



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

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>			<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																																													
Learning Theories	8820302283		T=2	P=0	ECTS=3.18	1	24 September 2022																																																																																																													
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>			<b>Koordinator Program Studi</b>																																																																																																														
	Fauris Zuhri		.....			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																																														
<b>Model Pembelajaran</b>	Case Study																																																																																																																			
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																																			
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																																																			
	<b>CPMK - 1</b>	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.																																																																																																																		
	<b>CPMK - 2</b>	Communicating the concepts and principles of learning theories effectively, both orally and in writing.																																																																																																																		
	<b>CPMK - 3</b>	Making necessary decision related the concepts and principles of learning based on analysis of classroom learning cases and provide idea for choosing alternatives solution.																																																																																																																		
	<b>CPMK - 4</b>	Being responsible, independent, and honest character for the implementation of the concepts and principles of learning theories.																																																																																																																		
	<b>Matrik CPL - CPMK</b>																																																																																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">CPMK</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">CPMK-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">CPMK-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">CPMK-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>							CPMK																		CPMK-1																			CPMK-2																			CPMK-3																			CPMK-4																																	
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CPMK-4																																																																																																																				
<b>Deskripsi Singkat MK</b>	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.																																																																																																																			
<b>Pustaka</b>	<b>Utama :</b>																																																																																																																			

		<ol style="list-style-type: none"> <li>Hergenhahn, B.R.&amp; Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.</li> <li>Sanrock, J. W. 2008. Educational Psychology. Third Edition . Boston:McGraw-Hill.</li> <li>Slavin, R.E. 2011. Psikologi Pendidikan: Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks.</li> <li>Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.</li> </ol>					
		<b>Pendukung :</b>					
		1. Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc					
<b>Dosen Pengampu</b>		Fauris Zuhri, S.Pd., M.Hum. 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		Bentuk 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	<b>Kriteria:</b> Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Discussion, question-answer 2 X 50		<b>Materi:</b> Concepts and approaches in learning <b>Pustaka:</b> <i>Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc</i>	0%
2	Being able to describe the early notions about learning	Students can explain about the early notions of learning	<b>Kriteria:</b> Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Contextual Teaching and Learning, Discussion, question-answer 2 X 50		<b>Materi:</b> The notions about learning <b>Pustaka:</b> <i>Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc</i>	5%
3	Being able to describe behavioristic learning theory	Students can explain behavioristic learning theory	<b>Kriteria:</b> Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	2 X 50	Discussion, question-answer 2 X 50	<b>Materi:</b> Behavioristic theory <b>Pustaka:</b> <i>Hergenhahn, B.R.&amp; Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.</i>  <b>Materi:</b> Behavioristic theory <b>Pustaka:</b> <i>Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc</i>	5%

4	Being able to describe cognitive learning theory	Students can explain about cognitive learning theory	<p><b>Kriteria:</b> Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>		Discussion, question-answer 2x50	<p><b>Materi:</b> Cognitive learning theory <b>Pustaka:</b> <i>Hergenbahn, B.R. &amp; Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.</i></p> <p><b>Materi:</b> Cognitive learning theory <b>Pustaka:</b> <i>Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	5%
5	Being able to analyse the problems from given case studies and to give alternative solution related to constructive learning theories	<p>1.1. Students can give at least 3 examples of constructive learning theories</p> <p>2.2. Students are able to identify sources of problems in constructive learning theories</p> <p>3.3. Students can give solution to the problems related to constructive learning theories.</p>	<p><b>Kriteria:</b> Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja</p> <p><b>Bentuk Penilaian :</b> Penilaian Portofolio</p>	Contextual teaching and Learning, Problem-based Learning 4 X 50		<p><b>Materi:</b> Analyzing the problems from given case studies and to give alternative solution related to constructive learning theories <b>Pustaka:</b> <i>Hergenbahn, B.R. &amp; Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.</i></p> <p><b>Materi:</b> analyzing the problems from given case studies and to give alternative solution related to constructive learning theories <b>Pustaka:</b> <i>Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	10%

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

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

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

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



15	Being able to describe contextual influences in learning (Teachers, Classrooms, and Schools)	<p>1.1. Students can give at least 3 examples of contextual influences in learning</p> <p>2.2. Students are able to identify sources of problems related to contextual influences in learning</p> <p>3.3. Students can give solution to the problems related to contextual influences in learning</p>	<p><b>Bentuk Penilaian :</b> Penilaian Portofolio</p>	Problem-based Learning 2 X 50		<p><b>Materi:</b> examples of contextual influences in learning</p> <p><b>Pustaka:</b> <i>Hergenhahn, B.R. &amp; Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.</i></p> <hr/> <p><b>Materi:</b> identifying sources of problems related to contextual influences in learning</p> <p><b>Pustaka:</b> <i>Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.</i></p>	10%
16	Being able to describe contextual influences in learning (Teachers, Classrooms, and Schools)	<p>1.1. Students can give at least 3 examples of contextual influences in learning</p> <p>2.2. Students are able to identify sources of problems related to contextual influences in learning</p> <p>3.3. Students can give solution to the problems related to contextual influences in learning</p>	<p><b>Kriteria:</b> Keaktifan dalam KBM, kelengkapan portofolio, dan kemampuan unjuk kerja</p> <p><b>Bentuk Penilaian :</b> Penilaian Portofolio</p>	Problem-based Learning 2 X 50		<p><b>Materi:</b> examples of contextual influences in learning</p> <p><b>Pustaka:</b> <i>Hergenhahn, B.R. &amp; Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.</i></p> <hr/> <p><b>Materi:</b> identifying sources of problems related to contextual influences in learning</p> <p><b>Pustaka:</b> <i>Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.</i></p>	10%

### Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	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 proporsional 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

Koordinator Program Studi S1  
Pendidikan Bahasa Inggris



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