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Contextual Teaching and Learning Terintegrasi Media Sosial Meningkatkan Kreativitas Pembelajaran

Buku ini ditulis sebagai bentuk penghormatan kepada para dosen yang telah menularkan ilmunya kepada penulis, sekaligus menjawab kegelisahan mengenai pengembangan instrumen penelitian yang banyak digunakan untuk menyusun tugas akhir mahasiswa. Buku ini terdiri dari beberapa bab yang disusun secara hierarki dari konsep dasar instrumen penelitian hingga pengembangan contoh soal. Buku ini juga menyajikan secara teoretis dan praktis mengenai pengembangan instrumen penelitian berupa tes prestasi yang terdiri dari tes pilihan ganda dan tes uraian. Instrumen nontes terdiri dari angket, wawancara, dan observasi. Instrumen tes nonprestasi disajikan berupa tes berpikir kritis, berpikir kreatif, komunikasi, dan sebagainya. Buku ini juga menjelaskan mengenai kevalidan, analisis butir tes, dan reliabilitas instrumen penelitian secara praktis baik berupa teori pendukung maupun perhitungan sederhananya.

Pengantar Praktis Penyusunan Instrumen Penelitian

Buku ini diharapkan dapat memandu pembaca (peneliti atau mahasiswa S-1, S-2, dan S-3) untuk melaksanakan penelitian dan pengembangan (research and development) dalam bidang pendidikan dan pembelajaran, mulai memilih topik, merumuskan masalah penelitian, merumuskan tujuan penelitian, memanfaatkan teori-teori belajar dan pembelajaran, memilih model pengembangan, menyusun instrumen penelitian, menentukan sampel dan populasi untuk uji coba, sampai pada menghitung hasil uji coba serta menulis laporan penelitian. Buku ini disusun berdasarkan landasan berpikirdan logika dalam penelitian dan pengembangan (R&D). Bab 1 membahas konsep penelitian dan pengembangan (R&D). Bab 2 membahas elemen-elemen atau komponen pembelajaran. Bab 3 membahas teori belajar dan pembelajaran sebagai basis penelitian dan pengembangan (R&D). Bab 4 membahas model-model pengembangan dalam penelitian dan pengembangan (R&D). Terakhir, bab 5 membahas metode penelitian dan pengembangan (R&D).

Metode Penelitian Dan Pengembangan (Research & Development) Dalam Pendidikan Dan Pembelajaran

Penulis merasakan mahasiswa belum mampu memahami teks-teks buku statistik secara utuh. Sering pula terlihat mahasiswa masih kesulitan dalam memilih rumus statistik dalam analisis data kuantitatif. Ini disebabkan karena mereka belum mampu membedakan desain penelitian korelasional serta komparatif, jenis data dan variabel penelitian. Implikasinya adalah kualitas tulisan karya ilmiah mahasiswa dalam bentuk makalah dan skripsi masih jauh dari kaidah-kaidah metodologi penelitian dan penggunaan rumus-rumus statistik. Untuk itu, penulis berusaha untuk membahas secara komprehensif mengenai penggunaan rumus statistik. Pada bagian uji statistik satu sampel selain dibahas uji t dan uji z sebagai statistik parametrik, juga dibahas rumus uji bertanda Wilcoxon, Binomial, Uji Kecocokan Kai Kuadrat, dan sebagainya. Pada bagian uji perbandingan atau komparatif, selain uji t, juga dibahas Mann Whitney, Kolmogorov-Smirnov sebagai bagian dari statistik non-parametrik. Pada analisis varian juga dibahas uji Kruskal-Wallis, Uji Siegel Tukey dan uji lainnya. Pada desain korelasional, selain membahas rumus uji Product Moment sebagai statistik Parametrik, juga dibahas uji bertingkat Spearman, Kendall Tau, Uji Koefisien Kontingensi dan Point Biserial sebagai bagian statistik parametrik. Tidak lupa untuk memperkaya khazanah penelitian, sengaja di awal pembahasan penulis menyajikan tentang ilmu yang berkaitan dengan metodologi penelitian dengan harapan

pembaca mendapatkan pengetahuan metodologi penelitian yang menurut penulis sangat erat kaitannya dengan statistik. Di akhir buku ini juga disajikan pembahasan tentang analisis regresi dan analisis jalur yang insya Allah memberikan pengetahuan kepada pembaca dalam mengolah data multivariat. ----- Buku referensi tentang statistik / statistika persembahkan penerbit Kencana (PrenadiamediaGroup)

Statistika Untuk Penelitian Pendidikan dan Ilmu-Ilmu Sosial

Buku ini ditujukan bagi mahasiswa program kependidikan, guru, serta pemangku kepentingan (stakeholder) dalam bidang pendidikan yang ingin mempelajari tentang pembelajaran yang sesuai untuk meningkatkan kemampuan siswa dalam menyelesaikan soal Asesmen Kompetensi Minimum (AKM). Asesmen Kompetensi Minimum merupakan salah satu komponen Asesmen Nasional yang dicanangkan sebagai pengganti Ujian Nasional (UN). Pembelajaran untuk meningkatkan AKM harus sejalan dengan pembejaraan untuk meningkatkan keterampilan berpikir tingkat tinggi (higher order thinking skills). Buku diorganisasikan dalam 9 bab yang mencakup: Bab 1 Pendahuluan Bab 2 Karakteristik Soal Asesmen Kompetensi Minimum Bab 3 Karakteristik Pembelajaran Berorientasi AKM Bab 4 Meningkatkan Literasi Membaca Bab 5 Meningkatkan Literasi Numerasi Bab 6 Mengembangkan Kreativitas Bab 7 Berpikir Kritis dan Membuat Keputusan Bab 8 Pembelajaran Berbasis Inkuiri Bab 9 Survei Karakter dan Lingkungan Belajar

Pembelajaran Berorientasi AKM

What does research tell us about the effects of school leadership on student achievement? What specific leadership practices make a real difference in school effectiveness? How should school leaders use these practices in their day-to-day management of schools and during the stressful times that accompany major change initiatives? Robert J. Marzano, Timothy Waters, and Brian A. McNulty provide answers to these and other questions in *School Leadership That Works*. Based on their analysis of 69 studies conducted since 1970 that met their selection criteria and a recent survey of more than 650 building principals, the authors have developed a list of 21 leadership responsibilities that have a significant effect on student achievement. Readers will learn the specific behaviors associated with the 21 leadership responsibilities; the difference between first-order change and second-order change and the leadership responsibilities that are most important for each; how to work smart by choosing the right work to focus on to improve student achievement; the advantages and disadvantages of comprehensive school reform models for improving student achievement; how to develop a site-specific approach to improving student achievement, using a framework of 11 factors and 39 action steps; and a five-step plan for effective school leadership. Combining rigorous research with practical advice, *School Leadership That Works* gives school administrators the guidance they need to provide strong leadership for better schools.

Developing Minds

This practical, very effective resource helps middle and high school teachers and curriculum leaders develop the skills to design instructional tasks and assessments that engage students in higher-level critical thinking, as recommended by the Common Core State Standards. Real examples of formative and summative assessments from a variety of content areas are included and demonstrate how to successfully increase the level of critical thinking in every classroom! This book is also an excellent resource for higher education faculty to use in undergraduate and graduate courses on assessment and lesson planning.

Assessing Critical Thinking in Middle and High Schools

Creativity and critical thinking are central to effective teaching and learning and have a significant impact on students' attainment, engagement, attendance and behaviour. This book draws on recent research and policy to provide teachers with a clear framework for understanding creativity and critical thinking and practically demonstrates how they can be incorporated into classroom practice.

Creativity and Critical Thinking

Contextual teaching and learning (CTL) is a system for teaching that is grounded in brain research. Brain research indicates that we learn best when we see meaning in new tasks and material, and we discover meaning when we are able to connect new information with our existing knowledge and experiences. Students learn best, according to neuroscience, when they can connect the content of academic lessons with the context of their own daily lives. Johnson discusses the elements of the brain-compatible contextual teaching and learning system: making meaningful connections; investing school work with significance; self-regulated learning; collaboration; critical and creating thinking; nurturing the individual; reaching high standards; and using authentic assessment. Drawing on the practices of teachers in kindergarten through university, Johnson provides numerous examples of how to use each part of the CTL system.

Contextual Teaching and Learning

Explores key topics in psychology, showing how they can be critically examined.

Sosiologi: Menyelami Fenomena Sosial di Masyarakat

In this highly accessible book, Alec Fisher shows students how they can develop a range of creative and critical thinking skills that are transferable to other subjects and contexts.

Think Smart Bahasa Indonesia

In this revolutionary book, a renowned computer scientist explains the importance of teaching children the basics of computing and how it can prepare them to succeed in the ever-evolving tech world. Computers have completely changed the way we teach children. We have Mindstorms to thank for that. In this book, pioneering computer scientist Seymour Papert uses the invention of LOGO, the first child-friendly programming language, to make the case for the value of teaching children with computers. Papert argues that children are more than capable of mastering computers, and that teaching computational processes like de-bugging in the classroom can change the way we learn everything else. He also shows that schools saturated with technology can actually improve socialization and interaction among students and between students and teachers. Technology changes every day, but the basic ways that computers can help us learn remain. For thousands of teachers and parents who have sought creative ways to help children learn with computers, Mindstorms is their bible.

Critical Thinking in Psychology

"This highly informative book provides a comprehensive guide to the teaching of thinking skills in primary and secondary education." Learning and Teaching Update It is now recognised that thinking skills, such as problem-solving, analysis, synthesis, creativity and evaluation, can be nurtured and developed, and education professionals can play a significant role in shaping the way that children learn and think. As a result, schools are being encouraged to make greater use of thinking skills in lessons and the general emphasis on cognition has developed considerably. This book offers a comprehensive introduction to thinking skills in education and provides detailed guidance on how teachers can support cognitive development in their classrooms. Developing Thinking; Developing Learning discusses how thinking programmes, learning activities and teachers' pedagogy in the classroom can fundamentally affect the nature of pupils' thinking, and considers the effects of the learning environment created by peers and teachers. It compares the nature, design and outcomes of established thinking programmes used in schools and also offers practical advice for teachers wishing to develop different kinds of thinking capabilities. This is an indispensable guide to thinking skills in schools today, and is key reading for education studies students, teachers and trainee teachers, and educational psychologists.

California Critical Thinking Disposition Inventory Specimen Kit

This revised version of a bestseller provides the ready-to-use assessment strategies foundational to differentiating instruction. Includes surveys, checklists, sample assignments, graphic organizers, and rubrics.

Critical Thinking

This guide promotes simultaneous teaching of creative and critical thinking and explores them as innately interrelated essential elements of learning. As part of the Thinker's Guide Library, it is a useful resource for teachers and administrators at every level, especially as they integrate critical and creating thinking into existing curricula.

Mindstorms

This important resource introduces a framework for 21st Century learning that maps out the skills needed to survive and thrive in a complex and connected world. 21st Century content includes the basic core subjects of reading, writing, and arithmetic-but also emphasizes global awareness, financial/economic literacy, and health issues. The skills fall into three categories: learning and innovations skills; digital literacy skills; and life and career skills. This book is filled with vignettes, international examples, and classroom samples that help illustrate the framework and provide an exciting view of twenty-first century teaching and learning. Explores the three main categories of 21st Century Skills: learning and innovations skills; digital literacy skills; and life and career skills Addresses timely issues such as the rapid advance of technology and increased economic competition Based on a framework developed by the Partnership for 21st Century Skills (P21) The book contains a video with clips of classroom teaching. For more information on the book visit www.21stcenturyskillsbook.com.

EBOOK: Developing Thinking; Developing Learning

First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

Differentiated Assessment Strategies

AECT Design & Development Outstanding Book Award for 2008! Design and Development Research thoroughly discusses methods and strategies appropriate for conducting design and development research. Rich with examples and explanations, the book describes actual strategies that researchers have used to conduct two major types of design and development research: 1) product and tool research and 2) model research. Common challenges confronted by researchers in the field when planning and conducting a study are explored and procedural explanations are supported by a wide variety of examples taken from current literature. Samples of actual research tools are also presented. Important features in this volume include: concise checklists at the end of each chapter to give a clear summary of the steps involved in the various phases of a project; an examination of the critical types of information and data often gathered in studies, and unique procedures for collecting these data; examples of data collection instruments, as well as the use of technology in data collection; and a discussion of the process of extracting meaning from data and interpreting product and tool and model research findings. Design and Development Research is appropriate for both experienced researchers and those preparing to become researchers. It is intended for scholars interested in planning and conducting design and development research, and is intended to stimulate future thinking about methods, strategies, and issues related to the field.

The Nature and Functions of Critical & Creative Thinking

Hands-on activities stimulate student thinking and further their analytical skills.

21st Century Skills

This volume collects recent studies conducted within the area of medical education that investigate two of the critical components of problem-based curricula--the group meeting and self-directed learning--and demonstrates that understanding these complex phenomena is critical to the operation of this innovative curriculum. It is the editors' contention that it is these components of problem-based learning that connect the initiating "problem" with the process of effective "learning." Revealing how this occurs is the task taken on by researchers contributing to this volume. The studies include use of self-reports, interviews, observations, verbal protocols, and micro-analysis to find ways into the psychological processes and sociological contexts that constitute the world of problem-based learning.

The Challenge of Problem-based Learning

A valuable guide on creativity and critical thinking to improve reasoning and decision-making skills Critical thinking skills are essential in virtually any field of study or practice where individuals need to communicate ideas, make decisions, and analyze and solve problems. An Introduction to Critical Thinking and Creativity: Think More, Think Better outlines the necessary tools for readers to become critical as well as creative thinkers. By gaining a practical and solid foundation in the basic principles that underlie critical thinking and creativity, readers will become equipped to think in a more systematic, logical, and imaginative manner. Creativity is needed to generate new ideas to solve problems, and critical thinking evaluates and improves an idea. These concepts are uniquely introduced as a unified whole due to their dependence on each other. Each chapter introduces relevant theories in conjunction with real-life examples and findings from cognitive science and psychology to illustrate how the theories can be applied in numerous fields and careers. An emphasis on how theoretical principles of reasoning can be practical and useful in everyday life is featured, and special sections on presentation techniques, the analysis of meaning, decision-making, and reasoning about personal and moral values are also highlighted. All chapters conclude with a set of exercises, and detailed solutions are provided at the end of the book. A companion website features online tutorials that further explore topics including meaning analysis, argument analysis, logic, statistics, and strategic thinking, along with additional exercises and multimedia resources for continued study. An Introduction to Critical Thinking and Creativity is an excellent book for courses on critical thinking and logic at the undergraduate and graduate levels. The book also serves as a self-contained study guide for readers interested in the topics of critical thinking and creativity as a unified whole.

Design and Development Research

Problem Based Learning in Health and Social Care offers a practical insight into the opportunities, benefits and challenges of using problem based learning (PBL) in health and social care education and also student directed learning (SDL) as a learning and teaching tool. It represents a collection of practical and emerging concepts in terms of how to do PBL and SDL and considers the practical barriers and solutions, challenges to self awareness and finally future potentialities and directions for learning.

Critical Thinking Skills Science

Assessment and Grading in Classrooms is particularly geared to the needs of classroom teachers, emphasizing sound approaches to gathering both formative and summative information about student achievement of classroom learning targets, interpreting standardized tests for classroom purposes, and using information from multiple sources to help students learn. Classroom examples and stories breathe life into the concepts presented in the text.

Problem-based Learning

This book presents essays by ten eminent psychologists, educators, and philosophers that unite classical and

modern theories of thought with the latest practical approaches to the learning and teaching of thinking skills.

PIRLS 2011 International Results in Reading

This book offers a new and promising way to support adults in Adult Basic Education (ABE) and English for speakers of other languages (ESOL) programs specifically, and learners in adult education, in general. Applying renowned Harvard University psychologist Robert Kegan's constructive-development theory, Drago-Severson depicts an in-depth investigation into how and why adults develop "ways of knowing" to better prepare them for their work in the 21st century. This book provides practical suggestions for applying Kegan's theory in adult education classrooms to enable teachers, curriculum developers, program designers, and policymakers to better respond to adult learners' strengths and learning needs.

An Introduction to Critical Thinking and Creativity

Why is metacognition gaining recognition, both in education generally and in science learning in particular? What does metacognition contribute to the theory and practice of science learning? *Metacognition in Science Education* discusses emerging topics at the intersection of metacognition with the teaching and learning of science concepts, and with higher order thinking more generally. The book provides readers with a background on metacognition and analyses the latest developments in the field. It also gives an account of best-practice methodology. Expanding on the theoretical underpinnings of metacognition, and written by world leaders in metacognitive research, the chapters present cutting-edge studies on how various forms of metacognitive instruction enhance understanding and thinking in science classrooms. The editors strive for conceptual coherency in the various definitions of metacognition that appear in the book, and show that the study of metacognition is not an end in itself. Rather, it is integral to other important constructs, such as self-regulation, literacy, the teaching of thinking strategies, motivation, meta-strategies, conceptual understanding, reflection, and critical thinking. The book testifies to a growing recognition of the potential value of metacognition to science learning. It will motivate science educators in different educational contexts to incorporate this topic into their ongoing research and practice.

Problem Based Learning in Health and Social Care

The teaching of problem solving begins the moment a child first enters school and the senior high school plays a major role in the development of this skill since a number of students terminate their formal education at the end of this period. This book combines suggestions for the teaching of problem solving with activities, problems, and strategy games that students find interesting as they gain valuable experiences in problem solving. Over 120 classroom-tested problems are included. Discussions in this volume include a definition of problem solving, heuristics, and how to teach problem solving. Also provided are collections of strategy games and nonroutine problems, including 35 reproducible blackline masters for selected problems and game boards; and a bibliography of 51 resources on problem solving. (CW)

Assessment and Grading in Classrooms

Encourage students to reflect on the processes of thinking, as well as practising thinking skills. *Thinking Skills* encourages students to reflect on the processes of thinking, as well as developing and practising thinking skills. It is divided into two sections: Critical thinking and Problem solving. As well as giving students a thorough grounding in these areas, the authors provide opportunities for students to analyse and evaluate arguments, analyse numerical and graphical information and develop a range of skills.

Teaching Thinking Skills

Peter Elbow's widely acclaimed and original theories on the writing process, set forth in *Writing Without*

Teachers and Writing With Power, have earned him a reputation as a leading educational innovator. Now Elbow has drawn together twelve of his essays on the nature of learning and teaching to suggest a comprehensive philosophy of education. At once theoretical and down-to-earth, this collection will appeal not only to teachers, administrators and students, but to anyone with a love of learning. Elbow explores the "contraries" in the educational process, in particular his theory that clear thinking can be enhanced by inviting indecision, incoherence, and paradoxical thinking. The essays, written over a period of twenty-five years, are engaged in a single enterprise: to arrive at insights or conclusions about learning and teaching while still doing justice to the "rich messiness" of intellectual inquiry. Drawing his conclusions from his own perplexities as a student and as a teacher, Elbow discusses the value of interdisciplinary teaching, his theory of "cooking" (an interaction of conflicting ideas), the authority relationship in teaching and the value of specifying learning objectives. A full section is devoted to evaluation and feedback, both of students and faculty. Finally, Elbow focuses on the need to move beyond the skepticism of critical thinking to what he calls "methodological belief"--an ability to embrace more than one point of view.

Becoming Adult Learners

Engaging and motivating students--especially the least motivated learners--is a daily challenge. But with the process of problem-based learning (PBL), any teacher can create an exciting, active classroom where students themselves eagerly build problem-solving skills while learning the content necessary to apply them. With problem-based learning, students' work begins with an ill-defined problem. Key to this problem is how it explicitly links something important in students daily lives to the classroom. This motivational feature is vital as students define the what, where, and how of resolving the problem situation. Problem-based learning may sound potentially chaotic and haphazard, but it rests on the firm foundation of a teacher's work behind the scenes. The teacher develops a problem long before students see it, specifically choosing the skills and content the problem will emphasize and matching those to curriculum and standards. Though a PBL problem will have no "right" answer, the teacher structures the experience so that specific learning takes place as students generate the problem-solving steps, research issues, and produce a final product. The teacher guides without leading, assists without directing.

Metacognition in Science Education

Formative evaluation is the process of reviewing of pilot stage courses in order to determine strengths and weaknesses before the programme of instruction is finalized. This text offers practical guidance on the main methods used to gather and analyze data on course effectiveness.

Problem Solving

This second edition of Project-Based Learning (PBL) presents an original approach to Science, Technology, Engineering and Mathematics (STEM) centric PBL. We define PBL as an "ill-defined task with a well-defined outcome," which is consistent with our engineering design philosophy and the accountability highlighted in a standards-based environment. This model emphasizes a backward design that is initiated by well-defined outcomes, tied to local, state, or national standard that provide teachers with a framework guiding students' design, solving, or completion of ill-defined tasks. This book was designed for middle and secondary teachers who want to improve engagement and provide contextualized learning for their students. However, the nature and scope of the content covered in the 14 chapters are appropriate for preservice teachers as well as for advanced graduate method courses. New to this edition is revised and expanded coverage of STEM PBL, including implementing STEM PBL with English Language Learners and the use of technology in PBL. The book also includes many new teacher-friendly forms, such as advanced organizers, team contracts for STEM PBL, and rubrics for assessing PBL in a larger format.

Thinking Skills

The PISA 2003 Assessment Framework presents the conceptual underpinning of the PISA 2003 assessments. Within each assessment area, the volume defines the content that students need to acquire, the processes that need to be performed and the contexts in which knowledge and skills are applied.

Embracing Contraries

This volume aims to help readers respond proactively and help to lead the way to collaborative learning in schools.

Creative Person and Creative Process

How to Use Problem-based Learning in the Classroom

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