



Universitas Negeri Surabaya
Faculty of Engineering,
Undergraduate Study Program, Fashion Design Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning theory	8321202146	Teaching & Learning	T=2	P=0	ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course															
	PLO-10	Skilled in designing, carrying out research, analyzing and implementing research results in the field of fashion education and fashion skills competency														
	PLO-11	Have an understanding of pedagogical and professional concepts that support the field of fashion education														
	Program Objectives (PO)															
	PO - 1	Utilize ICT-based learning resources and learning media to understand learning theories.														
	PO - 2	Mastering the concepts and theories of learning and examples of their application in learning according to the field of study.														
	PO - 3	Make decisions based on analysis of learning case examples in class and provide ideas for selecting various alternative solutions.														
	PO - 4	Have a responsible attitude in making decisions related to relevant learning theories.														
	PLO-PO Matrix															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-10</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </tbody> </table>	P.O	PLO-10	PLO-11	PO-1			PO-2			PO-3			PO-4	
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PO-3																
PO-4																

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	This course examines theories that explain how students learn, including mental discipline learning theory, behaviorist learning theory, cognitive learning theory, constructivist learning theory, and theories of motivating students to learn; and analysis of case examples in class. Lectures are delivered in theory and assignments.
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References	Main :
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1. Hergenhahn, B. R. & Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.
2. Santrock, J. W. 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.
3. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks.
4. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2. Jakarta: PT Indeks.
5. Suyono & Hariyanto. 2011. Belajar dan Pembelajaran. Bandung: PT Remaja Rosdakarya Offset.
6. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.
7. Dosen Pengampu. 2021. Power point sesuai bahan kajian. Surabaya: PKK.
8. Dosen Pengampu. 2021. Internet/social media. Surabaya: PKK.

Supporters:

1. internet resources
2. jurnal ilmiah

Supporting lecturer Peppy Mayasari, S.Pd., M.Pd.
Ma'rifatun Nashikhah, 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	· Utilize learning resources and ICT-assisted learning media to support the implementation of learning by applying certain learning theories. · Mastering learning theories and being able to apply them in learning.	· Explain learning and learning theories · Explain teaching theories · Define learning approaches, methods, techniques and strategies	<p>Criteria:</p> <p>1.1. score 35 2.2. score 30 3.3. score 35</p> <p>Form of Assessment : Participatory Activities</p>	· Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		<p>Material: early learning theories Reader: <i>Suyono & Hariyanto. 2011. Learning and Learning. Bandung: PT Teen Rosdakarya Offset.</i></p>	5%
2	· Master teaching theories and be able to apply them in learning. · Have a responsible attitude by applying learning according to relevant teaching theories. · Master the theories of approaches, methods, techniques and learning strategies.	· Define teaching theory · Explain theories of learning approaches, methods, techniques and strategies. · Provide examples of the application of behavioral learning approaches, methods, techniques and strategies in the classroom.	<p>Criteria:</p> <p>1.1. Mastery of material 75% 2.2. Group collaboration 15% 3.3. Craft and neatness report 10%</p> <p>Form of Assessment : Participatory Activities</p>	· Student-centered learning approach (student-centered learning) · Deductive learning method. Learning strategy in the form of literature searches, presentations, working on LKM, and evaluation of learning outcomes in the form of two-way discussions. 2 X 50		<p>Material: approach theories, methods, techniques and learning strategies. References: <i>Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 1. Jakarta: PT Index.</i></p>	0%
3	· Mastering the theoretical foundations of learning · Understanding the universal nature of learning. Having a responsible attitude by applying learning according to relevant learning theories.	· Define the theoretical basis of learning · Explain the universal nature of learning · Give examples of the application of the universal nature of learning in everyday life	<p>Criteria:</p> <p>1.1. Mastery of material 75% 2.2. Group collaboration 15% 3.3. Craft and neatness report 10%</p> <p>Form of Assessment : Participatory Activities</p>	· Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		<p>Material: Basic learning theory Reader: <i>Suyono & Hariyanto. 2011. Learning and Learning. Bandung: PT Teen Rosdakarya Offset.</i></p>	5%

4	- USS-1 (Meeting Materials 1 - 3)		Form of Assessment : Test	2 X 50			20%
5	Mastering the role of educational philosophy in the development of learning theories	- Explain the philosophy of education - Explain the theories of pragmatism, progressivism, Existentialism, Perennialism, Essentialism and Reconstructionism - Differentiate between other educational philosophy approaches - Write examples of the theories of pragmatism, progressivism, Existentialism, Perennialism, Essentialism and Reconstructionism - Write examples of other educational philosophy approaches	Criteria: 1.material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10%		Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50	Material: educational philosophy Reader: <i>Suyono & Hariyanto. 2011. Learning and Learning. Bandung: PT Teen Rosdakarya Offset.</i>	0%
6	Mastering theories Mental discipline theory Mastering behaviorist theory	- Explaining the theory of mental discipline theory - Giving examples of mental discipline theory - Defining behaviorism theory - Writing examples of behaviorism theory	Criteria: 1.material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10%	Form of Assessment : Participatory Activities	: Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50	Material: Mental discipline theory Reader: <i>Suyono & Hariyanto. 2011. Learning and Learning. Bandung: PT Teen Rosdakarya Offset.</i>	0%
7	Mastering Cognitivism theories Mastering Constructivism theories Having a responsible attitude by applying learning according to relevant learning theories.	- Explaining the theory of Cognitivism - Giving examples of Cognitivism theory - Defining Constructivism theory - Writing examples of Constructivism theory	Criteria: 1.material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10%	Form of Assessment : Participatory Activities	Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50	Material: Cognitivism theories Bibliography: <i>Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.</i>	0%
8	UTS	Tests: multiple choice and essay	Criteria: 0-100		2 X 50		0%

9	understand the elements of learning and general principles of learning understand the types of learning	Define the elements of learning and general principles of learning. Give examples of the elements of learning and general principles of learning. Explain the various types of learning. Give examples of types of learning.	Criteria: 1. material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10% Form of Assessment : Participatory Activities	Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50	Material: Elements of learning and general principles of learning Reader: <i>Suyono & Hariyanto. 2011. Learning and Learning. Bandung: PT Teen Rosdakarya Offset.</i>	0%
10	Mastering the stages of cognitive learning mastering various learning styles	- Explain the stages of cognitive learning - Give examples of the stages of cognitive learning - Explain the various learning styles - Give examples of the various learning styles	Criteria: 1. material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10% Form of Assessment : Participatory Activities	Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50	Material: various learning styles Reader: <i>Suyono & Hariyanto. 2011. Learning and Learning. Bandung: PT Teen Rosdakarya Offset.</i>	0%
11	Mastering the theory of learning and life skills	- Explain the meaning of the domain of learning - Explain the stages of the domain of learning - Explain life skills - Give examples of the domain of learning and life skills	Criteria: 1. material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10% Form of Assessment : Participatory Activities	Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50	Material: theory Learning domain Reader: <i>Suyono & Hariyanto. 2011. Learning and Learning. Bandung: PT Teen Rosdakarya Offset.</i>	0%
12	understand the role of teachers as multimedia people	Defining the role of the teacher as a multimedia person. Give an example of the role of the teacher as a multimedia person	Criteria: 1. material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10% Form of Assessment : Participatory Activities	Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50	Material: The role of the teacher as a multimedia person Reader: <i>Suyono & Hariyanto. 2011. Learning and Learning. Bandung: PT Teen Rosdakarya Offset.</i>	0%

13	Mastering the learning foundations and ideal learning conditions	- Explain the foundations of learning - Provide examples of the foundations of learning - Explain ideal conditions for learning - Provide examples of ideal conditions for learning	Criteria: 1. material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10% Form of Assessment : Participatory Activities	Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		Material: Foundations of learning and ideal conditions for learning References: Hergenhahn, BR & Olson, Matthew H. 2012. <i>Theories of Learning. Seventh Edition.</i> Jakarta: Kencana Prenada Media Group.	0%
14	understand the basic skills of a teacher	explains the basic skills of a teacher, provides examples of the basic skills of a teacher	Criteria: 1. material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10% Form of Assessment : Participatory Activities	Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		Material: Basic skills of a teacher Reader: Suyono & Hariyanto. 2011. <i>Learning and Learning.</i> Bandung: PT Teen Rosdakarya Offset.	0%
15	Classroom management in teaching	explains classroom management in teaching, provides examples of classroom management in teaching	Criteria: 1. material assignment 75% 2.-group collaboration 15% 3.- Craft and neatness report 10% Form of Assessment : Participatory Activities	Student-centered learning approach (student-centered learning) - Deductive learning method - Learning strategies in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		Material: Class management in teaching References: Hergenhahn, BR & Olson, Matthew H. 2012. <i>Theories of Learning. Seventh Edition.</i> Jakarta: Kencana Prenada Media Group.	0%
16	UAS	Tests: multiple choice and essay	Criteria: 0-100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Test	20%
		30%

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.