

LESSON PLAN
Prepared by: Precious Bernardo

A. IDENTITY

School : SMAN 1 Palembang
Subject : History of Indonesia
Class/Semester : X (Ten) Natural Sciences/ I
Main Material : Theories about the Origin of Indonesian Ancestors
Time Allocation : 2 JP (1x meeting)

B. CORE COMPETENCE

- CC1:** Live and practice the teachings of the religion they hold.
- CC2:** Demonstrate honest behavior, discipline, responsible, care (mutual cooperation, tolerance, peace), polite, responsive and proactive as part of the solution to various problems in interacting effectively with the social and natural environment and in placing oneself as a reflection of the nation in the world association.
- CC3:** Understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with human, nationality, state, and civilization insight related to the causes of phenomena and events, and apply procedural knowledge to the field of study the specifics according to their talents and interests in solving problems.
- CC4:** Cultivate, reason and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles.

C. BASIC COMPETENCIES AND COMPETENCIES ACHIEVEMENT INDICATORS

CC1	CC4
3.3 Analyzing the lives of ancient humans and the origins of Indonesian ancestors (Melanesoid, Proto, and Deutero Malay)	4.2 Present information about ancient human life and the origins of Indonesian ancestors (Melanesoid, Proto and Deutero Melayu) in written form
CAI	CAI
3.3.1 Explain the different Theories about the Origin of Indonesian Ancestors (Yunnan Theory, Theory out of Africa and Nusantara Theory) 3.3.2 Differentiate the Theories of the Origins of Indonesian Ancestors 3.3.3 Defend the theory that explained well the origin of the of Indonesians	4.2.1. Gather information about the Origin of Indonesian Ancestors (Yunnan Theory, Theory out of Africa and Nusantara Theory); 4.2.2 Process information about the theories in the form of resumes 4.2.3 Present reports on the theories in the form of resumes

D. LEARNING OBJECTIVES

Through Discovery Learning Model, the students are able to analyze the lives of ancient humans and the origins of Indonesian ancestors (Melanesoid, Proto, and Deutero Malay) and present information about ancient human life and the origins of Indonesian ancestors (Melanesoid, Proto and Deutero Melayu) in written form (critical thinking and scientific reasoning), (camaraderie), (courage), (uprightness).

E. LEARNING MATERIALS

Theories about the Origin of Indonesian Ancestors

- Yunnan Theory;
- Theory out of Africa; and
- Nusantara Theory

F. APPROACH, METHOD AND LEARNING MODEL

1. **Approach:** Scientific
2. **Method:** Interactive Discussion, Group Discussion, Question and Answer
3. **Model:** Discovery Learning

G. INSTRUCTIONAL MEDIA

- PowerPoint Presentation about the Theories of the Origin of Indonesian Ancestors
- Cartons about the Theories of the Origin of Indonesian Ancestors

H. LEARNING RESOURCES

I. LEARNING STEPS

Indicators of Competency Achievement (GPA)

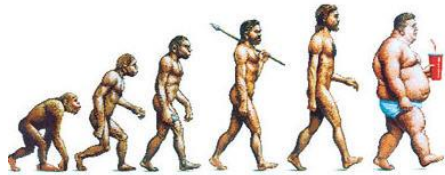
3.3.1

3.3.2

3.3.3

Meeting (2JP)

No	Stage	Activity	Character Value	Estimated Time
1	Preliminary	<ul style="list-style-type: none">• The teacher facilitates the religious activity with an opening prayer, greeting the students, and checking the attendance before the discussion.• Prepare the class to be more conducive and start the activity learning process (neatness, cleanliness of classrooms, providing the necessary media, tools and books).• State the learning objectives.• Encourage the students to be more focused and participative during the discussion.	<ul style="list-style-type: none">• Religious (belief and devotion)• Cooperation• Independence• Discipline• Nationalism (love of country)	10 minutes
2	Core	<ul style="list-style-type: none">• Stimulation The teacher facilitates an activity entitled (unlocking of difficulties).• Problem Statement The learners will analyze the pictures flashed on the screen. Ask the students about what do they observe regarding the pictures.		70 minutes



- Critical thinking and scientific reasoning

- **Data Collecting**

1. Learners will research and collect data/information on the Theories of the Origin of Indonesian Ancestors through literary studies.
2. Learners will discuss the theories.
3. Students will be asked to accurately collect data about the Theories about the Origin of Indonesian Ancestors through various learning sources.

- **Data Processing**

Students will gather information about the Theories about the Origin of Indonesian Ancestors through literary studies to answer the questions that have been identified from various learning sources and answer the worksheet given.

- **Verification**

1. Group representatives will present the results of group discussions in front of the class.
2. Students will compare their discussions from the group that were explaining.
3. Representatives or other groups will give their

- Camaraderie
- Courage
- Uprightness

		<p>responses based on the work of the group assigned to report.</p> <ul style="list-style-type: none"> • Generalization Students and teachers will conclude the results and discussion on the Theories about the Origin of Indonesian Ancestors through literary studies. 	<ul style="list-style-type: none"> • Abreast 	
3	Cover	<ol style="list-style-type: none"> Summing up the learning outcomes. Reflecting on the activities that have been carried out. Provide feedback on the process and learning outcomes. Distribute the assessment questionnaire to evaluate the mastery of the students regarding the topic. Execute a learning plan for the next meeting. Encourage the students to always do well. Pray and greet. 	<ul style="list-style-type: none"> • Independence • Integrity • Religious (belief and devotion) 	10 minutes

J. ASSESSMENT OF LEARNING OUTCOMES

1. Assessment Competencies

- Knowledge Assessment
- Skills Assessment
- Attitude assessment

2. Technique

- Knowledge Assessment: Written Test
- Skills Assessment: Sharing
- Attitude Assessment: Observation

3. Form

- Matching Type with Key answers (attached)
- Assignment Sheet (attached)
- Observation Sheet (attached)

A. The Origin of Indonesian Ancestors

1. Yunan Theory

Yunan theory states that the origin of Indonesian ancestors are came from Yunan, which is located in the territory of China. One historian who support this opinion is Moh. Ali, he argues that Indonesian people are came from the Mongols who pushed by the stronger nations to the south of China.

RH Geldern and JHC Kern also supported Moh. Ali states. Their opinions are based on the two things. First, the discovery of an old axe in the archipelago which has a short gap with an old axe in the Central Asian region. It can be concluded that there has been a population migration from Central Asia to the Archipelago. Second, the Malay language that developed in the Archipelago has similarities with the Champa language in Cambodia. This opens up the possibility that residents in Cambodia come from the Yunan plains along the Mekong River. This flow of movement was subsequently continued to move and reached the Nusantara region. The arrival of humans from Yunan to the archipelago through three main waves, namely the migration of Negritos, Malays Proto and also Malays Deutro.

a. Negritos

Negritos shared the same DNA with Semang people, we can see it on their physical characteristics, dark skin, curly hair, wide nose, and thick lips. In Indonesia, this race mostly inhabits the Papua region. Nowadays, we can see this racial in Riau who known as Siak Tribe (Sakai), as well as the Papua Melanosoid tribe inhabiting the island of Papua and the island of Melanesia.

b. Malay Proto

Malay Proto migration to the archipelago is estimated to occur in 2000 BC. The term Malay Proto is to mention the people who migrated in the first wave to the archipelago. Malay Proto shared the same DNA with Toraja, Dayak, Sasak, Nias, Rejang, and Batak Tribes. The Malay Proto are good on the farming, better than Negritos.

c. Malay Deutro

The people who migrate to the archipelago on the third wave are Malay Deutro. Their arrival in Indonesia is estimated around 500 BC. They share the same DNA with Minangkabau, Aceh, Sundanese, Javanese, Malay, Betawi, and Manado.

2. Theory of Africa

This theory states that modern humans nowadays are come from Africa. This theory is based on the support of genetic science through mitochondrial DNA research into female genes and male genes. According to geneticist from the United States, Max Ingman, the modern human that exist today come from Africa around 100,000 – 200,000 years ago. From the result of Ingman research, there is no evidence to suggest that modern human genes mix with the genes of ancient human species.

African human migrated outside Africa around 50,000-70,000 years ago. The aim is toward West Asia. The path they took was twofold, namely leading to the Nile River

Valley, crossing the Sinai Peninsula, and the second passing through the Red Sea. 70.000 years ago the earth entered the last glacial age and sea level became shallower because the water was still in the form of glaciers. With this conditions, they are very possible to cross the ocean, even with just primitive boat.

After entering Asia, some group stayed in the middle east, while the others continued their journey along the coast of the Arabian Peninsula to India, East Asia, Indonesia, and even as far as Southwest Australia. Evidence that the existense of this African people on Australia are the discovery of the fosil on the Lake Mungo.

3. Nusantara Theory

This theory states that the ancestors of the Indonesian people came from Indonesia itself. This theory is supported by Muhammad Yamin, J.Crawford and Gorys Keraf.

a. The fact that many of the oldest fossils and artifact found in Indonesia, such as Homo Soloensis and Homo Wajakensis fossils, shows that the ancestors of the Indonesia People (Malay) originated from Indonesia (Java).

b. Malay nation is a nation that has high humidity. This level can be achieved after a long period of cultural development. This shows the malay people originated and developed in Indonesia.

c. Malay language has similiarities with Champa, Cambodia is just coicidence.

d. The statement “Blood und Breden Unchro” with the meaning the blood and land of indonesia people originates from indonesian people itself.

A. Knowledge Assessment

Knowledge Assessment Instrument

a. Problem Grid

No	GPA	Material	Problem Indicators	Form of Question	Number of Question	Exp
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	3.3.1	The concept of the different Theories about the Origin of Indonesian Ancestors (Yunnan Theory, Theory out of Africa and Nusantara Theory)	Students can explain the different Theories about the Origin of Indonesian Ancestors (Yunnan Theory, Theory out of Africa and Nusantara Theory)	Essay	3	
2	3.3.2	Meaning of Theories of the Origins of Indonesian Ancestors	Students can differentiate the Theories of the Origins of Indonesian Ancestors	Think & Share	3	
3	3.3.3	Reporting the Theories of the Origins of Indonesian Ancestors	Students can defend the theory which they believe the origin of the Indonesian ancestors	Sharing	1	

WRITTEN TEST

Name: _____

Date: _____

Year & Section: _____

Score:

ESSAY

1. Among the three theories, what theory does convince you? Cite evidences.

2. What theory do you think is not the origin of the Indonesian ancestors? Why?

3. If you were to create a new theory about the origin of the Indonesian people, what would it be?

- a. Where are the traces of the origins?
- b. What are the evidences?

RUBRIC ANSWER TO COGNITIVE

NO	ANSWER	SCORE
1	Yunnan Theory because of lot of evidences. First, the discovery of an old axe in the archipelago which has a short gap with an old axe in the Central Asian region. It can be concluded that there has been a population migration from Central Asia to the Archipelago. Second, the malay language that developed in the Archipelago has similiarities with the Champa language in Cambodia. This open up the possibility that residents in Cambodia come from the yunan plains along the mekong River.	20
2	Out of Africa or Nusantara Theory because of lack of evidences.	20
3	(Formed theory)	20
TOTAL SCORE		60

c. Skills Assessment

Skills Assessment Rubric (Group Presentation).

a. Assessment for group discussion activities

No	Name	Communication 1-4	Listening 1-4	Argumentation 1-4	Contribution	Score

Formula for the final score calculation:

$$\frac{\text{Earning Score}}{\text{Maximum Score}} \times 100$$

Information:

1 = Not Good 2 = Good Enough 3 = Good 4 = Very Good

- Communicating = the ability of students to express or convey ideas with effective oral language
- Listening = the ability of the students to not to interrupt while someone's still on their conversation due to expressing their ideas
- Arguing = the ability of students making an logical argument when the other group ask or express their ideas
- Contribute = the ability of students to participate when the other group do their presentation in the front of the class

b. Presentation Assessment

No	Students Name	Explanation	Visualize	Responses	R Value

Value Remarks

- 80-90: quite table to explain, visualize and respond
- 91-100: Able to Explain, Visualize and Respond

Skill description

- Explain = the ability to convey the result of observation and discussion overall
- Visualizing = the ability to package information as unique and interesting maybe
- Respond = the ability of participants delivers the response for question, and rebuttal from the other group in a manner empathic

Knowing
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