



Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Learning Theory	8620302139		T=2 P=0 ECTS=3.18	3	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Utari Dewi, S.Sn., M.Pd.																																
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																														
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Short Course Description	This course examines; (1) basic concepts of learning, learning principles, and characteristics of learning theory, (2) learning using behaviorist, cognitivist, and constructivist learning theory approaches, and (3) characteristics of students through other learning methods and strategies that can effectively facilitate learning outcomes through collaborative learning model.																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																				
	<ol style="list-style-type: none"> 1. Arends, R, 2007. Learning to Teach. New York: Mc Graw Hill. 2. Hossoubah, Z. 2004. Developing Creative and Critical Thinking Skills, terjemahan. Bandung: Yayasan Nuansa Cendia. 3. Januszewski, A and Molenda. 2008. Educational Technology: A Definition With Commentary. AECT. 4. Kemendikbud. 2014. Peraturan Menteri Pendidikan dan kebudayaan no 49 tahun 2014 tentang Standar Nasional Pendidikan Tinggi. 5. Mustaji. 2014. Teori Pembelajaran: Bahan Pelatihan AA-Pekerti Bagi Dosen Unesa dan Kopertis Wilayah VII. Surabaya: FIP Unesa. 																																				
	Supporters:																																				
Supporting lecturer	Dr. H. Lamijan Hadi Susarno, M.Pd. Citra Fitri Kholidya, 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	Students understand the concepts and characteristics of learning theory, the difference between learning theory and learning theory	1. Describe the concepts, principles and characteristics of learning theory 2. Analyze the differences between learning theory and learning theory 3. Use learning theory as a basis for designing learning	Criteria: 1. Rated aspect: 2.1. Able to describe the concept of learning theory 2. Able to describe the principles of learning theory 3. Able to describe the characteristics of learning theory	Through a Direct Learning Model using lecture methods, questions and answers and 4 X 50 group discussions			0%
2	Students understand the concepts and characteristics of learning theory, the difference between learning theory and learning theory	1. Describe the concepts, principles and characteristics of learning theory.2. Analyze the differences between learning theories and learning theories	Criteria: 1. Rated aspect: 2.1. Able to describe the concept of learning theory. 3.2. Able to describe the principles of learning theory. 4.3. Able to describe the characteristics of learning theory	Through a Direct Learning Model using lecture methods, questions and answers and 4 X 50 group discussions			0%
3	Students understand the concepts, principles and characteristics of learning by using an approach based on behavioristic, cognitive and constructivist learning theories.	1. Describe the concepts and principles of learning using approaches based on behavioristic, cognitivist and constructivist learning theories 2. Analyze differences in learning characteristics using approaches based on behavioristic, cognitivist and constructivist learning theories 3. Analyze the advantages and disadvantages of learning characteristics using a theory-based approach behavioristic, cognitivist, and constructivist learning 4. Choose a suitable learning approach (behavioristic, cognitivist, and constructivist) according to the characteristics of the students and the characteristics of the subject	Criteria: 1. Concepts assessed: Analyzing the differences between learning theory and learning theory. 2. Aspect: 3.1. Bring up important new ideas in the discussion 4.2. State important reasons for his opinion 5.3. Opinions that are not supported by data or further information 6.4. The ideas proposed are not relevant to the problem being discussed	Collaborative learning model with the classical 3 X 50 group discussion method			0%

4	Students understand the concepts, principles and characteristics of learning by using an approach based on behavioristic, cognitive and constructivist learning theories.	1. Describe the concepts and principles of learning using approaches based on behavioristic, cognitive and constructivist learning theories 2. Analyze differences in learning characteristics using approaches based on behavioristic, cognitive and constructivist learning theories 3. Analyze the advantages and disadvantages of learning characteristics using a theory-based approach behavioristic, cognitive, and constructivist learning 4. Choose a suitable learning approach (behavioristic, cognitive, and constructivist) according to the characteristics of the students and the characteristics of the subject	Criteria: 1. Concepts assessed: Analyzing the differences between learning theory and learning theory. 2. Aspect: 3.1. Bring up important new ideas in the discussion 4.2. State important reasons for his opinion 5.3. Opinions that are not supported by data or further information 6.4. The ideas proposed are not relevant to the problem being discussed	Collaborative learning model with the classical 3 X 50 group discussion method			0%
5	Students understand the concepts, principles and characteristics of learning by using an approach based on behavioristic, cognitive and constructivist learning theories.	1. Describe the concepts and principles of learning using approaches based on behavioristic, cognitive and constructivist learning theories 2. Analyze differences in learning characteristics using approaches based on behavioristic, cognitive and constructivist learning theories 3. Analyze the advantages and disadvantages of learning characteristics using a theory-based approach behavioristic, cognitive, and constructivist learning 4. Choose a suitable learning approach (behavioristic, cognitive, and constructivist) according to the characteristics of the students and the characteristics of the subject	Criteria: 1. Concepts assessed: Analyzing the differences between learning theory and learning theory. 2. Aspect: 3.1. Bring up important new ideas in the discussion 4.2. State important reasons for his opinion 5.3. Opinions that are not supported by data or further information 6.4. The ideas proposed are not relevant to the problem being discussed	Collaborative learning model with the classical 3 X 50 group discussion method			0%

6	Students understand the characteristics of students which include learning styles, cognitive styles, developmental aspects (cognitive, physical, language, emotional), demographics and socio-cultural	1. Explain the types of student characteristics 2. Analyze the characteristics of students from the learning style aspect 3. Analyze the characteristics of students from the cognitive aspect 4. Analyzing the characteristics of students from aspects of cognitive, physical, language, emotional and moral development 5. Analyzing the characteristics of students from demographic and socio-cultural aspects 6. Designing learning that is appropriate to the characteristics of students	Criteria: 1. Concepts assessed: 2. Discuss examples of RPP/SAP as a form of using learning theory. 3. Aspect: 4.1. Bring up important new ideas in the discussion 5.2. State important reasons for his opinion 6.3. Opinions that are not supported by data or further information 7.4. The ideas proposed are not relevant to the problem being discussed	Through the Collaborative Learning Model and case studies using the group discussion method. 6 X 50			0%
7	Students understand the characteristics of students which include learning styles, cognitive styles, developmental aspects (cognitive, physical, language, emotional), demographics and socio-cultural	1. Explain the types of student characteristics 2. Analyze the characteristics of students from the learning style aspect 3. Analyze the characteristics of students from the cognitive aspect 4. Analyzing the characteristics of students from aspects of cognitive, physical, language, emotional and moral development 5. Analyzing the characteristics of students from demographic and socio-cultural aspects 6. Designing learning that is appropriate to the characteristics of students	Criteria: 1. Concepts assessed: 2. Discuss examples of RPP/SAP as a form of using learning theory. 3. Aspect: 4.1. Bring up important new ideas in the discussion 5.2. State important reasons for his opinion 6.3. Opinions that are not supported by data or further information 7.4. The ideas proposed are not relevant to the problem being discussed	Through the Collaborative Learning Model and case studies using the group discussion method. 6 X 50			0%

8	Students understand the characteristics of students which include learning styles, cognitive styles, developmental aspects (cognitive, physical, language, emotional), demographics and socio-cultural	1. Explain the types of student characteristics 2. Analyze the characteristics of students from the learning style aspect 3. Analyze the characteristics of students from the cognitive aspect 4. Analyzing the characteristics of students from aspects of cognitive, physical, language, emotional and moral development 5. Analyzing the characteristics of students from demographic and socio-cultural aspects 6. Designing learning that is appropriate to the characteristics of students	Criteria: 1. Concepts assessed: 2. Discuss examples of RPP/SAP as a form of using learning theory. 3. Aspect: 4.1. Bring up important new ideas in the discussion 5.2. State important reasons for his opinion 6.3. Opinions that are not supported by data or further information 7.4. The ideas proposed are not relevant to the problem being discussed	Through the Collaborative Learning Model and case studies using the group discussion method. 6 X 50		0%
9	Midterm exam			2 X 50		0%
10	Students understand the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning	1. Explain the types of learning process characteristics in accordance with learning process standards in schools and universities 2. Describe the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning 3. Design interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning.	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor	Group discussion, collaborative learning 2 X 50		0%

11	Students understand the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning	1. Explain the types of characteristics of the learning process in accordance with learning process standards in schools and universities 2. Describe the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning 3 . Design interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning.	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor	Group discussion, collaborative learning 2 X 50			0%
12	Students understand the cooperative learning model	1. Explain the characteristics of the cooperative learning model 2. explain the types of cooperative learning 3. explain the syntax of cooperative learning	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor	Group discussion, collaborative learning 2 X 50			0%
13	Students understand the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning	1. Explain the types of characteristics of the learning process in accordance with learning process standards in schools and universities 2. Describe the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning 3 . Design interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning.	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor	Group discussion, collaborative learning 2 X 50			0%

14	Students understand innovative learning models such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate the fulfillment of graduate learning outcomes	1. Explain the types of innovative learning models. 2. Describe the concepts, principles, characteristics, and syntax of group discussion learning models, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitates the fulfillment of graduate learning outcomes 3. Selecting innovative learning models according to subject characteristics and student characteristics in designing learning 4. Implementing innovative learning models according to subject characteristics and student characteristics in designing learning	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor	Group discussion Project Based learning 2 X 50			0%
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15	Students understand innovative learning models such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate the fulfillment of graduate learning outcomes	1. Explain the types of innovative learning models. 2. Describe the concepts, principles, characteristics, and syntax of group discussion learning models, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitates the fulfillment of graduate learning outcomes 3. Selecting innovative learning models according to subject characteristics and student characteristics in designing learning 4. Implementing innovative learning models according to subject characteristics and student characteristics in designing learning	Criteria: Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor	Group discussion Project Based learning 2 X 50			0%
16	UAS	UAS		2 X 50			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.
- 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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.