	Universitas Negeri Surabaya **Faculty of Engineering,** **Mechanical Engineering Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory	8320302230		T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**	
		....		....		Ir. Wahyu Dwi Kurniawan, S.Pd., M.Pd.	

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 Have good morals, ethics and personality when attending lectures
	PO - 2 Able to describe and analyze learning theories from various views of educational experts, understand various approaches, strategies and learning models that are based on various views of theory, utilize various learning resources in learning and carry out analysis of learning cases
	PO - 3 Able to apply learning theories in learning
	PLO-PO Matrix

P.O
PO-1
PO-2
PO-3

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																
PO-2																
PO-3																

Short Course Description	This course examines and analyzes various learning and learning theories from the views of educational experts, starting from learning concepts, types of learning, learning principles and learning resources that can be used as a basis for implementing learning. Developing understanding in implementing approaches, strategies, models and learning methods as well as teaching skills for use in analyzing learning cases in the field

References	**Main :**

1. Suyono dan Hariyanto. 2014. Belajar dan Pembelajaran: Teori dan Konsep Dasar. Bandung: Remaja Rosdakarya
2. Slameto. 2013. Belajar dan Faktor-Faktor yang Mempengaruhi. Jakarta: Rineka Cipta
3. Hergenhahn, B. R., Olson, M. H. 2015. Theories of Learning (Teori Belajar), Edisi Ketujuh. Jakarta: Prenadamedia
4. Gredler, M. E. 2011. Learning and Instruction Teori dan Aplikasi, Edisi Keenam. Jakarta: Kencana
5. Mudlofir, A., Rusydiyah, E. F. 2016. Desain Pembelajaran Inovatif dari Teori ke Praktek. Depok: Rajagrafindo Persada
6. Suranto. 2015. Teori Belajar dan Pembelajaran Kontemporer. Yogyakarta: LaksBang Pressindo
7. Slavin, R.E. 2005. Educational Psychology Theory and Practice

Supporters:

1. Bower and Hilgard. 1981. Teori of learning. Fifth Edition. Prentice-Hall?inc., Englewood Cliffs, N.J. 07362
2. Hergenhahn, B.R. and Olson, M.H. 2009. Tori Belajar (Terjemahan). Jakarta: Kencana Prenada Media Group.
3. Skinener, B.R. 2013. Ilmu Pengetahuan dan Perilaku Manusia (Terjemahan). Yoyakarta: Pustaka Belajar
4. Syah, M. 2003. Psikologi Belajar. Jakarta: PT. Raja Grafindo Persada

	Supporting lecturer	Dr. Yunus, 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 understand the nature of learning, teaching and learning	- Students understand the nature of learning	**Criteria:** Assessment of participatory, affective, cognitive aspects and assessment rubric **Form of Assessment** : Participatory Activities, Tests	Lectures, questions and answers, group assignments, discussions, presentations 2 X 50	Lectures, questions and answers, group assignments, discussions, presentations	**Material:** The essence of learning, teaching and learning **References:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth* **Material:** Understanding learning and learning **Reference:** *Suranto. 2015. Contemporary Learning and Learning Theory. Yogyakarta: LaksBang Pressindo*	5%
2	-Students understand the types of learning and learning principles	- Students understand the nature of learning	**Criteria:** Assessment of participatory, affective, cognitive aspects and assessment rubric **Form of Assessment** : Participatory Activities, Tests	Lectures, questions and answers, group assignments, discussions, presentations 2 X 50	Lectures, questions and answers, group assignments, discussions, presentations	**Material:** Understanding learning and learning **Reference:** *Suranto. 2015. Contemporary Learning and Learning Theory. Yogyakarta: LaksBang Pressindo* **Material:** Types of learning and learning principles **References:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia* **Material:** Types of learning and principles of learning **Reference:** *Syah, M. 2003. Psychology of Learning. Jakarta: PT. Raja Grafindo Persada*	5%

| 3 | - Students understand behavioristic learning theory | - Students understand the nature of learning | **Criteria:** Assessment of participatory, affective, cognitive aspects and assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Behavioristic learning theory **References:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Behavioristic learning theory **References:** *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada*

Material: Behavioristic learning theory **References:** *Hergenhahn, BR and Olson, MH 2009. Learning Theory (Translation). Jakarta: Kencana Prenada Media Group.* | 5% |
| 4 | - Students understand cognitive learning theory | - Students understand cognitive learning theory | **Criteria:** Assessment of participatory, affective, cognitive aspects and assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Cognitive learning theory **References:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Cognitive learning theory **References:** *Hergenhahn, BR and Olson, MH 2009. Learning Theory (Translation). Jakarta: Kencana Prenada Media Group.*

Material: Cognitive learning theory **References:** *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada*

Material: Cognitive learning theory **References:** *Syah, M. 2003. Psychology of Learning. Jakarta: PT. Raja Grafindo Persada* | 5% |

| 5 | - Students understand constructivist learning theory | - Students understand cognitive learning theory | **Criteria:** Assessment of participatory, affective, cognitive aspects and assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Cognitive learning theory **References:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Cognitive learning theory **References:** *Hergenhahn, BR and Olson, MH 2009. Learning Theory (Translation). Jakarta: Kencana Prenada Media Group.*

Material: Cognitive learning theory **References:** *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada*

Material: Cognitive learning theory **References:** *Syah, M. 2003. Psychology of Learning. Jakarta: PT. Raja Grafindo Persada* | 5% |

| 6 | - Students understand humanistic learning theory | - Students understand cognitive learning theory | **Criteria:** Assessment of participatory, affective, cognitive aspects and assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Cognitive learning theory **References:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Cognitive learning theory **References:** *Hergenhahn, BR and Olson, MH 2009. Learning Theory (Translation). Jakarta: Kencana Prenada Media Group.*

Material: Cognitive learning theory **References:** *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada*

Material: Cognitive learning theory **References:** *Syah, M. 2003. Psychology of Learning. Jakarta: PT. Raja Grafindo Persada* | 5% |

			Criteria/Form			Material/References	
7	- Students understand humanistic learning theory	- Students understand social learning theory	**Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric **Form of Assessment** : Participatory Activities, Tests	Lectures, questions and answers, group assignments, discussions, presentations 2 X 50	Lectures, questions and answers, group assignments, discussions, presentations	**Material:** Cognitive learning theory **References:** *Syah, M. 2003. Psychology of Learning. Jakarta: PT. Raja Grafindo Persada* **Material:** Students understand social learning theory **References:** *Skinener, BR 2013. Science and Human Behavior (Translation). Yoyakarta: Learning Library* **Material:** Students understand social learning theory **References:** *Syah, M. 2003. Psychology of Learning. Jakarta: PT. Raja Grafindo Persada* **Material:** Students understand social learning theory **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: Rineka Cipta* **Material:** Students understand social learning theory **References:** *Slavin, RE 2005. Educational Psychology Theory and Practice*	5%
8	- Students understand humanistic learning theory	- Students understand learning theory material from the 1st to the 7th meeting	**Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric **Form of Assessment** : Test	Lectures, questions and answers, group assignments, discussions, presentations 2 X 50	Lectures, questions and answers, group assignments, discussions, presentations		10%

| 9 | - Students understand humanistic learning theory | - Students understand social learning theory | **Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Students are able to implement behavioristic learning theory in learning. **Reader:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*

Material: Students are able to implement behavioristic learning theory in learning. **Reference:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Students are able to implement behavioristic learning theory in learning. **Reference:** *Slavin, RE 2005. Educational Psychology Theory and Practice* | 5% |

| 10 | - Students are able to implement cognitive learning theory in learning | - Students are able to implement cognitive learning theory in learning | **Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Students are able to implement behavioristic learning theory in learning. **Reader:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*

Material: Students are able to implement behavioristic learning theory in learning. **Reference:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Students are able to implement behavioristic learning theory in learning. **Reference:** *Slavin, RE 2005. Educational Psychology Theory and Practice* | 5% |

| 11 | - Students are able to implement constructivist learning theory in learning | - Students are able to implement cognitive learning theory in learning | **Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Students are able to implement behavioristic learning theory in learning. **Reader:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*

Material: Students are able to implement behavioristic learning theory in learning. **Reference:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Students are able to implement behavioristic learning theory in learning. **Reference:** *Slavin, RE 2005. Educational Psychology Theory and Practice* | 5% |

| 12 | - Students are able to implement humanistic learning theory in learning | - Students are able to implement humanistic learning theory in learning | **Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Students are able to implement behavioristic learning theory in learning. **Reader:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*

Material: Students are able to implement behavioristic learning theory in learning. **Reference:** *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Students are able to implement behavioristic learning theory in learning. **Reference:** *Slavin, RE 2005. Educational Psychology Theory and Practice* | 5% |

| 13 | - Students are able to implement social learning theory in learning | - Students are able to implement social learning theory in learning | **Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Students are able to implement behavioristic learning theory in learning.
Reference: *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Students are able to implement behavioristic learning theory in learning.
Reference: *Slavin, RE 2005. Educational Psychology Theory and Practice*

Material: Students are able to implement social learning theory in learning.
Reader: *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*

Material: Students are able to implement social learning theory in learning.
Reference: *Hergenhahn, BR, Olson, MH 2015. Theories of Learning, Seventh Edition. Jakarta: Prenadamedia*

Material: Students are able to implement social learning theory in learning
References: *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada* | 5% |

| 14 | - Students understand various learning resources that can be utilized in learning | - Students understand various learning resources that can be utilized in learning | **Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric

Form of Assessment : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Students are able to implement social learning theory in learning **References:** *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada*

Material: Students understand various learning resources that can be utilized in learning. **Reference:** *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada*

Material: Students understand various learning resources that can be utilized in learning. **Reference:** *Skinener, BR 2013. Science and Human Behavior (Translation). Yoyakarta: Learning Library*

Material: Students understand various learning resources that can be utilized in learning. **Library:** *Suranto. 2015. Contemporary Learning and Learning Theory. Yogyakarta: LaksBang Pressindo* | 5% |

| 15 | - Students understand and recognize various learning implementations in the field | - Students understand and recognize various learning implementations in the field | **Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric **Form of Assessment** : Participatory Activities, Tests | Lectures, questions and answers, group assignments, discussions, presentations 2 X 50 | Lectures, questions and answers, group assignments, discussions, presentations | **Material:** Students understand and recognize various learning implementations in the field. **Reader:** *Suranto. 2015. Contemporary Learning and Learning Theory. Yogyakarta: LaksBang Pressindo* **Material:** Students understand and recognize various learning implementations in the field. **Reader:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth* **Material:** Students understand and recognize various learning implementations in the field. **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: Rineka Cipta* **Material:** Students understand and recognize various learning implementations in the field. **Reference:** *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada* | 5% |

| 16 | UAS | - Students understand the learning theory material from the 8th to 15th meetings | **Criteria:** Assessment of participatory, affective and cognitive aspects according to the assessment rubric

 Form of Assessment : Test | 2 X 50 | | **Material:** Students understand and recognize various learning implementations in the field. **Reader:** *Suranto. 2015. Contemporary Learning and Learning Theory. Yogyakarta: LaksBang Pressindo*

 Material: Students understand and recognize various learning implementations in the field. **Reader:** *Suyono and Hariyanto. 2014. Learning and Learning: Basic Theories and Concepts. Bandung: Rosdakarya Youth*

 Material: Students understand and recognize various learning implementations in the field. **Library:** *Slameto. 2013. Learning and Influencing Factors. Jakarta: Rineka Cipta*

 Material: Students understand and recognize various learning implementations in the field. **Reference:** *Mudlofir, A., Rusydiyah, EF 2016. Innovative Learning Design from Theory to Practice. Depok: Rajagrafindo Persada* | 20% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Test	65%
		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** 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.