



Universitas Negeri Surabaya
Faculty of Engineering,
Cosmetology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
Learning Theory	8321302004		T=2	P=0	ECTS=3.18	2	July 18, 2024										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
			Nia Kusstianti, 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															
	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
Short Course Description	This course examines the nature of learning and learning, learning problems, learning outcomes and learning theories that explain how students learn including Behavioristic, cognitive, constructivist, Cybernetic, Socio-Cultural Revolution, Social Learning Theory, Multiple Intelligences, Information Processing learning theories. and Learning Motivation Theory and how to involve intelligence in learning. Lectures are delivered using theory and assignments																
References	Main :																
	<ol style="list-style-type: none"> 1. p> 2. Hergenbahn, B. R. & Olson, Matthew H. 2012. <i>Theories of Learning (Teori Belajar)</i>. Edisi Ketujuh. Jakarta: Kencana Prenada Media Group. 3. Maskun & Rachmedita, Valensy. 2018. <i>Teori Belajar dan Pembelajaran</i> . Yogyakarta : Graha Ilmu 4. Santrock, J. W. 2008. <i>Educational Psychology, Third Edition</i>. Boston: McGraw-Hill. 5. Slavin, R. E. 2011. <i>Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1</i> . Jakarta: PT Indeks. 6. Slavin, R. E. 2011. <i>Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2</i> . Jakarta: PT Indeks. 7. Woolfolk, A. 2010. <i>Educational Psychology, Global Edition. Eleventh Edition</i>. New Jersey: Pearson Education. 																
	Supporters:																
Supporting lecturer	Sri Usodoningtyas, S.Pd., M.Pd. Nia Kusstianti, 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	Students are able to understand the difference between Studying and Learning	<ul style="list-style-type: none"> · Explain what learning is · Explain what learning is 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6.Student Final Grade: 7.Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided 	<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategy in the form of literature search, discussion and evaluation of learning results 2 X 50 		0%
2	Students are able to understand the Pillars of Education according to UNESCO and	<ul style="list-style-type: none"> · Explain the pillars of Learning to Know · Explain the pillars of Learning to do · Explain the pillars of Learning to be · Explain the pillars of Learning to Live together 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6.Student Final Grade: 7.Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided 	<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches, discussions and evaluation of learning outcomes. 2 X 50 		0%

3	Students are able to understand learning problems	<ul style="list-style-type: none"> - Explain learning problems. - Explain the types of learning problems. - Provide examples of problems in learning. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6.Student Final Grade: 7.Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided 	<ul style="list-style-type: none"> • Student-centered learning approach (student-centered learning) • Deductive learning method • Learning strategies in the form of literature searches, discussions and evaluation of learning outcomes. 2 X 50 			0%
4	Students are able to understand the essence of learning outcomes	<ul style="list-style-type: none"> - Define the nature of learning outcomes - Explain the function of learning outcomes - Explain several efforts to improve learning outcomes - Explain the criteria for learning outcomes 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6.Student Final Grade: 7.Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided 	<ul style="list-style-type: none"> • Student-centered learning approach • Deductive learning method • Learning strategies in the form of literature searches, discussions and evaluation of learning outcomes. 2 X 50 			0%

5	Students are able to understand Behavioristic Learning Theory	<ul style="list-style-type: none"> · Explain the meaning of learning according to behavioristic learning theory · Explain the figures of the Behavioristic school of information processing theory using charts · Provide examples of the application of learning according to behavioral learning theory 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided 	<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches, discussions and evaluation of learning outcomes. <p>2 X 50</p>		0%
6	Students are able to understand Cognitive Learning Theory	<ul style="list-style-type: none"> · Explaining Cognitive Learning Theory · Explaining cognitive learning theory according to Piaget · Explaining cognitive learning theory according to Bruner · Explaining cognitive learning theory according to Gagne · Explaining Information Processing Theory · Give examples of the application of learning according to cognitive learning theory 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided 	<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive learning method. · Learning strategies include literature searches, discussions and evaluation of learning outcomes. <p>2 X 50</p>		0%

7	Students understand constructivist learning theory	<ul style="list-style-type: none"> · Explain the meaning of constructivist learning theory · Explain the objectives of constructivist theory · Explain the principles of constructivist theory · Explain constructivist theory in learning 	Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) 6. Student Final Grade: 7. Participation Score (2) x Assignment Score (3) x UTS Score (2) x UAS Score (3) divided	<ul style="list-style-type: none"> · Student-centered learning approach (student-centered learning) · Deductive learning method · Learning strategies in the form of literature searches, discussions and evaluation of learning outcomes. 2 X 50			0%
8	UTS	UTS		2 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.