		Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Special Education Undergraduate Study Program**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Learning Theory		8620202303			T=2	P=0	ECTS=3.18	4	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator		
		....		....			Dr. H. Pamuji, M.Kes.		

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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
Short Course Description	This course discusses the meaning, definition, objectives and functions of learning theory, principles, principles, learning motivation and 13 types of learning theories. Lectures are carried out using direct learning, independent assignments and group discussions
References	**Main :**

1. Abrari Rusyan.1989.Pendekatan dalam Proses Belajar Mengajar.Bandung:Remadja
2. Gino, Suwarni, Suripto, Maryanto, Sutijan. 2000.Belajar dan Pembelajaran.Surakarta: UNS.
3. Hill, W.F. 2014. Theories of Learning. Terj. Oleh: Khozim, M. Bandung:Nusa Media.
4. Mulyasa.2007. Menjadi Guru Profesional.Bandung : PT Remadja Kosdakarya,
5. Suranto. 2015. Teori Belajar dan Pembelajaran Kontemporer. Yogyakarta: LaksBang Pressindo
6. Slavin, R.E. 2005. Educational Psychology Theory and Practice. London: Allyn&Bacon.

Supporters:	
Supporting lecturer	Dra. Hj. Siti Mahmudah, M.Kes.

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	Able to understand the meaning of learning theory. Able to understand the purpose and function of learning theory	1. Explaining the meaning of learning theory in terms of etymology and terminology 2. Explain the meaning of learning theory in your own opinion 3. . Explain the learning objectives 4. Explain the function of learning theory.	**Criteria:** 1. Score 4 if done very well, Score 3 if done well, 2. Score 2 if done sufficiently, 3. Score 1 if not well	Lectures Questions and answers 2 X 50			0%
2	Able to understand the meaning of learning theory. Able to understand the purpose and function of learning theory	1. Explaining the meaning of learning theory in terms of etymology and terminology 2. Explain the meaning of learning theory in your own opinion 3. . Explain the learning objectives 4. Explain the function of learning theory.	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not well	Lectures Questions and answers 2 X 50			0%
3	Able to differentiate general learning principles and specific learning principles Able to understand the principles of learning Able to understand learning motivation	1. Know general learning principles 2. Know the principles of special learning 3. . Conclude the meaning of learning principles		questions and answers, discussion 2 X 50			0%
4	Able to differentiate general learning principles and specific learning principles Able to understand the principles of learning Able to understand learning motivation	1. Explains the principles of 13 principles of learning 2. Explain the importance of motivation in learning		questions and answers, giving assignments, discussion 2 X 50			0%

5	Able to understand learning theory according to BF Skinner's learning theory and able to explain the contents of learning theory according to BF Skinner Able to understand learning theory according to Pavlov's learning theory Able to understand learning theory according to Robert Gagne's learning theory	1.Explaining BF Skinner's learning theory 2. Explaining examples of applications of Skinner's learning theory 2.Knowing the concept of learning through Pavlov's learning theory 3.Know the similarities and differences between Skinner's and Pavlo's learning concepts 4.Explaining the concept of learning through Robert Gagne's learning theory 5.Know the similarities and differences between Skinner's and Pavlov's learning concepts		discussion and questions and answers 2 X 50			0%
6	Able to understand learning theory according to BF Skinner's learning theory and able to explain the contents of learning theory according to BF Skinner Able to understand learning theory according to Pavlov's learning theory Able to understand learning theory according to Robert Gagne's learning theory	1.Explaining BF Skinner's learning theory 2. Explaining examples of applications of Skinner's learning theory 2.Knowing the concept of learning through Pavlov's learning theory 3.Know the similarities and differences between Skinner's and Pavlo's learning concepts 4.Explaining the concept of learning through Robert Gagne's learning theory 5.Know the similarities and differences between Skinner's and Pavlov's learning concepts		Discussion, questions and answers, giving assignments 2 X 50			0%

7	Able to understand learning theory according to BF Skinner's learning theory and able to explain the contents of learning theory according to BF Skinner Able to understand learning theory according to Pavlov's learning theory Able to understand learning theory according to Robert Gagne's learning theory	1. Explaining BF Skinner's learning theory 2. Explaining examples of applications of Skinner's learning theory 2. Knowing the concept of learning through Pavlov's learning theory 3. Know the similarities and differences between Skinner's and Pavlo's learning concepts 4. Explaining the concept of learning through Robert Gagne's learning theory 5. Know the similarities and differences between Skinner's and Pavlov's learning concepts	**Criteria:** 1. Score 4 if students are active in expressing opinions and responding to problems 2. Score 3 if the student is quite active in expressing opinions and responding 3. Score 2 if the student is not active in the discussion and presentation process	Discussion, questions and answers, giving assignments 2 X 50			0%
8	UTS	UTS		2 X 50			0%
9	Understanding learning theory according to Jean Piaget's learning theory	1. Explaining the concept of learning through Jean Peaget's learning theory 2. Knowing the uniqueness of Jean Pieget's learning concept	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not well	Discussion Questions and answers Giving assignments 2 X 50			0%
10	Understand learning theory according to Jerome Bruner's learning theory Understand learning theory according to Albert Bandura's social learning theory Able to conclude learning theory according to Jerome Bruner's learning theory and according to Albert Bandura's social learning theory	1. Explaining the concept of learning through Jerome Bruner's learning theory 2. Explaining the concept of learning through Albert Bandura's learning theory 3. Summarizing the two learning theories	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not well	SimulationDiscussionQuestions and answers 2 X 50			0%

11	Able to understand constructivist learning theory and types of constructivist learning theory Able to understand learning theory according to Vigoski's constructivist learning theory then conclude the results of the discussion of constructivist learning theory	1.Explains the constructivist view of learning 2.Explains the 13 types of constructivist learning 3.Explaining Vigoski's constructivist learning theory 4.Explain the conclusions about the characteristics of constructivist learning theory	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not well	DiscussionPresentation Questions and answers 2 X 50			0%
12	Able to understand constructivist learning theory and types of constructivist learning theory Able to understand learning theory according to Vigoski's constructivist learning theory then conclude the results of the discussion of constructivist learning theory	1.Explains the constructivist view of learning 2.Explains the 13 types of constructivist learning 3.Explaining Vigoski's constructivist learning theory 4.Explain the conclusions about the characteristics of constructivist learning theory	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not well	DiscussionPresentation Questions and answers 2 X 50			0%
13	Understanding innovative learning: direct learning modelUnderstanding innovative learning: cooperative learning modelUnderstanding innovative learning: problem-based learning model	1.Explains the concept of direct learning 2.Simulates hands-on learning 3.Explains the concept of direct learning 4.. Simulating cooperative learning 5.Explain the concept of the problem-based learning model 6.. Simulating problem-based learning	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not well	The discussion continued with simulations and questions and answers 2 X 50			0%
14	Understanding innovative learning: direct learning modelUnderstanding innovative learning: cooperative learning modelUnderstanding innovative learning: problem-based learning model	1.Explains the concept of direct learning 2.Simulates hands-on learning 3.Explains the concept of direct learning 4.. Simulating cooperative learning 5.Explain the concept of the problem-based learning model 6.. Simulating problem-based learning	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not well	The discussion continued with simulations and questions and answers 2 X 50			0%

| 15 | Understanding innovative learning: direct learning modelUnderstanding innovative learning: cooperative learning modelUnderstanding innovative learning: problem-based learning model | 1. Explains the concept of direct learning
2. Simulates hands-on learning
3. Explains the concept of direct learning
4. . Simulating cooperative learning
5. Explain the concept of the problem-based learning model
6. . Simulating problem-based learning | **Criteria:**
1. Score 4 if done very well,
2. Score 3 if done well,
3. Score 2 if done sufficiently,
4. Score 1 if not well | The discussion continued with simulations and questions and answers
2 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.
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.