	Universitas Negeri Surabaya **Fakultas Bahasa dan Seni** **Program Studi S1 Pendidikan Bahasa Inggris**						**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	**KODE**	**Rumpun MK**	**BOBOT (sks)**			**SEMESTER**	**Tgl Penyusunan**
Learning Theories	8820302283		**T=2**	**P=0**	**ECTS=3.18**	1	24 September 2022

OTORISASI		**Pengembang RPS**	**Koordinator RMK**	**Koordinator Program Studi**
		Fauris Zuhri	Suvi Akhiriyah	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Model Pembelajaran	**Case Study**	
Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	Utilizing any available resources to broaden the students' knowledge of the concepts and principles of how learners learn which also covers the concepts in learning theories such as (a) behaviouristic theory, (b) cognitive theory, (c) constructivist theory, (d) Socio-cultural learning theory, (e) humanistic theory and to analyse and evaluate critically how learners learn by using the concepts and principles of learning theories.
	CPMK - 2	Communicating the concepts and principles of learning theories effectively, both orally and in writing.
	CPMK - 3	Making necessary decision related the concepts and principles of learning based on analysis of classroom learning cases and provide idea for choosing alternatives solution.
	CPMK - 4	Being responsible, independent, and honest character for the implementation of the concepts and principles of learning theories.
	Matrik CPL - CPMK	

CPMK	CPL-1	CPL-2	CPL-3	CPL-4
CPMK-1	✔	✔	✔	✔
CPMK-2	✔	✔	✔	✔
CPMK-3	✔	✔	✔	✔
CPMK-4	✔	✔	✔	✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔	✔														
CPMK-2																
CPMK-3																
CPMK-4																

Deskripsi Singkat MK	The course introduces and discusses learning theories from various educational experts, ranging from learning concepts, types of learning, learning principles, and learning resources, and its application which can be used as references for carrying out learning and analyzing case examples in class. Specifically, this course is designed to help students to understand how students learn based on certain learning theory. and principles of learning theories and its implication in teaching learning process. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies using problem-based learning.
Pustaka	**Utama :**
	1. Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group. 2. Santrock, J. W. 2008. Educational Psychology. Third Edition . Boston:McGraw-Hill. 3. Slavin, R.E. 2011. Psikologi Pendidikan: Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks. 4. Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.
	Pendukung :
	1. Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc
Dosen Pengampu	Fauris Zuhri, S.Pd., M.Hum. Dr. Wiwiet Eva Savitri, S.Pd., M.Pd. Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Suvi Akhiriyah, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to define some key concepts and principles of learning	1.1. Students can explain the concepts of learning 2.2. Students are able to explain the principles of learning	**Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja **Bentuk Penilaian** : Aktifitas Partisipasif	Discussion, question-answer 2 X 50		**Materi:** Concepts and approaches in learning **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc*	0%
2	Being able to describe the early notions about learning	Students can explain about the early notions of learning	**Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja **Bentuk Penilaian** : Aktifitas Partisipasif	Contextual Teaching and Learning, Discussion, question-answer 2 X 50		**Materi:** The notions about learning **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc*	5%

| 3 | Being able to describe behavioristic learning theory | Students can explain behavioristic learning theory | **Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja

Bentuk Penilaian : Aktifitas Partisipasif | 2 X 50 | Discussion, question-answer 2 X 50 | **Materi:** Behavioristic theory **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.*

Materi: Behavioristic theory **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc* | 5% |
| 4 | Being able to describe cognitive learning theory | Students can explain about cognitive learning theory | **Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja

Bentuk Penilaian : Aktifitas Partisipasif | | Discussion, question-answer 2x50 | **Materi:** Cognitive learning theory **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.*

Materi: Cognitive learning theory **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc* | 5% |

| 5 | Being able to analyse the problems from given case studies and to give alternative solution related to constructive learning theories | 1.1. Students can give at least 3 examples of constructive learning theories
2.2. Students are able to identify sources of problems in constructive learning theories
3.3. Students can give solution to the problems related to constructive learning theories. | **Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja

Bentuk Penilaian : Penilaian Portofolio | Contextual teaching and Learning, Problem-based Learning 4 X 50 | | **Materi:** Analyzing the problems from given case studies and to give alternative solution related to constructive learning theories
Pustaka: Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.

Materi: analyzing the problems from given case studies and to give alternative solution related to constructive learning theories
Pustaka: Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc | 10% |

| 6 | Being able to analyse the problems from given case studies and to give alternative solution related to constructive learning theories | 1.1. Students can give at least 3 examples of constructive learning theories
2.2. Students are able to identify sources of problems in constructive learning theories
3.3. Students can give solution to the problems related to constructive learning theories. | **Kriteria:**
Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja

Bentuk Penilaian : Aktifitas Partisipasif | Contextual teaching and Learning, Problem-based Learning 4 X 50 | | **Materi:** analyzing the problems from given case studies and to give alternative solution related to constructive learning theories
Pustaka: *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (TeoriBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.*

Materi: analyzing the problems from given case studies and to give alternative solution related to constructive learning theories
Pustaka: *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc* | 5% |

7	Being able to analyse the problems from given case studies and to give alternative solution related to humanistic learning theory	1.1. Students can give at least 3 examples of humanistic learning theory 2.2. Students are able to identify sources of problems in humanistic learning theory 3.3. Students can give solution to the problems related to humanistic learning theory.	**Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja **Bentuk Penilaian** : Aktifitas Partisipasif	Discussion, Problem-based Learning 4 X 50		**Materi:** humanistic learning theory **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** examples of humanistic learning theory **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc*	5%
8	Being able to analyse the problems from given case studies and to give alternative solution related to humanistic learning theory	1.1. Students can give at least 3 examples of humanistic learning theory 2.2. Students are able to identify sources of problems in humanistic learning theory 3.3. Students can give solution to the problems related to humanistic learning theory.	**Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja **Bentuk Penilaian** : Aktifitas Partisipasif	Discussion, Problem-based Learning 4 X 50		**Materi:** humanistic learning theory **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** examples of humanistic learning theory **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc*	5%

9	Being able to describe social learning theory	Students can explain about social learning theory	**Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja **Bentuk Penilaian** : Aktifitas Partisipasif		Discussion, question-answer 2 X 50	**Materi:** social learning theory **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** social learning theory **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc*	5%
10	Being able to describe multiple intelligences' theory	Menjelaskan teori audiolingual	**Kriteria:** Able to explain about audiolingual theory **Bentuk Penilaian** : Aktifitas Partisipasif		Discussion, question-answer 2 X 50	**Materi:** multiple intelligences' theory **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** multiple intelligences' theory **Pustaka:** *Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.*	5%

11	Being able to describe learning styles	Students can explain about different kinds of learning styles	**Kriteria:** Able to explain different kinds of learning style **Bentuk Penilaian :** Aktifitas Partisipasif	Discussion, question-answer (contextual learning) 2 X 50		**Materi:** different kinds of learning styles **Pustaka:** *Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.* **Materi:** different kinds of learning styles **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.*	5%
12	Being able to describe the difficulties in learning	Students can explain about the difficulties in learning	**Kriteria:** Able to explain about the difficulties in learning **Bentuk Penilaian :** Penilaian Portofolio	Discussion, question-answer; Contextual Teaching and Learning 2 X 50		**Materi:** the difficulties in learning **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** the difficulties in learning **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc*	10%

13	Being able to analyse the problems from given case studies and to give alternative solution related to self-regulated learning theory	1.1. Students can give at least 3 examples of self-regulated learning theory 2.2. Students are able to identify sources of problems in self-regulated learning theory 3.3. Students can give solution to the problems related to self-regulated learning theory.	**Kriteria:** Able to explain about self-regulated learning **Bentuk Penilaian** : Aktifitas Partisipasif	Problem-based Learning 2 X 50		**Materi:** self-regulated learning theory **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** sources of problems in self-regulated learning theory **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc*	5%
14	Being able to analyse the problems from given case studies and to give alternative solution related to self-regulated learning theory	1.1. Students can give at least 3 examples of self-regulated learning theory 2.2. Students are able to identify sources of problems in self-regulated learning theory 3.3. Students can give solution to the problems related to self-regulated learning theory.	**Kriteria:** Able to explain about self-regulated learning **Bentuk Penilaian** : Penilaian Portofolio	Problem-based Learning 2 X 50		**Materi:** self-regulated learning theory **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** sources of problems in self-regulated learning theory **Pustaka:** *Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc*	10%

| 15 | Being able to describe contextual influences in learning (Teachers, Classrooms, and Schools) | 1.1. Students can give at least 3 examples of contextual influences in learning 2.2. Students are able to identify sources of problems related to contextual influences in learning 3.3. Students can give solution to the problems related to contextual influences in learning | **Kriteria:** Able To explain contextual influences (1) teachers , (2) classrooms, and (3) schools **Bentuk Penilaian** : Penilaian Portofolio | Problem-based Learning 2 X 50 | | **Materi:** examples of contextual influences in learning **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** identifying sources of problems related to contextual influences in learning **Pustaka:** *Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.* | 10% |
| 16 | Being able to describe contextual influences in learning (Teachers, Classrooms, and Schools) | 1.1. Students can give at least 3 examples of contextual influences in learning 2.2. Students are able to identify sources of problems related to contextual influences in learning 3.3. Students can give solution to the problems related to contextual influences in learning | **Kriteria:** Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja **Bentuk Penilaian** : Penilaian Portofolio | Problem-based Learning 2 X 50 | | **Materi:** examples of contextual influences in learning **Pustaka:** *Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.* **Materi:** identifying sources of problems related to contextual influences in learning **Pustaka:** *Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.* | 10% |

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Penilaian Portofolio	50%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 7 Desember 2024

Koordinator Program Studi S1
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