



**Universitas Negeri Surabaya
Faculty of Engineering
, Undergraduate Culinary Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Learning Theory	8321102129		T=2 P=0 ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Ita Fatkhur Romadhoni		Nugrahani Astuti, M.Pd	Dr. Hj. Sri Handajani, S.Pd., M.Kes.	

Learning model	Case Studies
-----------------------	--------------

Program Learning Outcomes (PLO)	PLO study program which is charged to the course																
	PLO-8	Able to create works in the field of culinary arts based on local wisdom with an entrepreneurial outlook															
	PLO-10	Able to understand scientific concepts in the field of pedagogy															
	Program Objectives (PO)																
	PO - 1	Demonstrate a responsible attitude towards work in their field of expertise independently															
	PO - 2	Able to apply and solve simple problems in culinary pedagogy, including learning planning, developing learning tools, evaluation and science and technology-based learning media															
	PO - 3	Skilled in designing, carrying out research, analyzing and implementing research results in culinary education with the results of applied technological innovation in bo science															
	PO - 4	Skilled in designing and implementing learning plans, learning tools, evaluation and learning media in schools by prioritizing local wisdom and regional culture															
	PLO-PO Matrix																
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">P.O</th> <th style="width: 20%;">PLO-8</th> <th style="width: 20%;">PLO-10</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> </tbody> </table>		P.O	PLO-8	PLO-10	PO-1			PO-2			PO-3			PO-4		
P.O	PLO-8	PLO-10															
PO-1																	
PO-2																	
PO-3																	
PO-4																	

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 15%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-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></tr> <tr><td>PO-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></tr> <tr><td>PO-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></tr> <tr><td>PO-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></tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
P.O	Week																																																																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																						
PO-1																																																																																																						
PO-2																																																																																																						
PO-3																																																																																																						
PO-4																																																																																																						

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 theory. Lectures are carried out using a synchronous and asynchronous system as well as analysis of reference reading 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 learning culinary arts
---------------------------------	---

References	<p>Main :</p> <ol style="list-style-type: none"> 1. TEORI-TEORI BELAJAR DALAM PENDIDIKAN. (2020). (n.p.): EDU PUBLISHER. 2. TEORI BELAJAR & PEMBELAJARAN. (2021). (n.p.): Literasi Nusantara. 3. TEORI BELAJAR DAN PEMBELAJARAN. (2020). (n.p.): NLC. 4. TEORI-TEORI BELAJAR DAN PEMBELAJARAN. (2021). (n.p.): Penerbit Adab. <p>Supporters:</p>
-------------------	--

1. Hergenbahn, 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. *Konsep dan makna Pembelajaran* . Bandung: Alfabeta
4. *TEORI BELAJAR DAN PEMBELAJARAN*. (2021). (n.p.): Penerbit Lakeisha.

Supporting lecturer		Nugrahani Astuti, S.Pd., M.Pd. Ita Fatkhur Romadhoni, S.Pd., M.Pd. Annisa Nur'aini, 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	Mastering the nature of learning theory, the meaning of learning and learning	<ol style="list-style-type: none"> 1.Reviewing the meaning of learning and learning 2.Analyze the meaning of learning and learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to review the meaning of learning and learning 100% correctly according to SOP 2.Able to analyze the meaning of learning and learning 99% correctly according to SOP 3.Able to detail the benefits and learning outcomes 99% correctly according to SOP <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning (CTL) 3 X 50		<p>Material: Basic concepts of learning theory Reference: <i>LEARNING THEORIES IN EDUCATION</i>. (2020). (np): EDU PUBLISHER.</p>	5%
2	<ol style="list-style-type: none"> 1.Understand the basic concepts of behavioristic theory 2.Understand the important figures of behavioristic theory 3.Understand the form of implementation of behavioristic theory in the field of culinary education 	<ol style="list-style-type: none"> 1.Reconveying the substance of behavioristic theory 2.Analyzing SR theory 3.Comparing the opinions of behaviorist theory figures 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to convey the substance of behavioristic theory correctly according to SOP 2.Able to analyze SR theory correctly according to SOP 3.Able to compare the opinions of behaviorist theory figures correctly according to SOP <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation and Discussion 2 X 50	Reviewing articles related to 2 X 50 learning theory	<p>Material: Behavioristic Theory Bibliography: <i>LEARNING AND LEARNING THEORY</i>. (2020). (np): NLC.</p>	5%
3	Understanding Dominant Functionalistic Theory by Burrhus Frederick Skinner	3.1 describe the theoretical concept of behaviorism by Skinner (independent) 3.2 Compare Skinner and Thorndike (independent)	<p>Criteria: Score 15</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: Skinner's Learning Theory Bibliography: <i>LEARNING AND LEARNING THEORIES</i>. (2021). (np): Adab Publishers.</p>	5%

4	Understanding Dominant Associationist Theory by Ivan Petrovich Pavlov	<ol style="list-style-type: none"> 1.Describes the form of Empirical Observation and Main Theoretical Concepts by Pavlov 2.Comparing between Classical and Instrumental Conditioning by Pavlov 3.Analyzing the latest Research on Classical conditioning by Pavlov 4.Applying Learned Helplessness regarding classical conditioning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to explain the form of Empirical Observation and Main Theoretical Concepts by Pavlov 2.Be able to compare between classical and instrumental conditioning by Pavlov 3.Able to analyze the latest Research on Classical conditioning by Pavlov 4.Able to apply Learned Helps related to classical conditioning <p>Form of Assessment : Participatory Activities</p>	Discussion and Presentation 2 X 50	Discussion and Presentation 2 X 50	<p>Material: Pavlov's Theory</p> <p>Library: <i>LEARNING & LEARNING THEORY. (2021). (np): Archipelago Literacy.</i></p>	5%
5	Understanding cognitivist learning theory	<ol style="list-style-type: none"> 1.Evaluating cognitivist theory 2.Compare assimilation and accommodation theories 3.Summarizing the opinions of cognitivist theory figures 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to evaluate cognitivist theory 2.Be able to compare assimilation and accommodation theories 3.Able to summarize the opinions of cognitivist theory figures <p>Form of Assessment : Participatory Activities</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: Assimilation and Accommodation</p> <p>Literature: <i>LEARNING THEORIES IN EDUCATION. (2020). (np): EDU PUBLISHER.</i></p>	5%
6	Describing Constructivist Learning Theory	<ol style="list-style-type: none"> 6.1 Describe constructivist (intelligent) theory 6.2 Compare components in constructivist (independent) 	<p>Criteria: Score 20</p> <p>Form of Assessment : Participatory Activities</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: Constructivist Theory</p> <p>Literature: <i>LEARNING AND LEARNING THEORY. (2021). (np): Lakeisha Publishers.</i></p>	5%
7	Understanding Bandura's Cognitive Dominant learning theory	<ol style="list-style-type: none"> 1.Analyzing the concept of observational learning 2.Restates Bandura's opinion about observational learning 3.Summarizes the main theoretical concepts by Bandura 4.Describes faulty cognitive processes according to Bandura 5.Analyzing the influence of news and entertainment media according to Bandura 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to analyze the concept of observational learning 2.Able to convey Bandura's opinion about observational learning 3.Able to summarize the main theoretical concepts by Bandura 4.Able to describe incorrect cognitive processes according to Bandura <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: Bandura Theory</p> <p>References: <i>Santrock, JW 2008. Educational Psychology. Third Edition. Boston:McGraw-Hill.</i></p>	5%

8	convey the results of the case study presentation	Able to present work results	<p>Criteria: Able to present work results appropriately according to input</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	2 X 50 plenary session	2 X 50 plenary session	<p>Material: Presentation of work results References: <i>Hergenbahn, BR & Olson, Matthew H. 2012. Theorie soft Learning (Learning Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group. 2.</i></p>	15%
9	Understand the Basic Concepts of Learning Strategies	<ol style="list-style-type: none"> 1.Explain the meaning of learning strategies 2.Distinguish between models, approaches, strategies, methods and learning techniques 3.Details the factors that influence learning 4.Analyze the principles of learning strategies 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to explain the meaning of learning strategies 2.Able to differentiate learning models, approaches, strategies, methods and techniques 3.Able to detail the factors that influence learning 4.Able to analyze the principles of learning strategies <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: Library Learning Concept Reader: <i>Saiful Sagala. 2010. Concept and meaning of Learning. Bandung: Alfabeta</i></p>	5%
10	Understand the direct learning model	<ol style="list-style-type: none"> 1.Describe the meaning of the direct learning model 2.Examining the theory underlying the direct learning model 3.Analyze the syntax of direct learning models 4.Details the characteristics of the direct learning model 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to describe the meaning of the direct learning model 2.Able to study the theory underlying the direct learning model 3.Able to analyze the syntax of direct learning models 4.Able to detail the characteristics of the direct learning model <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: Direct Learning Model Reader: <i>Saiful Sagala. 2010. Concept and meaning of Learning. Bandung: Alfabeta</i></p>	5%

11	Understanding cooperative learning models	<ol style="list-style-type: none"> 1. Describe the meaning of the cooperative learning model 2. Examining the theory underlying the cooperative learning model 3. Detailing the characteristics of the cooperative learning model 4. Distinguishing types of cooperative learning models 5. Analyzing the syntax of cooperative learning models 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to describe the meaning of the cooperative learning model 2. Able to study the theory underlying the cooperative learning model 3. Able to detail the characteristics of cooperative learning models 4. Able to differentiate between types of cooperative learning models 5. Able to analyze the syntax of cooperative learning models <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: Cooperative Learning Model Reader: Saiful Sagala. 2010. <i>Concept and meaning of Learning.</i> Bandung: Alfabeta</p>	5%
12	Understanding problem-based learning models	<ol style="list-style-type: none"> 1. Describe the meaning of problem-based learning models 2. Examining the theory underlying the PBL model 3. Detailing the characteristics of the PBL learning model 4. Analyze the syntax of the PBL model 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to describe the meaning of the PBL model 2. Able to study the theory underlying the PBL model 3. Able to detail the characteristics of the PBL learning model 4. Able to analyze PBL model syntax <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: PBL Model Reader: Saiful Sagala. 2010. <i>Concept and meaning of Learning.</i> Bandung: Alfabeta</p>	5%
13	Understand the inquiry learning model	<ol style="list-style-type: none"> 1. Describe the meaning of the inquiry learning model 13.5 Implement the inquiry learning model 2. Examining the theory underlying the inquiry learning model 3. Detailing the characteristics of the inquiry learning model 4. Analyzing the syntax of the inquiry learning model 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to describe the meaning of the inquiry learning model 2. Able to study the theory underlying the inquiry learning model 3. Able to detail the characteristics of the inquiry learning model 4. Able to analyze the syntax of inquiry learning models <p>Form of Assessment : Participatory Activities</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: Inquiry Learning Model Reader: Saiful Sagala. 2010. <i>Concept and meaning of Learning.</i> Bandung: Alfabeta</p>	5%
14	Understand the project-based learning model	<ol style="list-style-type: none"> 1. Describe the meaning of the project-based learning model 2. Examining the theory underlying the project-based learning model 3. Details the characteristics of the project-based learning model 4. Analyzing the syntax of project-based learning models 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to describe the meaning of the project-based learning model 2. Able to study the theory underlying the project-based learning model 3. Able to detail the characteristics of the project-based learning model 4. Able to analyze the syntax of project-based learning models <p>Form of Assessment : Participatory Activities</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Material: PjBL Model Reader: Saiful Sagala. 2010. <i>Concept and meaning of Learning.</i> Bandung: Alfabeta</p>	5%

15	Evaluation of the application of learning theory to the teaching and learning process	1. Discuss understanding the principles of learning theory in achieving learning goals 2. Analyzing the application of learning theories in learning	Criteria: 1. Able to understand the principles of learning theory in achieving learning goals 2. Able to analyze the application of learning theories in learning 3. Able to apply learning activities with various learning models Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	Material: Evaluation of Results Literature: <i>Hergenbahn, BR & Olson, Matthew H. 2012. Theorie soft Learning (Learning Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group. 2.</i>	10%
16	Evaluation of the application of learning theory to the teaching and learning process	1. Discuss understanding the principles of learning theory in achieving learning goals 2. Analyzing the application of learning theories in learning	Criteria: 1. Able to understand the principles of learning theory in achieving learning goals 2. Able to analyze the application of learning theories in learning 3. Able to apply learning activities with various learning models Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	Material: Evaluation of results Reader: <i>Saiful Sagala. 2010. Concept and meaning of Learning. Bandung: Alfabeta</i>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Project Results Assessment / Product Assessment	24.17%
3.	Portfolio Assessment	7.5%
4.	Practical Assessment	5.83%
5.	Practice / Performance	5%
6.	Test	2.5%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

