



Universitas Negeri Surabaya
Faculty of Languages and Arts
German Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date	
Learning Theory		8820702209		T=2	P=0	ECTS=3.18	3	July 16, 2024	
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator		
				Dwi Imroatu Julaikah, S.Pd., M.Pd.		
Learning model	Case Studies								
Program Learning Outcomes (PLO)	PLO study program that is charged to the course								
	Program Objectives (PO)								
	PLO-PO Matrix								
		P.O							
Short Course Description	Providing knowledge and mastery of language acquisition and learning concepts, theories and applications in German which are used in learning at SMA, SMK, Education & Training Institutions. This course has a weight of 2 credits. The field of study in this course is language learning approaches, methods and techniques. Lecture activities are theoretical in nature. In this course, learning activities are implemented, such as presentations, questions and answers, discussions, cooperative learning and project based learning. Evaluation of this course consists of written tests, class participation, and assignment presentations.								
	<p>References Main :</p> <ol style="list-style-type: none"> 1. Brown, Douglas, H.1980. Principles of Language Learning and Teaching . New Jersey: Prentice Hall Inc, . 2. Birdsong, David (2005a). Interpreting age effects in second language acquisition . In Judith F. Kroll & Annette M. B. DeGroot (eds.), Handbook of Bilingualism: Psycholinguistic Perspectives (pp. 109–127). New York: Oxford University Press. 3. Chomsky, Noam. On Nature, Use, and Acquisition of Language ." Dalam Ritchie dan Bhatia 1999. 4. Dardjowidjojo, Sunyono. Psikolinguistik, Pengantar Pemahaman Bahasa Manusia , Jakarta: Yayasan Obor Indonesia. 5. Ellis, Rod.1986. Understanding Second Language Acquisition , New York,: Oxford University Press, . 6. Krashen, Stephen D.1972. "Laterization, Language, Learning and the Critical Period: Some New Evidence." Language Learning , . 7. Ghazali, Syukur, 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif . Bandung: PT Refika Aditama 8. Noske, Karina.2012. Einflussfaktoren auf die Aussprache einer Zweit-/Fremdsprache . Stockholms universitet Sweden 9. Roekhan-Nurhadi, 1990. Dimensi-dimensi dalam Pembelajaran Bahasa Kedua . Bandung: Sinar Baru Tarigan, Henry Guntur, 1986. Pengajaran Pemerolehan Bahasa . Bandung: Angkasa 10. Scovel, T. 2000. A critical review of the critical period hypothesis. Annual Review of Applied Linguistic ., 20. 213-233. 11. Spolsky & Hult (eds).2008. The Handbook of Educational Linguistics . USA: Blackwell Publishing Ltd 12. Villis, Anja Leist. 2008. Elternratgeber Zweisprachigkeit - Informationen & Tipps zur zweisprachigen Entwicklung und Erziehung von Kindern . Stauffenburg-Verlag.Gülich, Elisabeth. 2000. Zum Zusammenhang von alltagsweltlichen und wissenschaftlichen Methoden, in: Antos, Oksaar, Els. 2003. Zweitspracherwerb. Wege zur Mehrsprachigkeit und zur interkulturellen Verständigung. Stuttgart: Kohlhammer. <p>Supporters:</p>								
Supporting lecturer	Dra. Fahmi Wahyuningsih, M.Pd. Audrey Gabriella Titaley, S.Pd., M.Hum.								
Week-	Final abilities of each learning	Evaluation			Help Learning, Learning methods, Student Assignments, [Estimated time]			Learning materials [References]	Assessment Weight (%)

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	INTRODUCTION Understanding the nature of learning Understanding the learning process and the factors that influence it	Can explain the nature of learning Can explain the learning process and the factors that influence it	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6. The final NA is (participation grade" (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities</p>	Lecture Question and Answer 3 X 50			3%

2	Understanding the Concept of Learning Understanding the Concept of learning according to the figures	\ Can explain the concept of learning Can explain the concept of learning according to the figures "	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Practice / Performance</p>	Doing the 3 X 50 Discussion assignment		Material: 4 Library:	4%
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3	Understanding the Concept of Behaviorist Learning	Can explain the Concept of Behaviorist Learning - Ivan Pavlov - Edward Lee Thorndike - Burrhus Frederic Skinner - Edwin R Gutrie - Clark Hull	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities</p>	Presentation, Doing 3 X 50 assignments			4%
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4	Understanding the Concept of Cognitivism Learning	Can Explain Gestalt Theory Can Explain Model of Managing Information (Information Processing Theory) Can Explain Model of Levels of Managing Information (Levels of Information Processing Models) Connectionism: Another Alternative to the Tree - Store Model	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Presentation, Doing assignments 6 X 50			4%
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5	Understanding the Concept of Cognitivism Learning	Can Explain Gestalt Theory Can Explain Model of Managing Information (Information Processing Theory) Can Explain Model of Levels of Managing Information (Levels of Information Processing Models) Connectionism: Another Alternative to the Tree - Store Model	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities</p>	Presentation, Doing assignments 6 X 50			4%
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6	Understanding the Concept of Constructivist Learning	Can explain the Constructivist View of Learning Can explain the Historical Roots of Constructivism Can explain Constructivist Learning Strategies Can explain Learning Models Based on Constructivist Principles	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Presentation, Doing 3 X 50 assignments			4%
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7	UTS	MEETINGS 1-5	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities</p>	Doing 3 X 50 assignments			4%
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8	Understanding the Concept of Learning Humanism	Can explain the concept of Humanistic Learning Can explain Open Schools Can explain Multiple Intelligence Can explain Redefinition of Intelligence: Shift from IQ, EQ, and SQ Can explain Experient Learning	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities</p>	Presentation, Doing 3 X 50 assignments			4%
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9	UTS	Doing UTS well	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Test</p>	Doing UTS 3 X 50			10%
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10	Understanding Cooperative Learning Models	Can explain the basic concepts of cooperative learning models. Can explain various types of cooperative learning models	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities</p>	Presentation, Doing 3 X 50 assignments			5%
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11	Understanding the Student Centered Oriented Learning Model	Can explain the Student Centered Oriented Learning Model	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities</p>	Presentation, Discussion 3 X 50			5%
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12	Understanding the Student Centered Oriented Learning Model	Can explain the Student Centered Oriented Learning Model	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities</p>	Presentation, Discussion 3 X 50			5%
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13	Understanding the Student Centered Oriented Learning Model	explains the Student Centered Oriented Learning Model	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Practice / Performance</p>	Presentations, Discussions, DOING ASSIGNMENTS 3 X 50			4%
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14	Understanding Alternative Innovative Learning Models	Can explain alternative innovative learning models	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, Discussions, DOING ASSIGNMENTS 3 X 50			20%
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15	Understanding the Implementation of Alternative Learning Models in Effective Learning	Can explain understanding the implementation of alternative learning models in effective learning	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion 3 X 50			10%
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16	UAS	Meetings 7-15	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 <p>Form of Assessment : Test</p>	Doing 3 X 50 assignments			10%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	48%
2.	Project Results Assessment / Product Assessment	20%
3.	Practice / Performance	12%
4.	Test	20%
		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** 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.