



Universitas Negeri Surabaya
Faculty of Economics and Business
Economic Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Learning Theory	8720302355	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
		Dr. Retno Mustika Dewi, S.Pd., M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																				
	PLO-9	Able to solve problems in economic learning comprehensively in accordance with developments in science and technology																																																																																			
	Program Objectives (PO)																																																																																				
	PO - 1	Able to demonstrate a responsible attitude towards work independently or in groups																																																																																			
	PO - 2	Examining and analyzing the nature of learning and learning in various learning theories																																																																																			
	PO - 3	Solving problems in economics learning based on certain learning theory approaches																																																																																			
	PLO-PO Matrix																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																					
<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="width: 50px;">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> <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> </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																
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Short Course Description	In this course students learn about the nature of learning and learning in accordance with behavioristic theories, Dominant Functionalistic Theory by Burrhus Frederick Skinner, Dominant Associationism by Ivan Petrovich Pavlov, Dominant Cognitive by Albert Bandura, humanistic/social, gestalt theory, constructivist, Metacognitive, Quantum theory, Brain base theory, Cybernetics, and Domestic Learning Thought. Lectures are carried out using a system of analyzing assignments, reading references 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.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Eggen, P., & Kauchak, D. (2019). Using Educational Psychology in Teaching (11th ed.). Pearson Education, Inc. 2. Hergenhahn, B. R., & Olson, M. H. (2015). Theories of learning. Prenada Media. 3. Santrock, J. W. (2017). Educational Psychology (6th ed.). McGraw-Hil. 4. Woolfolk, A., Hughes, M., & Walkup, V. (2019). Pyschology in Education (14th ed.). Pearson Education, Inc. 5. Thobroni, M & Mustofa, Arif. 2011. Belajar &Pembelajaran. Jogjakarta: Ar-ruzz Media. <p>Supporters:</p> <ol style="list-style-type: none"> 1. -
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Supporting lecturer	Prof. Dr. Jun Surjanti, S.E., M.Si. Eka Hendi Andriansyah, S.Pd., M.Pd. Albrian Fiky Prakoso, S.Pd., M.Pd. Henri Purwa Pamungkas, S.Pd., M.Pd.
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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	Master the essence of learning theory, the meaning of learning and learning	1.1. Explain the meaning of learning and learning (intelligent) 2.2. Describe the meaning of learning and learning 3.3. Explain the benefits and results of learning (smart) 4.4. Describe the characteristics of learning outcomes (intelligent)	Criteria: Selected questions Score 15 / Selected questions Score 15 Form of Assessment : Participatory Activities	Week 1 - Lecture - Group discussion - Assignment 1: assignment to make a paper and power point for the next meeting material 3 X 50	-	Material: the nature of learning theory, the meaning of learning and learning. Reference: <i>Hergenhahn, BR, & Olson, MH (2015). Theories of learning. Prenada Media.</i>	3%
2	Analyze behavioristic theory	1.1. Describe the substance of behavioristic theory (independent) 2.2. Describe the SR (independent) theory 3.3. Comparing the opinions of behaviorist theory figures (independent)	Criteria: Selected questions Score 15 / Selected questions Score 15 Form of Assessment : Participatory Activities	2nd week - Lecture - Discussion in groups of 3 X 50	-	Material: behavioristic theory References: <i>Hergenhahn, BR, & Olson, MH (2015). Theories of learning. Prenada Media.</i>	4%
3	Understanding the Dominant Functionalistic Theory by Burrhus Frederick Skinner / Understanding the Dominant Functionalistic Theory by Burrhus Frederic Skinner	1.1. Describe the theoretical concept of behaviorism by Skinner (independent) 2.2. Comparing Skinner and Thorndike (tough)	Criteria: Scoring Guidelines Form of Assessment : Participatory Activities	3rd week - Lecture - 3 X 50 group discussions	-	Material: Dominant Functionalistic Theory by Burrhus Frederick Skinner References: <i>Eggen, P., & Kauchak, D. (2019). Using Educational Psychology in Teaching (11th ed.). Pearson Education, Inc.</i>	4%
4	Understanding the Dominant Associationistic Theory by Ivan Petrovich Pavlov / Understanding the Dominant Associationistic Theory by Ivan Petrovich Pavlov	1.1. Describe Empirical Observations and Main Theoretical Concepts by Pavlov (tough) 2.2. Comparing between Classical and Instrumental Conditioning by Pavlov (independent) 3.3. Explain the latest research on Classical conditioning by Pavlov (independent) 4.4. Explaining Learned Helpfulness and other theoretical explanations of classical (intelligent) conditioning	Criteria: Scoring Guidelines Form of Assessment : Participatory Activities	3rd week - Lecture - 3 X 50 group discussions	-	Material: Dominant Associationist Theory by Ivan Petrovich Pavlov Reference: <i>Santrrock, JW (2017). Educational Psychology (6th ed.). McGraw-Hil.</i>	4%

5	Understand cognitive learning theory	<p>1.1. Describe cognitivistic (intelligent) theory</p> <p>2.2. Comparing the theories of assimilation and accommodation (resilient)</p> <p>3.3. Summarize the opinions of cognitivist theory figures (independently)</p>	<p>Criteria: Scoring Guidelines</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Week 5 - Lecture - Group discussion 3 X 50</p>	-	<p>Material: cognitive learning theory</p> <p>References: <i>Woolfolk, A., Hughes, M., & Walkup, V. (2019). Psychology in Education (14th ed.). Pearson Education, Inc.</i></p>	4%
6	Describing the Dominant Cognitive Theory by Albert Bandura	<p>1.1. Explain the initial explanation of observational (intelligent) learning</p> <p>2.2. Analyze Bandura's opinion about observational (resilient) learning</p> <p>3.3. Summarize the main theoretical concepts by Bandura (independent)</p> <p>4.4. Explaining incorrect cognitive processes according to Bandura (intelligent)</p> <p>5.5. Analyze the influence of news and entertainment media according to Bandura (smart)</p>	<p>Criteria: Scoring Guidelines</p> <p>Form of Assessment : Participatory Activities</p>	<p>Week 6 - Lecture - Group discussion 3 X 50</p>	-	<p>Material: Dominant Cognitive Theory by Albert Bandura</p> <p>Reference: <i>Hergenhahn, BR, & Olson, MH (2015). Theories of learning. Prenada Media.</i></p>	4%
7	Mastering social/humanistic learning theory / Mastering social / humanistic learning theory	<p>1.1. Explain social/humanistic (intelligent) learning theory</p> <p>2.2. Mention the characteristics of social theory (intelligent)</p> <p>3.3. Comparing the opinions of social theory developers (independent)</p>	<p>Criteria: Scoring Guidelines</p> <p>Form of Assessment : Participatory Activities</p>	<p>Week 7 Learning method: Problem Based Learning 3 X 50</p>	-	<p>Material: social/humanistic learning theory</p> <p>References: <i>Thobroni, M & Mustofa, Arif. 2011. Learning & Learning. Jogjakarta: Ar-ruzz Media.</i></p>	4%
8	UTS	-	<p>Criteria: Scoring Guidelines</p> <p>Form of Assessment : Test</p>	- 3 X 50	-	<p>Material: - Library:</p>	20%
9	Understanding Gestalt learning theory / Understanding the theory of Gestalt learning	<p>1.1. Explaining Gestals Theory (intelligent)</p> <p>2.2. Describe the characteristics of Gestals Theory (independent)</p>	<p>Criteria: Scoring Guidelines</p> <p>Form of Assessment : Participatory Activities</p>	<p>Week 9 - Lecture - Group discussion 3 X 50</p>	-	<p>Material: Gestalt learning theory</p> <p>References: <i>Woolfolk, A., Hughes, M., & Walkup, V. (2019). Psychology in Education (14th ed.). Pearson Education, Inc.</i></p>	3%

10	Analyze constructivist learning theory.	1.10.1 Describe constructivist (intelligent) theory 10.2 Compare components in constructivist (independent) theory 10.1 Describe constructivist (intelligent) theory 10.2 Comparing components in statistical constructions (independent) 2.1. Describe constructivist (intelligent) theory 3.2. Comparing components in constructivism (independent)	Criteria: Scoring Guidelines Form of Assessment : Participatory Activities	Week 10 Project Based Learning Model 3 X 50	-	Material: constructivist learning theory References: <i>Sanrock, JW (2017). Educational Psychology (6th ed.). McGraw-Hil.</i>	4%
11	Understanding Metacognitive Learning Theory	1.1. Concluding metacognitive (intelligent) learning theory 2.2. Analyze the development of children's metacognitive abilities (intelligent) 3.3. Analyze the role of metacognition in learning (independent)	Criteria: Scoring Guidelines Form of Assessment : Participatory Activities	Week 11 - Lecture - Group discussion 3 X 50	-	Material: Metacognitive Learning Theory References: <i>Aggen, P., & Kauchak, D. (2019). Using Educational Psychology in Teaching (11th ed.). Pearson Education, Inc.</i>	3%
12	Understanding quantum learning theory / Understanding quantum learning theory	1.1. Explain Quantum (intelligent) learning theory 2.2. Analyze the characteristics of quantum theory (robust) 3.3. Mention the infrastructure needed in quantum theory (independently)	Criteria: Scoring Guidelines Form of Assessment : Participatory Activities	Week 12 - Lecture - Group discussion 3 X 50	-	Material: quantum learning theory References: <i>Thobroni, M & Mustofa, Arif. 2011. Learning & Learning. Jogjakarta: Ar-ruzz Media.</i>	3%
13	Understand brain-based learning theory	1.1. Describe brain-based learning theory (smart) 2.2. Analyze the function of the left brain and right brain (independently)	Criteria: Scoring Guidelines Form of Assessment : Participatory Activities	Week 13 - Lecture - Group discussion 3 X 50	-	Material: brain-based learning theory (brain base learning) References: <i>Thobroni, M & Mustofa, Arif. 2011. Learning & Learning. Jogjakarta: Ar-ruzz Media.</i>	3%
14	Understand cybernetic learning theory / Understand cybernetics learning theory	1.1. Explain cybernetic (intelligent) theory 2.2. Analyze the characteristics of cybernetic theory (independent) 3.3. Mention examples of the development of cybernetic (resilient) theory	Criteria: Scoring guidelines Form of Assessment : Participatory Activities	Week 14 - Lecture - Group discussion 3 X 50	-	Material: cybernetic learning theory References: <i>Thobroni, M & Mustofa, Arif. 2011. Learning & Learning. Jogjakarta: Ar-ruzz Media.</i>	3%

15	Understanding Domestic Learning Thinking	<p>1.1. Describe Learning Thoughts According to Ki Hajar Dewantara (Faith)</p> <p>2.2. Describe Learning Thoughts According to RA Kartini (Faith)</p> <p>3.3. Describe Learning Thoughts According to KH Ahmad Dahlan (Iman)</p> <p>4.4. Describe Learning Thoughts According to KH Hasyim Asy'ari (faith)</p>	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	Week 15 - Lecture - Group discussion 3 X 50	-	<p>Material: Domestic Learning Thoughts</p> <p>References: <i>Thobroni, M & Mustofa, Arif. 2011. Learning & Learning. Jogjakarta: Ar-ruzz Media.</i></p>	4%
16	UAS	-	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Test	-	<p>Material: -</p> <p>Library:</p>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	48%
2.	Project Results Assessment / Product Assessment	17%
3.	Test	35%
		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.