

# PROGRAM TAHUNAN

SEKOLAH : .....

KELAS/SEMESTER : III / 1 & 2

TAHUN PELAJARAN : .....

| SMT           | NO                  | TEMA  | SUBTEMA  | ALOKASI WAKTU (ME) |
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|               |                     |   | 4. Pertumbuhan dan Perkembangan Tumbuhan               | 1                  |
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|               |                     |   | 4. Menyayangi Hewan                                    | 1                  |
|               | 3                   | Benda di Sekitarku                          | 1. Aneka Benda di Sekitarku                            | 1                  |
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|               |                     |   | 3. Perubahan Wujud Benda                               | 1                  |
|               |                     |   | 4. Keajaiban Perubahan Wujud di Sekitarku              | 1                  |
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|               |                     |   | 2. Perkembangan Teknologi Produksi Sandang             | 1                  |
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|               |                     |   | 4. Perkembangan Teknologi Transportasi                 | 1                  |
| 8             | Praja Muda Karana   | 1. Aku Anggota Pramuka                      | 1  |                    |
|               |                     | 2. Aku Anak Mandiri                         | 1  |                    |
|               |                     | 3. Aku Suka Berpetualang                    | 1  |                    |
|               |                     | 4. Aku Suka Berkarya                        | 1  |                    |
| <b>JUMLAH</b> |                     |   |  | <b>32</b>          |

# Program Tahunan Dan Program Semester

**Sumersib Anwar**



## **Program Tahunan Dan Program Semester:**

**Perencanaan Pembelajaran di Sekolah : Teori dan Implementasi** Saringatun Mudrikah, Muhammad Rizal Pahleviannur, Miftahus Surur, Nani Rahmah, Merri Natalia Siahaan, Fadela Septi Wahyuni, Zakaria, Ratna Widyaningrum, Dian Saputra, Ema Butsi Prihastari, Shefa Dwijayanti Ramadani, Ria Nurhayati, 2021-11-10 Buku dengan judul Perencanaan Pembelajaran di Sekolah Teori dan Implementasi merupakan buku ajar yang disusun sebagai media pembelajaran sumber referensi dan pedoman belajar bagi mahasiswa. Buku ini juga akan memberikan informasi secara lengkap mengenai materi apa saja yang akan mereka pelajari yang berasal dari berbagai sumber terpercaya yang berguna sebagai tambahan wawasan mengenai bab-bab yang dipelajari tersebut. Pokok-pokok bahasan dalam buku ini mencakup: 1. Konsep Dasar Perencanaan Pembelajaran 2. Model Perencanaan Pembelajaran 1. Model Assure Model Kemp dan Model Arcs 3. Model Perencanaan Pembelajaran 2. Model Dick And Carey Model Addie 4. Analisis Kurikulum 2013 5. Analisis Materi Pembelajaran 6. Program Tahunan dan Program Semester 7. Pemilihan Model Strategi Metode dan Teknik Pembelajaran 8. Rancangan Penilaian 9. Pengembangan Media Pembelajaran 10. Pengembangan Lembar Kerja Peserta Didik 11. Pengembangan Silabus 12. Pengembangan Rencana Pelaksanaan Pembelajaran RPP

**PERENCANAAN PROGRAM PEMBELAJARAN PENDIDIKAN ANAK USIA DINI** Rohmiati Rohmiati, Ridwan Y. Deluma, Sitti Salma, Nurlina Nurlina, 2023-12-01 Perencanaan pembelajaran merupakan langkah awal dalam proses pembelajaran. Buku ini mengulas tentang hakikat belajar dan pembelajaran anak usia dini, teori-teori pembelajaran anak usia dini, pembelajaran sebagai sebuah sistem, hakikat perencanaan pembelajaran PAUD dan lain sebagainya. Buku ini ditulis dengan bahasa yang ringan sehingga mudah dipahami oleh pembaca. Buku ini diperuntukkan bagi mahasiswa Pendidikan Anak Usia Dini PAUD dan Pendidikan Islam Anak Usia Dini PIAUD, guru dan praktisi pendidikan anak usia dini. Perencanaan pembelajaran merupakan langkah awal dalam sebuah proses pembelajaran. Perencanaan pembelajaran berperan penting bagi guru dalam melaksanakan tugasnya sebagai pendidik sekaligus fasilitator demi tercapainya kebutuhan pendidikan. Dalam hal ini terdapat keunikan dan kekhasan tersendiri dari pembelajaran Pendidikan Anak Usia Dini PAUD yang membedakannya dengan tingkat pendidikan lain. Buku Perencanaan Pembelajaran Pendidikan Anak Usia Dini ini dituangkan dalam 8 bab yang terdiri dari konsep pengertian anak usia dini, teori pembelajaran anak usia dini, konsep dasar perencanaan pembelajaran anak usia dini, asesmen anak usia dini, metode pembelajaran anak usia dini, pengelolaan kelas anak usia dini, kurikulum anak usia dini, manajemen data dan informasi dan penyusunan materi sumber belajar dan pengembangan rencana pembelajaran.

**Dasar Pengembangan Kurikulum Sekolah Dasar** Yayah Huliatusisa, dkk, 2022-06-01 Pengembangan kurikulum bersifat menyeluruh, komprehensif yang mencakup suatu perencanaan, penerapan dan hasil akhir atau evaluasi. Perencanaan kurikulum adalah langkah awal untuk pelaku kurikulum untuk mencapai perencanaan yang akan diterapkan oleh guru dan peserta didik. Hasil akhir yang diperoleh dari perencanaan kurikulum adalah evaluasi kurikulum yang tujuannya untuk melihat sejauh mana perencanaan yang

diterapkan oleh guru sebagai pengajar dan peserta didik yang memiliki tujuan untuk lebih baik dengan peringkat program yang telah dilaksanakan Dalam pengembangan kurikulum orang-orang yang terlibat bukan hanya yang terkait langsung dengan dunia pendidikan tetapi ada orang-orang dari luar pendidikan dan juga masyarakat yang peduli pendidikan Realita dalam masyarakat yang meliputi keberagaman sosial aspirasi politik keadaan ekonomi merupakan faktor penting dalam pengembangan kurikulum Tetapi realita keberagaman tersebut tidak digunakan sebagai landasan untuk guru dalam mengembangkan kurikulum Padahal keberagaman ini memberikan pengaruh kepada guru dalam mengembangkan kurikulum lembaga pendidikan untuk melayani pengalaman pengajaran dan kemampuan peserta didik dalam proses belajar untuk dapat mengolah informasi sebagai hasil belajar

*Pengajaran Remedial* Silfia Ilma, Fitri Wijarini, Aidil Adhani, Ibrahim, 2025-04-16 Pembelajaran saat ini harus mampu memberikan bekal yang mumpuni bagi siswa untuk menghadapi tantangan globalisasi Pengetahuan dan keterampilan menjadi hal fundamental yang harus dimiliki siswa Untuk mencapai hal tersebut ada proses pembelajaran yang harus dilalui Namun proses pembelajaran terkadang tidak mampu melingkupi seluruh kemampuan siswa Beberapa siswa ada yang tertinggal dan tidak memenuhi standar minimal Buku ini hadir sebagai panduan bagi pembaca untuk pelaksanaan pengajaran remedial Pengajaran remedial sejatinya dilakukan untuk membantu siswa mencapai tujuan pembelajaran Diagnosis kesulitan belajar siswa perlu dilakukan sebelum melakukan pengajaran remedial Setelah mengetahui kesulitan belajar siswa guru dapat merancang pengajaran remedial yang tepat Pengajaran remedial memiliki fungsi korektif pemahaman penyesuaian pengayaan dan akselerasi Pengajaran remedial tidak serta dilakukan dengan memberikan soal-soal kepada siswa Dalam pengajaran remedial ada proses pembelajaran yang harus dilalui siswa untuk memahami konsep

*Jurnal Pendidikan Konvergensi* Qosmedia Team, Jurnal Pendidikan KONVERGENSI ini merupakan jurnal penelitian yang mewadai hasil penelitian tindakan kelas yang dilakukan oleh guru-guru di seluruh Indonesia Terbit empat kali setahun pada bulan Juli Oktober Januari dan April Berisi artikel yang diangkat dari hasil penelitian maupun gagasan pemikiran dalam rangka pengembangan pendidikan dan pengajaran di pendidikan dasar pendidikan menengah maupun jenis pendidikan lainnya Pada Edisi 30 Volume ketujuh ini memuat dua belas hasil penelitian dari guruguru dari berbagai daerah dengan latar belakang disiplin ilmu yang berbeda-beda sehingga menghasilkan berbagai macam hasil penelitian yang berbeda-beda pula

**Belajar dan Pembelajaran - Rajawali Pers** Ida Bagus Made Astawa, 2021-05-21 Standardisasi Kompetensi Kepala Sekolah Kompri, M.Pd.I., 2017-01-01 Dunia pendidikan saat ini terutama lembaga pendidikan formal atau persekolahan dihadapkan pada suatu era persaingan yang semakin ketat Banyak sekolah melakukan perubahan-perubahan dalam organisasinya untuk meningkatkan kinerja sekolah Saat ini proses perubahan dalam lembaga sekolah berkembang dari perbaikan kualitas menjadi manajemen perbaikan dan perubahan Kepala sekolah dalam hal ini merupakan sumber daya atau aset yang sangat penting bagi sekolah dalam memenangkan persaingan terhadap sekolah kompetitor Salah satu faktor penting dalam sistem manajemen sumber daya manusia sekolah

agar dapat membangun sistem yang sesuai untuk mencapai kinerja sekolah dibutuhkan profil kompetensi jabatan Kemajuan sekolah akan lebih penting bila orang memberikan atensinya pada kiprah kepala sekolah karena alasan alasan sebagai berikut Pertama kepala sekolah merupakan tokoh sentral pendidikan Hal ini dikarenakan bahwa kepala sekolah sebagai fasilitator bagi pengembangan pendidikan sebagai pelaksana suatu tugas yang syarat dengan harapan dan pembaruan Kemasan cita cita mulia pendidikan secara tidak langsung juga diserahkan kepada kepala sekolah Begitu pula optimisme para orang tua yang terkondisikan pada kepercayaan menyekolahkan anak anaknya pada sekolah tertentu tidak lain karena menggantungkan cita citanya pada kepala sekolah Kedua sekolah adalah sebagai suatu komunitas pendidikan yang membutuhkan seseorang pemimpin untuk mendayagunakan potensi yang ada dalam sekolah Pada tingkatan ini kepala sekolah sering dianggap identik bahkan telah dikatakan bahwasanya wajah sekolah ada pada kepala sekolah Peran kepala sekolah di sini bukan hanya sebagai seorang akumulator melainkan juga sebagai konseptor manajerial yang bertanggung jawab pada kontribusi masing masing demi efektivitas dan efisiensi kelangsungan pendidikan Keunggulan dan kualitas suatu sekolah dipengaruhi oleh berbagai variabel variabel kompetensi kepala sekolah memiliki posisi yang sangat penting kualitas kompetensi kepala sekolah akan memengaruhi efektivitas sekolah dan menciptakan lingkungan sekolah yang kondusif yaitu lingkungan belajar yang memotivasi para anggota sekolah untuk mengembangkan potensi kreativitas dan inovasi Hanya kepala sekolah yang memiliki kompetensi tinggi yang akan memiliki kinerja yang memberi teladan menginspirasi dan memberdayakan kondisi ini akan mendorong perubahan yang bermasyarakat relevan efektif biaya serta diterima oleh staf murid dan masyarakat Dengan demikian seperti apa kepala sekolah yang berkompotensi tinggi itu maka buku ini adalah jawabannya Di dalam buku ini Anda akan menemukan solusi untuk usaha ke arah standardisasi kompetensi bagi kepala sekolah sesuai kebutuhan dunia modern dan kearifan lokal masyarakat Indonesia Persembahan penerbit Kencana PrenadaMedia

Laporan Pelaksanaan Program Tahunan Departemen Pendidikan dan Kebukayaan Indonesia. Departemen Pendidikan dan Kebudayaan,1977

**Ke arah paradigma baru pendidikan** Zainuddin Maliki,2005

Edukasi ,2018

Study and teaching on Islam and Islamic studies in Indonesia research reports

**Perencanaan pengajaran** Ishak Wanto Talibo,2013

On teaching planning in Indonesian schools

Jurnal penelitian agama ,2007

Pengantar kepada administrasi dan supervisi pendidikan Agus F. Tangyong,1976

Kajian dan perumusan satuan biaya pendidikan menurut jenjang dan satuan pendidikan di Kalimantan Selatan Sessi Rewetty Rivilla,2013

**The 1st Annual Conference on Madrasah Teachers (ACoMT)** Imam Machali,Hafidz Aziz,2018

Proceedings the 3rd International Conference on Education in Muslim Society (ICEMS) 2017 Maila Dinia Husni Rahiem,2018

**Ketuntasan belajar dalam pembelajaran PAI di SMA Sumersib Anwar,2009**

**Kelas VII (1), semester I & II (per-mata pelajaran** I Wayan A. S.,2008

**Spektrum baru pendidikan madrasah** ,2010

Development of Islamic education in Indonesia

**Mengawal garuda muda di negeri seberang** ,2017

Account of Indonesian teacher who teach elementary Indonesian children in Tawau and

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