Document Code



Learning

Universitas Negeri Surabaya Faculty of Economics and Business, Bachelor of Science in Office Administration Education Study Program

SEMESTER LEARNING PLAN Course Family Credit Weight

 Courses
 CODE
 Course Family
 Credit Weight
 SEMESTER
 Compilation Date

 LEARNING THEORY
 8721002125
 Compulsory Study Program Subjects
 T=2
 P=0
 ECTS=3.18
 2
 July 17, 2024

AUTHORIZATION

SP Developer

Course Cluster Coordinator

Study Program Coordinator

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model								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course							
	Program Obje	rogram Objectives (PO)						
	PO - 1	Able to internalize academic values, norms and ethics in completing assignments related to learning theory and learning theory concepts						
	PO - 2	Able to apply and analyze descriptive theory and prescriptive theory, behavioristic theory, as well as cognitive theory,						

PO - 2

Able to apply and analyze descriptive theory and prescriptive theory, behavioristic theory, as well as cognitive theory, constructivist theory, humanistic learning theory, cybernetic theory, sociocultural revolution learning theory, in office administration education programs

PO - 3

Able to make appropriate decisions in resolving quantum teaching and quantum learning and cooperative and collaborative learning problems, lesson study based on problem solving and problem posing in the field of office

Able to make appropriate decisions in resolving quantum teaching and quantum learning and cooperative and collaborative learning problems, lesson study based on problem solving and problem posing in the field of office administration

PLO-PO Matrix

Case Studies



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																
PO-2																
PO-3																

Short Course Description

This course discusses the background to the emergence of teaching and learning theory, learning theory and teaching, descriptive and prescriptive theory, behavioristic theory, cognitive learning theory, constructivist theory, humanistic learning theory, cybernetic learning theory, sociocultural revolution learning theory, quantum learning theory, cooperative learning and collaborative learning, lesson study, learning based on problem solving and problem mastery. Education is carried out by implementing a collaborative approach. Lectures are carried out using a system of case study analysis, presentations and discussions, project assignments, and reflection.

References Ma

- Main:
 - Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers
 - 2. Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing
 - 3. Dahar, Ratna Wilis. 2016. Teoriteori Belajar & Pembelajaran. Jakarta: Erlangga
 - 4. Suyono. 2015. Belajar dan Pembelajaran. Bandung: PT Remaja Rosdakarya
 - Hergenhahn, B. R. & Olson, MatthewH. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.
 - 6. Santrock, J. W. 2008.Educational Psychology. Third Edition. Boston: McGraw-Hill

Supporters:

	 Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks Slavin,R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid2. Jakarta: PT Indeks Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. NewJersey: Pearson Education Santrock, J. W. 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill 	
Supporting lecturer	Durinta Puspasari, S.Pd., M.Pd. Triesninda Pahlevi, S.Pd., M.Pd. Ruri Nurul Aeni Wulandari, S.Pd., M.Pd. Novi Trisnawati, S.Pd., M.Pd. Febrika Yogie Hermanto, S.Pd., M.Pd. Dr. Farij Ibadil Maula, M.Pd.	

				Не	elp Learning,		
Week-	Final abilities of each learning stage	Eva	aluation	Stude	ning methods, nt Assignments, stimated time]	Learning materials	Assessmen Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Explain and analyze learning and learning theories	1.1. Explain the background to the emergence of learning and learning theories 2.2. Analyze the principles of learning objectives; learning outcomes; type of learning activity; continuity of the learning process 3.3. Analyze the factors that influence learning; good ways to learn 4.4. analyze current issues in learning and learning theory; and implications for higher education	Criteria: 1.1. Explain the background to the emergence of learning and learning theories! (score 50) 2.2. Name and explain the factors that influence learning and learning outcomes! (score 50) 3. Non Test: Analyze the Higher Education Law number 12 of 2012, article 31 concerning Distance Education (PJJ) and its implications for higher education institutions Form of Assessment: Participatory Activities	1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50	1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 x 50	Material: a) Background of learning and learning theory b) Definition of learning and learning c) Principles of learning; d) Learning objectives References: Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers Material: e) Learning activity; g) Continuity of the learning process; g) Factors that influence learning; i) Current issues in learning and learning and learning theory j) Implications for higher education. References: Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing	4%

2	Explain and analyze learning and learning theories	1.1. Explain the background to the emergence of learning and learning theories 2.2. Analyze the principles of learning objectives; learning outcomes; type of learning activity; continuity of the learning process 3.3. Analyze the factors that influence learning; good ways to learn 4.4. analyze current issues in learning theory; and implications for higher education	Criteria: 1.1. Explain the background to the emergence of learning and learning theories! (score 50) 2.2. Name and explain the factors that influence learning outcomes! (score 50) 3. Non Test: Analyze the Higher Education Law number 12 of 2012, article 31 concerning Distance Education (PJJ) and its implications for higher education institutions Form of Assessment: Participatory Activities	1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50	1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50	Material: a) Background of learning and learning theory b) Definition of learning of learning of learning of learning; d) Learning objectives References: Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers Material: e) Learning outcomes; f) Type of learning activity; g) Continuity of the learning process; g) Factors that influence learning; h) Good ways of learning; i) Current issues in learning and learning theory j) Implications for higher education. References: Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing	5%

3	Explain and analyze learning and learning theories	1.1. Explain the background to the emergence of learning and learning theories 2.2. Analyze the principles of learning objectives; learning outcomes; type of learning activity; continuity of the learning process 3.3. Analyze the factors that influence learning; good ways to learn 4.4. analyze current issues in learning and learning	Criteria: 1.1. Explain the background to the emergence of learning and learning theories! (score 50) 2.2. Name and explain the factors that influence learning and learning outcomes! (score 50) 3.Non Test: • Analyze the Higher Education Law number 12 of 2012, article 31 concerning Distance Education (PJJ) and its implications for higher education institutions Form of Assessment:	1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50	Lecture Discussion Question and Answer A. Case study X 50	Material: a) Background of learning and learning theory b) Definition of learning and learning c) Principles of learning; d) Learning objectives References: Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers	5%
		theory; and implications for higher education	Participatory Activities			Material: e) Learning outcomes; f) Type of learning activity; g) Continuity of the learning process; g) Factors that influence learning; h) Good ways of learning; i) Current issues in learning and learning theory j) Implications for higher education. References: Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing	
4	Explain and analyze descriptive theory and prescriptive theory, behavioristic theory, and cognitive theory.	1.1. Analyze the meaning of descriptive theory and descriptive theory 2.2. Analyze the differences between descriptive learning theory and prescriptive theory 3.3. Analyze the advantages and disadvantages of descriptive learning theory and prescriptive theory 4.4. Analyze behavioristic theory 5.5. Analyze the learning theories of several experts 6.6. Analyze the advantages	Criteria: 1.1. Explain what is the difference between descriptive theory and perspective learning theory! 2.2. Explain with examples of the application of behavioristic theory in learning! 3.3. How to apply cognitive theory in learning in higher education! 4.Non Test: Analyzing the study of behavioristic theory of stimulus and response in increasing students' interest in learning with innovative media & e-learning Form of Assessment: Participatory Activities	1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50	1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50	Material: a) Understanding descriptive theory and prescriptive theory; b) Difference between descriptive learning theory and prescriptive theory; c) The advantages of descriptive learning theory; d) Lack of prescriptive learning theory; e) Learning and learning theories related to descriptive and prescriptive learning theories related. Cearning theories. Reference: Dahar, Ratna Wilis. 2016. Learning & Learning	5%

5	Eynlain and	and disadvantages of behavioristic theory 7.7. Analyze the application of behavioristic theory in learning 8.8. Analyze cognitive theory. 9.9. Analyze cognitive theory in learning 10.10. Analyze case examples of learning implementation according to cognitive theory 11.11. Analyze the advantages and disadvantages of cognitivist learning theory	Critoria	1 Lecture	1 Locture	Theories. Jakarta: Erlangga Material: f) Learning theories of several experts; g) Advantages and disadvantages of behavioristic theory; h) Application of behavioristic theory in learning i) Example of a case of implementing learning according to behavioristic theory Library: Suyono. 2015. Learning and Learning. Bandung: PT Teen Rosdakarya Material: j) Cognitive learning theory; k) Cognitive learning theory; k) Cognitive learning theory according to several experts l) Cognitive theory in learning m) Case examples of implementing learning according to cognitive theory; n) Advantages and disadvantages of cognitivist learning theory References: Hergenhahn, BR & Olson, MatthewH. 2012. Theories of Learning (Learning Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.	E04
5	Explain and analyze descriptive theory and prescriptive theory, behavioristic theory, and cognitive theory.	1.1. Analyze the meaning of descriptive theory and descriptive theory 2.2. Analyze the differences between descriptive learning theory and prescriptive theory 3.3. Analyze the advantages and disadvantages of descriptive learning theory	Criteria: 1.1. Explain what is the difference between descriptive theory and perspective learning theory! 2.2. Explain with examples of the application of behavioristic theory in learning! 3.3. How to apply cognitive theory in learning in higher education! 4.Non Test: Analyzing the study of behavioristic theory	1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50	Lecture Discussion Question and Answer A. Case study X 50	Material: a) Understanding descriptive theory; and prescriptive theory; b) Difference between descriptive learning theory and prescriptive theory; c) The advantages of descriptive learning theory; d) Lack of prescriptive learning theory; e) Learning and	5%

6	Explain and	and prescriptive theory 4.4. Analyze behavioristic theory 5.5. Analyze the learning theories of several experts 6.6. Analyze the advantages of behavioristic theory 7.7. Analyze the application of behavioristic theory in learning 8.8. Analyze cognitive theory. 9.9. Analyze cognitive theory in learning 10.10. Analyze case examples of learning implementation according to cognitive theory 11.11. Analyze the advantages and disadvantages and disadvantages of cognitivist learning theory	of stimulus and response in increasing students' interest in learning with innovative media & e-learning Form of Assessment: Participatory Activities	1. Lecture	1. Lecture	learning theories related to descriptive and prescriptive learning theories. Reference: Dahar, Ratna Wilis. 2016. Learning & Learning & Learning Theories. Jakarta: Erlangga Material: f) Learning theories of several experts; g) Advantages and disadvantages of behavioristic theory; h) Application of behavioristic theory in learning i) Example of a case of implementing learning according to behavioristic theory Library: Suyono. 2015. Learning and Learning. Bandung: PT Teen Rosdakarya Material: j) Cognitive learning theory; k) Cognitive learning theory according to several experts I) Cognitive theory in learning theory; k) Cognitive learning theory according to several experts I) Cognitive theory in learning theory according to several experts I) Cognitive theory; n) Advantages and disadvantages of cognitivist learning theory References: Hergenhahn, BR & Olson, Mathewh. 2012. Theories of Learning (Learning (Learning (Learning)) Seventh Edition. Jakarta: Renenada Media Group. Material: a)	5%
	analyze descriptive theory and prescriptive theory, behavioristic theory, and cognitive theory.	1.1. Analyze the meaning of descriptive theory and descriptive theory 2.2. Analyze the differences	1.1. Explain what is the difference between descriptive theory and perspective learning theory! 2.2. Explain with	2. Discussion 3. Question and Answer 4. Case study 3 X 50	2. Discussion 3. Question and Answer 4. Case study 3 X 50	Understanding descriptive theory and prescriptive theory; b) Difference between descriptive	570

between descriptive learning theory and prescriptive theory. 3. Analyze the advantages and disadvantages of descriptive learning theory and prescriptive theory. 4. Analyze behavioristic theory. 5. Analyze the learning theories of several experts 6. Analyze the advantages and disadvantages and disadvantages of behavioristic theory. 7. Analyze the application of behavioristic theory in learning. 8. Analyze cognitive theory. 9. Analyze cognitive theory in learning. 0.10. Analyze case examples of learning implementation according to cognitive theory in learning.
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- examples of the application of behavioristic theory in learning!
- 3.3. How to apply cognitive theory in learning in higher education!
- 4.Non Test: Analyzing the study of behavioristic theory of stimulus and response in increasing students' interest in learning with innovative media & e-learning

Form of Assessment : Participatory Activities

learning theory and prescriptive theory; c) The advantages of descriptive learning theory; d) Lack of prescriptive learning theory; e) Learning and learning theories related to descriptive and prescriptive learning theories. Reference: Dahar, Ratna Wilis. 2016. Learning & Learning Theories. Jakarta: Erlangga

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7	Analyzing constructivist theory	1.1. Analyze constructivist learning theory 2.2. Analyze the expected future human character 3.3. Analyze knowledge construction 4.4. Analyze traditional learning with constructivism 5.5. Analyze examples of constructivist learning cases	Criteria: Analyzing case examples of how constructivist learning is applied in improving student achievement and active learning. Form of Assessment: Participatory Activities	1. Lecture 2. Discussion 3. Case study 3 X 50	1. Lecture 2. Discussion 3. Case study 3 X 50	Kencana Prenada Media Group. Material: a) Constructivist learning theory; b) Expected future human character c) Construction of knowledge; d) Traditional learning with constructivism; e) Example of a case of implementing constructivist learning. Library: Dahar, Ratna Wilis. 2016. Learning & Learning & Learning & Learning & Theories. Jakarta: Erlangga	5%
8	UTS	UTS	Criteria: UTS Form of Assessment : Test	UTS 3 X 50	UTS 3 X 50	Material: - Library:	15%

9	Explain and	1.1. Analyze	Criteria:	1. Lecture	1. Lecture	Material: a)	5%
	analyze	humanistic	1.Explain the	2.	2. Discussion	Humanistic	
	humanistic	learning theory	advantages and	Discussion	3. Question and	learning theory	
	learning theory, cybernetic theory,	according to	disadvantages of	3. Question	answer	according to	
	sociocultural	experts	humanistic theory	and answer	4. Case study	experts; b)	
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		and	2.Analyze the	3 X 50		advantages of humanistic	
		disadvantages	implications of			theory; c)	
		of humanistic	cybernetic learning			Humanistic	
		theory	theory in the			theory in	
		3.3. Analyze	learning process			learning; d)	
		humanistic	and application of			Implications of	
		theories in	IT in the modern			humanistic	
		learning	era			learning	
		4.4. Analyze the				theory; e)	
		implications of	Forms of Assessment			Views and	
		humanistic	Participatory Activities,			criticism of humanism	
		learning theory	Practice/Performance,			Bibliography:	
		5.5. Analyze the	Tests			Johnson,	
		views and				Andrew P.	
		criticism of				2019.	
		humanism				Essential	
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		processing of				Theories:	
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		experts				Teaching Situations.	
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		activities				theory; b)	
		9.9. Analyze				Expert opinions about	
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		learning theory				learning	
		10.10. Analyze				theory; c) The	
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		of				and	
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12	Applying quantum teaching and quantum learning and implementing cooperative and collaborative learning	1.1. Analyzing quantum learning 2.2. Analyzing quantum teaching 3.3. Analyzing quantum learning in learning 4.4. Explain cooperative learning 5.5. Practice cooperative learning 6.6. Explain collaborative learning 7.7. Practice collaborative learning	Criteria: 1.Analyze the use of the quantum teaching learning model and to increase interest and learning outcomes 2.Creating steps for cooperative and collaborative learning models in learning Form of Assessment: Participatory Activities	1. Lecture 2. Discussion 3. Question and answer 4. Case study 3 X 50	1. Lecture 2. Discussion 3. Question and answer 4. Case study 3 X 50	Material: a) Quantum learning; b) Quantum teaching; c) Quantum learning in learning Library: Suyono. 2015. Learning and Learning. Bandung: PT Teen Rosdakarya Material: a) Cooperative learning; c) Collaborative learning; c) Collaborative learning; d) Collaborative learning Bibliography: Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing	5%
13	Applying quantum teaching and quantum learning and implementing cooperative and collaborative learning	1.1. Analyzing quantum learning 2.2. Analyzing quantum teaching 3.3. Analyzing quantum learning in learning 4.4. Explain cooperative learning 5.5. Practice cooperative learning 6.6. Explain collaborative learning 7.7. Practice collaborative learning	Criteria: 1.Analyze the use of the quantum teaching learning model and to increase interest and learning outcomes 2.Creating steps for cooperative and collaborative learning models in learning Form of Assessment: Participatory Activities	1. Lecture 2. Discussion 3. Question and answer 4. Case study 3 X 50	1. Lecture 2. Discussion 3. Question and answer 4. Case study 3 X 50	Material: a) Quantum learning; b) Quantum teaching; c) Quantum learning in learning Library: Suyono. 2015. Learning and Learning. Bandung: PT Teen Rosdakarya Material: a) Cooperative learning; c) Collaborative learning; d) Collaborative learning; d) Collaborative learning Bibliography: Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing	5%

14	Analyzing lesson study	Analyze the meaning of lesson study 2. Analyzing lesson study-based learning3. Analyzing case examples of implementing lesson study	Criteria: 1 For the essay test, if you answer correctly you will get a score of 100 2 For the presentation assessment sheet you will get: 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done	- Reading assignments - Lectures - Discussions 3 X 50	Material: Definition of lesson study; Lesson study based learning; Case example of implementing lesson study Library: Dahar, Ratna Wilis. 2016. Learning & Learning Theories. Jakarta: Erlangga	5%
15	Applying problem	1 Evaluia problem	poorly Form of Assessment : Participatory Activities	Dooding	Matarial	F0/
15	Applying problem solving and problem posing based learning	Explain problem solving and problem posing based learning 2. Practicing problem solving based learning 3. Practicing problem posing based learning	Criteria: 1 For the essay test, if you answer correctly you will get a score of 100 2 For the practical assessment sheet you will get: 3.1. Score 1: not good 4.2. Score 2: quite good 5.3. Score 3: good 6.4. Score 4: very good Form of Assessment: Participatory Activities, Practice/Performance	- Reading assignments - Lectures - Practice 3 X 50	Material: Learning based on problem solving and problem posing; Problem solving based learning; Problem posing based learning Reader: Suyono. 2015. Learning and Learning: Bandung: PT Teen Rosdakarya	5%
16	UAS	UAS	Criteria: UAS Form of Assessment :	UAS 3 X 50	Material: - Library:	15%
			Test			

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	59.84%
2.	Practice / Performance	5.84%
3.	Test	33.34%
	_	99.02%

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.
- 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.
- 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.
- 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.