



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 theories	8321302004	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	January 2, 2023																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Nia Kusstianti, S.Pd., M.Pd Sri Usodoningtyas, S.Pd., M.Pd		Sri Usodoningtyas, S.Pd., M.Pd			Nia Kusstianti, S.Pd., M.Pd.																																																																																																					
Learning model	Case Studies																																																																																																										
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																										
	PLO-5	Applying a professional attitude as an educator and practitioner in the field of cosmetology which includes discipline, honesty, responsibility, ethics, ability to collaborate and communicate effectively																																																																																																									
	PLO-6	Skilled in designing and implementing learning tools in schools by prioritizing local wisdom and regional culture																																																																																																									
	PLO-10	Able to explain concepts in the field of pedagogy																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Students have good morals, ethics and personality when taking Learning Theory courses																																																																																																									
	PO - 2	Students understand the concept of learning theory and examples of its application in the field of learning in the field of Cosmetology.																																																																																																									
	PO - 3	Students are able to make decisions based on analysis of case examples or learning problems in class and provide ideas for choosing various alternative solutions.																																																																																																									
	PO - 4	Students are able to be responsible in making decisions related to relevant learning theories.																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-6</td> <td colspan="4">PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td colspan="4"></td> </tr> </table>						P.O	PLO-5	PLO-6	PLO-10				PO-1							PO-2							PO-3							PO-4																																																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>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> </tr> <tr> <td>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> </tr> <tr> <td>PO-3</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>PO-4</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																	PO-3																	PO-4																
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Short Course Description	This course examines theories that explain how students learn, including behavioral learning theory, social learning theory, cognitive learning theory, constructivist learning theory, and theories of motivating students to learn; and analysis of case examples in class. Lectures are delivered using theory and assignments																																																																																																										

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. Maskun & Rachmedita, Valensy. 2018. Teori Belajar dan Pembelajaran . Yogyakarta : Graha Ilmu 					
		Supporters:					
		<ol style="list-style-type: none"> 1. Santrock, J.W.2008. Educational Psychology, Third Edition. Boston:McGraw-Hill 2. Slavin, R. E. 2011.Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks. 3. Slavin, R. E. 2011.Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2. Jakarta: PT Indeks 4. Woolfolk, A. 2010.Educational Psychology, Global Edition.Eleventh Edition. New Jersey: Pearson Education. 					
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	<ol style="list-style-type: none"> 1.Explain what learning is 2.Explain what Learning is 	Criteria: <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: <ol style="list-style-type: none"> 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) Form of Assessment : Participatory Activities	- -	Student-centered learning approach (student-centered learning) · Deductive learning methods · Learning strategies in the form of literature searches, discussions and evaluation of learning outcomes. 2x50 minutes	Material: Study and Learning References: <ol style="list-style-type: none"> 2. Maskun & Rachmedita, Valensy. 2018. Learning and Learning Theory. Yogyakarta: Science Graha 	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) <p>Form of Assessment : Participatory Activities</p>	-	Student-centered learning approach (student-centered learning) · Deductive learning methods · Learning strategies in the form of literature searches, discussions and evaluation of learning outcomes. 2x15 minutes		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) <p>Form of Assessment : Test</p>		Student-centered learning approach (student-centered learning) · Deductive learning methods · 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) 	<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%
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 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) 	<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%

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) 	<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%
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 	<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) 	<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	Midterm exam	UTS	<p>Criteria:</p> <p>UTS</p>	UTS 2 X 50			0%

9	Students can understand Cybernetic learning theory	<ul style="list-style-type: none"> · Explain the meaning of cybernetic learning theory · Explain the history of cybernetics · Explain the figures of cybernetic learning · Explain the application of cybernetic 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 Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	<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%
10	Students understand the Socio-Cultural Revolution learning theory	<ul style="list-style-type: none"> · Explain the meaning of the socio-cultural revolution learning theory. · Explain the figures that underlie the formation of the socio-cultural revolution theory. · Explain the advantages and disadvantages of the Socio-cultural Revolution Theory. · Provide an explanation of how to apply the Socio-Cultural Revolution 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 Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	<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 outcomes 2 X 50 			0%

11	Students are able to understand social learning theory	<ul style="list-style-type: none"> · explain the meaning of social learning theory · Mention the figures that underlie the formation of social learning theory · Explain how the development of social learning theory · Explain the basic concepts of social learning theory · Explain how social learning theory is applied 	<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 by 10. 	<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%
12	Students understand the theory of multiple intelligences	<ul style="list-style-type: none"> · Explain the theory of multiple intelligences · Explain the various forms of intelligence · Explain the fields of work that are adapted to students' intelligence 	<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 by 10. 	<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%

13	Students understand information processing theory	<ul style="list-style-type: none"> · Explain information processing theory · Explain the figures of information processing theory · Explain information processing using sensory memory · Explain information processing using short-term memory · Explain information processing using long-term memory 	<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 by 10. 	<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. 2 X 50 			0%
14	Students are able to understand how to involve intelligence in learning	<ul style="list-style-type: none"> · Explain the involvement of intelligence in learning · Explain the types of intelligence and their characteristics · Explain learning strategies adapted to intelligence · Provide examples of learning strategies adapted to student intelligence 	<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 by 10. 	<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. 2 X 50 			0%

15	Students are able to understand the theory of learning motivation	· Explain the meaning of motivation to learn · Define the types of motivation · Explain the factors that influence motivation · Explain how to increase motivation to learn	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 by 10.	· Student-centered learning approach (student-centered learning) · Deductive learning method Learning strategy in the form of literature search, discussion and evaluation of learning outcomes 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.
- 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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

