

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

Document Code

UNESA				ncior of Science Education Study 1 Togram																
			SE	ME	ST	EF	R L	EΑ	RN	IIN	G F	PLA	۸N							
Courses			CODE				Cour	se Fa	mily		C	Credit	Weig	ht		SEMES	STER	Cor Dat	npilati e	ion
Learning The	ory		8420103155	,							Т	Г=3 І	P=0 E	ECTS=4	1.77	2	2	July	18, 2	024
AUTHORIZAT	ION		SP Develop	er		•				Cou	rse C	luste	r Coo	rdinato	r :	Study Program Coordinator			ator	
																Pro	f. Dr. E	. Erman, M.Pd.		
Learning model	Case Studies																			
Program Learning	PLO study pr			rged	to t	he co	urse	!												
Outcomes (PLO)	Program Obje																			
(- = = )	PO - 1	Able apply	to utilize lear ring certain lea	utilize learning resources and ICT-assisted learning media to support the implementation of learning I g certain learning theories.									by							
	PO - 2	Maste	ering learning	ng learning theories and being able to apply them in learning.																
	PO - 3			nake decisions about relevant learning theories to solve certain learning cases in class.  esponsible attitude by applying learning according to relevant learning theories.																
	PO - 4		a responsible	attit	ude b	у арр	lying	learni	ing ac	cordi	ng to	relev	ant lea	arning th	neorie	S.				
	PLO-PO Matri	X																		
			P.O PO-1 PO-2 PO-3 PO-4																	
	PO Matrix at t	he en	nd of each le	arni	ng st	tage (	(Sub	PO)												
		_																		
			P.O									Wee	ek							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
		P	0-1																	
		P	0-2																	
		P	O-3																	
		P	0-4																	
Short Course Description	Study of the pr theory, construc examples in cla	ctivist	es and ways s approach, as	tude well	nts le l as n	arn a notiva	ccord ting s	ing to	behants to	aviora learr	al lear n; and	rning d its a	theory applica	, social ation in	learn learn	ing the	eory, co ough a	gnitive nalysi	e learr s of c	ning ase
References	Main :																			
																	_			

1.		
	Hergenhahn, B. R. & Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh.	
	Jakarta: Kencana Prenada Media Group.	1
	Santrock, J. W. 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.	1

Slavin, R. E. 2011. *Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1*. Jakarta: PT Indeks.

Slavin, R. E. 2011. *Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2*. Jakarta: PT Indeks. Woolfolk, A. 2010. *Educational Psychology, Global Edition. Eleventh Edition*. New Jersey: Pearson Education.

Supporters:

## Supporting lecturer

Dra. Martini, M.Pd.
Prof. Dr. Erman, M.Pd.
Dr. Dyah Astriani, S.Pd., M.Pd.
Ahmad Qosyim, S.Si., M.Pd.
Tutut Nurita, S.Pd., M.Pd.
Laily Rosdiana, S.Pd., M.Pd.
An Nuril Maulida Fauziah, S.Pd., M.Pd.
Enny Susiyawati, S.Si., M.Sc., M.Pd., Ph.D.
Dyah Permata Sari, S.Pd., M.Pd.

Week-	Final abilities of each learning stage	Eval	uation	Learn Studen	p Learning, ing methods, t Assignments, timated time]	Learning materials [ References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( <i>online</i> )	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Understand learning theories and their benefits in learning and teaching	1.Provide examples of behavior that reflects learning and non-learning 2.Describe the various learning theories 3.Provide examples of the application of learning theory in learning	Criteria: Each PG question item that is correct is given a score of 2 and if it is wrong it is given a score of 0. For description questions, each item is given a maximum score of 5  Form of Assessment: Participatory Activities	Discussion, Presentation, Question and Answer 3 X 50		Material: Learning Theories Library: Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group. Santrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill. Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 1. Jakarta: PT Index. Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index. Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index. Woolfolk, A. 2010. Educational Psychology, Global Edition. Leleventh Edition. New Jersey: Pearson Education.	5%

		I					
2	Understand	1.Describe the	Criteria:	Discussion,	-	Material:	5%
	behavioral	history of	For Multiple	Presentation,	-	Behavioral	
	learning theory and its	behavioral	Choice questions,	Question and		learning	
	application in	learning	the correct answer	Answer		theory and its	
	learning	theory	is given a score of 2 while the wrong	3 X 50		application in	
	.our.mig	2.Provide	answer is given a			learning.	
			score of 0. For			References:	
		examples of	Description			Hergenhahn,	
		the	questions, the			BR & Olson,	
		application of	maximum score			Matthew H.	
		Pavlov,	for each question			2012.	
		Thorndike,	item is 5.			Theories of	
		and Skinner				Learning.	
		theories in	Form of			Seventh	
		learning	Assessment:			Edition.	
			Participatory			Jakarta:	
		3.Explains the	Activities				
		principles of				Kencana	
		behavioral				Prenada Madia Grave	
		learning				Media Group.	
		4.Provide				Santrock, JW	
		examples of				2008.	
		the				Educational	
		application of				Psychology.	
		behavioral				Third Edition.	
						Boston:	
		learning				McGraw-Hill.	
		principles in				Slavin, RE	
		learning				2011.	
						Educational	
						Psychology	
						Theory and	
						Practice.	
						Ninth Edition	
						Volume 1.	
						Jakarta: PT	
						Index. Slavin,	
						RE 2011.	
						Educational	
						Psychology	
						Theory and	
						Practice.	
1						Ninth Edition	
						Volume 2.	
						Jakarta: PT	
						Index.	
						Woolfolk, A.	
						2010.	
						Educational	
						Psychology,	
						Global	
						Edition.	
						Eleventh	
1						Edition. New	
						Jersey:	
1						Pearson	
						Education.	
L	l	l .	l			L	

3	Understand	<ol> <li>Describe the</li> </ol>	Criteria:	Discussion,	Material:	5%
	social learning	main ideas of	For each question	Presentation,	Social	
	theory and its application in	social	item, the correct	Question and	learning	
	learning	learning	answer is given a score of 2, while	Answer	theory and its	
	icaring	theory	the wrong answer	3 X 50	application in	
		2.Provide	is given a score of		learning.	
			0. For each		References:	
		examples of	question item, the		Hergenhahn,	
		the	correct answer is		BR & Olson,	
		application of	given a maximum		Matthew H.	
		social	score of 5.		2012.	
		learning			Theories of	
		theory in	Form of		Learning.	
		learning	Assessment :		Seventh	
			Test		Edition.	
					Jakarta:	
					Kencana	
					Prenada	
					Media Group.	
					Santrock, JW	
					2008.	
					Educational	
					Psychology.	
					Third Edition.	
					Boston:	
					McGraw-Hill.	
					Slavin, RE	
					2011.	
					Educational	
					Psychology	
					Theory and	
					Practice.	
					Ninth Edition	
					Volume 1.	
					Jakarta: PT	
					Index. Slavin,	
					RE 2011.	
					Educational	
					Psychology	
					Theory and	
					Practice.	
					Ninth Edition	
					Volume 2.	
					Jakarta: PT	
					Index.	
					Woolfolk, A.	
					2010.	
					Educational	
					Psychology,	
					Global	
					Edition.	
					Eleventh	
					Edition. New	
					Jersey:	
					Pearson	
					Education.	
					Eddoullon.	

Explain the minormation model Explain with people and occognitive learning theory and their artificiation in learning ways to teach memory and their artificiation in learning ways to teach memory as soore of 2; while wrong a soore of 3. Form of amake information meaningful metals and the postulations to meaningful metals and the postulations to meaningful metals and the postulations and their artificiation of the postulations to meaningful metals and the postulations and the postulations to meaningful metals and the postulations to meaningful metals and the postulations are also as the postulation of the metals and the p								
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application in learning ways to teach memory strategies Mention the strategies Mention the first make information meaningful Explain how metacognitive and the strategies of the application of strategies of the application of strategies of the application of strategies in learning strategies of the application of strategies in learning strategies of the application of strategies in learning strategies in learni			wny people					
itéarning ways to teach memory strategles Mention the Robert Mention t					5 X 50			
memory strategies services that it factors tha				while wrong .				
strategies Mention the factors that mother the factors that meaning the Explain how metacognitive abilities help students learn graphication of learning strategies (in learning). Activities  Form of Matthew H. Massessment:  Porm of Matthew H. Massessment:  Porm of Matthew H. Massessment:  Participatory  Activities  Form of Matthew H. Massessment:  Participatory  Activities  Form of Matthew H. Massessment:  Participatory  Activities  Form of Matthew H. Matth		learning						
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strategies in learning  Prenada Media Group. Santrock, JW 2008.  Educational Psychology. Third Edition. Boston: McGraw-Hill. Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 1. Jakarta: PT Index. Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index. Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson								
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5	Understand	1.Explain the	Criteria:	Discussion,		Material:	5%
	constructivist	constructivist	For each question	Presentation,		Constructivist	
	learning theory	view of	item, the correct	Question and		learning	
	and its		answer is given a	Answer		theory and its	
	application in	learning	maximum score of	3 X 50		application in	
	learning	2.Comparing	5	3 X 30		learning.	
		the theories					
		of Piaget and	Form of			References:	
		Vygotsky	Assessment:			Hergenhahn,	
		3.Explain the	Participatory			BR & Olson,	
			Activities, Tests			Matthew H.	
		implications				2012.	
		of Piaget's				Theories of	
		theory in				Learning.	
		learning				Seventh	
		4.Explain the				Edition.	
		implications				Jakarta:	
		of Vygotsky's				Kencana	
		,,,,,				Prenada	
		theory in				Media Group.	
		learning					
		5.Describe				Santrock, JW	
		how to use				2008.	
		cooperative				Educational	
		learning in				Psychology.	
		learning				Third Edition.	
						Boston:	
		6.Provide				McGraw-Hill.	
		examples of				Slavin, RE	
		the				2011.	
		application of				Educational	
		cooperative				Psychology	
		learning in				Theory and	
		learning				Practice.	
		7.Describe				Ninth Edition	
						Volume 1.	
		how to teach					
		problem				Jakarta: PT	
		solving and				Index. Slavin,	
		thinking skills				RE 2011.	
		8.Provide				Educational	
		examples of				Psychology	
		the				Theory and	
						Practice.	
		application of				Ninth Edition	
		problem				Volume 2.	
		solving and				Jakarta: PT	
		thinking skills				Index.	
		in learning				Woolfolk, A.	
						2010.	
						Educational	
						Psychology,	
						Global	
						Edition.	
1						Eleventh	
						Edition. New	
						Jersey:	
						Pearson	
						Education.	
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	ı				<u> </u>		
6	Understand motivation theory and its application in learning	1.Explain motivation theories 2.Provide examples of the application of motivation theories in learning 3.Explains how to increase achievement motivation	Criteria: Correct answers are given a maximum score of 5  Form of Assessment: Test	Discussion, Presentation, Question and Answer 3 X 50		Material: Motivation Theory and its application in learning. References: Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta:	5%
		examples of the application of achievement motivation to help students overcome helplessness 5.Explain how teachers increase student motivation to learn 6.Provide examples of ways teachers reward student performance, effort, and improvement				Prenada Media Group. Santrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill. Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 1. Jakarta: PT Index. Slavin, RE 2011. Educational Psychology Theory and Practice. Ninth Edition Volume 2. Jakarta: PT Index. Woolfolk, A. 2010. Educational Psychology, Global	
						Edition. Eleventh Edition. New Jersey: Pearson Education.	

		1				
7	Understand	1.Describe the	Criteria:	Discussion,	Material:	10%
	humanistic theory	main ideas of	Correct answers	Presentation,	Humanistic	
	and its		are given a	Question and	theory and its	
	application in	humanistic	are given a maximum score of	Answer	application in	
	learning	learning	5			
		theory		3 X 50	learning	
		2.Provide	Form of		References:	
		examples of	Assessment :		Hergenhahn,	
					BR & Olson,	
		the	Test		Matthew H.	
		application of			2012.	
		humanistic			Theories of	
		theory in				
					Learning.	
		learning			Seventh	
					Edition.	
					Jakarta:	
					Kencana	
					Prenada	
					Media Group.	
					Santrock, JW	
					2008.	
					Educational	
					Psychology.	
					Third Edition.	
					Boston:	
					McGraw-Hill.	
					Slavin, RE	
					2011.	
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					Theory and	
					Practice.	
					Ninth Edition	
					Volume 1.	
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					Index. Slavin,	
					RE 2011.	
					Educational	
					Psychology	
					Theory and	
					Practice.	
					Ninth Edition	
					Volume 2.	
					Jakarta: PT	
					Index.	
					Woolfolk, A.	
					2010.	
					Educational	
					Psychology,	
					Global	
					Edition.	
					Eleventh	
					Edition. New	
					Jersey:	
					Pearson	
					Education.	

	T I		I			
8	-	The indicators	Criteria:	Test	Material:	0%
		billed are indicators for	Correct answers	(Subsummative	Behavioral,	
1		lectures	are given a	Exam)	social,	
		Meetings 1 to 7.	maximum score of 5	3 X 50	cognitive,	
1			~		constructivist,	
			Form of		motivational	
			Assessment :		and	
			Test		humanistic	
			1030		learning	
					theories.	
					Reference:	
					Hergenhahn,	
					BR & Olson,	
					Matthew H.	
					2012.	
					Theories of	
					Learning.	
					Seventh	
					Edition.	
					Jakarta:	
					Kencana	
					Prenada	
					Media Group.	
					Santrock, JW	
					2008.	
					Educational	
					Psychology.	
					Third Edition.	
					Boston:	
					McGraw-Hill.	
					Slavin, RE	
					2011.	
					Educational	
					Psychology	
					Theory and	
					Practice.	
					Ninth Edition	
					Volume 1. Jakarta: PT	
					Index. Slavin,	
					RE 2011.	
					Educational	
					Psychology	
					Theory and	
					Practice.	
					Ninth Edition	
					Volume 2.	
					Jakarta: PT	
					Index.	
					Woolfolk, A.	
					2010.	
					Educational	
					Psychology,	
					Global	
					Edition. Eleventh	
					Eleventh Edition. New	
					Jersey: Pearson	
					Education.	
1					Luucalion.	
1						
1					Material:	
					Behavioral,	
1					social,	
					cognitive,	
					constructivist,	
					motivational	
					and	
					humanistic	
					learning	
					theories.	
					Reference:	
					Woolfolk, A.	
					2010.	
					Educational	
					Psychology,	
					Global	
1					Edition.	
1					Eleventh	
1					Edition. New	
1					Jersey:	
1					Pearson	
					Education.	
			-		 	

9	Applying behavioral learning theory in learning	1.Create learning scenarios	Criteria: Based on the rubric	Discussion and Simulation 3 X 50		Material: Behavioral Learning	5%
		that are in accordance with behavioral learning theory 2. Simulate learning scenarios that are in accordance with behavioral learning theory	Form of Assessment : Participatory Activities			Theory. References: Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.	
10	Applying social learning theory in learning	1.Create learning scenarios that are in accordance with social learning theory 2.Simulate learning scenarios in accordance with social learning theory	Criteria: Based on the rubric  Form of Assessment: Participatory Activities	Discussion and Simulation 3 X 50		Material: Social Learning Theory. References: Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.	5%
11	Applying the concept of information processing and cognitive learning theory in learning	1.Create learning scenarios that are in accordance with cognitive learning theory 2.Simulate learning scenarios in accordance with cognitive learning theory	Criteria: Based on the rubric  Form of Assessment: Participatory Activities	Discussion and Simulation	3 X 50	Material: Information processing and cognitive learning theory References: Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.	10%
12	Applying constructivist learning theory in learning	1.Create learning scenarios that are in accordance with constructivist learning theory 2.Simulate learning scenarios in accordance with constructivist learning theory	Criteria: Based on the rubric  Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	Discussion and Simulation	3 X 50	Material: Constructivist Theories Literature: Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.	10%
13	Applying motivation theories in learning	1.Create learning scenarios that are in accordance with motivation theories 2.Simulate learning scenarios that are in accordance with motivation theories	Criteria: Based on the rubric  Form of Assessment: Participatory Activities, Tests	Discussion and Simulation	3 X 50	Material: Motivating Students to Learn References: Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.	10%

14	Applying humanistic learning theory in learning	1.Create learning scenarios that are in accordance with humanistic learning theory 2.Simulate learning scenarios that are in accordance with humanistic learning	Criteria: Based on the rubric  Form of Assessment: Test	Discussion and Simulation	3 X 50	Material: Humanistic Theory Bibliography: Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.	10%
15	Applying learning theories in learning	1.Create learning scenarios that are in accordance with certain learning theories 2.Simulate learning scenarios that fit specific learning theories	Criteria: Based on the rubric  Form of Assessment: Participatory Activities, Tests	Discussion, and Q&A	3 X 50	Material: Various Learning Theories. References: Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.	10%

	1		T			
16 -	Accuracy in answering the	Criteria:	Test		Material:	0%
	questions	Based on	(Summative		Behavioral,	
	provided	Assessment Guidelines	Exam)		social,	
	provided	Guidelines	100 minutes		cognitive,	
	1	Form of			constructivist,	
		Assessment :			motivational	
					and	
		Test			humanistic	
					learning	
					theories.	
					Reference:	
					Hergenhahn,	
					BR & Olson,	
					Matthew H.	
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					Learning.	
					Seventh	
					Edition.	
					Jakarta:	
					Kencana	
					Prenada	
					Media Group.	
	1				Santrock, JW	
					2008.	
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					Third Edition.	
	1				Boston:	
					McGraw-Hill.	
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	1				2011.	
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					Psychology	
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					2010.	
					Educational	
					Psychology,	
					Global	
					Edition.	
					Eleventh	
					Edition. New	
					Jersey:	
	1				Pearson	
					Education.	
	1				Material:	
					Behavioral,	
					social,	
	1				cognitive,	
					constructivist,	
					motivational	
					and	
	1				humanistic	
					learning	
					theories.	
					Reference:	
					Woolfolk, A.	
					2010.	
	1				Educational	
					Psychology,	
					Psychology, Global	
	1				Edition.	
					Eleventh	
					Edition. New	
					Jersey:	
	1				Pearson	
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l l					Education.	

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Project Results Assessment / Product Assessment	5%
3.	Test	42.5%

Г	100%

## 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.
- 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.
- 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.
- 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.