



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business**  
**Bachelor of Commerce Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

|  |   |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|--|---|---|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| <b>Courses</b>                         | <b>CODE</b>   | <b>Course Family</b>  | <b>Credit Weight</b>              | <b>SEMESTER</b>  | <b>Compilation Date</b>  |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Learning Theory                        | 8721103083  |   | T=3 P=0 ECTS=4.77                 | 3  | July 19, 2024            |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                   | <b>SP Developer</b>   |   | <b>Course Cluster Coordinator</b> | <b>Study Program Coordinator</b>   |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | .....   |   | .....                             | Dr. Tri Sudarwanto, S.Pd., MSM.  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Learning model</b>                  | Case Studies  |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | PLO study program that is charged to the course   |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | Program Objectives (PO)   |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PLO-PO Matrix   |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  |   | <table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table> |                                   |  |                          |  | P.O                          |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| P.O                                    |   |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PO Matrix at the end of each learning stage (Sub-PO)  |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>   |   |                                   |  |                          | P.O                                      | Week                         |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O                                    | Week  |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | 1   | 2   | 3                                 | 4  | 5                        | 6  | 7                            | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Short Course Description</b>        | Examining the nature of learning and learning in accordance with behavioristic, cognitive, constructivist, humanistic/social theories, gestalt theory, quantum theory, brain base theory, multiple intelligence, and cybernetic learning theories. Lectures are carried out using an analysis system of reciting reference assignments from various sources, presentations and discussions , project assignments, and reflections based on the character of Faith, intelligent, independent, honest, caring and tough (Idaman Jelita) for economic learning Examining the nature of learning and learning according to behavioristic, cognitive, constructivist, humanistic / social theories, gestalt theory, quantum theory, brain base theory, multiple intelligence, as well as cybernetics learning theory, lectures are carried out with a system of assignment analysis, reviewing references from various sources, presentations and discussions, project assignments, and reflections based on the character of Faith, smart , independent, honest, caring and tough (Idaman Jelita) for economic learning |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>References</b>                      | <b>Main :</b>   |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | <ol style="list-style-type: none"> <li>1. Hergenbahn, B. R. &amp; Olson, Matthew H. 2012. Theorie soft Learnig (TeoriBelajar). EdisiKetujuh. Jakarta: Kencana Prenada Media Group. 2.</li> <li>2. Santrock, J. W. 2008. EducationalPsychology. Third Edition . Boston:McGraw-Hill.</li> <li>3. Saiful Sagala. 2010. Konsepdan makna Pembelajaran . Bandung: Alfabeta</li> <li>4. Slavin, R. E. 2011. PsikologiPendidikan Teori dan Praktik. EdisiKesembilan Jilid. Jakarta: PT Indeks.</li> <li>5. Slavin, R. E. 2011. PsikologiPendidikanTeori dan Praktik. Edisi Kesembilan Jilid 2 . Jakarta: PT Indeks.</li> <li>6. Thobroni, M &amp; Mustofa, Arif. 2011. Belajar &amp;Pembelajaran. Jogjakarta: Ar-ruzz Media.</li> <li>7. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. NewJersey: Pearson Education</li> </ol>   |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | <b>Supporters:</b>  |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Dr. Raya Sulistyowati, S.Pd., M.Pd.<br>Novi Marlana, S.Pd., M.Si.<br>Veni Rafida, S.Pd., M.Pd.  |   |                                   |  |                          |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Week-</b>                           | <b>Final abilities of each learning stage (Sub-PO)</b>  | <b>Evaluation</b>   |                                   | <b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b> |                          | <b>Learning materials [ References ]</b> | <b>Assessment Weight (%)</b> |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  |   | <b>Indicator</b>  | <b>Criteria &amp; Form</b>        | <b>Offline ( offline )</b>   | <b>Online ( online )</b> |  |                              |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |

| (1) | (2)  | (3)  | (4)   | (5)  | (6) | (7) | (8) |
|-----|--|--|---|--|-----|-----|-----|
| 1   | Master the essence of learning theory, the meaning of learning and learning  | 1.1 Explain the meaning of learning and learning (smart)<br>1.2 Describe the meaning of learning and learning 1.3 Explain the benefits and results of learning (smart) 1.4 Describe the characteristics of learning results (smart) 1.1 Explain the meaning of learning and learning (smart) 1.2 Describe the meaning of learning and learning 1.3 Explaining the Benefits and Learning outcomes (smart) 1.4 Describing the characteristics of learning outcomes (smart) | <b>Criteria:</b><br>Selected questions Score 15 / Selected questions Score 15 | Contextual Teaching Learning (CTL)<br>3 X 50 |     |     | 0%  |
| 2   | Analyze behavioristic theory   | 2.1 Describing the substance of behavioristic theory (independent) 2.2 Describing the SR theory (independent) 2.3 Comparing the opinions of behaviorist theory figures (independent) 2.1 Describing the substance of behavioristic theory (independent) 2.2 Describing the SR theory (independent) 2.3 Comparing the opinions of behavioristic theory figures (independent)  | <b>Criteria:</b><br>Selected questions Score 15 / Selected questions Score 15 | Contextual Teaching Learning (CTL)<br>3 X 50 |     |     | 0%  |
| 3   | Understanding the Dominant Functionalistic Theory by Burrhus Frederick Skinner / Understanding the Dominant Functionalistic Theory by Burrhus Frederic Skinner | 3.1 describe the theoretical concept of behaviorism by Skinner (independent) 3.2 Compare Skinner and Thorndike (tough) 3.1 describe the theoretical concept of behaviorism by Skinner (independent) 3.2 Comparing Skinner and Thorndike (tough)  | <b>Criteria:</b><br>Score 15 / Score 15                                       | Contextual Teaching Learning (CTL)<br>3 X 50 |     |     | 0%  |

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|---|---|--|---|--|--|--|----|
| 4 | Understanding the Dominant Associationistic Theory by Ivan Petrovich Pavlov / Understanding the Dominant Associationistic Theory by Ivan Petrovich Pavlov | 4.1 Describe Empirical Observations and Main Theoretical Concepts by Pavlov (self) 4.2 Compare between Classical and Instrumental Conditioning by Pavlov (independent) 4.3 Describe the latest research on Classical conditioning by Pavlov (independent) 4.4 Explain Learned Helplessness and other theoretical explanations about classical conditioning (intelligent ) 4.1 Describe Pavlov's Empirical Observations and Key Theoretical Concepts (formidable) 4.2 Comparing between Classical and Instrumental Conditioning by Pavlov (independent) 4.3 Describe the latest research on Classical conditioning by Pavlov (independently) 4.4 Explaining Learned Helpfulness and other theoretical explanations of classical (intelligent ) conditioning | <b>Criteria:</b><br>Score 15 score 15   | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |
| 5 | Understand cognitive learning theory  | 5.1 Describing the cognitive (intelligent) theory 5.2 Comparing assimilation and accommodation theories (tough) 5.3 Summarizing the opinions of figures in the cognitive (intelligent) theory 5.1 Describing the cognitive (intelligent) theory 5.2 Comparing assimilation and accommodation theories (tough) 5.3 Summarizing the opinions of the cognitive (independent) theory figures   | <b>Criteria:</b><br>Score 15 / score 15 | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |

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|---|---|--|---|--|--|--|----|
| 6 | Describing the Dominant Cognitive Theory by Albert Bandura                                  | <p>6.1 Explain the initial explanation about observational learning (smart)</p> <p>6.2 Analyze Bandura's opinion about observational learning (tough)</p> <p>6.3 Summarize the main theoretical concepts by Bandura (independent)</p> <p>6.4 Explain the wrong cognitive processes according to Bandura (smart)</p> <p>6.5 Analyze the influence of news and entertainment media according to Bandura (intelligent)</p> <p>6.1 Explain the initial explanation of observational (intelligent) learning</p> <p>6.2 Analyze Bandura's opinion about observational learning (tough)</p> <p>6.3 Summing up the main theoretical concepts by Bandura (independently)</p> <p>6.4 Describe the wrong cognitive processes according to Bandura (intelligent)</p> <p>6.5 Analyzing the influence of news and entertainment media according to Bandura (intelligent)</p> | <p><b>Criteria:</b><br/>Score 20 score 20</p>   | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |
| 7 | Mastering social/humanistic learning theory / Mastering social / humanistic learning theory | <p>7.1 Explain social/humanistic (intelligent) learning theory</p> <p>7.2 State the characteristics of social (intelligent) learning theory</p> <p>7.3 Compare the opinions of social (intelligent) theory developers</p> <p>7.1 Explain social / humanistic (intelligent) learning theory</p> <p>7.2 State the characteristics of social (intelligent) theory</p> <p>7.3 Comparing the opinion of social theory developer figures (independent)</p>   | <p><b>Criteria:</b><br/>Score 15 score 15</p>   | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |
| 8 | UTS   |  |   | 3 X 50                                       |  |  | 0% |
| 9 | Understanding Gestalt learning theory / Understanding the theory of Gestalt learning        | <p>9.1 Explaining Gestals Theory (intelligent)</p> <p>9.2 Describing the characteristics of Gestalt Theory (independent)</p> <p>9.1 Explaining Gestalt Theory (intelligent)</p> <p>9.2 Describing the characteristics of Gestalt Theory (independent)</p>  | <p><b>Criteria:</b><br/>Score 15 / score 15</p> | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |

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|----|---|--|---|--|--|--|----|
| 10 | Analyze constructivist learning theory.                                       | 10.1 Describe constructivist (intelligent) theory<br>10.2 Compare components in constructivist (independent)<br>10.1 Describe constructivist (intelligent) theory<br>10.2 Comparing components in statistical constructions (independent)  | <b>Criteria:</b><br>Score 15 / score 15 | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |
| 11 | Understanding Metacognitive Learning Theory                                   | 11.1 Summarizing the theory of metacognitive learning (intelligent)<br>11.2 Analyzing the development of children's metacognitive abilities (intelligent)<br>11.3 Analyzing the role of metacognitive abilities in learning (intelligent)<br>11.1 Summing up the theory of metacognitive learning (intelligent)<br>11.2 Analyzing the development of children's metacognitive abilities (intelligent)<br>11.3 Analyzing the role of metacognitive learning (independent) | <b>Criteria:</b><br>Score 15 / score 15 | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |
| 12 | Understanding quantum learning theory / Understanding quantum learning theory | 12.1 Explaining Quantum (intelligent) learning theory<br>12.2 Analyzing the characteristics of quantum theory (robust)<br>12.3 Mentioning the infrastructure needed in quantum (intelligent) learning theory<br>12.1 Explaining Quantum (intelligent) learning theory<br>12.2 Analyzing the characteristics of a quantum theory (robust)<br>12.3 State the means of pre-heating required in quantum (independent) theory   | <b>Criteria:</b><br>Score 20 / score 20 | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |
| 13 | Understand brain-based learning theory  | 13.1 Describe the theory of brain-based learning (intelligent)<br>13.2 Analyze the functions of the left brain and right brain (independent)<br>13.1 Describe the theory of brain-based learning (Brain base learning) (intelligent)<br>13.2 Analyze the functions of the left brain and right brain (independently)   | <b>Criteria:</b><br>Score 20 / score 20 | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |

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|----|--|--|--|--|--|--|----|
| 14 | Understand cybernetic learning theory / Understand cybernetics learning theory | 14.1 Explaining cybernetic (intelligent) theory<br>14.2 Analyzing the characteristics of (independent) cybernetic theory<br>14.2 Citing examples of developing (resilient) cybernetic theory<br>14.1 Explaining cybernetics (intelligent) theory<br>14.2 Analyzing the characteristics of (independent) cybernetics theory<br>14.2 Citing examples of developing cybernetics theory (tough)  |  | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |
| 15 | Understanding Domestic Learning Thinking                                       | 15.1 Describing Learning Thought According to Ki Hajar Dewantara (Faith)<br>15.2 Describing Learning Thought According to RA Kartini (Faith)<br>15.3 Describing Learning Thought According to KH Ahmad Dahlan (Faith)<br>15.4 Describing Learning Thought According to KH Hasyim Asy'ari (faith)<br>15.1 Describing Learning Thought According to Ki Hajar Dewantara (Iman)<br>15.2 Describing Learning Thinking According to RA Kartini (Faith)<br>15.3 Describing Learning Thinking According to KH Ahmad Dahlan (Faith)<br>15.4 Describing Learning Thought According to KH Hasyim Asyari (faith) |  | Contextual Teaching Learning (CTL)<br>3 X 50 |  |  | 0% |
| 16 |  |  |  |  |  |  | 0% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
|----|------------|------------|
|    |            | 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.