

RENCANA PELAKSANAAN PEMBELAJARAN

Guru Pengampu : Khilyatun Nisa', S.Pd
Satuan Pendidikan : SMA Negeri 2 Pulau Rimau
E-mail : khil.nisa24@gmail.com
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X Genap
Materi Pokok : **SMA RECOUNT TEXT (Ki Hadjar Dewantara)**
Alokasi Waktu : 1 X 10 Menit (1 Pertemuan)

A. Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif, sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.	3.7.1. Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 3.7.2. Menyebutkan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah 3.7.3. Membedakan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah, sesuai dengan konteks penggunaannya.

C. TUJUAN PEMBELAJARAN

Pertemuan Pertama

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

- Memahami fungsi sosial teks recount mengenai Ki Hadjar Dewantara.
- Memahami kelengkapan dan keruntutan struktur teks biographical recount secara umum.

D. Materi Pembelajaran

1. Materi pembelajaran regular

a. Fakta

Teks recount mengenai Ki Hadjar Dewantara

b. Konsep

✦ Mendeskripsikan teks recount mengenai Ki Hadjar Dewantara

c. Prinsip

✦ Mengidentifikasi teks recount mengenai Ki Hadjar Dewantara

d. Prosedur

✦ Menyusun teks recount mengenai Ki Hadjar Dewantara

2. Materi pembelajaran pengayaan

Memahami unsur kebahasaan adverbial penghubung waktu: first, then, after that, before, when, at last, finally, dsb

3. Materi pembelajaran remedial

Fungsi sosial teks tentang teks recount mengenai Ki Hadjar Dewantara

E. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Memberi salam, berdo'a dan mengondisikan suasana belajar yang menyenangkan;
2. Menyampaikan tujuan pembelajaran yang akan dicapai; [RPP CGP biograph ppt.pptx](#)
3. Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan
4. Menyampaikan lingkup dan teknik penilaian yang akan digunakan.

Kegiatan Inti

1. Peserta didik diberikan **Recount Text** mengenai **Ki Hadjar Dewantara** berupa teks untuk mengenal sifat dari teks **Biography**;
2. Peserta didik setelah melihat stimulan, peserta didik mengajukan pertanyaan-pertanyaan;
3. Peserta didik menentukan keruntutan struktur teks recount mengenai **Ki Hadjar Dewantara**.

Kegiatan Penutup

1. Membuat kesimpulan pelajaran;
2. Memberikan umpan balik terhadap proses dan hasil pembelajaran; dan
3. Mempersiapkan diri untuk materi yang akan datang.

A. PENILAIAN

- Penilaian Sikap : Observasi keaktifan dalam kegiatan belajar.
Pengetahuan : Tes Tertulis dengan mengerjakan soal yang berkaitan dengan **Biografi**.
Keterampilan : Unjuk kerja dengan keterampilan keruntutan dan kelengkapan stuktur teks dalam **Biografi Ki Hadjar Dewantara**.

Mengetahui,
Kepala Sekolah


Drs. SUDIRMAN SAMOSIR
NIP. 19681216 199703 1 003

Selat Penuguan, Juli 2021
Guru Mata Pelajaran Bahasa Inggris


KHILYATUN NISA', S.Pd
NIP. –

Lampiran

LK I:

Life and Times of Ki Hadjar Dewantara (Raden Mas Suwardi Suryaningrat)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the “Father of Education” in Indonesia, Ki Hadjar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fiber, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.

Ki Hadjar Dewantara was born in the royal family of Yogyakarta on 2 May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for rights of Indonesians during Dutch and Japanese colonial eras.

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but due to health reasons he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of Budi Utomo and the Indiesche Party, which were both important in the early development of the pergerakan, the “movement” that grew up with a nascent Indonesian national political consciousness.

As Ki Hadjar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and in Taman Siswa he drew some inspiration from Tagore's Shantiniketan.

He was exiled between 1913 and 1919 following the publication of two of his articles: “Als ik eens Nederlander” (If I was a Dutchman) and “Eén voor allen en allen voor één” (One for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate.

Following his return, he focused more on cultural and educational efforts paving way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from clutches of colonization. He played a leading role in establishing “National Onderwijs Institut Taman Siswa” in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

1. Ing Ngarsa Sung Tuladha (the one in front sets example).
2. Ing Madya Mangun Karsa (the one in the middle builds the spirit and encouragement).
3. Tut Wuri Handayani (the one at the back gives support) (indonotes.wordpress.com).

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as National Education Day. His portrait was on 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2 President of Indonesia on 28 November 1959.

Ki Hadjar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hadjar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.

Task:

1. Jelaskan struktur bacaan teks recount mengenai Ki Hadjar Dewantara!

Penskoran Soal Uraian

Nomor Soal	Penyelesaian/Kunci Jawaban	Skor	√
1	Siswa dapat menyebutkan jawaban dengan, lengkap dan benar.	3	
2	Siswa dapat menyebutkan jawaban dengan baik dan benar, tapi kurang lengkap.	2	
3	Siswa dapat menyebutkan jawaban tapi salah sebagian besar.	1	
4	Siswa tidak dapat menjawab dengan benar	0	
	Skor maksimum	3	

BIOGRAPHY



WHO IS HE??



TUJUAN PEMBELAJARAN

- Peserta didik mampu dan terampil mengidentifikasi karakteristik dan struktur dari biography, serta mampu menjelaskan kegunaan biografi dari tokoh terkenal.



- Teks recount bertemakan kehidupan dari tokoh terkenal “Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat)”. (tahapan retorika) – fungsi sosial, struktur teks, unsur kebahasaan.

Type:

- **A long Biography**

Talks about life and times of someone in a lot more detail.

- **A short Biography**

focuses only on highlights of a person's life



○ **A biography:**

- is not written by the subject
- is always written in third person.
- is based on research not on imagination.
- describes the person's surroundings (where, when and how the person lived).
- shows how the person affected other people's life through their behavior, discoveries, social reform etc.
- provides examples that demonstrate the person's behavior, their accomplishments, goal, etc.
- supplies details that illustrate the person's individuality.




- A biography is a form of recount, so the structure resembles a recount structure:
 - Introduction
 - Important events in chronological order and interpretation
 - Closing remarks



LIFE AND TIMES OF
KI HAJAR DEWANTARA
(RADEN MAS SUWARDI SURYANINGRAT)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the “Father of Education” in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.



Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2 May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for rights of Indonesians during Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but due to health reasons he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the Indiesche Party, which were both important in the early development of the *pergerakan*, the “movement” that grew up with a nascent Indonesian national political consciousness (www.indonotes.wordpress.com).

As Ki Hajar believed that character was not merely a theoretical concept, but a practical and living concept, he embodied his vision in his school, Taman Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and in Taman Siswa he drew some inspiration from Tagore's Shantiniketan (asrirahayudamai.wordpress.com).



He was exiled between 1913 and 1919 following the publication of two of his articles: “*Als ik eens Nederlander*” (*If I was a Dutchman*) and “*Eén voor allen en allen voor één*” (*One for all and all for one*). He used his time in exile to learn more about education and obtain a *Europese schertificatie* (www.tokoindonesia.com).

Following his return, he focused more on cultural and educational efforts paving way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from clutches of colonization. He played a leading role in establishing “*National Onderwijs Institut Taman Siswa*” in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

- 1. *Ing Ngarsa Sung Tuladha* (*the one in front sets example*).
- 2. *Ing Madya Mangun Karsa* (*the one in the middle builds the spirit and encouragement*).
- 3. *Tut Wuri Handayani* (*the one at the back gives support*)
- (indonotes.wordpress.com).



After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as National Education Day. His portrait was on 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2 President of Indonesia on 28 November 1959 (Tokohindonesia.com).

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.



THANK YOU

SEE YOU NEXT TIME

Wassalamualaikum..

Good morning

