

PERTEMUAN I



Kode Mata Kuliah	6715320445
Semester	4 (empat)
SKS	2 (dua)
Prodi/Fakultas	S1 Informatika / F.T

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Capaian Pembelajaran Mata Kuliah :

Setelah mengikuti proses pembelajaran mata kuliah *E-learning* mahasiswa dapat :

- Menjelaskan konsep, fungsi, manfaat dan berbagai model *e-learning* secara umum,
- Mengimplementasikan strategi dalam membangun salah satu model *e-learning*

Deskripsi Mata Kuliah :

- Mata kuliah ini membahas tentang konsep, fungsi, manfaat, berbagai model *e-learning* serta mengimplementasikan strategi dalam membangun salah satu model *e-learning*.

Bahan Kajian

1. Konsep e-learning
2. Fungsi dan Manfaat e-learning
3. Penyelenggaraan e-learning
4. Model e-learning

Referensi :

1. Pengembangan E-Learning:Teori dan Desain. Deni Darmawan.2014.Remaja Rosdakarya.Bandung.
2. Mozaik Teknologi Pendidikan:E-Learning.Salma, Dewi dkk.2013.Kencana Prenamedia.Jakarta.
3. *e-Learning and the Science of Instruction Proven Guidelines for Consumers and Designers of Multimedia Learning*. Clark, Ruth. Mayer, Richard E.2011.Pfeiffer.California.

What is learning ?



- Adalah tindakan untuk memperoleh suatu hal yang baru, atau memodifikasi bahkan menambah :

- ☐ pengetahuan,

- ☐ perilaku,

- ☐ keterampilan,

- ☐ nilai-nilai

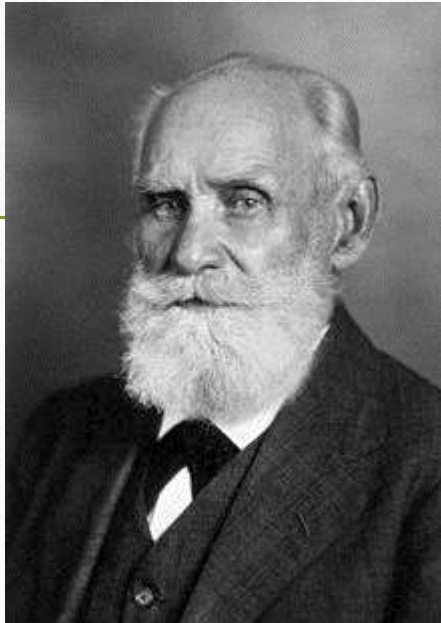
- melibatkan sintesis berbagai jenis informasi

TEORI BELAJAR

- Teori belajar behaviorisme,
- Teori belajar kognitivisme, dan
- Teori belajar konstruktivisme.

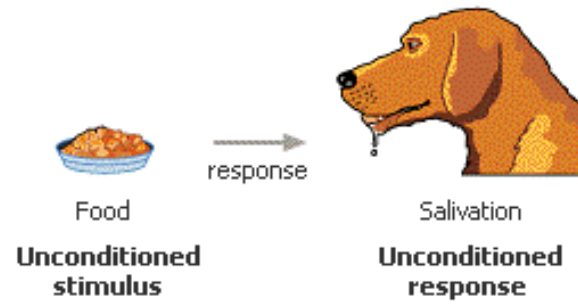
Teori belajar behaviorisme

- Behaviorisme merupakan salah satu aliran psikologi yang memandang individu hanya dari sisi fenomena jasmaniah, dan mengabaikan aspek aspek mental.
- Dengan kata lain, behaviorisme tidak mengakui adanya kecerdasan, bakat, minat dan perasaan individu dalam suatu belajar. Peristiwa belajar semata-mata melatih refleks-refleks sedemikian rupa sehingga menjadi kebiasaan yang dikuasai individu.
- Pavlov theory

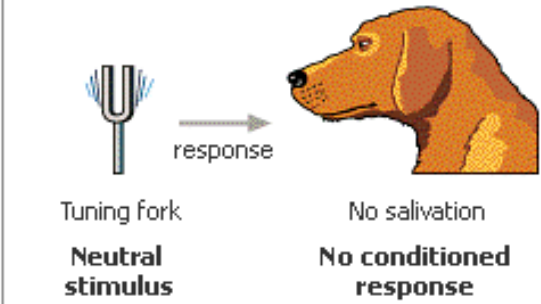


Ivan Pavlov

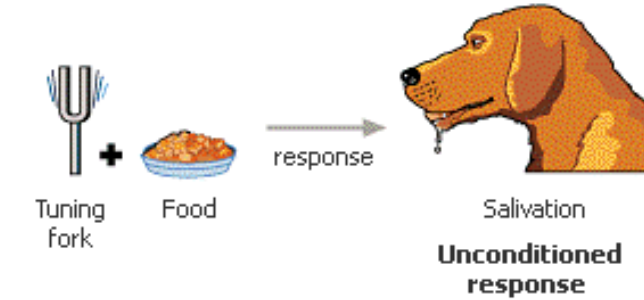
1. Before conditioning



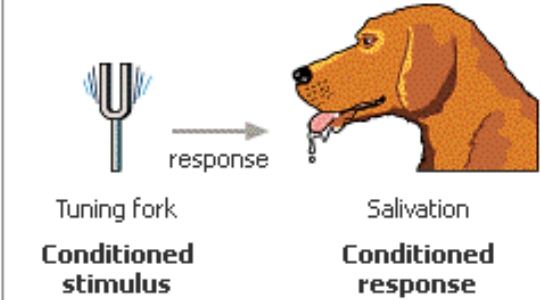
2. Before conditioning



3. During conditioning



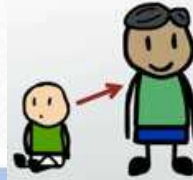
4. After conditioning



Teori belajar kognitivisme

- Model kognitif ini memiliki perspektif bahwa para peserta didik memproses informasi dan pelajaran melalui upayanya mengorganisir, menyimpan, dan kemudian menemukan hubungan antara pengetahuan yang baru dengan pengetahuan yang telah ada.
- Model ini menekankan pada bagaimana informasi diproses

Cognitive Development Theory



Jean Piaget (1896 - 1980)



Birth to 02 Years of Age

Sensorimotor Stage

First stage of child's mental development which mainly involves sensation and motor skills such as hear, sight, feel, taste, move, manipulate, bite, chew and so on



2 to 7 Years of Age

Preoperational Stage

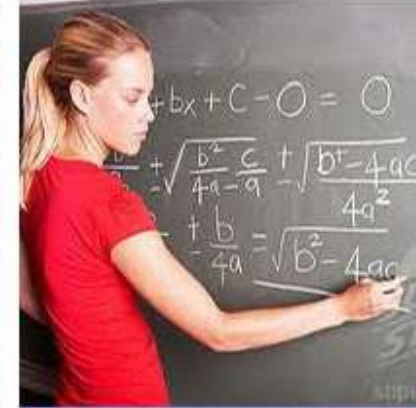
In this stage children use their mental ability to represent events and objects in a various ways like using symbols, gestures and even communication, and so on thus their logical reasoning are not yet organized or developed



7 to 11 Years of Age

Concrete-Operational Stage

At this stage the child becomes more stable, think operationally and use logical reasoning rather than intuitive thought



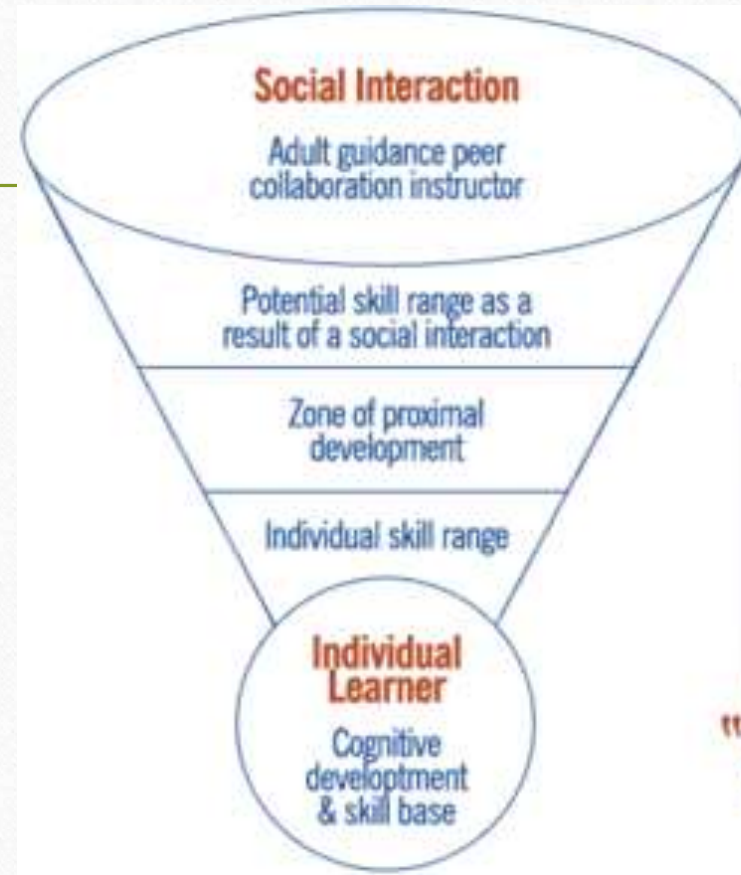
**11 Years of Age
Through Adulthood**

Formal-Operational Stage

Where children become more systematic and reasonable and they can not only reason of tangible objects and events but also they possess capability of reasoning and thinking in more abstract, hypothetical and idealistic ones

Teori Belajar Konstruktivisme

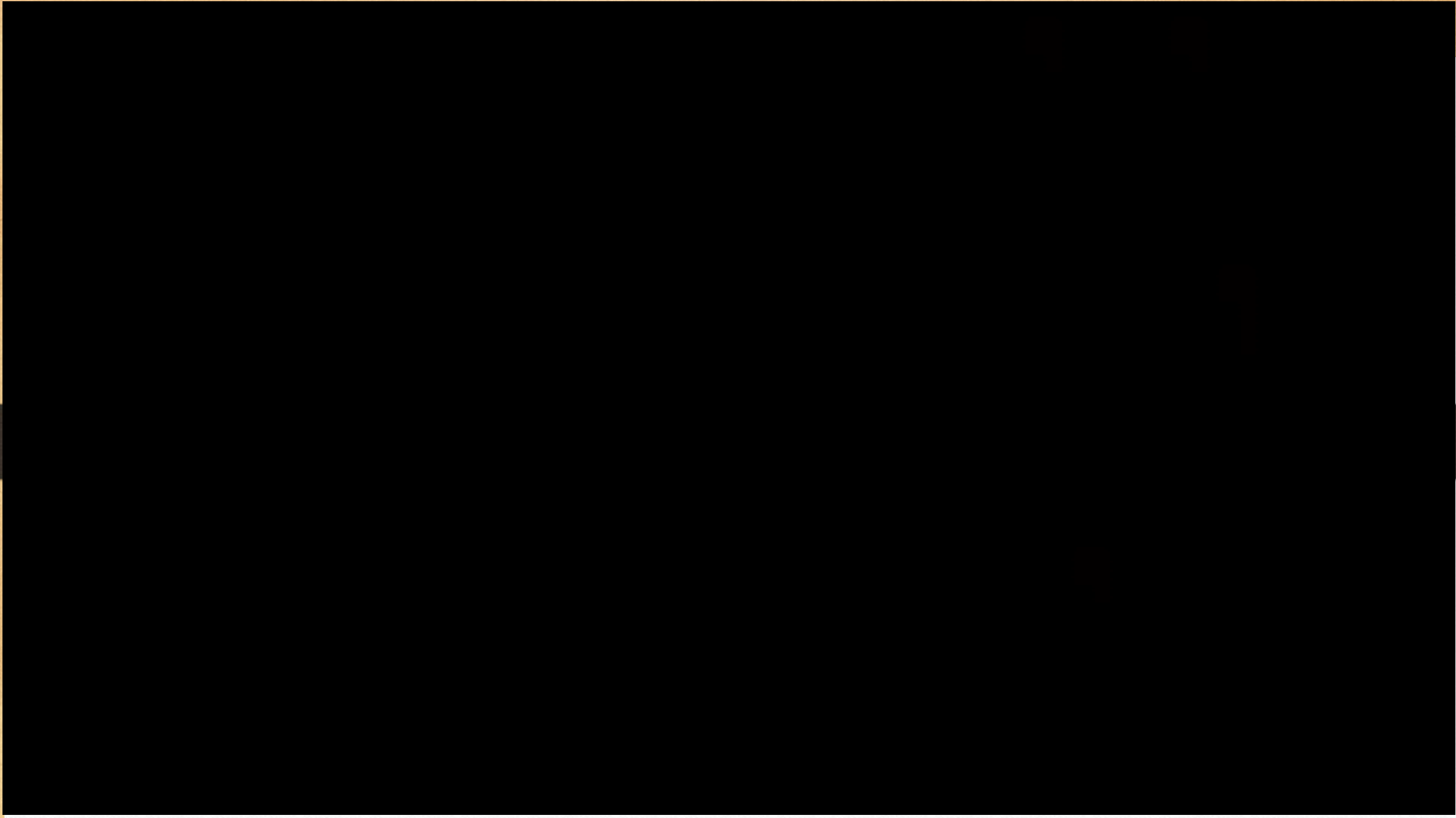
- Dengan teori konstruktivisme siswa dapat berfikir untuk menyelesaikan masalah, mencari idea dan membuat keputusan.
- Siswa akan lebih paham karena mereka terlibat langsung dalam membina pengetahuan baru, mereka akan lebih paham dan mampu mengaplikasikannya dalam semua situasi.
- Selain itu siswa terlibat secara langsung dengan aktif, mereka akan ingat lebih lama semua konsep.



“ Learning is cognitive
development through social
interactiobn ”

Lev Vygotsky

	Behaviourist	Cognitivist	Constructivist	Social constructivist
Learning	Stimulus and response	Transmitting and processing of knowledge and strategies	Personal discovery and experimentations	Mediation of different perspectives through language
Type of learning	Memorizing and responding	Memorizing and application of rules	Problem solving in realistic and investigative situations	Collaborative learning and problem solving
Instructional strategies	Present for practice and feedback	Plan for cognitive learning strategies	Provide for active and self-regulated learner	Provide for scaffolds in the learning process
Key concepts	Reinforcement	Reproduction and elaboration	Personal discovery generally from first principles	Discovering different perspectives and shared meanings





What is e-Learning ?



Definisi e-Learning - 1

- **Distance Education** is *instructional delivery* that does not constrain the student to be *physically present* in the same location as the instructor (**Ornager, UNESCO, 2003**).
- **Distance Learning** is a type of education where students on their own at home or at the office and communicate with faculty and other students via e-mail, electronic forums, videoconferencing and other forms of computer-based communication (**Webopedia, 2003**).

Definisi e-Learning - 2

- **Collaborative Learning** (CL) is a learning method with mutual engagement of participants in a coordinated effort to solve a problem together.
- **Problem-Based Learning** (PBL) is a learning method based on the principle of using problems as a starting point for the acquisition and integration of knowledge.

Definisi e-Learning - 3

- **Web-based courses**: courses available in the Web that can be accessed anytime, anywhere via internet and web browser (**Cathy A. Simpson, Northern Virginia Community College, 2003**).
- **E-Learning** is learning facilitated and supported through the use of information and communications technology (ICT) (**Martin Jenkins and Janet Hanson, Generic Center, 2003**).

Definisi

- e-learning merupakan suatu jenis belajar mengajar yang memungkinkan tersampainya bahan ajar ke siswa dengan menggunakan media Internet, Intranet atau media jaringan komputer lain (Darin E. Hartley, 2001:1)

