

Short Course Description	This lecture generally aims to provide understanding and abilities about learning and learning theories, managing learning in the teaching-learning process optimally, starting with a discussion of the nature and meaning of learning in the teaching-learning process, discussion of learning theories begins with a discussion of theories- learning theory, which puts forward behavioristic learning theory and constructivist learning theory as well as a discussion of learning principles and their implications in PNF learning. Learning is carried out by lecturing in class discussing the results of reading literature, presenting the results of discussions and giving assignments. An indicator of the success of this learning is that students are able to understand theories regarding learning that are integrated into the non-formal education learning process and are able to map learning theories that are appropriate to the non-formal education program.						
References	Main :						
	<ol style="list-style-type: none"> Schunk, D.H. 2012. Learning Theories An Educational Perspective ,Sixth Edition.(Indonesian Translation). Yogyakarta: Pustaka Pelajar. Sudjana. 2000. Strategi Pembelajaran. Bandung: Falah Production. Soetopo, Hendyat. 2005. Pendidikan dan Pembelajaran. Malang:UMMPress 						
	Supporters:						
Supporting lecturer	Drs. Heru Siswanto, M.Si. Widya Nusantara, 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 can explain the definition and scope of learning theory	Students can explain various philosophical concepts and educational ideologies	Criteria: Students graduate if they explain various philosophical concepts and educational ideologies Form of Assessment : Participatory Activities	- Lecture - Discussion 2 X 50	- Lectures - Discussions	Material: Definition and scope of learning theory References: Schunk, DH 2012. Learning Theories An Educational Perspective, Sixth Edition. (Indonesian Translation). Yogyakarta: Student Library.	3%
2	Students can explain the development of learning theories over time	Students can describe the Education Politics played by the authorities	Criteria: Students graduate if they can describe the Educational Politics played by the authorities Form of Assessment : Participatory Activities	- Lecture - Discussion 2 X 50	- Lecture - Discussion 2 X 50	Material: Development of learning theories over time Reference: Schunk, DH 2012. Learning Theories An Educational Perspective, Sixth Edition. (Indonesian Translation). Yogyakarta: Student Library.	3%
3	Students understand the learning process and its aspects	<ol style="list-style-type: none"> Students can explain the learning process and its aspects Students can explain the factors that influence learning 	Criteria: <ol style="list-style-type: none"> Students graduate if they can: <ol style="list-style-type: none"> Students can explain the concept of critical education. Students can compare the concept of critical education with other educational concepts Form of Assessment : Participatory Activities	- Lecture - Discussion 3 X 50		Material: Learning process and its aspects Reference: Sudjana. 2000. Learning Strategy. Bandung: Falah Production.	3%

4	Students understand the concept of behavioristic learning theory	1. Students can explain the concept of education facing problems. 2. Students can compare the concept of education facing problems with the banking style. 3. Students can explain the concept of critical education, liberating education. 4. Students can explain the comparison between critical education and education that binds them.	Criteria: 1. Students graduate if: 2. Students can explain the Concept of Problem-Facing Education 2. Students can compare the concept of problem-facing education with the banking style. 3.3. Students can explain the Critical Education Concept of liberating education Form of Assessment : Participatory Activities	- Presentation - Discussion 2 X 50	- Presentation - Discussion 2 X 50	Material: Concept of behavioristic learning theory. Reference: <i>Sudjana. 2000. Learning Strategy. Bandung: Falah Production.</i>	3%
5	Students understand the concept of humanistic learning theory	1. Students can explain the concept of education facing problems. 2. Students can compare the concept of education facing problems with the banking style. 3. Students can explain the concept of critical education, liberating education. 4. Students can explain the comparison between critical education and education that binds them.	Criteria: 1. Students graduate if: 2. Students can explain the Concept of Problem-Facing Education 2. Students can compare the concept of problem-facing education with the banking style. 3.3. Students can explain the Critical Education Concept of liberating education Form of Assessment : Participatory Activities	- Presentation - Discussion 2 X 50	- Presentation - Discussion 2 X 50	Material: Concept of Humanistic Learning Theory References: <i>Soetopo, Hendyat. 2005. Education and Learning. Malang:UMMPress</i>	3%
6	Students understand the concept of constructivist learning theory	1. Students can explain the concept of education facing problems. 2. Students can compare the concept of education facing problems with the banking style. 3. Students can explain the concept of critical education, liberating education. 4. Students can explain the comparison between critical education and education that binds them.	Criteria: 1. Students graduate if: 2. Students can explain the Concept of Problem-Facing Education 2. Students can compare the concept of problem-facing education with the banking style. 3.3. Students can explain the Critical Education Concept of liberating education Form of Assessment : Participatory Activities	- Presentation - Discussion 2 X 50	2 X 50	Material: Concept of Constructivist learning theory References: <i>Soetopo, Hendyat. 2005. Education and Learning. Malang:UMMPress</i>	3%

7	Students understand the concept of cognitive learning theory	1. Students can explain the educational methodology 2. Students can explain the educational curriculum 3. Students can explain liberating educational strategies	Criteria: 1. Students graduate if: 2.1. Students can explain the Education Methodology 3.2. Students can explain the educational curriculum. 4.3. Students can describe liberating educational strategies Form of Assessment : Participatory Activities	- Presentation - Discussion 3 X 50		Material: Cognitive learning theory concepts References: Soetopo, Hendyat. 2005. <i>Education and Learning</i> . Malang:UMMPress	4%
8	UTS	Students are able to answer questions and solve problems correctly	Criteria: minimum 75% answer in accordance with theory and 25% independent development Form of Assessment : Test	UTS write 2 X 50	Online UTS 2 X 50	Material: humanistic learning theory, cognitive learning theory, behavioristic theory References: Soetopo, Hendyat. 2005. <i>Education and Learning</i> . Malang:UMMPress	20%
9	Students understand Training Management	1. Students are able to explain how to manage a training. 2. Students are able to present a training plan for the community. 3. Students are able to present a community training curriculum. 4. Students can present themselves as facilitators	Criteria: 1.1. Students graduate if: Students are able to explain how to manage a training. 2.2. Students are able to present a training plan for the community. 3.3. Students are able to present a community training curriculum. 4.4. Students can present themselves as facilitators Form of Assessment : Participatory Activities	- Presentation - Discussion 2 X 50	- Presentation - Discussion 2 X 50	Material: Training Management Library: Sudjana. 2000. <i>Learning Strategy</i> . Bandung: Falah Production.	4%
10	Students understand Training Management	1. Students are able to explain how to manage a training. 2. Students are able to present a training plan for the community. 3. Students are able to present a community training curriculum. 4. Students can present themselves as facilitators	Criteria: 1.1. Students graduate if: Students are able to explain how to manage a training. 2.2. Students are able to present a training plan for the community. 3.3. Students are able to present a community training curriculum. 4.4. Students can present themselves as facilitators Form of Assessment : Participatory Activities	- Presentation - Discussion 2 X 50	- Presentation - Discussion		4%

11	Students are skilled at processing training media	1.1. Students can prepare learning media equipment for training 2.2. Students can create locality-based media	Criteria: 1. Students graduate if: 2.1. Students can prepare learning media equipment for training. 3.2. Students can create locality-based media Form of Assessment : Participatory Activities	- Simulation, - Presentation - Discussion 2 X 50	2 X 50	Material: Media Training Library: Sudjana. 2000. <i>Learning Strategy</i> . Bandung: Falah Production.	4%
12	Students are skilled at processing training media	1. Students can prepare learning media equipment for training. 2. Students can create locality-based media	Criteria: 1. Students graduate if: 2.1. Students can prepare learning media equipment for training. 3.2. Students can create locality-based media Form of Assessment : Participatory Activities	- Simulation, - Presentation - Discussion 2 X 50	- Simulation, - Presentation - Discussion 2 X 50	Material: Processing Media Training Library: Sudjana. 2000. <i>Learning Strategy</i> . Bandung: Falah Production.	4%
13	Students are skilled at processing training media	1. Students can prepare learning media equipment for training. 2. Students can create locality-based media	Criteria: 1. Students graduate if: 2.1. Students can prepare learning media equipment for training. 3.2. Students can create locality-based media Form of Assessment : Participatory Activities	- Simulation, - Presentation - Discussion 2 X 50	- Simulation, - Presentation - Discussion 2 X 50	Material: Processing Media Training Library: Sudjana. 2000. <i>Learning Strategy</i> . Bandung: Falah Production.	4%
14	Students are skilled at creating educational visualizations	Students can present learning results in the form of Educational Visualization	Criteria: Students graduate if they can present their learning results in the form of Educational Visualization Form of Assessment : Participatory Activities	- Simulation - Presentation - Discussion 2 X 50	- Simulation - Presentation - Discussion 2 X 50	Material: creating educational visualizations Library: Sudjana. 2000. <i>Learning Strategy</i> . Bandung: Falah Production.	4%
15	Students are skilled at creating educational visualizations	Students can present learning results in the form of Educational Visualization	Criteria: Students graduate if they can present their learning results in the form of Educational Visualization Form of Assessment : Participatory Activities	- Simulation - Presentation - Discussion 2 X 50	2 X 50	Material: creating educational visualizations Library: Sudjana. 2000. <i>Learning Strategy</i> . Bandung: Falah Production.	4%
16			Form of Assessment : Test	UTS write 2 x 50	Online UTS 2 x 50	Material: non-formal education learning theory Library: Sudjana. 2000. <i>Learning Strategy</i> . Bandung: Falah Production.	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

Notes

1. **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.
2. **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** 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.
6. **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.
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.