

Continuum Period (all times)	12:00-1:30
Break	1:30
Continuum Period	2:00-3:30
Continuum Period (all times)	4:00-5:30

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Kompetensi mudi Diklat	Indikator Pencapaian Kompetensi mudi	Submateri Pokok	Kegiatan Pembelajaran	Pemilihan	Alat/Bahan/ Sumber	Penyusunan dan Pelaksanaan
1.1.1 Menjelaskan konsep dan definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi	- Definisi ilmu ekonomi - Definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi
1.1.2 Menjelaskan definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi	- Definisi ilmu ekonomi - Definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi	- Menjelaskan definisi ilmu ekonomi - Menjelaskan definisi ilmu ekonomi

Silabus Ekonomi Sma Kelas

I Wayan A. S.



Silabus Ekonomi Sma Kelas:

Silabus program pembelajaran SMA/MA I Wayan A. S.,2008 **Konsep Dasar IPS** Toni Nasution, M.Pd,Maulana Arafat Lubis, M.Pd,2018-08-24 Belajar dalam Islam menjadi sebuah kewajiban bagi setiap Muslim Belajar dari berbagai negara yang tergolong maju setidaknya ada dua pelajaran penting yang harus menjadi pelajaran bagi bangsa Indonesia yaitu menciptakan pemerintahan yang bersih dan pendidikan yang bagus clean governance and good education Tantangan di era globalisasi tentunya memberikan semangat baru bagi dunia pendidikan Melihat perkembangan zaman yang semakin pesat harusnya para praktisi pendidikan semakin menunjukkan integritasnya dengan menghasilkan beberapa karya tulis yang dapat menjadi acuan dalam dunia pendidikan Perubahan kurikulum yang semakin berkembang hingga kini lahirnya kurikulum di perguruan tinggi berbasis Kerangka Kualifikasi Nasional Indonesia KKNI sebagai acuan untuk menciptakan generasi generasi emas yang berkompeten bukan hanya dalam ilmu pengetahuan tapi keterampilan dan karakter yang dapat ditunjukkan dalam perilaku sehari-hari Berkembangnya kurikulum harusnya dapat mengembangkan kreativitas tenaga pendidik dalam memajukan pendidikan di Indonesia agar tidak tertinggal dari negara-negara maju dan berkembang lainnya Ilmu Pengetahuan Sosial IPS diharapkan mampu mengembangkan kemampuan bersosial pada setiap individu kesadaran akan bermasyarakat dan tentunya kemampuan berbangsa dan bernegara dengan baik Faktanya kesadaran individu dalam memaknai kehidupan bersosial masih sangat disayangkan hal ini dapat dilihat dari merosotnya karakter warga negara yang tidak mempunyai kesadaran untuk berbangsa dan bernegara Sikap acuh tak acuh menjadi hal yang biasa dalam bermasyarakat Salah satu upaya dalam mengatasi permasalahan permasalahan tersebut dapat dilakukan dengan cara penyampaian konsep dan teori ilmu pengetahuan sosial pada lembaga pendidikan **Guru & Pendidikan Kita** Drs. Hamrin, M.M.Pd.,2011-01-01 Buku yang tengah berada di tangan pembaca ini merupakan hasil eksplorasi nyata berdasarkan data dan fakta tentang guru di lapangan yang tentunya berkaitan erat dengan dunia pendidikan kita Materi buku ini banyak diambil dari hasil tulisan penulis di koran lokal yang juga diakses lewat internet di mana setiap terbitnya sedikit sekali mendapat tanggapan dari kalangan pendidikan dengan alasan belum baca dan ada yang sudah baca tetapi enggan berdiskusi Oleh karena itu penulis mencoba mengumpulkan kembali tulisan-tulisan itu untuk dirakit menjadi sebuah buku Agar kajian lebih tajam dan ada kandungan teorinya penulis melengkapi kumpulan artikel ini dengan penambahan materi dari beberapa Koran nasional dan teori dari buku **Manajemen Pendidikan Aplikasi, Strategi, dan Inovasi** Jejen Musfah,2018-01-03 Buku ini merupakan hasil penelitian yang dilakukan penulis dari beberapa tema dan sasaran penelitian Cakupan kajiannya tidak hanya seputar permasalahan dalam lingkup pendidikan formal di tingkat sekolah dan madrasah tetapi juga Perguruan Tinggi PT Selain itu juga dikaji permasalahan di lingkup pendidikan nonformal yaitu pesantren dan homeschooling Harapannya buku ini dapat membuka cakrawala pengetahuan tentang masalah-masalah pendidikan khususnya bidang manajemen pendidikan Secara khusus buku ini diperuntukkan bagi 1 Mahasiswa dan dosen S 1 S 2 dan S 3 pada matakuliah

Manajemen Pendidikan di Program Studi Manajemen Pendidikan 2 Mahasiswa S 1 S 2 dan S 3 pendidikan pada umumnya 3 Penyelenggara dan pimpinan pendidikan di level dasar menengah dan tinggi 4 Peneliti bidang kebijakan dan praksis pendidikan 5 Pejabat pemerintah bidang pendidikan sebagai bahan pengambilan kebijakan Buku Persembahan Penerbit PrenadaMediaGroup *Pendidikan Toleransi Sasak Muslim Bali Hindu di Kota Mataram* Lalu Khothibul Umam, 2021-03-31 Penelitian ini bertujuan untuk menganalisis model pendidikan toleransi di SMA Kota Mataram dengan pendekatan fenomenologi dan sosiologi hasil temuan penelitian ini membuktikan bahwa kebersamaan peserta didik tanpa membedakan latar belakang keagamaan dalam pelaksanaan kegiatan ekstra dan intra kurikuler di sekolah akan menghasilkan kohesifitas kesatuan dan toleransi dalam keragaman masing masing siswa Berbagai aktifitas keagamaan seperti perayaan Maulid Nabi Hari Raya Idul Fitri Idul Adha dan berpartisipasi dalam MTQ bagi peserta didik yang beragama Islam Perayaan Hari Raya Nyepi Galungan Kuningan Saraswati Perang Topat dan Pujawali bagi peserta didik yang beragama Hindu dapat dilakukan oleh masing masing siswa namun tetap dalam batas kerja sama dalam aspek kebudayaan dan tidak terlibat secara langsung dalam ritual keagamaan aktifitas ini dapat menciptakan kerukunan dalam kehidupan beragama bermasyarakat berbangsa dan bernegara Model pembelajaran di SMA Darul Falah SMAK Kesuma dan SMAN 3 Mataram yakni Model pembelajaran tindh Direct instruksion model pembelajaran maliq dan merang Cooperative learning dan model pembelajaran kesolahan diaplikasikan dalam bentuk sangkep dan gundem Contextual teaching and learning Semua model pembelajaran tersebut terpusat pada peserta didik Contruktivis learning Hasil kajian penelitian ini sependapat dengan teori pendidikan yang telah dikemukakan oleh John Dewey 1986 William Glasser 1988 Herbert Kohl Neil Postman 1991 Ivan Illich 1993 yang mengatakan bahwa perubahan seseorang individu sangat ditentukan oleh pengalaman pribadi Personal experience proses belajar yang dilakukan di sekolah dalam bentuk kegiatan intrakurikuler dan ekstrakurikuler dan tidak berhubungan dengan lingkungan keluarga dan atau lingkungan masyarakat tempat tinggalnya Penelitian ini tidak sependapat dengan teori kaum humanisme pendidikan yang telah dikemukakan oleh Habermas 1995 Richard H Dees 1996 Lickona 1996 dan Donna Hicks 1997 yang mengatakan bahwa perubahan seseorang atau individu sangat ditentukan oleh keluarga dan lingkungan masyarakat tempat tinggalnya Mereka semua cenderung mendefinisikan pendidikan dalam arti mahaluas hasil penelitian ini juga tidak mendukung pendapat HAR Tilaar bahwa hampir sebagian besar waktu peserta didik berada di rumah bukan di lembaga pendidikan formal seperti di sekolah *Kurikulum 2004 sekolah menengah atas (SMA): Matematika. Fisika. Kimia. Biologi. Teknologi informatika & komunikasi. Sejarah. Kewarganegaraan. Pendidikan jasmani* ,2005 MANAJEMEN PENGEMBANGAN KURIKULUM PENDIDIKAN ISLAM Akhmad Fauzi | Akhmad Haries Yulianto | M. Abdur Rauf | Mohammad Erliyanto | Muhlis | Sulhan Hadi | Zafilul Umam | Fitriana Sa'rani S.Pd | Indah Kusharyati, S.Pd.SD. | Hj. Istibsyaroh, S.Ag | Annisa Angraini, S.Pd, 2025-10-30 Buku berjudul Manajemen Pengembangan Kurikulum Pendidikan Islam ini hadir sebagai bentuk kontribusi dalam memperkaya khazanah keilmuan di bidang pendidikan Islam khususnya mengenai

bagaimana pengelolaan dan pengembangan kurikulum yang adaptif relevan dan berlandaskan nilai nilai Islam Kurikulum merupakan jantung dari sistem pendidikan dan pengembangannya tidak bisa dilepaskan dari dinamika sosial budaya dan kebutuhan zaman Oleh karena itu pengelolaan yang tepat dan berkesinambungan menjadi sebuah keharusan Dalam buku ini dibahas secara sistematis berbagai konsep dasar pendekatan prinsip serta strategi dalam manajemen pengembangan kurikulum pendidikan Islam Diharapkan buku ini dapat menjadi referensi bagi para akademisi pendidik mahasiswa serta praktisi pendidikan Islam dalam memahami dan mengimplementasikan pengembangan kurikulum secara efektif dan berorientasi pada pembentukan insan kamil

Jurnal Pendidikan EMPIRISME ,2017-12-02 Jurnal Pendidikan EMPIRISME Edisi Desember 2017 Mingguan hidup ,2004-04 **MANAJEMEN KEPEMIMPINAN KEPALA SEKOLAH** Dian Rostikawati, S.E., M.M., MANAJEMEN KEPEMIMPINAN KEPALA SEKOLAH *Pedoman model penilaian kelas* ,2006

Berita Idayu Bibliografi ,1982 Model Silabus: Ekonomi Sekolah Menengah Atas , *Standar kompetensi lulusan dan prosedur operasi standar ujian akhir sekolah berstandar nasional SD/MI/SDLB* ,2008

Unveiling the Magic of Words: A Report on "**Silabus Ekonomi Sma Kelas**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Silabus Ekonomi Sma Kelas**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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