	Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Fine Arts Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory	8821002207	Compulsory Study Program Subjects	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

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

PLO-10	Able to design and implement fine arts learning that applies ICT-based pedagogical and collaborative competencies and management.

Program Objectives (PO)

PO - 1	Students are able to think critically and analytically in applying learning concepts and theories from various perspectives and approaches
PO - 2	Students are able to explore implementing learning theories that are appropriate and up to date with learning problems.

PLO-PO Matrix

P.O	PLO-10
PO-1	
PO-2	

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
PO-1																
PO-2																

Short Course Description: This course discusses the study of learning concepts and theories from various perspectives and approaches, as well as their application as a framework to support successful learning, solving learning problems and learning motivation, including Behaviorism learning theory, Social Cognitive Theory, Information Processing Theory, Constructivism, and Cognitive Learning Processes. Understanding of the material is achieved through discussion strategies and literature searches on learning theories.

References

Main :

1. Schunk, Dale H, (terj). 2012. Learning Theories an Education Perspective . Yogyakarta: Pustaka Pelajar Silberman L, Melvin, (terj). 2011. Active Learning: 101 Strategies to Teach Any Subject . Bandung: Nusamedia Rooijakers, Ad, 1993 . Mengajar Dengan Suks es. Jakarta: Grasindo
2. Gusnarib, G., & Rosnawati, R. (2021). Teori-teori belajar dan pembelajaran.
3. Wibowo, H. (2020). Pengantar Teori-teori belajar dan Model-model pembelajaran. Puri cipta media.
4. Istiadah, F. N. (2020). Teori-teori belajar dalam pendidikan. edu Publisher.

Supporters:

1. Qodir, A. (2017). Teori Belajar Humanistik Dalam Meningkatkan Prestasi Belajar Siswa. Pedagogik: Jurnal Pendidikan, 4(2).

Supporting lecturer: Dr. Martadi, M.Sn.
Ika Anggun Camelia, 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	Understanding of learning concepts and theories from various perspectives and approaches	Mastering the concepts and theories of learning from various perspectives and approaches	**Criteria:** Students get the maximum score if their answer is correct according to the question/question. **Form of Assessment** : Participatory Activities	lecture, 4 X 50 test		**Material:** introduction to learning theory **References:** *Wibowo, H. (2020). Introduction to learning theories and learning models. Media copyright castle.*	5%
2	Understanding of learning concepts and theories from various perspectives and approaches	Mastering the concepts and theories of learning from various perspectives and approaches	**Criteria:** activeness in discussions and analysis results **Form of Assessment** : Participatory Activities, Portfolio Assessment	discussion and presentation 4 X 50		**Material:** learning theory **References:** *Gusnarib, G., & Rosnawati, R. (2021). Learning and learning theories.*	5%
3	Students are able and understand the meaning of cognitive learning theory	Students can explain the meaning of cognitive learning theory	**Criteria:** essay writing results **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, questions and answers, essay writing 4 X 50		**Material:** learning theory **References:** *Gusnarib, G., & Rosnawati, R. (2021). Learning and learning theories.*	5%
4	Students are able and understand the meaning of cognitive learning theory	Students can explain the meaning of cognitive learning theory	**Criteria:** Essay writing results **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, questions and answers, essay writing 4 X 50		**Material:** learning theory **References:** *Gusnarib, G., & Rosnawati, R. (2021). Learning and learning theories.*	5%
5	Students understand the meaning of behavioristic learning theory	Students can explain the meaning of behavioristic learning theory	**Criteria:** discussion and analysis results **Form of Assessment** : Participatory Activities	Lectures, questions and answers, discussions 4 X 50		**Material:** learning theory **References:** *Gusnarib, G., & Rosnawati, R. (2021). Learning and learning theories.*	5%
6	Students understand the meaning of behavioristic learning theory	Students can explain the meaning of behavioristic learning theory	**Criteria:** discussion and analysis results **Form of Assessment** : Participatory Activities	Lectures, questions and answers, discussions 4 X 50		**Material:** learning theory **References:** *Gusnarib, G., & Rosnawati, R. (2021). Learning and learning theories.*	5%
7	Students understand Constructive learning theory	Students can explain Constructive learning theory	**Criteria:** active discussion and analysis results **Form of Assessment** : Portfolio Assessment	Lectures, discussions, questions and answers 4 X 50		**Material:** learning theory **References:** *Gusnarib, G., & Rosnawati, R. (2021). Learning and learning theories.*	5%

8	Students understand Constructive learning theory	Students can explain Constructive learning theory	**Criteria:** active discussion and analysis results **Form of Assessment** : Portfolio Assessment	Lectures, discussions, questions and answers 4 X 50		**Material:** learning theory **References:** *Gusnarib, G., & Rosnawati, R. (2021). Learning and learning theories.*	5%
9	UTS	assessment according to the correct answer	**Criteria:** analogy and accuracy of answers **Form of Assessment** : Test	fill in the 2 X 50 questions		**Material:** learning theory in education **Reference:** *Istiadah, FN (2020). Learning theories in education. edu Publisher.*	15%
10	Students understand Humanistic learning theory	Students can explain Humanistic learning theory	**Criteria:** results of discussion and analysis **Form of Assessment** : Portfolio Assessment	Lectures, questions and answers, discussions 2 X 50		**Material:** humanistic **References:** *Qodir, A. (2017). Humanistic Learning Theory in Improving Student Learning Achievement. Pedagogy: Journal of Education, 4(2).*	5%
11	Students understand Humanistic learning theory	Students can explain Humanistic learning theory	**Criteria:** results of discussion and analysis **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, questions and answers, discussions 2 X 50		**Material:** humanistic **References:** *Qodir, A. (2017). Humanistic Learning Theory in Improving Student Learning Achievement. Pedagogy: Journal of Education, 4(2).*	5%
12	Students understand Gestalt learning theory	Students can explain Gestalt learning theory	**Criteria:** Students get the maximum score if the answers match the test questions **Form of Assessment** : Participatory Activities	Lectures, questions and answers, discussions 2 X 50		**Material:** learning theory in education **Reference:** *Istiadah, FN (2020). Learning theories in education. edu Publisher.*	5%
13	Students understand Gestalt learning theory	Students can explain Gestalt learning theory	**Criteria:** Students get the maximum score if the answers match the test questions **Form of Assessment** : Participatory Activities	Lectures, questions and answers, discussions 2 X 50		**Material:** learning theory in education **Reference:** *Istiadah, FN (2020). Learning theories in education. edu Publisher.*	5%

14	Students can understand the preparation of papers about current/interested learning theories. Students can present papers on current/interested learning theories.	Students can write papers about current/interested learning theories. Students can present papers on current/interested learning theories.	**Criteria:** In accordance with writing scientific papers **Form of Assessment** : Portfolio Assessment	preparation of 4 X 50 articles		**Material:** learning theory in education **Reference:** *Istiadah, FN (2020). Learning theories in education. edu Publisher.*	5%
15	Students can understand the preparation of papers about current/interested learning theories. Students can present papers on current/interested learning theories.	Students can write papers about current/interested learning theories. Students can present papers on current/interested learning theories.	**Criteria:** In accordance with writing scientific papers **Form of Assessment** : Portfolio Assessment	preparation of 4 X 50 articles		**Material:** learning theory in education **Reference:** *Istiadah, FN (2020). Learning theories in education. edu Publisher.*	5%
16	UAS	students understand the application of learning theory	**Criteria:** test results **Form of Assessment** : Test	TEST		**Material:** educational theoretical views **References:** *Schunk, Dale H, (trans.). 2012. Learning Theories and Education Perspective. Yogyakarta: Student Library Silberman L, Melvin, (trans.). 2011. Active Learning: 101 Strategies to Teach Any Subject. Bandung: Nusamedia Rooijakers, Ad, 1993 . Teaching With Success. Jakarta: Grasindo*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Portfolio Assessment	35%
3.	Test	30%
		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.