



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Learning Theory	8420103155		T=3 P=0 ECTS=4.77	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Erman, M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	Able to utilize learning resources and ICT-assisted learning media to support the implementation of learning by applying certain learning theories.																																																																																																				
	PO - 2	Mastering learning theories and being able to apply them in learning.																																																																																																				
	PO - 3	Able to make decisions about relevant learning theories to solve certain learning cases in class.																																																																																																				
	PO - 4	Have a responsible attitude by applying learning according to relevant learning theories.																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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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.
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References	Main :

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

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 Prof. Dr. Erman, M.Pd.
 Dr. Dyah Astriani, S.Pd., M.Pd.
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 Dyah Permata Sari, 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	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: <i>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 Edition. New Jersey: Pearson Education.</i>	5%

2	Understand behavioral learning theory and its application in learning	<ol style="list-style-type: none"> 1. Describe the history of behavioral learning theory 2. Provide examples of the application of Pavlov, Thorndike, and Skinner theories in learning 3. Explains the principles of behavioral learning 4. Provide examples of the application of behavioral learning principles in learning 	<p>Criteria: For Multiple Choice questions, the correct answer is given a score of 2 while the wrong answer is given a score of 0. For Description questions, the maximum score for each question item is 5.</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, Presentation, Question and Answer 3 X 50	- -	<p>Material: Behavioral learning theory and its application in learning.</p> <p>References: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i> <i>Santrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i> <i>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.</i> <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	5%
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3	Understand social learning theory and its application in learning	<p>1. Describe the main ideas of social learning theory</p> <p>2. Provide examples of the application of social learning theory in learning</p>	<p>Criteria: For each question item, the correct answer is given a score of 2, while the wrong answer is given a score of 0. For each question item, the correct answer is given a maximum score of 5.</p> <p>Form of Assessment : Test</p>	Discussion, Presentation, Question and Answer 3 X 50		<p>Material: Social learning theory and its application in learning.</p> <p>References: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i> <i>Santrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i> <i>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.</i> <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	5%
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4	Understand information processing models and cognitive learning theory and their application in learning	Explain the information processing model Explain why people remember or forget Mention ways to teach memory strategies Mention the factors that make information meaningful Explain how metacognitive abilities help students learn Explain learning strategies Give examples of the application of learning strategies in learning	<p>Criteria: For Multiple Choice questions, each correct answer item is given a score of 2; while wrong answers are given a score of 0. For correct answers, each correct answer is given a maximum score of 5</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, Presentation, Question and answer 3 X 50	-	<p>Material: Information processing models and cognitive learning theory and their application in learning.</p> <p>References: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i> <i>Santrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i> <i>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.</i></p>	5%
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5	Understand constructivist learning theory and its application in learning	<ol style="list-style-type: none"> 1.Explain the constructivist view of learning 2.Comparing the theories of Piaget and Vygotsky 3.Explain the implications of Piaget's theory in learning 4.Explain the implications of Vygotsky's theory in learning 5.Describe how to use cooperative learning in learning 6.Provide examples of the application of cooperative learning in learning 7.Describe how to teach problem solving and thinking skills 8.Provide examples of the application of problem solving and thinking skills in learning 	<p>Criteria: For each question item, the correct answer is given a maximum score of 5</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Discussion, Presentation, Question and Answer 3 X 50		<p>Material: Constructivist learning theory and its application in learning.</p> <p>References: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i> <i>Sanrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i> <i>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.</i> <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	5%
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6	Understand motivation theory and its application in learning	<ol style="list-style-type: none"> 1.Explain motivation theories 2.Provide examples of the application of motivation theories in learning 3.Explains how to increase achievement motivation 4.Provides 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 	<p>Criteria: Correct answers are given a maximum score of 5</p> <p>Form of Assessment : Test</p>	Discussion, Presentation, Question and Answer 3 X 50		<p>Material: Motivation Theory and its application in learning.</p> <p>References: <i>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 Edition. New Jersey: Pearson Education.</i></p>	5%
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7	Understand humanistic theory and its application in learning	<p>1. Describe the main ideas of humanistic learning theory</p> <p>2. Provide examples of the application of humanistic theory in learning</p>	<p>Criteria: Correct answers are given a maximum score of 5</p> <p>Form of Assessment : Test</p>	Discussion, Presentation, Question and Answer 3 X 50	<p>Material: Humanistic theory and its application in learning</p> <p>References: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i> <i>Santrick, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i> <i>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.</i> <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	10%
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8	-	The indicators billed are indicators for lectures Meetings 1 to 7.	<p>Criteria: Correct answers are given a maximum score of 5</p> <p>Form of Assessment : Test</p>	Test (Subsummative Exam) 3 X 50		<p>Material: Behavioral, social, cognitive, constructivist, motivational and humanistic learning theories.</p> <p>Reference: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i> <i>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.</i></p> <p>Material: Behavioral, social, cognitive, constructivist, motivational and humanistic learning theories.</p> <p>Reference: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	0%
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9	Applying behavioral learning theory in learning	<ol style="list-style-type: none"> 1.Create learning scenarios that are in accordance with behavioral learning theory 2.Simulate learning scenarios that are in accordance with behavioral learning theory 	<p>Criteria: Based on the rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and Simulation 3 X 50		<p>Material: Behavioral Learning Theory.</p> <p>References: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	5%
10	Applying social learning theory in learning	<ol style="list-style-type: none"> 1.Create learning scenarios that are in accordance with social learning theory 2.Simulate learning scenarios in accordance with social learning theory 	<p>Criteria: Based on the rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and Simulation 3 X 50		<p>Material: Social Learning Theory.</p> <p>References: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	5%
11	Applying the concept of information processing and cognitive learning theory in learning	<ol style="list-style-type: none"> 1.Create learning scenarios that are in accordance with cognitive learning theory 2.Simulate learning scenarios in accordance with cognitive learning theory 	<p>Criteria: Based on the rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and Simulation	3 X 50	<p>Material: Information processing and cognitive learning theory</p> <p>References: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	10%
12	Applying constructivist learning theory in learning	<ol style="list-style-type: none"> 1.Create learning scenarios that are in accordance with constructivist learning theory 2.Simulate learning scenarios in accordance with constructivist learning theory 	<p>Criteria: Based on the rubric</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion and Simulation	3 X 50	<p>Material: Constructivist Theories</p> <p>Literature: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	10%
13	Applying motivation theories in learning	<ol style="list-style-type: none"> 1.Create learning scenarios that are in accordance with motivation theories 2.Simulate learning scenarios that are in accordance with motivation theories 	<p>Criteria: Based on the rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Discussion and Simulation	3 X 50	<p>Material: Motivating Students to Learn</p> <p>References: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	10%

14	Applying humanistic learning theory in learning	<ol style="list-style-type: none"> 1.Create learning scenarios that are in accordance with humanistic learning theory 2.Simulate learning scenarios that are in accordance with humanistic learning theory 	<p>Criteria: Based on the rubric</p> <p>Form of Assessment : Test</p>	Discussion and Simulation	3 X 50	<p>Material: Humanistic Theory</p> <p>Bibliography: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	10%
15	Applying learning theories in learning	<ol style="list-style-type: none"> 1.Create learning scenarios that are in accordance with certain learning theories 2.Simulate learning scenarios that fit specific learning theories 	<p>Criteria: Based on the rubric</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Discussion, and Q&A	3 X 50	<p>Material: Various Learning Theories.</p> <p>References: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i></p>	10%

16	-	Accuracy in answering the questions provided	Criteria: Based on Assessment Guidelines Form of Assessment : Test	Test (Summative Exam) 100 minutes		Material: Behavioral, social, cognitive, constructivist, motivational and humanistic learning theories. Reference: <i>Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning. Seventh Edition. Jakarta: Kencana Prenada Media Group.</i> <i>Santrock, JW 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.</i> <i>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.</i> <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i> Material: Behavioral, social, cognitive, constructivist, motivational and humanistic learning theories. Reference: <i>Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.</i>	0%
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Evaluation Percentage Recap: Case Study

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

	100%
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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.