



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

Document
Code

SEMESTER LEARNING PLAN

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																																																																																				
	Ruri Nurul Aeni Wulandari, S.Pd., M.Pd		Durinta Puspasari, S.Pd., M.Pd			Brilliant Rosy, S.Pd., M.Pd.																																																																																				
Learning model	Case Studies																																																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																									
	Program 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, 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 administration																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>						P.O	PO-1	PO-2	PO-3																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">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> </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																
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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	Main :																																																																																									
	<ol style="list-style-type: none"> 1. 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 5. Hergenhahn, B. R. & Olson, MatthewH. 2012.Theoriesof Learning (Teori Belajar). Edisi Ketujuh.Jakarta: Kencana Prenada Media Group. 6. Santrock, J. W. 2008.Educational Psychology. Third Edition. Boston: McGraw-Hill 																																																																																									
	Supporters:																																																																																									

1. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks
2. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2. Jakarta: PT Indeks
3. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education
4. 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. Fariz Ibadil Maula, 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	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: <i>Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers</i> 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: <i>Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing</i>	4%

2	Explain and analyze learning and learning theories	<p>1.1. Explain the background to the emergence of learning and learning theories</p> <p>2.2. Analyze the principles of learning objectives; learning outcomes; type of learning activity; continuity of the learning process</p> <p>3.3. Analyze the factors that influence learning; good ways to learn</p> <p>4.4. analyze current issues in learning and learning theory; and implications for higher education</p>	<p>Criteria:</p> <p>1.1. Explain the background to the emergence of learning and learning theories! (score 50)</p> <p>2.2. Name and explain the factors that influence learning and learning outcomes! (score 50)</p> <p>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</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50</p>	<p>1. Lecture 2. Discussion 3. Question and Answer 4. Case study 3 X 50</p>	<p>Material: a) Background of learning and learning theory b) Definition of learning and learning c) Principles of learning; d) Learning objectives References: <i>Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers</i></p> <hr/> <p>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: <i>Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing</i></p>	5%
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3	Explain and analyze learning and learning theories	<p>1.1. Explain the background to the emergence of learning and learning theories</p> <p>2.2. Analyze the principles of learning objectives; learning outcomes; type of learning activity; continuity of the learning process</p> <p>3.3. Analyze the factors that influence learning; good ways to learn</p> <p>4.4. analyze current issues in learning and learning theory; and implications for higher education</p>	<p>Criteria:</p> <p>1.1. Explain the background to the emergence of learning and learning theories! (score 50)</p> <p>2.2. Name and explain the factors that influence learning and learning outcomes! (score 50)</p> <p>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</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and Answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and Answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>Material: a) Background of learning and learning theory b) Definition of learning and learning c) Principles of learning; d) Learning objectives</p> <p>References: <i>Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers</i></p> <hr/> <p>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.</p> <p>References: <i>Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing</i></p>	5%
4	Explain and analyze descriptive theory and prescriptive theory, behavioristic theory, and cognitive theory.	<p>1.1. Analyze the meaning of descriptive theory and descriptive theory</p> <p>2.2. Analyze the differences between descriptive learning theory and prescriptive theory</p> <p>3.3. Analyze the advantages and disadvantages of descriptive learning theory and prescriptive theory</p> <p>4.4. Analyze behavioristic theory</p> <p>5.5. Analyze the learning theories of several experts</p> <p>6.6. Analyze the advantages</p>	<p>Criteria:</p> <p>1.1. Explain what is the difference between descriptive theory and perspective learning theory!</p> <p>2.2. Explain with examples of the application of behavioristic theory in learning!</p> <p>3.3. How to apply cognitive theory in learning in higher education!</p> <p>4.Non Test: Analyzing the study of behavioristic theory of stimulus and response in increasing students' interest in learning with innovative media & e-learning</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and Answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and Answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>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.</p> <p>Reference: <i>Dahar, Ratna Wilis. 2016. Learning & Learning</i></p>	5%

		<p>and disadvantages of behavioristic theory</p> <p>7.7. Analyze the application of behavioristic theory in learning</p> <p>8.8. Analyze cognitive theory.</p> <p>9.9. Analyze cognitive theory in learning</p> <p>10.10. Analyze case examples of learning implementation according to cognitive theory</p> <p>11.11. Analyze the advantages and disadvantages of cognitivist learning theory</p>				<p><i>Theories.</i> <i>Jakarta:</i> <i>Erlangga</i></p> <p>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: <i>Suyono. 2015. Learning and Learning. Bandung: PT Teen Rosdakarya</i></p> <p>Material: j) 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: <i>Hergenhahn, BR & Olson, MatthewH. 2012. Theories of Learning (Learning Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p>	
5	<p>Explain and analyze descriptive theory and prescriptive theory, behavioristic theory, and cognitive theory.</p>	<p>1.1. Analyze the meaning of descriptive theory and descriptive theory</p> <p>2.2. Analyze the differences between descriptive learning theory and prescriptive theory</p> <p>3.3. Analyze the advantages and disadvantages of descriptive learning theory</p>	<p>Criteria:</p> <p>1.1. Explain what is the difference between descriptive theory and perspective learning theory!</p> <p>2.2. Explain with examples of the application of behavioristic theory in learning!</p> <p>3.3. How to apply cognitive theory in learning in higher education!</p> <p>4.Non Test: Analyzing the study of behavioristic theory</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and Answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and Answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>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</p>	5%

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

		<p>between descriptive learning theory and prescriptive theory</p> <p>3.3. Analyze the advantages and disadvantages of descriptive learning theory and prescriptive theory</p> <p>4.4. Analyze behavioristic theory</p> <p>5.5. Analyze the learning theories of several experts</p> <p>6.6. Analyze the advantages and disadvantages of behavioristic theory</p> <p>7.7. Analyze the application of behavioristic theory in learning</p> <p>8.8. Analyze cognitive theory.</p> <p>9.9. Analyze cognitive theory in learning</p> <p>10.10. Analyze case examples of learning implementation according to cognitive theory</p> <p>11.11. Analyze the advantages and disadvantages of cognitivist learning theory</p>	<p>examples of the application of behavioristic theory in learning!</p> <p>3.3. How to apply cognitive theory in learning in higher education!</p> <p>4.Non Test: Analyzing the study of behavioristic theory of stimulus and response in increasing students' interest in learning with innovative media & e-learning</p> <p>Form of Assessment : Participatory Activities</p>			<p>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.</p> <p>Reference: <i>Dahar, Ratna Wilis. 2016. Learning & Learning Theories. Jakarta: Erlangga</i></p> <hr/> <p>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</p> <p>Library: <i>Suyono. 2015. Learning and Learning. Bandung: PT Teen Rosdakarya</i></p> <hr/> <p>Material: j) 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</p> <p>References: <i>Hergenhahn, BR & Olson, MatthewH. 2012. Theories of Learning (Learning Theory). Seventh Edition. Jakarta:</i></p>
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						<i>Kencana Prenada Media Group.</i>	
7	Analyzing constructivist theory	<p>1.1. Analyze constructivist learning theory</p> <p>2.2. Analyze the expected future human character</p> <p>3.3. Analyze knowledge construction</p> <p>4.4. Analyze traditional learning with constructivism</p> <p>5.5. Analyze examples of constructivist learning cases</p>	<p>Criteria: Analyzing case examples of how constructivist learning is applied in improving student achievement and active learning.</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Case study 3 X 50</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Case study 3 X 50</p>	<p>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.</p> <p>Library: <i>Dahar, Ratna Wilis. 2016. Learning & Learning Theories. Jakarta: Erlangga</i></p>	5%
8	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Test</p>	UTS 3 X 50	UTS 3 X 50	<p>Material: -</p> <p>Library:</p>	15%

9	Explain and analyze humanistic learning theory, cybernetic theory, sociocultural revolution learning theory	<p>1.1. Analyze humanistic learning theory according to experts</p> <p>2.2. Analyze the advantages and disadvantages of humanistic theory</p> <p>3.3. Analyze humanistic theories in learning</p> <p>4.4. Analyze the implications of humanistic learning theory</p> <p>5.5. Analyze the views and criticism of humanism</p> <p>6.6. Analyze the processing of cybernetic learning theory</p> <p>7.7. Analyze experts' opinions about cybernetic learning theory</p> <p>8.8. Analyze the strengths and weaknesses of cybernetic theory in learning activities</p> <p>9.9. Analyze cybernetic learning theory</p> <p>10.10. Analyze case examples of implementing cybernetic learning</p> <p>11.11. Analyze the sociocultural revolution learning theory</p> <p>12.12. Analyze expert opinions</p> <p>13.13. Analyze the sociocultural revolution learning theory</p>	<p>Criteria:</p> <p>1.Explain the advantages and disadvantages of humanistic theory in learning! (score 100)</p> <p>2.Analyze the implications of cybernetic learning theory in the learning process and application of IT in the modern era</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>Material: a) Humanistic learning theory according to experts; b) Disadvantages and advantages of humanistic theory; c) Humanistic theory in learning; d) Implications of humanistic learning theory; e) Views and criticism of humanism</p> <p>Bibliography: <i>Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers</i></p> <p>Material: a) Processing cybernetic learning theory; b) Expert opinions about cybernetic learning theory; c) The advantages and disadvantages of cybernetic theory in learning activities; d) Cybernetic learning theory; e) Case examples of implementing cybernetic learning.</p> <p>References: <i>Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing</i></p> <p>Material: a) Sociocultural revolution learning theory; b) Expert opinion; c) Sociocultural revolution learning theory</p> <p>Reader: <i>Dahar, Ratna Wilis. 2016. Learning & Learning Theories. Jakarta: Erlangga</i></p>	5%
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10	Explain and analyze humanistic learning theory, cybernetic theory, sociocultural revolution learning theory	<p>1.1. Analyze humanistic learning theory according to experts</p> <p>2.2. Analyze the advantages and disadvantages of humanistic theory</p> <p>3.3. Analyze humanistic theories in learning</p> <p>4.4. Analyze the implications of humanistic learning theory</p> <p>5.5. Analyze the views and criticism of humanism</p> <p>6.6. Analyze the processing of cybernetic learning theory</p> <p>7.7. Analyze experts' opinions about cybernetic learning theory</p> <p>8.8. Analyze the strengths and weaknesses of cybernetic theory in learning activities</p> <p>9.9. Analyze cybernetic learning theory</p> <p>10.10. Analyze case examples of implementing cybernetic learning</p> <p>11.11. Analyze the sociocultural revolution learning theory</p> <p>12.12. Analyze expert opinions</p> <p>13.13. Analyze the sociocultural revolution learning theory</p>	<p>Criteria:</p> <p>1.Explain the advantages and disadvantages of humanistic theory in learning! (score 100)</p> <p>2.Analyze the implications of cybernetic learning theory in the learning process and application of IT in the modern era</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>Material: a) Humanistic learning theory according to experts; b) Disadvantages and advantages of humanistic theory; c) Humanistic theory in learning; d) Implications of humanistic learning theory; e) Views and criticism of humanism</p> <p>Bibliography: <i>Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers</i></p> <p>Material: a) Processing cybernetic learning theory; b) Expert opinions about cybernetic learning theory; c) The advantages and disadvantages of cybernetic theory in learning activities; d) Cybernetic learning theory; e) Case examples of implementing cybernetic learning.</p> <p>References: <i>Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing</i></p> <p>Material: a) Sociocultural revolution learning theory; b) Expert opinion; c) Sociocultural revolution learning theory</p> <p>Reader: <i>Dahar, Ratna Wilis. 2016. Learning & Learning Theories. Jakarta: Erlangga</i></p>	5%
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11	Explain and analyze humanistic learning theory, cybernetic theory, sociocultural revolution learning theory	<p>1.1. Analyze humanistic learning theory according to experts</p> <p>2.2. Analyze the advantages and disadvantages of humanistic theory</p> <p>3.3. Analyze humanistic theories in learning</p> <p>4.4. Analyze the implications of humanistic learning theory</p> <p>5.5. Analyze the views and criticism of humanism</p> <p>6.6. Analyze the processing of cybernetic learning theory</p> <p>7.7. Analyze experts' opinions about cybernetic learning theory</p> <p>8.8. Analyze the strengths and weaknesses of cybernetic theory in learning activities</p> <p>9.9. Analyze cybernetic learning theory</p> <p>10.10. Analyze case examples of implementing cybernetic learning</p> <p>11.11. Analyze the sociocultural revolution learning theory</p> <p>12.12. Analyze expert opinions</p> <p>13.13. Analyze the sociocultural revolution learning theory</p>	<p>Criteria:</p> <p>1.Explain the advantages and disadvantages of humanistic theory in learning! (score 100)</p> <p>2.Analyze the implications of cybernetic learning theory in the learning process and application of IT in the modern era</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>1. Lecture</p> <p>2. Discussion</p> <p>3. Question and answer</p> <p>4. Case study</p> <p>3 X 50</p>	<p>Material: a) Humanistic learning theory according to experts; b) Disadvantages and advantages of humanistic theory; c) Humanistic theory in learning; d) Implications of humanistic learning theory; e) Views and criticism of humanism</p> <p>Bibliography: <i>Johnson, Andrew P. 2019. Essential Learning Theories: Applications to Authentic Teaching Situations. Washington: Rowman & Littlefield Publishers</i></p> <p>Material: a) Processing cybernetic learning theory; b) Expert opinions about cybernetic learning theory; c) The advantages and disadvantages of cybernetic theory in learning activities; d) Cybernetic learning theory; e) Case examples of implementing cybernetic learning.</p> <p>References: <i>Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing</i></p> <p>Material: a) Sociocultural revolution learning theory; b) Expert opinion; c) Sociocultural revolution learning theory</p> <p>Reader: <i>Dahar, Ratna Wilis. 2016. Learning & Learning Theories. Jakarta: Erlangga</i></p>	5%
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12	Applying quantum teaching and quantum learning and implementing cooperative and collaborative learning	<ol style="list-style-type: none"> 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 	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Question and answer 4. Case study <p>3 X 50</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Question and answer 4. Case study <p>3 X 50</p>	<p>Material: a) Quantum learning; b) Quantum teaching; c) Quantum learning in learning</p> <p>Library: <i>Suyono. 2015. Learning and Learning. Bandung: PT Teen Rosdakarya</i></p> <hr/> <p>Material: a) Cooperative learning (cooperative learning); b) Cooperative learning; c) Collaborative learning; d) Collaborative learning</p> <p>Bibliography: <i>Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing</i></p>	5%
13	Applying quantum teaching and quantum learning and implementing cooperative and collaborative learning	<ol style="list-style-type: none"> 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 	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Question and answer 4. Case study <p>3 X 50</p>	<ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Question and answer 4. Case study <p>3 X 50</p>	<p>Material: a) Quantum learning; b) Quantum teaching; c) Quantum learning in learning</p> <p>Library: <i>Suyono. 2015. Learning and Learning. Bandung: PT Teen Rosdakarya</i></p> <hr/> <p>Material: a) Cooperative learning (cooperative learning); b) Cooperative learning; c) Collaborative learning; d) Collaborative learning</p> <p>Bibliography: <i>Thompson, Carol and Spenceley, Lydia. 2019. Learning Theories for Everyday Teaching. Thousand Oaks: Sage Publishing</i></p>	5%

14	Analyzing lesson study	1. Analyze the meaning of lesson study 2. Analyzing lesson study-based learning 3. 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 poorly Form of Assessment : Participatory Activities	- 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. <i>Learning & Learning Theories</i> . Jakarta: Erlangga	5%
15	Applying problem solving and problem posing based learning	1. 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. <i>Learning and Learning</i> . Bandung: PT Teen Rosdakarya	5%
16	UAS	UAS	Criteria: UAS Form of Assessment : Test	UAS 3 X 50		Material: - Library:	15%

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.
- 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** 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.
- 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.

