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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory		8721102111	Compulsory Curriculum	**T=2**	**P=0**	**ECTS=3.18**	2	April 24, 2023
AUTHORIZATION		**SP Developer**	Subjects - Institutional	**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		tri sudarwanto			Dr. Tri Sudarwanto, S.Pd., MSM.	

Learning model	**Case Studies**																	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**																	
	Program Objectives (PO)																	
	PO - 1	Demonstrate a responsible attitude towards work independently and in groups																
	PLO-PO Matrix																	

P.O
PO-1

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
PO-1																

Short Course Description	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
References	**Main :**
	1. Hergenhahn, B. R. & Olson, Matthew H. 2012. Theorie soft Learnig (TeoriBelajar). EdisiKetujuh. Jakarta: Kencana Prenada Media Group. 2. 2. Santrock, J. W. 2008. EducationalPsychology. Third Edition . Boston:McGraw-Hill. 3. Saiful Sagala. 2010. Konsepdan makna Pembelajaran . Bandung: Alfabeta 4. Slavin, R. E. 2011. PsikologiPendidikan Teori dan Praktik. EdisiKesembilan Jilid. Jakarta: PT Indeks. 5. Slavin, R. E. 2011. PsikologiPendidikanTeori dan Praktik. Edisi Kesembilan Jilid 2 . Jakarta: PT Indeks. 6. Thobroni, M & Mustofa, Arif. 2011. Belajar &Pembelajaran. Jogjakarta: Ar-ruzz Media. 7. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. NewJersey: Pearson Education
	Supporters:
Supporting lecturer	Dr. Tri Sudarwanto, S.Pd., MSM. Dr. Raya Sulistyowati, S.Pd., M.Pd. Septyan Budy Cahya, S.Pd., M.Pd.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, **[Estimated time]**	Learning materials	

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[References]	Assessment Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the background to the emergence of learning and learning theories		**Form of Assessment** : Participatory Activities	Offline	Explain the background to the emergence of learning and learning theories		0%
2	Analyzing learning and learning theories		**Form of Assessment** : Participatory Activities	offline	1. Analyze the meaning of learning and learning 2. Analyze learning principles 3. Analyze learning objectives	**Material:** 1. Understanding learning and learning 2. Learning principles 3. Learning objectives 4. Learning outcomes 5. Types of learning activities 6. Continuity of the learning process **References:** *Slavin, RE 2011. Psychology Education Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.*	0%
3	Analyzing learning and learning theories		**Form of Assessment** : Participatory Activities	offline	1. Analyze the meaning of learning and learning 2. Analyze learning principles 3. Analyze learning objectives	**Material:** 1. Understanding learning and learning 2. Learning principles 3. Learning objectives 4. Learning outcomes 5. Types of learning activities 6. Continuity of the learning process **References:** *Slavin, RE 2011. Psychology Education Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.*	0%
4		Analyzing behavioristic theory 2. Analyzing the learning theories of several experts 3. Analyzing the advantages and disadvantages of behavioristic theory 4. Analyzing the application of behavioristic theory in learning 5. Analyzing case examples of implementing learning according to theory	**Form of Assessment** : Participatory Activities	offline	lectures and discussions	**Material:** Behavioristic theory 2. Learning theories of several experts 3. Advantages and disadvantages of behavioristic theory 4. Application of behavioristic theory in learning 5. Case examples of implementing learning according to behavioristic theory **Reference:** *Slavin, RE 2011. Psychology Education Theory and Practice. Ninth Edition Volume. Jakarta: PT Index.*	0%
5		Analyzing cognitive learning theory 2. Analyzing learning theory	**Form of Assessment** : Participatory Activities	offline	lecture	**Material:** 1. Cognitive learning theory 2. Cognitive learning theory according to several experts **References:** *Slavin, RE 2011. PsychologyEducation Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.*	0%

6		1. Analyzing constructivist learning theory 2. Analyzing the expected future human character 3. Analyzing knowledge construction 4. Analyzing traditional learning with constructivism 5. Analyzing case examples of implementing constructivist learning	**Form of Assessment** : Participatory Activities	offline	lecture	**Material:** 1. Constructivist learning theory 2. Expected future human character 3. Knowledge construction 4. Traditional learning with constructivism 5. Case examples of implementing constructivist learning **References:** *Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. NewJersey: Pearson Education*	0%
7		a. Analyzing learning that meets cooperative rules b. Analyzing learning that meets cooperative rules Developing cooperative and collaborative learning	**Form of Assessment** : Participatory Activities	offline	discussion	**Material:** a. Analyzing learning that meets cooperative rules b. Analyzing learning that meets cooperative rules Developing cooperative and collaborative learning **References:** *Slavin, RE 2011. Psychology of Education Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.*	0%
8				offline 2 X45			0%
9		Analyzing humanistic learning theory according to experts 2. Analyzing the advantages and disadvantages of humanistic theory 3. Analyzing humanistic theory in learning 4. Analyzing the implications of humanistic learning theory	**Form of Assessment** : Portfolio Assessment	offline	lectures and discussions	**Material:** 1. Humanistic learning theory according to experts 2. Disadvantages and advantages of humanistic theory 3. Humanistic theory in learning 4. Implications of humanistic learning theory Views and criticism of humanism **Reader:** *Saiful Sagala. 2010. Concept and meaning of learning. Bandung: Alphabeta*	0%
10		. Analyzing the processing of cybernetic learning theory 2. Analyzing expert opinions about cybernetic learning theory 3. Analyzing the strengths and weaknesses of cybernetic theory in learning activities 4. Analyzing cybernetic learning theory 5. Analyzing case examples of implementing cybernetic learning	**Form of Assessment** : Participatory Activities	offline	lecture	**Material:** Processing of cybernetic learning theory 2. Opinions of experts regarding cybernetic learning theory 3. Advantages and weaknesses of cybernetic theory in learning activities 4. Cybernetic learning theory 5. Case examples of implementing cybernetic learning **Reference:** *Thobroni, M & Mustofa, Arif. 2011. Learning & Learning. Jogjakarta: Ar-ruzz Media.*	0%

11	Analyzing the sociocultural revolution learning theory	Analyzing the learning theory of the sociocultural revolution 2. Analyzing the opinions of experts 3. Analyzing the learning theory of the sociocultural revolution	**Form of Assessment** : Participatory Activities	offline	lecture	**Material:** 1. Sociocultural revolution learning theory 2. Expert opinions 3. Sociocultural revolution learning theory **References:** *Santrock, JW 2008. EducationalPsychology. Third Edition. Boston:McGraw-Hill.*	0%
12			**Form of Assessment** : Participatory Activities	offline	lecture	**Material:** Quantum learning 2. Quantum teaching 3. Quantum learning in learning **References:** *Hergenhahn, BR & Olson, Matthew H. 2012. Theorie soft Learnig (Learning Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group. 2.*	0%
13			**Form of Assessment** : Participatory Activities	offline	discussions and lectures	**Material:** 1. Cooperative learning 2. Cooperative learning 3. Collaborative learning 4. Collaborative learning **References:** *Thobroni, M & Mustofa, Arif. 2011. Learning & Learning. Jogjakarta: Ar-ruzz Media.*	0%
14							0%
15							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.