siswa yang berkaitan dengan pengalaman belajar dan minat siswa dilakukan

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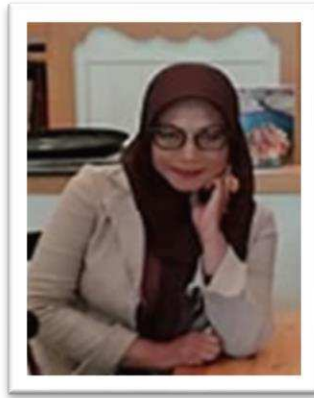
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PROFIL PENULIS



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Memulai kariernya dalam bidang Teknologi Pendidikan di pendidikan tinggi sejak tahun 2009. Jabatan dalam pekerjaan dimulai pada tahun 2009-2015 sebagai Wakil Dekan I Universitas Tjut nyak Dhien tahun 2009-2015. Sebagai ketua STKIP Asy Syafiiyah tahun 2015-2019 dan saat ini penulis bertugas di Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Islam Sumatera Utara (UISU). Buku-buku yang pernah dipublikasikan: (1) Karakter Kewarganegaraan di ERA 4.0 penerbit Media Guru, (2) Meaningful life : menjemput hikmah dalam setiap Langkah penerbit CV. Madani Berkah Abadi, (3) Strategi pemekarsa di era 4.0 penerbit CV. Andalan Bintang Ghonim, (4) Konsep dan pengembangan: asesmen dan evaluasi pembelajaran penerbit Pustaka aksara, (5) Nyala jiwa pejuang penerbit Wonderfull, (6) Materi pengembangan bahan ajar untuk mahasiswa penerbit Pustaka Aksara, (7) Resiliensi, inovasi dan motivasi pertemuan tatap muka terbatas penerbit Akademia Pustaka, (8) Media pembelajaran abad 21 penerbit Nuta Media, (9) NUANSA TRANSFORMASI TEKNOLOGI DAN PELATIHAN SUPPORT SISTEM penerbit Akademia Pustaka, (10) Pengantar teknologi Pendidikan penerbit Semesta Aksara, (11) Digitalisasi era metaverse penerbit Akademia Pustaka, (12) Eduenterpreunership (pendidikan kewirausahaan) penerbit Nuta Media, (13) INOVASI PERKEMBANGAN KURIKULUM PROTOTIPE BENTUK TRANSFORMASI PENDIDIKAN SD/MI penerbit Nuta Media, (14) MODEL PENILAIAN TEKNOLOGI DIGITAL ASEK UNTUK MENGUKUR KARAKTER PESERTA DIDIK penerbit Widina Media Utama.

STRATEGI PEMBELAJARAN PELAMBAANG KOMPETISI

Pada dasarnya strategi pembelajaran digunakan bertujuan untuk meningkatkan hasil belajar siswa karena strategi pembelajaran merupakan suatu kegiatan pembelajaran yang harus dikerjakan guru dan siswa. Dalam sebuah kegiatan pembelajaran, seharusnya setiap guru memperlihatkan gaya mengajar yang bervariasi dengan ciri khas masing-masing mulai dari perpaduan metode, teknik dan taktik yang mereka lakukan berbeda-beda tetapi dengan tujuan yang sama yaitu untuk mencapai tujuan belajar. Manakala hal tersebut dilakukan oleh guru dalam kelasnya, pada saat itulah seorang guru sedang menerapkan sebuah strategi pembelajaran. Strategi pembelajaran berisi rencana tindakan atau rangkaian kegiatan pembelajaran termasuk penggunaan metode dan pemanfaatan berbagai sumber daya atau kekuatan dalam pembelajaran yang disusun untuk mencapai tujuan pembelajaran secara efektif dan efisien. Dalam rangka mencapai tujuan tersebut, digunakan berbagai bentuk strategi pembelajaran. Salah satu dari bentuk-bentuk strategi pembelajaran tersebut adalah pelambang kompetisi. Strategi pelambang kompetisi merujuk dari strategi pembelajaran langsung (*direct instruction*) yang akan dibahas secara lengkap dalam buku ini. Selamat membaca!