



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Bachelor of Mathematics Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																		
Learning Theory	8420202004	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 17, 2024																																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																			
		Dr. Ismail, M.Pd.			Dr. Endah Budi Rahaju, M.Pd.																																																																			
Learning model	Case Studies																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																								
	PLO-13	Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning.																																																																							
	Program Objectives (PO)																																																																								
	PO - 1	Able to demonstrate concepts about behavioral learning theory, social learning theory, cognitive learning theory, constructivist learning theory, as well as theories of motivating students to learn.																																																																							
	PO - 2	Able to provide examples of the application of concepts regarding behavioral learning theory, social learning theory, cognitive learning theory, constructivist learning theory, as well as theories of motivating students to learn, in designing, implementing and evaluating Mathematics learning																																																																							
	PLO-PO Matrix																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="6">PLO-13</td> </tr> <tr> <td>PO-1</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> </tr> </table>						P.O	PLO-13						PO-1							PO-2																																																			
P.O	PLO-13																																																																								
PO-1																																																																									
PO-2																																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 10%;">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> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
P.O	Week																																																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																									
PO-1																																																																									
PO-2																																																																									
Short Course Description	Examining 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, in learning through assignments, discussions and reflection.																																																																								
References	Main :																																																																								
	<ol style="list-style-type: none"> 1. Slavin, R. E. 2017. Educational Psychology Theory and Practice. Twelfth Edition. Pearson. 2. Hergenhahn, B. R. & Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group. 3. Ismail. 2017. Teori Belajar Matematika. (Membantu Memahami Teori-teori Belajar Terkait Pembelajaran Matematika). Jurusan Matematika FMIPA Unesa Surabaya 																																																																								
	Supporters:																																																																								
<ol style="list-style-type: none"> 1. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education. 2. Santrock, J. W. 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill. 																																																																									

Supporting lecturer		Dr. Ismail, M.Pd. Ika Kurniasari, S.Pd., M.Pd. Dr. Heri Purnomo, M.Pd. Dr. Ali Shodikin, S.Pd., M.Pd. Dr. Nonik Indrawatiningsih, 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	<p>1.Understanding behavioral learning theory according to Ivan Pavlop (CLO-1)</p> <p>2.Able to provide examples of the application of concepts regarding behavioral learning theory, in designing, implementing and evaluating CLO-2 Mathematics learning)</p>	<p>1. Identifying the development of behavioral learning theory</p> <p>2. Comparing behavioral learning theories according to Ivan Pavlop, EL Thorndike and BF Skinner</p> <p>3. Give an example of the application of behavioral theory in mathematics learning</p>	<p>Criteria: Giving assignments and tests</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture, Respond to Group Assignments 2 x 50 minutes</p>	<p>Lecture, Responsive, using LMS Vinesa/Google Classroom Asynchronous or Synchronous Giving Group Assignments 2 x 50 minutes</p>	<p>Material: behavioral learning theory according to Ivan Pavlop, EL Thorndike and BF Skinner</p> <p>References: [1] Slavin, RE 2017. <i>Educational Psychology Theory and Practice. Twelfth Edition.</i> Pearson.</p> <hr/> <p>Material: Behavioral learning theory according to Ivan Pavlop, EL Thorndike and BF Skinner</p> <p>References: [2] Hergenhahn, BR & Olson, Matthew H. 2012. <i>Theories of Learning. Seventh Edition.</i> Jakarta: Kencana Prenada Media Group.</p> <hr/> <p>Material: Behavioral learning theory according to Ivan Pavlop, EL Thorndike and BF Skinner</p> <p>Reference: [3] Ismail. 2017. <i>Mathematics Learning Theory. (Helps understand learning theories related to mathematics learning).</i> Mathematics Department, FMIPA Unesa Surabaya</p> <hr/> <p>Material:</p>	15%

						Behavioral learning theory according to Ivan Pavlov, EL Thorndike and BF Skinner Reference: [5] Santrock, JW 2008. <i>Educational Psychology. Third Edition.</i> Boston: McGraw-Hill.	
2	<p>1.Understanding behavioral learning theory according to Thorndike and BF Skinner. (CLO-1)</p> <p>2.Able to provide examples of the application of concepts regarding behavioral learning theory, in designing, implementing and evaluating CLO-2 Mathematics learning)</p>	<p>1. Identifying the development of behavioral learning theory</p> <p>2. Comparing behavioral learning theories according to Ivan Pavlov, EL Thorndike and BF Skinner</p> <p>3. Give an example of the application of behavioral theory in mathematics learning</p>	<p>Criteria: Giving assignments and tests</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, Respond to Group Assignments 2 x 50 minutes	Lecture, Responsive, using LMS Vinesa/Google Classroom Asynchronous or Synchronous Giving Group Assignments 2 x 50 minutes	<p>Material: behavioral learning theory according to Ivan Pavlov, EL Thorndike and BF Skinner</p> <p>References: [1] Slavin, RE 2017. <i>Educational Psychology Theory and Practice. Twelfth Edition.</i> Pearson.</p> <hr/> <p>Material: Behavioral learning theory according to Ivan Pavlov, EL Thorndike and BF Skinner</p> <p>References: [2] Hergenhahn, BR & Olson, Matthew H. 2012. <i>Theories of Learning. Seventh Edition.</i> Jakarta: Kencana Prenada Media Group.</p> <hr/> <p>Material: Behavioral learning theory according to Ivan Pavlov, EL Thorndike and BF Skinner</p> <p>Reference: [3] Ismail. 2017. <i>Mathematics Learning Theory. (Helps understand learning theories related to mathematics learning).</i> Mathematics Department,</p>	15%

						<i>FMIPA Unesa Surabaya</i> Material: Behavioral learning theory according to Ivan Pavlop, EL Thorndike and BF Skinner Reference: [5] <i>Sanrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i>	
3							0%
4							0%
5							0%
6							0%
7							0%
8							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
1.	Participatory Activities	30%
		30%

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.

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.