

1	Students are able to apply the concepts and characteristics of learning theory, the differences between learning theory and learning theory	Describe the concepts, principles and characteristics of learning theory	Criteria: 1. according to the concept 2. ability to work together	discussion 2 X 50			0%
2	Students are able to apply the concepts and characteristics of learning theory, the differences between learning theory and learning theory	Analyze the differences between learning theory and learning theory	Criteria: concept suitability	Discussion 2 X 50			0%
3	students are able to implement neuroscience in learning	Examining neural organization Identifying brain structure Examining the use of neurophysiology in learning Examining information processing systems in learning Examining memory networks in learning Examining brain development and its relationship with learning Examining the influence of motivation in learning Examining the influence of emotions in learning Examining the relationship between motivation and emotion in learning learning Analyze the application of neuroscience in learning	Criteria: conformity with the concept	Discussion 2 X 50			0%

4	students are able to implement neuroscience in learning	Examining neural organization Identifying brain structure Examining the use of neurophysiology in learning Examining information processing systems in learning Examining memory networks in learning Examining brain development and its relationship with learning Examining the influence of motivation in learning Examining the influence of emotions in learning Examining the relationship between motivation and emotion in learning learning Analyze the application of neuroscience in learning	Criteria: conformity with the concept	Discussion 2 X 50		0%
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5	Students are able to apply behaviorism in studying and learning	<p>Analyzing the relationship between trial and error in learning</p> <p>Examining the laws of exercise and effect in learning</p> <p>Examining the relationship between Thorndi's theory in education</p> <p>Examining the basic processes of classical conditioning</p> <p>Examining information variables in classical conditioning</p> <p>Examining biological influences in classical conditioning</p> <p>Examining emotional state reactions</p> <p>Examining basic operant concepts conditioning</p> <p>Studying behavior change</p> <p>Studying behavior modification</p> <p>Studying basic processes in operant conditioning</p> <p>Studying self-management</p> <p>Studying learning goals in behaviorism</p> <p>Studying learning time in behaviorism</p> <p>Studying mastery learning</p> <p>Studying programmed learning</p> <p>Studying contingency contracts</p>	<p>Criteria:</p> <p>1.conformity with the concept</p> <p>2.ability to answer questions</p>	<p>Discussion Questions and answers</p> <p>2 X 50</p>		0%
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6	Students are able to apply behaviorism in studying and learning	<p>Analyzing the relationship between trial and error in learning</p> <p>Examining the laws of exercise and effect in learning</p> <p>Examining the relationship between Thorndi's theory in education</p> <p>Examining the basic processes of classical conditioning</p> <p>Examining information variables in classical conditioning</p> <p>Examining biological influences in classical conditioning</p> <p>Examining emotional state reactions</p> <p>Examining basic operant concepts conditioning</p> <p>Studying behavior change</p> <p>Studying behavior modification</p> <p>Studying basic processes in operant conditioning</p> <p>Studying self-management</p> <p>Studying learning goals in behaviorism</p> <p>Studying learning time in behaviorism</p> <p>Studying mastery learning</p> <p>Studying programmed learning</p> <p>Studying contingency contracts</p>	<p>Criteria:</p> <p>1.conformity with the concept</p> <p>2.ability to answer questions</p>	<p>Discussion Questions and answers</p> <p>2 X 50</p>		0%
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7	Students are able to apply social cognitive theory in learning	<p>Analyzing the mutual influence between behavioral, environmental and individual factors as cognitive.</p> <p>Examining enactive and vicarious in learning.</p> <p>Examining self-regulation in learning.</p> <p>Examining imitation theory.</p> <p>Examining the function of modeling.</p> <p>Examining cognitive skills in learning.</p> <p>Examining motor skills in learning.</p> <p>Examining learning development.</p> <p>Examining models.</p> <p>Prestige and competence</p> <p>Analyzing the basic concept of self-efficacy</p> <p>Examining self-efficacy in achieving achievements</p> <p>Examining models and self-efficacy</p> <p>Examining movement skills in self-efficacy</p> <p>Analyzing self-efficacy learning</p> <p>Examining modeling in learning</p> <p>Examining the application of self-efficacy in learning</p> <p>Examining the application of worked examples in learning</p> <p>Examining the application of tutoring and mentoring in learning</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.conformity with the concept 2.ability to answer questions 	Discussion Questions and answers 2 X 50		0%
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8	Students are able to apply social cognitive theory in learning	<p>Analyzing the mutual influence between behavioral, environmental and individual factors as cognitive.</p> <p>Examining enactive and vicarious in learning.</p> <p>Examining self-regulation in learning.</p> <p>Examining imitation theory.</p> <p>Examining the function of modeling.</p> <p>Examining cognitive skills in learning.</p> <p>Examining motor skills in learning.</p> <p>Examining learning development.</p> <p>Examining models.</p> <p>Prestige and competence</p> <p>Analyzing the basic concept of self-efficacy</p> <p>Examining self-efficacy in achieving achievements</p> <p>Examining models and self-efficacy</p> <p>Examining movement skills in self-efficacy</p> <p>Analyzing self-efficacy learning</p> <p>Examining modeling in learning</p> <p>Examining the application of self-efficacy in learning</p> <p>Examining the application of worked examples in learning</p> <p>Examining the application of tutoring and mentoring in learning</p>	<p>Criteria:</p> <p>1.conformity with the concept</p> <p>2.ability to answer questions</p>	<p>Discussion Questions and answers</p> <p>2 X 50</p>		0%
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9	Students are able to apply information processing theory to learning activities	Analyzing the assumptions underlying information processing Examining the two-store (dual) memory model Examining the theory of attention Examining the theory of attention and its relation to learning Examining the theory of attention and its relation to reading Examining the Gestalt theory Examining sensory registers Examining LTM comparisons Examining verbal learning Examining the working short-term memory system Examining long-term memory Examining the influence of encoding Examining the storage of knowledge in long-term memory	Criteria: conformity with the concept	Discussion Questions and answers 2 X 50		0%
10	Students are able to apply information processing theory to learning activities	Analyzing the assumptions underlying information processing Examining the two-store (dual) memory model Examining the theory of attention Examining the theory of attention and its relation to learning Examining the theory of attention and its relation to reading Examining the Gestalt theory Examining sensory registers Examining LTM comparisons Examining verbal learning Examining the working short-term memory system Examining long-term memory Examining the influence of encoding Examining the storage of knowledge in long-term memory	Criteria: conformity with the concept	Discussion Questions and answers 2 X 50		0%

11	Students are able to apply information processing theory to learning activities	Analyzing the assumptions underlying information processing Examining the two-store (dual) memory model Examining the theory of attention Examining the theory of attention and its relation to learning Examining the theory of attention and its relation to reading Examining the Gestalt theory Examining sensory registers Examining LTM comparisons Examining verbal learning Examining the working short-term memory system Examining long-term memory Examining the influence of encoding Examining the storage of knowledge in long-term memory	Criteria: conformity with the concept	Discussion Questions and answers 2 X 50			0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.