

## LESSON PLAN

Prepared by: Precious Bernardo

### A. IDENTITY

<b>School</b>	: SMAN 1 Palembang
<b>Subject</b>	: History of Indonesia
<b>Class/Semester</b>	: X (Ten) Natural Sciences/ I
<b>Main Material</b>	: Race Migration Process Melanosoid, Proto Malay, and Malay Deutro to Indonesia
<b>Time Allocation</b>	: 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

<b>BC1</b>	<b>BC4</b>
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) im written form
<b>CAI</b>	<b>CAI</b>
3.3.4 Explain race migration process Melanosoid, Proto Malay, and Malay Deutro to Indonesia 3.3.5 Describe the characteristics of each race (Melanosoid, Proto Malay, and Malay Deutro) 3.3.6 Discuss the distribution and culture of each race (Melanosoid Proto Malay, and Malay Deutro)	4.2.4. Gather information about the race migration process Melanosoid, Proto Malay, and Malay Deutro to Indonesia 4.2.5 Process information about the races migration process in the form of resumes 4.2.6 Present reports on the races migration process 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) by developing the values of critical thinking, creative (Independence), cooperation (mutual cooperation) and honesty (integrity).

## E. LEARNING MATERIALS

Races Migration Process, characteristics, distribution, and culture

- Melanosoid
- Proto Melayu
- Malay Deutro

## 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 race migration process characteristics, distribution, and culture Melanosoid, Proto Malay, and Malay Deutro to Indonesia
- Cartons about the race migration process Melanosoid, Proto Malay, and Malay Deutro to Indonesia

## H. LEARNING RESOURCES

## I. LEARNING STEPS

Indicators of Competency Achievement (GPA)

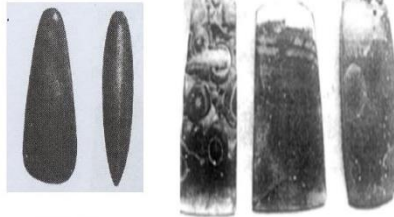
3.3.4

3.3.5

3.3.6

### Meeting (2JP)

No	Stage	Activity	Character Value	Estimated Time
1	Preliminary	<ul style="list-style-type: none"><li>• The teacher facilitates the religious activity with an opening prayer, greeting the students, and checking the attendance before the discussion.</li><li>• Prepare the class to be more conducive and start the activity learning process (neatness, cleanliness of classrooms, providing the necessary media, tools and books).</li><li>• State the learning objectives.</li><li>• Encourage the students to be more focused and participative during the discussion.</li></ul>	<ul style="list-style-type: none"><li>• Religious (belief and devotion)</li><li>• Cooperation</li><li>• Independence</li><li>• Discipline</li><li>• Nationalism (love of country)</li></ul>	10 minutes
2	Core	<ul style="list-style-type: none"><li>• <b>Stimulation</b> The teacher gives a stimulus by showing pictures of square and oval axes.</li></ul>		70 minutes



- **Problem Statement**

Learners will identify the pictures. In this activity it is expected that questions will arise from students including:

- a) Who carry the Neolithic culture based from the pictures of ax?
- b) From what nation/race does the painting in the cave and bronze belongs?
- c) How do these evidences relate to the race migration process?

- **Data Collecting**

1. Learners will research and collect data/information on the race migration process characteristics, distribution, and culture of Melanosoid, Proto Malay, and Malay Deutro to Indonesia through literary studies.
2. Learners will discuss the race migration process, characteristics, distribution, and culture.
3. Students will be asked to accurately collect data of the race migration process, characteristics, distribution, and culture of Melanosoid, Proto Malay, and Malay Deutro to Indonesia through various learning sources.

- Critical thinking and scientific reasoning

		<ul style="list-style-type: none"> <li>• <b>Data Processing</b> Students will gather information of the race migration process, characteristics, distribution, and culture of Melanosoid, Proto Malay, and Malay Deutro to Indonesia through literary studies to answer the questions that have been identified from various learning sources and answer the worksheet given.</li> <li>• <b>Verification</b> <ol style="list-style-type: none"> <li>1. Group representatives will present the results of group discussions in front of the class.</li> <li>2. Students will compare their discussions from the group that were explaining.</li> <li>3. Representatives or other groups will give their responses based on the work of the group assigned to report.</li> </ol> </li> <li>• <b>Generalization</b> Students and teachers will conclude the results and discussion on the race migration process, characteristics, distribution, and culture of Melanosoid, Proto Malay, and Malay Deutro to Indonesia through literary studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Camaraderie</li> <li>• Courage</li> <li>• Uprightness</li> <li>• Abreast</li> </ul>	
3	<b>Cover</b>	<ol style="list-style-type: none"> <li>a. Summing up the learning outcomes.</li> <li>b. Reflecting on the activities that have been carried out.</li> <li>c. Provide feedback on the process and learning outcomes.</li> <li>d. Distribute the assessment questionnaire to evaluate the mastery of the students regarding the topic.</li> <li>e. Execute a learning plan for the next meeting.</li> <li>f. Encourage the students to always do well.</li> <li>g. Pray and greet.</li> </ol>	<ul style="list-style-type: none"> <li>• Independence</li> <li>• Integrity</li> <li>• Religious (belief and devotion)</li> </ul>	10 minutes

## **J. ASSESSMENT OF LEARNING OUTCOMES**

### **1. Assessment Competencies**

- a. Knowledge Assessment
- b. Skills Assessment
- c. Attitude assessment

### **2. Technique**

- a. Knowledge Assessment: Written Test
- b. Skills Assessment: Sharing
- c. Attitude Assessment: Observation

### **3. Form**

- a. Graphic Organizer with Key answers (attached)
- b. Multiple Choice (attached)
- c. Observation Sheet (attached)

## Material

### Race Migration Process Proto Melayu, Malay Deutro, and Melanosoid to Indonesia

Humans in Indonesia include Melanosoid/Negroid race and the Austronesian/Mongoloid race. The origin of the ethnic groups in Indonesia, namely southern China, precisely in the area of North Yunnan. They moved south into Vietnam/Indochina and into the Indonesian archipelago. The Melanosoid/Negroid race is the first wave to migrate followed by the Mongoloid race.

Before discussing further migration of nations to Indonesia, in March we will first take a look at the distribution of square axes and oval axes (Neolithic culture) to Indonesia.

Based on the picture above, it can be seen that the results of Neolithic culture are square axes and oval axes. Cultural products that are spread in Indonesia do not come by themselves, but brought by human supporters. It is they who have a role in spreading these objects to Indonesian archipelago to the islands in the Pacific Ocean by migrating.

Nations that migrated to Indonesia came from mainland Asia, precisely North Yunnan moved south into Vietnam and into the Indonesian archipelago. The migrating nation is as follows:

1. Melanesian or also known as Papua Melanosoid which is a Melanosoid/Negroid race this nation is the first wave to migrate in Indonesia.
2. The Malays are a group of Austronesian people belonging to the Malayan Mongoloid race. This nation did transfer to Indonesia through two waves, as follows:
  - a. The first wave took place around 2000 BC. This distribution starts from mainland Asia and continues into the Malay Peninsula, Indonesia, the Philippines and Formosa, as well as the Pacific Islands to Madagascar. The nation that carried out this distribution was the Malay Proto nation. This nation entered Indonesia through two routes, namely the west and east routes. The western route passes through the Malay Peninsula, Sumatra, and then spreads throughout Indonesia. The distribution of the eastern path passes through the Philippines, Sulawesi, and then spreads throughout Indonesia. The Proto Malays carry the Neolithic culture, which is oval ax which is carried through the east lane and square ax through the west lane. Another name for the Proto Melayu is Paleo Mongoloid.
  - b. The second wave took place in 500 BC. The nation that migrated at this time was called the Malay Deutro. This nation entered Indonesia through the western route, namely through the island of Sumatra. This nation carries a metal culture, both in form of bronze and iron with Dongson style. Results with this migration, Indonesia has three main ethnic groups namely, the Melanesians, the Old Malays and the Young Malays.

#### I. MELANESIAN/PAPUAN MELANOSOID NATION

Melanesians, including the Negroid race which has characteristics, including black skin, black and curly hair, thick lips, sturdy body, and wide nose. This nation is spread in Riau, namely Sakai/Siak tribe and the Papuan Melanosoid tribe who inhabit the islands of Papua, the Kei Islands, and the Melanesian islands.

Wajak Man is thought to be the ancestor of Melanosoid humans who became residents of the islands of Papua and Australia before rising sea levels at the end of the glacial age (ice age). In Papua, part of the Wajak group developed into a community that had a culture of hunting and gathering. At present, the traces can be found in the McCluer Bay and Triton Bay at the head of Cendrawasih. The scars are in the form of sanctuaries under the rock or called *abris sous roche*.

They then developed a culture rmlai boats used as a means to catch fish in the swamp bogs and along the coast or in estuaries. After successfully developing a boat culture, people who became residents of Papua, some migrated eastwards and became residents of the Melanesian Islands. The place they used to be used as evidence of Binding paintings and stone tools. This can strengthen the suspicion that the population of the Island of Papua, the Melanesian Islands, and Australia from the west spread to the east.

#### II. THE OLD MALAY/MALAY PROTO

The Old Malay/Malay Proto is a Mongoloid race that has characteristics, including brown skin, straight hair, slender tall body, moderate mouth and nose shape. This nation spread in South Sulawesi (Toraja tribe), Lombok (Sasak tribe), Central Kalimantan (Dayak tribe), West Sumatra (Nias tribe), North Sumatra (Batak tribe), and South Sumatra (Kubu tribe).

The culture of Proto Malays is more advanced than the Melanosoid Nation in terms of making tools for planting, pottery and jewelry. Their lives are still nomadic. This nation entered Indonesian territory through two channels. *first*, through the western route from the Melacca Peninsula to Sumatra and subsequently spread to several regions in Indonesia, such as Sumatra, Java, Bali, Kalimantan, and ending in Nusa Tenggara. Second, through the east route by sea from Yunnan (Tonkin Bay) along the East Asian Coast to Taiwan, the Philippines, then to Sulawesi, Maluku, Irian, and then to Australia.

### III. YOUNG MALAY NATION/DEUTRO MALAY

The Young Malay race is a Mongoloid race and its characteristics are the same as the Old Malay race. This nation spread into Acehnese, Minangkabau (West Sumatra), Javanese, Balinese, Bugis, Makassarese tribes, and so on.

Around 500 BC, came the migration of the Malay Deutro race from the Gulf area of Tonkin, Vietnam and subsequently urged the descendants of the Proto Malay race who had settled first. Deutro Melayu then spread to various regions, both on the coast and inland.

Their cultural products are made of metal (bronze and iron). Their culture is often called the Dong Son culture, which is a culture in the Tonkin area has similarities with the cultures of the Malay Deutro.

Descendants of the Deutro Malays who are still alive today, including the ethnic Malays, Sundanese, Minang, Javanese, and Bugis. In its development, this race was able to give birth to a new culture which later became the culture of Indonesian people now.

Migrating from a variety of races, on the development of its becoming mixed so produce assorted tribes with diverse characteristics such as now. Diversity diversification can occurred because of differences in natural conditions, such as the location of the geography and climate, as well as mixed marriages.

#### 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	3.3.4	The concept of the race migration process of Melanosoid, Proto Malay, and Malay Deutro to Indonesia	Students can explain the race migration process of Melanosoid, Proto Malay, and Malay Deutro to Indonesia	Multiple Choice	5	
2	3.3.5	Characteristics, distribution, and culture of Melanosoid, Proto Malay, and Malay Deutro to Indonesia	Students can describe the characteristics, distribution, and culture of each race	Graphic Organizer	3	
3	3.3.6	Reporting the race migration process of Melanosoid, Proto Malay, and Malay Deutro to Indonesia	Students can discuss the race migration process of Melanosoid, Proto Malay, and Malay Deutro to Indonesia	Sharing	3	



**RUBRIC ANSWER TO COGNITIVE**

NO	ANSWER	SCORE
1	<p><b>Melanesians</b>  <b>Characteristics:</b> black skin, black and curly hair, thick lips, sturdy body, and wide nose.  <b>Distribution:</b> Melanesians spread in Riau, namely Sakai/Siak tribe and the Papuan Melanosoid tribe who inhabit the islands of Papua, the Kei Islands, and the Melanesian islands.  <b>Culture:</b> They then developed a culture rmlai boats used as a means to catch fish in the swamp bogs and along the coast or in estuaries. After successfully developing a boat culture, people who became residents of Papua, some migrated eastwards and became residents of the Melanesian Islands. The place they used to be used as evidence of Binding paintings and stone tools.</p>	20
2	<p><b>The Old Malay/Malay Proto</b>  <b>Characteristics:</b> brown skin, straight hair, slender tall body, moderate mouth and nose shape.  <b>Distribution:</b> The Old Malay/Malay Proto nation spread in South Sulawesi (Toraja tribe), Lombok (Sasak tribe), Central Kalimantan (Dayak tribe), West Sumatra (Nias tribe), North Sumatra (Batak tribe), and South Sumatra (Kubu tribe).  <b>Culture:</b> The culture of Proto Malays is more advanced than the Melanosoid Nation in terms of making tools for planting, pottery and jewelry. Their lives are still nomadic.</p>	20
3	<p><b>The Young Malay</b>  <b>Characteristics:</b> the same as the Old Malay race  <b>Distribution:</b> The Young Malay nation spread into Acehnese, Minangkabau (West Sumatra), Javanese, Balinese, Bugis, Makassarese tribes, and so on. Their cultural products are made of metal (bronze and iron).  <b>Culture:</b> Their culture is often called the Dong Son culture, which is a culture in the Tonkin area has similarities with the cultures of the Malay Deutro.</p>	20
<b>TOTAL SCORE</b>		<b>100</b>

**INDIVIDUAL WRITTEN TEST**

**Names:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Score:**



**MULTIPLE CHOICE**

**Race Migration Process Melanosoid, Proto Melayu, and Malay Deutro to Indonesia**

**DIRECTION:** Read each statement carefully. Write the letter of your choice.

\_\_\_\_ 1. It is thought to be the ancestor of Melanosoid humans who became residents of islands of Papua and Australia before rising sea levels at the end of ice age.

- A. Tabon Man                      C. Wajak Man  
 B. Callao Man                      D. Dongson Man

\_\_\_\_ 2. According to the reading, this culture is more advanced than the Melanosoid nation in terms of making tools for planting, pottery, and jewelry.

- A. Proto Malay                      C. Deutro Malay  
 B. Melanesian                      D. None of the above
- \_\_\_3. This nation is the first wave to migrate in Indonesia.  
 A. Melanesian                      C. Deutro Malay  
 B. Proto Malay                      D. None of the above
- \_\_\_4. This race was able to give birth to new culture which later became the culture of the Indonesian people now.  
 A. Melanesian                      C. Deutro Malay  
 B. Proto Malay                      D. None of the above
- \_\_\_5. They carry the Neolithic culture, which is oval ax which is carried through the east lane and square ax through the west lane.  
 A. Melanesians                      C. Deutro Malays  
 B. Proto Malays                      D. None of the above

**INDIVIDUAL WRITTEN TEST  
 KEY ANSWER**

**Names:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Score:**



**MULTIPLE CHOICE**

**Race Migration Process Melanosoid, Proto Melayu, and Malay Deutro to Indonesia**

**DIRECTION:** Read each statement carefully. Write the letter of your choice.

- C** 1. It is thought to be the ancestor of Melanosoid humans who became residents of islands of Papua and Australia before rising sea levels at the end of ice age.  
 A. Tabon Man                      C. Wajak Man  
 B. Callao Man                      D. Dongson Man
- A** 2. According to the reading, this culture is more advanced than the Melanosoid nation in terms of making tools for planting, pottery, and jewelry.  
 A. Proto Malay                      C. Deutro Malay  
 B. Melanesian                      D. None of the above
- A** 3. This nation is the first wave to migrate in Indonesia.  
 A. Melanesian                      C. Deutro Malay  
 B. Proto Malay                      D. None of the above
- C** 4. This race was able to give birth to new culture which later became the culture of the Indonesian people now.  
 A. Melanesian                      C. Deutro Malay  
 B. Proto Malay                      D. None of the above
- C** 5. They carry the Neolithic culture, which is oval ax which is carried through the east lane and square ax through the west lane.  
 A. Melanesians                      C. Deutro Malays  
 B. Proto Malays                      D. None of the above

**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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