	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Physics Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Learning Theory	8420302236	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	2	October 18, 2022

AUTHORIZATION	**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
	Woro Setyarsih, S.Pd., M.Si.	Nadi Suprapto, Ph.D	Mita Anggaryani, M.Pd., Ph.D.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

Program Objectives (PO)

PO - 1	Utilizing the environment to support the implementation of learning using certain learning theories
PO - 2	Mastering learning theory and being able to apply it in learning.
PO - 3	Make decisions about relevant learning theories to solve specific learning cases in the classroom
PO - 4	Have a responsible attitude by applying relevant learning theories in learning

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

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																
PO-4																

Short Course Description	Study of the principles and ways students learn according to behavioral learning theory, social learning theory, cognitive learning theory, constructivist approach, as well as motivating students to learn; and its application in learning through analysis of case examples in class. Learning is carried out through lectures, discussions, presentations and modeling.

References

Main :

1. Slavin, RE 2012.Psikologi Pendidikan: Teori dan Praktek Edisi Kesepuluh.Pendidikan Pearson, Inc.
2. Santrock, JW 2008.Psikologi Pendidikan Edisi Ketiga. Boston: McGraw-Hill.
3. Slavin, RE2011.Psikologi Pendidikan Teori dan Praktik Edisi Kesembilan Jilid 1.Jakarta: PTIndeks.
4. Slavin, RE2011.Psikologi Pendidikan Teori dan Praktik Edisi Kesembilan Jilid 2.Jakarta: PTIndeks.
5. Woolfolk, A.2010.Psikologi Pendidikan, Edisi Global Edisi Kesebelas.New Jersey: Pendidikan Pearson.

Supporters:

1. Budayasa, I Ketut. 2000.Teori Belajar Perilaku (BUKU I). Ed 2. Diringkas dari Teori Pembelajaran Perilaku Bab Panduan Studi untuk Teori dan Praktek Psikologi Pendidikan Slavin: Edisi Kelima oleh Charles Alberti & Catherine E. McCartney. Allyn dan Bacon. 1997.Surabaya: IKIP Surabaya.
2. Dahar, Ratna Wilis. 1989. Teori-teori Belajar. Jakarta: DEPDIKBUD.
3. Motevalli, S., Perveen, A., & Tresa Anak Michael, M. (2020). Motivating Students to Learn: An Overview of Literature in Educational Psychology. International Journal of Academic Research in Progressive Education and Development, 9(3), 63-74.
4. Smillie, I., & Newton, M. (2020). Educational psychologists' practice: obtaining and representing young people's views. Educational Psychology in Practice, 36(3), 328-344.
5. Nolen, S. B. (2020). Challenging research norms in educational psychology. Educational Psychologist, 55(4), 267-272.
6. Taniredja, T., Faridli, E. M., & Harmianto, S. (2015). Model-model pembelajaran inovatif dan efektif.

Supporting lecturer	Dra. Suliyanah, M.Si. Dr. Titin Sunarti, M.Si. Woro Setyarsih, S.Pd., M.Si. Mita Anggaryani, M.Pd., Ph.D. Mukhayyarotin Niswati Rodliyatul Jauhariyah, S.Pd., M.Pd. Dr. Muhammad Satriawan, M.Pd. Nurita Apridiana Lestari, S.Pd., M.Pd. Muhammad Habibbulloh, M.Pd. Dr. Oka Saputra, 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	Understand behavioral learning theory and its implications in learning	1. Able to state the meaning of learning. 2. Able to explain the concept of learning according to behavioral learning theory 3. Able to identify examples of learning according to behavioral theory 4. Able to explain the development of behavioral learning theory 5. Able to compare behavioral learning theories according to Ivan Pavlov, EL Thorndike and BF Skinner 6. Able to provide examples of the application of behavioral learning theory according to Ivan Pavlov, EL Thorndike and BF Skinner in learning 7. Arrive at lectures on time 8. Collect assignments on time	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case Study 2 x 50'	Case Study 2 x 50'	**Material:** Definition of learning and learning concepts according to behavioral learning theory; development of behavioral learning theory **Bibliography:** *Slavin, RE 2012. Educational Psychology: Theory and Practice Tenth Edition. Pearson Education, Inc.*	5%

2	Understand behavioral learning theory and its implications in learning	1. Be able to explain the relationship between the roles of consequences, power and punishment 2. Able to explain the principles of premack, refresh, formation in learning 3. Be able to mention the stages in the formation of behavior 4. Able to explain the development of behavioral learning theory 5. Able to mention examples of behavioral learning theory in subject learning 6. Arrive at lectures on time 7. Collect assignments on time	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case Study 2 x 50‘	Case Study 2 x 50‘	**Material:** The relationship between the role of consequences, power and punishment **Reference:** *Slavin, RE 2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.* **Material:** Premack, refresh, formation principles in learning. **Reference:** *Santrock, JW 2008. Educational Psychology, Third Edition. Boston: McGraw-Hill.*	5%
3	Understand social learning theory and its implications in learning	1. Able to differentiate between two learning models through observation and modeling 2. Able to explain the superiority of learning theory compared to behavioral theory 3. Able to provide examples of learning models through observation of subject learning 4. Be able to explain the four elements of learning according to Bandura 5. Able to apply learning elements in learning 6. Arrive at lectures on time 7. Collect assignments on time	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case Study 2 x 50‘	Case Study 2 x 50‘	**Material:** Bandura's social learning theory **Library:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.*	5%

4	Understand social learning theory and its implications in learning	1. Able to explain things that need to involve students in self-management 2. Able to provide examples in self-management programs 3. Able to explain cognitive behavior modification 4. Able to explain the stages in Meichenbaum's cognitive behavior modification 5. Able to provide examples of cognitive behavior modification 6. Arrive at lectures on time 7. Collect assignments on time	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case Study 2 x 50'	Case Study 2 x 50'	**Material:** Bandura's social learning theory **Library:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.* **Material:** Self Management **Bibliography:** *Slavin, RE 2012. Educational Psychology: Theory and Practice Tenth Edition. Pearson Education, Inc.*	5%
5	1. Understand cognitive learning theory and its implications in learning 2. Explain the Information Processing model 3. Explain the concept of Remembering and Forgetting	1. Able to explain the components of the information processing model 2. Be able to explain how the information processing model works 3. Be able to distinguish three memory systems 4. Able to explain the remember & forget process. Explain the remember and forget process 5. Able to describe resistance and ease as well as obstacles and ease 6. Arrive at lectures on time 7. Collect assignments on time	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case Study 2 x 50'	Case Study 2 x 50'	**Material:** Information Processing Model **Bibliography:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndeks.* **Material:** Remember & Forget Concepts **Bibliography:** *Slavin, RE 2012. Educational Psychology: Theory and Practice Tenth Edition. Pearson Education, Inc.*	5%

6	1. Understand cognitive learning theory and its implications in learning 2. Explain memory strategies 3. Explain the concept of meaningful information 4. Explain the concept of metacognitive skills	1. Able to explain how to teach memory strategies 2. Able to provide examples in subject learning regarding the application of memory strategies 3. Able to compare between memory learning and meaningful learning 4. Able to explain the meaning of metacognitive skills! 5. Able to provide examples of metacognitive skills in physics learning 6. Arrive at lectures on time 7. Collect assignments on time	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case Study 2 x 50‘	Case Study 2 x 50‘	**Material:** Information Processing Model **Bibliography:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndeks.* **Material:** Remember & Forget Concepts **Bibliography:** *Slavin, RE 2012. Educational Psychology: Theory and Practice Tenth Edition. Pearson Education, Inc.* **Material:** Memory strategies **References:** *Slavin, RE 2012. Educational Psychology: Theory and Practice Tenth Edition. Pearson Education, Inc.* **Material:** Meaningful Information **Bibliography:** *Santrock, JW 2008. Educational Psychology, Third Edition. Boston: McGraw-Hill.* **Material:** Metacognitive skills **References:** *Nolen, SB (2020). Challenging research norms in educational psychology. Educational Psychologist, 55(4), 267-272.*	5%

7	1. Understand cognitive learning theory and its implications in learning 2. Explain learning strategies 3. Explain cognitive teaching strategies 4. Explaining multiple intelligences	1. Able to explain how to teach memory strategies 2. Able to provide examples in subject learning regarding the application of memory strategies 3. Able to compare between memory learning and meaningful learning 4. Able to explain the meaning of metacognitive skills! 5. Able to provide examples of metacognitive skills in physics learning 6. Arrive at lectures on time 7. Collect assignments on time	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case Study 2 x 50‘	Case Study 2 x 50‘	**Material:** Cognitive learning theory **Bibliography:** *Slavin, RE 2012. Educational Psychology: Theory and Practice Tenth Edition. Pearson Education, Inc.* **Material:** Cognitive learning and teaching strategies **References:** *Dahar, Ratna Wilis. 1989. Learning Theories. Jakarta: DEPDIKBUD.* **Material:** Multiple intelligences **Reference:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.*	5%
8	Sub-CPMK 1 to Sub-CPMK 15	Correctness in answering questions	**Criteria:** Test **Form of Assessment** : Test	UTS 2 x 50‘		**Material:** Behavioral learning theory, social learning theory, cognitive learning theory **References:** *Slavin, RE 2012. Educational Psychology: Theory and Practice Tenth Edition. Pearson Education, Inc.*	15%
9	Understand constructivist learning theory and its implications in learning	1. Able to explain constructivist principles 2. Able to explain constructivist history 3. Able to explain constructivist strategies 4. Able to create examples of the application of constructivist learning to physics learning	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case studies 2 x 50‘	Case studies 2 x 50‘	**Material:** Constructivist Learning Theory **Library:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.* **Material:** Cooperative learning model **References:** *Dahar, Ratna Wilis. 1989. Learning Theories. Jakarta: DEPDIKBUD.*	5%

10	1. Understand constructivist learning theory and its implications in learning 2. Explains the concept of problem solving and thinking skills	1. Able to explain the stages of problem solving 2. Able to identify obstacles to problem solving 3. Able to explain creative problem solving strategies 4. Able to explain the meaning of thinking skills! 5. Timely attendance 6. Activeness during learning	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case studies 2 x 50‘	Case studies 2 x 50‘	**Material:** Constructivist Learning Theory **Library:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.* **Material:** Thinking skills **Reader:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 2. Jakarta: PTIndeks.*	5%
11	Explains constructivist learning theory as the basis for innovative learning models	1. Able to explain the scope of inquiry-based learning 2. Able to explain the stages of inquiry-based learning 3. Able to apply the inquiry learning model to physics learning 4. Timely attendance 5. Activeness during learning	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case studies 2 x 50‘	Case studies 2 x 50‘	**Material:** Constructivist Learning Theory **Library:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.* **Material:** Inquiry learning model **References:** *Taniredja, T., Faridli, EM, & Harmianto, S. (2015). Innovative and effective learning models.*	5%
12	Explains constructivist learning theory as the basis for innovative learning models	1. Able to explain the scope of problem-based learning 2. Able to explain the stages of problem-based learning 3. Able to apply the problem learning model to physics learning 4. Timely attendance 5. Activeness during learning	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case studies 2 x 50‘	Case studies 2 x 50‘	**Material:** Constructivist Learning Theory **Library:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.* **Material:** Problem-based learning model **References:** *Taniredja, T., Faridli, EM, & Harmianto, S. (2015). Innovative and effective learning models.*	5%

13	Explains constructivist learning theory as the basis for innovative learning models	1. Able to explain the scope of project-based learning 2. Able to explain the stages of project-based learning 3. Able to apply a project-based learning model to physics learning 4. Timely attendance 5. Activeness during learning	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case studies 2 x 50‘	Case studies 2 x 50‘	**Material:** Constructivist Learning Theory **Library:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.* **Material:** Project-based learning model **References:** *Taniredja, T., Faridli, EM, & Harmianto, S. (2015). Innovative and effective learning models.*	5%
14	1. Understand learning motivation theory and its implications in learning 2. Understand the concept of increasing learning motivation	1. Be able to define and describe the characteristics of six motivation theories 2. Able to explain the implications of motivation theories in learning subjects 3. Able to explain the meaning of learning motivation and differentiate between intrinsic and extrinsic motivation 4. Timely attendance 5. Activeness during learning	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case studies 2 x 50‘	Case studies 2 x 50‘	**Material:** Learning motivation theory **References:** *Smillie, I., & Newton, M. (2020). Educational psychologists‘ practice: obtaining and representing young people‘s views. Educational Psychology in Practice, 36(3), 328-344.*	5%
15	1. Understand learning motivation theory and its implications in learning 2. Understanding teacher efforts to increase student learning motivation 3. Understand the concept of Rewarding for performance, effort and improvement Rewarding for performance, effort and improvement	1. Be able to describe ways teachers can increase learning motivation 2. Able to explain the principles of providing incentives for learning 3. Able to explain the effective use of praise and the concept of applying ILE basic scores and calculating improvement points 4. Timely attendance 5. Activeness during learning	**Criteria:** Non test **Form of Assessment** : Participatory Activities	Case studies 2 x 50‘	Case studies 2 x 50‘	**Material:** Learning motivation theory **References:** *Smillie, I., & Newton, M. (2020). Educational psychologists‘ practice: obtaining and representing young people‘s views. Educational Psychology in Practice, 36(3), 328-344.*	5%

16	Sub-CPMK 16 to Sub-CPMK 27	Accuracy in answering questions	**Criteria:** UAS (written test) **Form of Assessment** : Test	UAS 2 x 50'		**Material:** Constructivist Learning Theory **Library:** *Slavin, RE2011. Educational Psychology Theory and Practice Ninth Edition Volume 1. Jakarta: PTIndex.* **Material:** Innovative learning models **References:** *Taniredja, T., Faridli, EM, & Harmianto, S. (2015). Innovative and effective learning models.* **Material:** Learning motivation theory **References:** *Smillie, I., & Newton, M. (2020). Educational psychologists' practice: obtaining and representing young people's views. Educational Psychology in Practice, 36(3), 328-344.*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		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** 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.