SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
LEARNING THEORY		8820500301	Compulsory Study Program Subjects		T=2	P=0	ECTS=3.18	1	January 24, 2022

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-8	Able to plan, implement and evaluate Japanese language learning, linguistics, educational science and research oriented towards process standards using science and technology-based Japanese language learning resources and learning media.
	PLO-15	Mastering the basic concepts of Japanese education pedagogy including learning theory, strategies, planning and evaluation of learning in Japanese
	Program Objectives (PO)	
	PO - 1	Understanding the Nature of Learning
	PLO-PO Matrix	

P.O	PLO-8	PLO-15
PO-1		

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																

Short Course Description	Good learning planning will guarantee success in implementing learning. Especially if it is supported by understanding and applying learning models in preparing Learning Implementation Plans (RPP). Therefore, prospective teachers must have good knowledge and skills in developing learning plans. The knowledge and skills that prospective teachers must learn and master are the basics of planning, stages of learning planning, developing learning media and developing teaching materials.

References	**Main :**
	1. Perencanaan Pembelajaran .2019. Farida Jaya. 2. Perencanaan dan Desain Sistem Pembelajaran.2009. Wina Sanjaya. Kencana Prenada Media Group.Jakarta. 3. Perencanaan Pembelajaran. 2007. Abdul Majd. Remaja Rosda jaya Bandung
	Supporters:
	1. Dakir. 2004. Perencanaan dan Pengembangan Kurikulum . Jakarta: Rineka Cipta.

Supporting lecturer	Dra. Nise Samudra Sasanti, M.Hum.

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	1. Understanding the Concept of the Nature of Learning 2. Understanding Concept Maps 3. Understanding the Concept of Learning / Nature of Learning	1. Students are able to explain the concept of the nature of learning 2. Students are able to explain the learning process and influencing factors	**Criteria:** 1. Students will get grades according to their skills when presenting 2. Students will get grades according to the written test questions they take **Form of Assessment** : Participatory Activities	PresentationDiscussionGroup Assignment 2 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** -------- **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	2%
2	Understanding the Concept of Learning According to Islam	1. Students are able to explain the concept of learning according to the Koran and Hadith 2. Students are able to explain the concept of learning according to Islamic figures	**Criteria:** Students will get grades according to the provisions on the question sheet or assignment	Group Assignment Discussion Presentation Lecture 2 X 50		**Material:** Learning theory and learning Baharuddin, Esa Nur Wahyuni **Library:** -------- **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	3%
3	Students are able to understand the concept of learning behaviorism	1. Students are able to explain the concept of behaviorist learning according to Pavlov 2. Students are able to explain the concept of behaviorist learning according to Edward Lee Thordike 3. Students are able to explain the concept of behaviorist learning according to B. Frederic Skinner 4. Students are able to explain the Behaviorist Learning Concept according to Edwin R. Gutrie 5. Students are able to explain the concept of behaviorist learning according to Clark Hull	**Criteria:** 1. Students will get grades according to their answering skills when making presentations 2. Students will get grades according to the written test questions they take **Form of Assessment** : Participatory Activities	Lecture Discussion Group Assignment Presentation 2 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** -------- **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	3%

4	Understanding the Concept of Coqnitivism Learning	1. Students are able to explain the Concept of Coqnitivism Learning according to Gestalt Theory 2. Students are able to explain the Concept of Coqnitivism Learning Model for Managing Information (Information Processing Theory) 3. Students are able to explain the Concept of Coqnitivism Learning Model of Levels of Managing Information (Information Processing Models) 4. Students are able to explain the concept of learning Connectionism Coqnitivism: Another alternative to the Three Store Model	**Criteria:** 1. Students will get grades according to presentation skills 2. Students will get grades according to the test questions they take **Form of Assessment** : Participatory Activities, Practice/Performance	Group Assignment Discussion Presentation 2 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	3%
5	Understanding the Concept of Constructivist Learning	1. Students are able to explain the Constructivist view of Learning 2. Students are able to explain the historical roots of constructivism 3. Students are able to explain Constructivist Learning Strategies 4. Students are able to explain Learning Models Based on Constructivist Principles	**Criteria:** 1. Students will get grades according to presentation skills 2. Students will get grades according to the test questions they take **Form of Assessment** : Participatory Activities	Group Assignment Discussion Presentation 2 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	8%
6	Understanding the Concept of Learning Humanism	1. Students are able to explain what Open Schools are 2. Students are able to explain Multiple Intelligence 3. Students are able to explain the Redefinition of Intelligence: Shift from IQ, EQ, and SQ. 4. Students are able to explain Experiential Learning	**Criteria:** 1. Students will get grades according to presentation skills 2. Students will get grades according to the test questions they take **Form of Assessment** : Participatory Activities	Group Assignment Discussion Presentation 2 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	5%

7	Understanding the Basic Concepts of Learning Models	1.Students are able to explain the Basic Concepts of Learning 2.Students are able to explain the Articulation of Learning Models 3.Students are able to explain various learning models	**Criteria:** 1.Students will get grades according to presentation skills 2.Students will get grades according to the answers to the test questions **Form of Assessment** : Project Results Assessment / Product Assessment	Group Assignment Discussion Presentation 4 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	5%
8	UTS	Students are able to answer the questions	**Criteria:** Answering Questions **Form of Assessment** : Participatory Activities, Tests	2 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	20%
9	Understanding the Concept of Cooperative Learning Model	1.Students are able to explain the Basic Concepts of the Cooperative Learning Model 2.Understand being able to explain the various Cooperative Learning Models	**Criteria:** 1.Assessment is carried out based on active participation in discussion activities 2.Rubric **Form of Assessment** : Participatory Activities	Group Assignment Discussion Presentation 4 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	2%
10	Understanding the Concept of the Student Centered Oriented Learning Model	1.Students are able to explain the Inquiry Learning Model 2.Understand being able to explain the Problem Based Learning Model (Problem Based Learning) 3.Understand being able to explain the Project Based Learning Model (Project Based Learning)	**Criteria:** 1.Students will get grades according to presentation skills 2.Students will get grades according to the answers to the test questions 3.Students will get grades not only for points a and b but also for their attitude and etiquette 4.Assessment is carried out based on active participation in discussion activities **Form of Assessment** : Project Results Assessment / Product Assessment	Group Assignment Discussion Presentation 4 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	3%

11	Understanding the Concept of the Student Centered Oriented Learning Model	1. Students are able to explain the experience-based learning model 2. Students are able to explain the Authentic Learning Model 3. Students are able to explain the Source Based Learning Model 4. Understanding the concept of work-based learning models 5. Understanding the Concept of Transformative Learning Model	**Criteria:** 1. Students get grades according to the results of the assignments submitted. 2. rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Task 2 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	2%
12	Understanding the Concept of Innovative Alternative Learning Models	1. Rubric 2. Presentation	**Criteria:** Students will get grades according to the results of the syllabus preparation assignment and presentation	Discussion Presentation 2 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	8%
13	Understanding the Concept of Innovative Alternative Learning Models	Syllabus Development - Can explain the meaning of the Syllabus - Can explain the contents of the Syllabus - Can explain the Benefits of the Syllabus - Can explain the Principles of Syllabus Development - Can explain the Steps for Syllabus Development - Can explain the Syllabus and Assessment Grid	**Criteria:** Students will get grades according to the results of the syllabus preparation assignment and presentation **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion Presentation 8 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	5%
14	Understanding the Concept of Implementing Alternative Learning Models in Effective Learning	1. Students are able to explain the concept of effective learning 2. Students are able to explain the Implementation of the Problem Based Learning Model 3. Students are able to explain the Implementation of the Cooperative Learning Model	**Criteria:** 1. Presentation 2. Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion Presentation 8 X 50		**Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**	5%

| 15 | Understanding the Concept of Implementing Alternative Learning Models in Effective Learning | 1.Students are able to explain the concept of effective learning 2.Students are able to explain the Implementation of the Problem-Based Learning Model 3.Students are able to explain the Implementation of the Cooperative Learning Model | **Criteria:** Students will get grades according to the results of the syllabus preparation assignment and presentation **Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment | Discussion Presentation 8 X 50 | | **Material:** Innovative Learning Models Muhammad Fathurrohman **Literature:**
 Material: Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:** | 4% |
| 16 | UAS | Students are able to answer UAS questions | **Criteria:** Rubric **Form of Assessment** : Project Results Assessment / Product Assessment, Test | Discussion Presentation | | **Material:** Learning Theory and Learning Baharuddin, Esa Nur Wahyuni **Library:**
 Material: Innovative Learning Models Muhammad Fathurrohman **Literature:** | 30% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	31.5%
2.	Project Results Assessment / Product Assessment	37%
3.	Practical Assessment	2%
4.	Practice / Performance	1.5%
5.	Test	25%
		97%

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.