| | Universitas Negeri Surabaya<br>Faculty of Education,<br>Psychology Undergraduate Study Program | Document Code |
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# SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|
| Learning Psychology | 7320102080 | | T=2 | P=0 | ECTS=3.18 | 2 | July 17, 2024 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
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| | Ira Darmawanti, M.Psi | Dr. Miftakhul Jannah, M.Si | Yohana Wuri Satwika, S.Psi., M.Psi. |

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| **Learning model** | **Case Studies** |
| **Program Learning Outcomes (PLO)** | **PLO study program which is charged to the course** |
| | **Program Objectives (PO)** |
| | **PLO-PO Matrix** |

| | P.O |
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**PO Matrix at the end of each learning stage (Sub-PO)**

| P.O | Week | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

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| **Short Course Description** | This course discusses understanding, factors that influence learning and the scope according to several figures and schools of psychology. Apart from that, it also discusses the application of learning psychology concepts in the world of education. |
| **References** | **Main :** |


1. Slavin, Robert E. 2011. Psikologi Pendidikan: Teori dan Praktik edisi ke-9(Jilid 1 & 2). Jakarta: PT Indeks.
2. Yudhawati, R & Dany H. 2011. Teori-Teori Dasar Psikologi Pendidikan. Jakarta: Prestasi Pustaka Santrock, J. W. (2013). Psikologi Pendidikan (jilid 1&2). Jakarta: Salemba Humanika
3. Hergenhan, B.R., & Olson, M.H. 2008. Theory of Learning. Edisi ketujuh. Jakarta : Kencana Prenada Media Group.


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| | **Supporters:** |
| **Supporting lecturer** | Ira Darmawanti, S.Psi., M.Psi.<br>Riza Noviana Khoirunnisa, S.Psi., M.Si. |

| Week- | Final abilities of each learning stage (Sub-PO) | Evaluation | | Help Learning, Learning methods, Student Assignments, [ Estimated time] | | Learning materials [ References ] | Assessment Weight (%) |
|---|---|---|---|---|---|---|---|
| | | Indicator | Criteria & Form | Offline ( *offline* ) | Online ( *online* ) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

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| **1** | Understand the concept of the meaning of learning, the different types of learning, and the philosophy of learning theory. | Explain the concept of learning, the differences in types of learning, the approaches used and their uses | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions.<br><br>**Form of Assessment** :<br>Participatory Activities | Contextual instructions<br>2 X 50 | Listen to and discuss basic concepts of learning<br>• Listen to and discuss approaches to the study of learning<br>• Discuss examples of applications in learning<br>2x50 | | 0% |
| **2** | Understanding connectionism theory (EL Thorndike) | 1. Explains the concept of Thorndike's theory<br>2. Explain the differences in the concept of Thorndike's theory before and after 1930<br>3. Explains examples of application in learning practice | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions.<br><br>**Form of Assessment** :<br>Participatory Activities | Small group discussion<br>2 X 50 | Listening to and discussing the concept of Thorndike's theory<br>• Identifying differences in the concept of Thorndike's theory before and after 1930<br>• Discussing examples of application in learning practice<br>2x50 | | 0% |
| **3** | Understanding classical conditioning theory (Pavlov) | 1. Explain the concept of Pavlov's theory<br>2. Explains examples of the application of classical conditioning theory in learning practice | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions.<br><br>**Form of Assessment** :<br>Participatory Activities | Small group discussion<br>2 X 50 | Listen to and discuss different topics about the concept of classical conditioning theory (Pavlov) and examples of its application in learning<br>2x50 | | 0% |
| **4** | Understanding operant conditioning theory (BFSkinner) | § Explain the concept of operant conditioning theory (BF Skinner) Explain examples of the application of operant conditioning theory in learning practice | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions. | Small group discussion<br>2 X 50 | Listen to and discuss different topics about the concept of operant conditioning theory (BF Skinner) and examples of its application in learning<br>2x50 | | 0% |
| **5** | Understanding Systematic Behavior Theory (Hull) | · Explain the concept of systematic behavior theory (Hull) · Explain the application of systematic behavior theory in learning practice | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions.<br><br>**Form of Assessment** :<br>Participatory Activities | Small group discussion<br>2 X 50 | Listen and discuss different topics about the concept of systematic behavior (Hull) and examples of its application in learning<br>2x50 | | 0% |
| **6** | Understanding the theory of contigous conditioning (Guthrie) | § Explain the concept of contiguous conditioning theory (Guthrie) Explain examples of the application of contiguous conditioning theory in learning practice | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions. | small group discussion<br>2 X 50 | Listen to and discuss different topics regarding the concept of contiguous conditioning theory (Guthrie) and examples of its application in learning<br>2x50 | | 0% |
| **7** | Understanding stimulus sampling theory (William Kaye Estes) | · Explain stimulus sampling theory (William Kaye Estes) · Explain the Markov learning model Explain examples of the application of stimulus sampling theory in learning practice | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions.<br><br>**Form of Assessment** :<br>Participatory Activities | small group discussion<br>4 X 50 | Listen to and discuss stimulus sampling theory, the Markov learning model and examples of applying William Kaye Estes' stimulus sampling theory in learning<br>2x50 | | 0% |

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| **8** | UTS | | **Criteria:**<br>1. Ability to elaborate on psychological theories of learning<br>2. Ability to think analytically and evaluatively<br><br>**Form of Assessment** :<br>Participatory Activities | Written test<br>4 X 50 | Written test<br>2x50 | | 0% |
| **9** | Understand Gestalt theory | · Explain the concept of gestalt theory · Explain the principles of Gestalt learning Explain examples of the application of gestalt theory in learning practice | **Criteria:**<br>Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions. | Small Group Discussion<br>2 X 50 | Present and discuss assignments about gestalt theory, gestalt learning principles and identify examples of the application of gestalt theory in learning<br>2x50 | | 0% |
| **10** | Understand Gestalt theory | · Explain the concept of gestalt theory · Explain the principles of Gestalt learning Explain examples of the application of gestalt theory in learning practice | **Criteria:**<br>Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions.<br><br>**Form of Assessment** :<br>Project Results Assessment / Product Assessment | Small Group Discussion<br>2 X 50 | Present and discuss assignments about gestalt theory, gestalt learning principles and identify examples of the application of gestalt theory in learning<br>2x50 | | 0% |
| **11** | Understand Gestalt theory | · Explain the concept of gestalt theory · Explain the principles of Gestalt learning Explain examples of the application of gestalt theory in learning practice | **Criteria:**<br>Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions.<br><br>**Form of Assessment** :<br>Project Results Assessment / Product Assessment | Small Group Discussion<br>2 X 50 | Present and discuss assignments about theory, learning principles and identify examples of application of theory in learning<br>2x50 | | 0% |
| **12** | Understand Gestalt theory | · Explain the concept of gestalt theory · Explain the principles of Gestalt learning Explain examples of the application of gestalt theory in learning practice | **Criteria:**<br>Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions.<br><br>**Form of Assessment** :<br>Project Results Assessment / Product Assessment | Small Group Discussion<br>2 X 50 | Present and discuss assignments about theory, learning principles and identify examples of application of theory in learning<br>2x50 | | 0% |
| **13** | Understand the concept of dominant neurophysiological theory (Donald Olding Hebb) | · Explain the concept of dominant neurophysiological theory (Donald Olding Hebb) · Identify the concept of real cells and real cell groups · Explain examples of the application of dominant neurophysiological theory in learning practice | **Criteria:**<br>Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions. | small group discussion<br>4 X 50 | Present and discuss<br>2x50 assignments | | 0% |

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| **14** | Understanding the concept of evolutionary theory (Bolles) | · Explain the concept of evolutionary theory (Bolles) · Explain the biological limits of learning Explain examples of the application of evolutionary theory in learning practice | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions | small group discussion 4 X 50 | Present and discuss 2x50 assignments | | 0% |
| **15** | Understand and compare concepts about the meaning of learning, different types of learning, from experts | Explains the concept from experts regarding learning, the differences in types of learning, the approaches used and their uses | **Criteria:** Students demonstrate cooperative, polite, tolerant, responsive, proactive and wise behavior as a form of the ability to solve problems and make decisions. | Contextual instructions 2 X 50 | Present and discuss 2x50 assignments | | 0% |
| **16** | | | **Form of Assessment** : Test | Written test 2x50 | written test 2x50 | | 0% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
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| | | 0% |

**Notes**

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.