



Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Geography Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																					
Learning Theory	8720202192	Basic Educational Skills	T=2	P=0	ECTS=3.18	2	July 17, 2024																																																																					
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																						
	Dr. Bambang Sigit Widodo, M.Pd.		Dr. Wiwik Sri Utami, M.P.			Dr. Nugroho Hari Purnomo, S.P., M.Si.																																																																						
Learning model	Case Studies																																																																											
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																											
	PLO-6	Able to obtain, process, analyze, present data and information about the educational environment, students, curriculum, materials, plans, models, evaluations and reflections on learning in educational studies and transformative geographic learning																																																																										
	Program Objectives (PO)																																																																											
	PO - 1	Analyzing the concept of learning theory																																																																										
	PO - 2	Synthesizing the concept of learning theory in the perspective of geography education																																																																										
	PLO-PO Matrix																																																																											
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6" style="padding: 5px;">PLO-6</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-6						PO-1							PO-2																																																						
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PO Matrix at the end of each learning stage (Sub-PO)																																																																												
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td></td> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																		PO-2																	
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Short Course Description	Study of the principles and ways students learn according to behavioral learning theory, social learning theory, cognitive learning theory, constructivist approach, as well as motivating students to learn, and its application in learning through analysis of case examples in class. Lectures are carried out using a system of case study analysis, presentations and discussions, project assignments, and reflection.																																																																											
References	Main :																																																																											
	<ol style="list-style-type: none"> 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. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education 																																																																											
	Supporters:																																																																											
Supporting lecturer	Dr. Sri Murtini, M.Si. Dr. Bambang Sigit Widodo, M.Pd. Dr. Sukma Perdana Prasetya, S.Pd., M.T.																																																																											

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 have positive attitudes & perceptions towards learning theories	- Explaining positive perceptions of learning theory - Explaining learning theory descriptively and perspectively	Form of Assessment : Participatory Activities, Portfolio Assessment	- Pulpit lecture - Question and answer. - Discussion 2 X 50		Material: learning theory References: <i>Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 1. Jakarta: PT Index.</i>	5%
2	Students are able to describe and use Behavioristic Theory in learning practice	- Explaining the meaning of behavioristic theory - Identifying behavioristic theory - Providing relevant examples of behavioristic theory in learning - Applying behavioristic theory in learning	Form of Assessment : Participatory Activities, Portfolio Assessment	- Pulpit lecture - Question and answer. - Discussion 2 X 50		Material: learning theory References: <i>Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.</i>	5%
3	Students are able to describe and use Cognitive Theory in learning practice	- Explaining the meaning of Cognitive theory - Identifying Cognitive theory - Providing relevant examples of Cognitive theory in learning - Applying Cognitive theory in learning	Criteria: Complete > 69	- Pulpit lecture - Question and answer - 2 X 50 assignments		Material: learning theory References: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i>	5%
4	Students are able to describe and use Constructivist Theory in learning practice	- Explaining the meaning of Constructivist theory - Identifying Constructivist theory - Providing relevant examples of Constructivist theory in learning - Applying Constructivist theory in learning	Criteria: Complete > 69 Form of Assessment : Participatory Activities, Portfolio Assessment	- Pulpit lectures - Assignments - 2 X 50 discussions		Material: learning References: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i>	5%
5	Students are able to describe and use Socio-cultural Theory in learning practice	- Explaining the meaning of Socio-cultural theory - Identifying Socio-cultural theory - Providing relevant examples of Socio-cultural theory in learning - Applying Socio-cultural theory in learning	Criteria: Complete > 69 Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	performance & assignments 2 X 50		Material: learning References: <i>Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 1. Jakarta: PT Index.</i>	10%

6	Students are able to describe and use the Theory of Multiple Intelligences in learning practice	- Explaining the meaning of the theory of the Theory of Multiple Intelligences - Identifying the theory of the Theory of Multiple Intelligences - Providing relevant examples of the theory of the Theory of Multiple Intelligences in learning - Applying the theory of the Theory of Multiple Intelligences in learning	Criteria: Complete > 69 Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	discussion, performance, assignment 2 X 50		Material: learning Bibliography: <i>Sanrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i>	10%
7	Students are able to describe and use Humanistic Theory in learning practice	- Explaining the meaning of Humanistic theory - Identifying Humanistic theory - Providing relevant examples of Humanistic theory in learning - Applying Humanistic theory in learning	Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	discussion, performance, assignment 2 X 50		Material: humanistic References: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i>	10%
8	can do UTS questions correctly	The grade is A		2 X 50			0%
9	Students are able to describe and use Information Processing learning theory in learning practice	- Explain the meaning of Information Processing theory - Identify Information Processing theory - Provide relevant examples of Information Processing theory in learning - Apply Information Processing theory in learning	Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	questions and answers, performance, presentation 2 X 50		Material: information processing Reference: <i>Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index.</i>	5%
10	Understanding cybernetic learning	accuracy of explaining cybernetic learning	Criteria: Complete > 69 Form of Assessment : Participatory Activities	discussion 2 x 50		Material: cybernetics Reference: <i>Sanrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i>	10%
11	Understanding the theory of multiple intelligences	accuracy in explaining the theory of multiple intelligences	Form of Assessment : Participatory Activities, Portfolio Assessment	discussion 2 x 50	2x50	Material: multiple intelligences Reference: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education</i>	5%

12	Understand neuroscientific theory	accuracy of explaining neuroscience	Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	discussion 2 x 50		Material: neuroscience Reference: <i>Sanrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i>	5%
13	Understand gestalt theory	Accuracy of explaining gestalt theory	Criteria: Complete > 69 Form of Assessment : Participatory Activities, Portfolio Assessment	discussion 2 x 50		Material: gestalt Reference: <i>Sanrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i>	5%
14	Understand the theory of multiple intelligences	accuracy in understanding the theory of multiple intelligences	Criteria: Complete > 69 Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	discussion 2x50		Material: multiple intelligences Reference: <i>Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 1. Jakarta: PT Index.</i>	10%
15	Understand information processing theory	accurate understanding of information processing theory	Form of Assessment : Participatory Activities, Portfolio Assessment	2 x 50 question and answer discussion presentations		Material: information processing References: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education</i>	10%
16				test			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	42.5%
2.	Portfolio Assessment	32.5%
3.	Practice / Performance	5%
4.	Test	15%
		95%

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** 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.
- 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.

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.