



**Universitas Negeri Surabaya
Faculty of Postgraduate School,
Vocational Education Doctoral Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Theory | 8300103225 | | T=3 P=0 ECTS=7.56 | 1 | July 17, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Dr. Ratna Suhartini, M.Si. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 100px; height: 20px;">P.O</td></tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | Examining and analyzing the concepts of Learning Theories which include: Understanding learning theories, behavioral learning theory, cognitive learning theory, information processing systems, learning declarative knowledge and procedural knowledge, concept learning, discovery learning Jerome Bruner, meaningful learning David Ausubel , Gagne's theory, and Constructivism theory. The material is presented using lecture and class presentation methods. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Arends, Richard I. 2007. Learning to Teach (Seventh Edition) . New York: McGraw-Hill Companies. 2. Dahar, R.W. 1996. Teori-teori Belajar . Jakarta: Erlangga. 3. Hergenhahn, B.R. And Olson, Matthew. 2008. Theories of Learning (Seventh Edition). New York: Prentice Hall. 4. Hill, Winfred. F. 1990. Theories of Learning. New York: Harper Collins Publishers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Prof. Dr. Ismet Basuki, M.Pd. Dr. Meini Sondang Sumbawati, M.Pd. Prof. Dr. Joko, M.Pd., M.T. Dr. Ir. Achmad Imam Agung, 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Able to understand the concepts and definitions of Learning Theories | <ol style="list-style-type: none"> 1. Describe the definition of learning. 2. Identify forms of learning 3. Describe learning theories before the 20th century, 20th century learning theories | <p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2. Participation: carried out by observing student activities (weight 2) UTS: carried out with assessments during the middle of the semester (weight 2) UAS: carried out every semester to measure all indicators (weight 3) Assignments: carried out on each indicator (weight 3) | Presentation, discussion and reflection. 3 X 50 | | | 0% |
| 2 | Able to understand Behavioral Learning Theory | <ol style="list-style-type: none"> 1. Describe the Evolution of behavioral learning theory 2. Identify the principles of behavioral learning 3. Describe social learning theory 4. Analyze the strengths and weaknesses of behavioral learning theories. | <p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) | Cooperative learning model. Expert group presentation and class discussion. Describe 3 X 50 | | | 0% |
| 3 | Able to understand Behavioral Learning Theory | <ol style="list-style-type: none"> 1. Describe the Evolution of behavioral learning theory 2. Identify the principles of behavioral learning 3. Describe social learning theory 4. Analyze the strengths and weaknesses of behavioral learning theories. | <p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5.4. Task: carried out on each indicator (weight 3) | Cooperative learning model. Expert group presentation and class discussion. Describe 3 X 50 | | | 0% |

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|----|---|---|---|--|--|--|----|
| 4 | Understanding Cognitive Learning Theory | <ol style="list-style-type: none"> 1.Explain Gestalt theory 2.Explains Jean Piaget's concept of intellectual development 3.Explaining Edward Chace Tolman's theory 4.Albert Bandura's Social Cognitive Theory | Criteria: <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2) UTS: carried out with assessments during the middle of the semester (weight 2) UAS: carried out every semester to measure all indicators (weight 3) Assignments: carried out on each indicator (weight 3) | Cooperative learning model. Expert group discussions and class discussions. 3 X 50 | | | 0% |
| 5 | Understanding Cognitive Learning Theory | <ol style="list-style-type: none"> 1.Explain Gestalt theory 2.Explains Jean Piaget's concept of intellectual development 3.Explaining Edward Chace Tolman's theory 4.Albert Bandura's Social Cognitive Theory | Criteria: <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2) UTS: carried out with assessments during the middle of the semester (weight 2) UAS: carried out every semester to measure all indicators (weight 3) Assignments: carried out on each indicator (weight 3) | Cooperative learning model. Expert group discussions and class discussions. 3 X 50 | | | 0% |
| 6 | Understanding Cognitive Learning Theory | <ol style="list-style-type: none"> 1.Explain Gestalt theory 2.Explains Jean Piaget's concept of intellectual development 3.Explaining Edward Chace Tolman's theory 4.Albert Bandura's Social Cognitive Theory | Criteria: <ol style="list-style-type: none"> 1.The assessment criteria are carried out by looking at aspects: 2.Participation: carried out by observing student activities (weight 2) UTS: carried out with assessments during the middle of the semester (weight 2) UAS: carried out every semester to measure all indicators (weight 3) Assignments: carried out on each indicator (weight 3) | Cooperative learning model. Expert group discussions and class discussions. 3 X 50 | | | 0% |
| 7 | | | | | | | 0% |
| 8 | | | | | | | 0% |
| 9 | | | | | | | 0% |
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| 11 | | | | | | | 0% |
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| 13 | | | | | | | 0% |
| 14 | | | | | | | 0% |
| 15 | | | | | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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** 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.