

ABSTRAK

Bellini, Kokho Joelio .2025.*Implementasi Model- model Pembelajaran Inovatif Mahasiswa Semester V Prodi Pendidikan Bahasa dan Sastra Indonesia FKIP Universitas Sanata Dharma dalam Mata Kuliah Pembelajaran Mikro* Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Model pembelajaran inovatif sangat diperlukan karena dapat menciptakan suasana kelas yang aktif dan efektif. Perkembangan zaman juga menuntut agar pendidikan terus berinovasi. Tujuan umum penelitian ini adalah mendeskripsikan implementasi model-model pembelajaran inovatif mahasiswa semester V PBSI dalam kelas mikro, tujuan khusus (1) kesesuaian antara praktik mengajar dengan modul ajar di kelas mikro, (2) interaksi kelas dalam praktik pembelajaran mikro, (3) proses pembelajaran inovatif di dalam kelas mikro, (4) mendeskripsikan kendala-kendala para mahasiswa saat mengikuti perkuliahan mikro.

Jenis penelitian ini adalah deskriptif kualitatif . Data dalam penelitian ini terdiri dari sintak pembelajaran inovatif dari modul ajar dalam pembelajaran mikro, rancangan dan aktivitas model pembelajaran inovatif dalam modul ajar, tuturan dalam video praktik mengajar para mahasiswa serta hasil wawancara. Teknik pengumpulan data dilakukan dengan dimulai dari observasi terhadap video praktek mengajar, menganalisis dokumen berupa modul ajar serta melakukan wawancara kepada para mahasiswa semester V.

Temuan umum, implementasi model-model pembelajaran inovatif oleh mahasiswa semester V Pendidikan Bahasa dan sastra Indonesia, berada pada kategori cukup sesuai, dengan rata- rata persentase 55%. Temuan khusus (1) kesesuaian praktik mengajar dengan modul ajar berada pada kategori cukup sesuai dengan rata-rata mencapai 55%, (2) interaksi kelas dalam pembelajaran mikro memperlihatkan interaksi dua arah dan dilakukan oleh 51,3% praktikan, (3) proses pembelajaran inovatif dikelas berada dikategori cukup sesuai dengan rata-rata 63%, (4) kendala-kendala yang dialami oleh para mahasiswa sebagian besar berasal dari dalam diri mereka sendiri seperti kurangnya pemahaman terhadap model pembelajaran inovatif dan kurangnya rasa percaya diri.

Kata kunci : pembelajaran inovatif, modul ajar, pembelajaran mikro, praktik mengajar

ABSTRACT

Bellini, Kokho Joelio .2025. Implementation of Innovative Learning Models of Semester V Students of Indonesian Language and Literature Education Study Program, FKIP, Sanata Dharma University in the Micro Learning Course of Thesis. Yogyakarta: Indonesian Language and Literature Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Sanata Dharma University.

Innovative learning models are very necessary because they can create an active and effective classroom atmosphere. The development of the times also demands that education continues to innovate. The general objective of this study is to describe the implementation of innovative learning models of fifth semester PBSI students in micro classes, specific objectives (1) the suitability between teaching practices and teaching modules in micro classes, (2) class interactions in micro learning practices, (3) innovative learning processes in micro classes, (4) describing the obstacles faced by students when attending micro lectures..

This type of research is descriptive qualitative. The data in this study consists of innovative learning syntax from the teaching module in micro learning, the design and activities of innovative learning models in the teaching module, utterances in the teaching practice videos of students and the results of interviews. The data collection technique was carried out by starting from observation of teaching practice videos, analyzing documents in the form of teaching modules and conducting interviews with fifth semester students.

General findings, the implementation of innovative learning models by fifth semester students of Indonesian Language and Literature Education, is in the category of quite appropriate, with an average percentage of 55%. Specific findings (1) the suitability of teaching practices with teaching modules is in the category of quite appropriate with an average of 55%, (2) class interactions in micro learning show two-way interactions and are carried out by 51.3% of practitioners, (3) the innovative learning process in class is in the category of quite appropriate with an average of 63%, (4) the obstacles experienced by students mostly come from within themselves such as a lack of understanding of innovative learning models and a lack of self-confidence.

Keywords: *innovative learning, teaching modules, micro-learning, teaching practice*