							Document Code
	Universitas Negeri Surabaya **Faculty of Engineering,** **Building Engineering Education Undergraduate Study Program**						

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory		8320502267	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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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

| | **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

Short Course Description	This course discusses understanding, definitions, goals, functions, factors that influence learning, principles, principles, and various learning theories: behaviorism, cognitivism, constructivism. Lectures are carried out using online, independent assignments and group discussions and presentations

References	**Main :**

1. Suyono dan Hariyanto. 2014. Belajar dan Pembelajaran: Teori dan Konsep Dasar. Bandung: Remaja Rosdakarya
2. Slameto. 2013. Belajar dan Faktor-Faktor yang Mempengaruhi. Jakarta: Rineka Cipta
3. Hergenhahn, B. R., Olson, M. H. 2015. Theories of Learning (Teori Belajar), Edisi Ketujuh. Jakarta: Prenadamedia
4. Gredler, M. E. 2011. Learning and Instruction Teori dan Aplikasi, Edisi Keenam. Jakarta: Kencana
5. Mudlofir, A., Rusydiyah, E. F. 2016. Desain Pembelajaran Inovatif dari Teori ke Praktek. Depok: Rajagrafindo Persada
6. Suranto. 2015. Teori Belajar dan Pembelajaran Kontemporer. Yogyakarta: LaksBang Pressindo
7. Slavin, R.E. 2005. Educational Psychology Theory and Practice
8. Woolfolk, A. 2010.Educational Psychology, Global Edition.Eleventh Edition.New Jersey: Pearson Education.
9. Slavin, R. E. 2011.Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2. Jakarta: PT Indeks.
10. Santrock, J. W. 2008.Educational Psychology.Third Edition.Boston: McGraw-Hill.
11. Maskun & Rachmedita, Valensy. 2018.Teori Belajar dan Pembelajaran. Yogyakarta : Graha Ilmu

	Supporters:

Supporting lecturer	Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd. Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T. Heri Suryaman, S.Pd., M.Pd.

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)

1	Understand the nature of learning, the principles and factors that influence learning	1. understand the concept of learning 2. Describe the characteristics of learning 3. explain the learning objectives 4. explain the types of learning 5. explain the principles of learning. 6. explain internal factors in learning 7. describe external factors in learning	**Criteria:** 1. Test: score range 0-100 2. Non-test: Score 4 (86 - 100) : Very Good Score 3 (76 - 85) : Good Score 2 (61 - 75) : Fair Score 1 (50 - 60) : Poor **Form of Assessment** : Participatory Activities, Practice/Performance	- Lecture - Discussion 2 X 50	- Lecture - Discussion 2 X 50	**Material:** Introduction **Bibliography:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*	0%
2	Students are able to understand the Pillars of Education according to UNESCO	1. Explain the Learning to Know pillar 2. Explain the Learning to do pillar 3. Explain the pillars of Learning to be 4. Explains the pillars of Learning to Live together	**Criteria:** Test: score 0-100 Non test: Score 4 (86 - 100) : Very Good Score 3 (76 - 85) : Good Score 2 (61 - 75) : Fair Score 1 (50 - 60) : Poor **Form of Assessment** : Participatory Activities	- Lecture - Discussion 2 X 50	- Lecture - Discussion 2 X 50	**Material:** Behavioristics **Reference:** *Slavin, RE 2005. Educational Psychology Theory and Practice*	0%
3	Students are able to understand learning problems	1. Explain learning problems. 2. Explain the types of learning problems. 3. Provide examples of problems in learning.	**Criteria:** The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2) 2. UTS: carried out with assessments during the middle of the semester (weight 2) 3. UAS: carried out every semester to measure all indicators (weight 3) 4. Task: carried out on each indicator (weight 3) **Form of Assessment** : Participatory Activities	- Lecture - Discussion 3 X 50	- Lecture - Discussion 3 X 50	**Material:** Behavioristics **Reference:** *Slavin, RE 2005. Educational Psychology Theory and Practice*	0%
4	Able to understand the principles of learning and learning motivation	Explain the importance of motivation in learning	**Criteria:** The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2) 2. UTS: carried out with assessments during the middle of the semester (weight 2) 3. UAS: carried out every semester to measure all indicators (weight 3) 4. Task: carried out on each indicator (weight 3) **Form of Assessment** : Participatory Activities	- Presentation - Discussion 3 X 50	- Presentation - Discussion 3 X 50	**Material:** Behavioristics **References:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*	10%

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5	Able to understand learning theory according to BF Skinner's learning theory and able to explain the content of learning theory according to BF Skinner	Explaining BF Skinner's learning theory. Explaining examples of applications of Skinner's learning theory	**Criteria:** The assessment criteria are carried out by looking at the following aspects: 1. Participation: carried out by observing student activities (weight 2) 2. UTS: carried out with assessments during the middle of the semester (weight 2) 3. UAS: carried out every semester to measure all indicators (weight 3) 4. Task: carried out on each indicator (weight 3) **Form of Assessment** : Participatory Activities	- Presentation - Discussion 3 X 50	- Presentation - Discussion 3 X 50	**Material:** Cognitive **Literature:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*	0%
6	Students understand Educational Methodology	1. Students can explain the educational methodology 2. Students can explain the educational curriculum 3. Students can explain liberating educational strategies	**Criteria:** 1. Students graduate if: 2. 1. Students can explain the Education Methodology 3. 2. Students can explain the educational curriculum. 4. 3. Students can describe liberating educational strategies **Form of Assessment** : Participatory Activities, Tests	- Presentation - Discussion 3 X 50	- Presentation - Discussion 3 X 50	**Material:** Cognitive **Reference:** *Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.*	0%
7	Students are able to understand Behavioristic Learning Theory	1. Explain the meaning of learning according to behavioristic learning theory 2. Explain the figures of the Behavioristic school of information processing theory using charts 3. Provide examples of learning according to behavioral learning theory	**Criteria:** Students graduate if they can complete and present the results of the assignment well and correctly	- Presentation - Discussion 3 X 50	- Presentation - Discussion 3 X 50	**Material:** Cognitive **Literature:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*	0%
8	UTS	Complete UTS properly and correctly	**Criteria:** Complete UTS properly and correctly **Form of Assessment** : Test	UTS 3 X 50	UTS 3 X 50	**Material:** UTS **Reader:** *Santrock, JW 2008.Educational Psychology.Third Edition.Boston: McGraw-Hill.*	30%

9	Students are able to understand Cognitive Learning Theory	1. Explaining Cognitive Learning Theory 2. Explaining cognitive learning theory according to Piaget 3. Explains cognitive learning theory according to Bruner 4. Explaining cognitive learning theory according to Gagne 5. Explaining Information Processing Theory 6. Provide examples of the application of learning according to cognitive learning theory	**Criteria:** Students graduate if they can complete and present the results of the assignment well and correctly **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	- Presentation - Discussion 3 X 50	- Presentation - Discussion 3 X 50	**Material:** Humanistic **Literature:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*	0%
10	Students understand constructivist learning theory	1. Explain the meaning of constructivist learning theory 2. Explain the purpose of constructivist theory 3. Explain the principles of constructivist theory 4. Explaining constructivist theory in learning	**Criteria:** Students graduate if they can complete and present the results of the assignment well and correctly **Form of Assessment** : Participatory Activities, Practice/Performance	- Presentation - Discussion 3 X 50	- Presentation - Discussion 3 X 50	**Material:** Humanistic **Reference:** *Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.*	0%
11	Students understand humanistic learning theory	1. Explain the meaning of humanistic learning theory 2. Explain the purpose of humanistic theory 3. Explain the principles of humanistic theory 4. Explaining constructivist theory in learning	**Criteria:** Students graduate if they can complete and present the results of the assignment well and correctly **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	- Simulation, - Presentation - Discussion 3 X 50	- Simulation, - Presentation - Discussion 3 X 50	**Material:** Humanistics **Bibliography:** *Santrock, JW 2008.Educational Psychology.Third Edition.Boston: McGraw-Hill.*	0%

No	Final abilities of each learning stage	Indicators	Criteria & Forms of Assessment	Offline	Online	Learning Materials & References	Weight (%)
12	Students can understand Cybernetic learning theory	1. Explain the meaning of cybernetic learning theory 2. Explain the history of cybernetics 3. Explain the figures of cybernetic learning 4. Explain the application of cybernetic learning theory	**Criteria:** Students graduate if they can complete and present the results of the assignment well and correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	- Simulation, - Presentation - Discussion 3 X 50		**Material:** Constructivism **Bibliography:** *Woolfolk, A. 2010.Educational Psychology, Global Edition.Eleventh Edition.New Jersey: Pearson Education.*	0%
13	Students are able to understand social learning theory	1. Explain the meaning of social learning theory 2. Mention the figures who underlie the formation of social learning theory 3. Explain how social learning theory developed 4. Explain the basic concepts of social learning theory 5. Explain how to apply social learning theory	**Criteria:** Students graduate if they can complete and present the results of the assignment well and correctly **Form of Assessment** : Participatory Activities, Portfolio Assessment	- Simulation, - Presentation - Discussion 3 X 50	- Simulation, - Presentation - Discussion 3 X 50	**Material:** Constructivism **Bibliography:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*	0%
14	Students understand information processing theory	1. Explain information processing theory 2. Explain the figures of information processing theory 3. Explains information processing using short-term memory 4. Explains information processing using long-term memory	**Criteria:** Students graduate if they can complete and present the results of the assignment well and correctly **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	- Simulation - Presentation - Discussion 3 X 50	- Simulation - Presentation - Discussion 3 X 50	**Material:** Social Learning Theory **References:** *Slavin, RE 2005. Educational Psychology Theory and Practice*	20%
15	Students are able to understand the theory of learning motivation	Students graduate if they can complete and present the results of the assignment well and correctly	**Criteria:** 1. Explain the meaning of learning motivation 2. Define various types of motivation 3. Explain the factors that influence motivation 4. Explains how to increase learning motivation **Form of Assessment** : Participatory Activities, Portfolio Assessment	- Simulation - Presentation - Discussion 3 X 50	- Simulation - Presentation - Discussion 3 X 50	**Material:** Social Learning Theory **References:** *Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.*	0%
16	Mastering behavioristic, cognitive, constructivist, humanistic and social learning theory material	Complete the UAS properly and correctly	**Criteria:** Complete the UAS properly and correctly **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	UAS	UAS 2 x 50	**Material:** UAS **Bibliography:** *Woolfolk, A. 2010.Educational Psychology, Global Edition.Eleventh Edition.New Jersey: Pearson Education.*	40%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Portfolio Assessment	20%
3.	Practice / Performance	6.67%
4.	Test	43.33%
		100%

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.