



Universitas Negeri Surabaya
Faculty of Education,
Basic Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																								
Learning Theory Perspectives in Elementary Education	8612202630	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	August 4, 2023																																																																																																								
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																									
	Dr. Nurul Istiq'faroh, M.Pd., Zaenal Abidin, M.Pd.		Dr. Nurul Istiq'faroh, M.Pd.			Neni Mariana, S.Pd., M.Sc., Ph.D.																																																																																																									
Learning model	Case Studies																																																																																																														
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																														
	PLO-6	Work together and have social sensitivity and concern for society and the environment																																																																																																													
	PLO-8	Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on practical or experimental analytical studies of information and data																																																																																																													
	PLO-9	Able to communicate the results of research and development of science and technology in innovative and creative learning in the field of basic education through publications published in national journals (minimum Sinta 4) or accepted in international journals																																																																																																													
	Program Objectives (PO)																																																																																																														
	PO - 1	Practically analyze learning theories that are appropriate to basic education based on an interdisciplinary approach.																																																																																																													
	PO - 2	Synthesize the relationship between learning theories based on fields of study independently.																																																																																																													
	PO - 3	Evaluate the application of learning theory by paying attention to humanities values based on praxis analysis studies in basic education.																																																																																																													
	PO - 4	Identify research findings and design scientific articles from the results of practical analysis of learning theories in basic education.																																																																																																													
	PLO-PO Matrix																																																																																																														
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>P.O</th> <th>PLO-6</th> <th>PLO-8</th> <th colspan="4">PLO-9</th> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-6	PLO-8	PLO-9				PO-1							PO-2							PO-3							PO-4																																																																											
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	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> <th>15</th> <th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						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																	
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Short Course Description	This course examines various perspectives on learning theory. Both from the perspective of educational figures in Indonesia such as Ki Hajar Dewantara, as well as educational figures from developed countries. Students can also understand the principles and ways students learn according to behavioral learning theory, social learning theory, cognitive learning theory, constructivist approaches, as well as motivating students to learn; and its application in everyday classroom learning.																																																																																																														
References	Main :																																																																																																														

- Olson, M. H., & Ramírez, J. J. (2020). An introduction to theories of learning. Routledge.
- Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66-70.
- Johnson, A. P. (2014). Humanistic learning theory. *Education psychology: Theories of learning and human development*, 1-10.
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- Syafei, I., & Ulfah, A. F. (2020). Implementation of Behaviorism Learning Theories in Arabic Learning Planning. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban*, 3(2), 197-214.
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- Çeliköz, N., Erişen, Y., & Şahin, M. (2019). Cognitive learning theories with emphasis on latent learning, gestalt and information processing theories. *Journal of Educational and Instructional Studies in the World*, 9(3).
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- Rinke, C. R., Gimbel, S. J., & Haskell, S. (2013). Opportunities for inquiry science in Montessori classrooms: Learning from a culture of interest, communication, and explanation. *Research in Science Education*, 43, 1517-1533.
- Suryana, C., & Muhtar, T. (2022). Implementasi Konsep Pendidikan Karakter Ki Hadjar Dewantara di Sekolah Dasar pada Era Digital. *Jurnal Basicedu*, 6(4), 6117-6131.
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- Ali, M., Kuntoro, S. A., & Sutrisno, S. (2016). Pendidikan Berkemajuan: Refleksi Praksis Pendidikan KH Ahmad Dahlan. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 4(1), 43-58.
- Haryanti, N. (2013). Implementasi Pemikiran KH. Hasyim Asy'ari tentang Etika Pendidik. *Epistemé: Jurnal Pengembangan Ilmu Keislaman*, 8(2), 439-450.

Supporters:

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- Rohmansyah, N. A. (2017). Implikasi Teori Gestalt Dalam Pendidikan Jasmani Sekolah Dasar. *Malih Peddas (Majalah Ilmiah Pendidikan Dasar)*, 7(2), 195.
- Suryanti, Widodo, W., & Budijastuti, W. (2020). Guided Discovery Problem-Posing: An Attempt to Improve Science Process Skills in Elementary School. *International Journal of Instruction*, 13(3), 75-88. <https://doi.org/10.29333/iji.2020.1336a>
- Suryanti, Widodo, W., Yermiandhoko, Yoyok. 2021. Gadget-Based Interactive Multimedia on Socio-Scientific Issues to Improve Elementary Students' Scientific Literacy. *Internation Journal of Interactive Mobile Technologies*, 15(01), 56-69. <https://doi.org/10.3991/ijim.v15i01.13675>.

Supporting lecturer

Dr. Wiryanto, M.Si.
 Prof. Dr. Suryanti, M.Pd.
 Dr. Hendratno, M.Hum.
 Dr. Julianto, S.Pd., M.Pd.
 Dr. Nurul Istiq'faroh, 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	Practically analyzing the application of cognitive and constructivist learning theories in basic education.	1.1. Examining cognitive and constructivist learning theories through books and articles 2.2. Analyze the impact of cognitive and constructivist learning theories on basic education.	Form of Assessment : Participatory Activities	Lecturer and student discussion about the application of cognitive and constructivist learning theories in basic education. (2x50 minutes) Assignments and independent study (2x60 minutes) 2 x 50	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50	Material: Cognitive and constructivist learning theory References: <i>Bada, SO, & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. Journal of Research & Methods in Education, 5(6), 66-70.</i> Material: Cognitive and constructivist learning theory References: <i>Olson, MH, & Ramirez, JJ (2020). An introduction to theories of learning. Routledge.</i>	5%

2	Practically analyzing the application of cognitive and constructivist learning theories in basic education.	<p>1.1. Examining cognitive and constructivist learning theories through books and articles</p> <p>2.2. Analyze the impact of cognitive and constructivist learning theories on basic education.</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about the application of cognitive and constructivist learning theories in basic education. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: Cognitive and constructivist learning theory References: <i>Bada, SO, & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. Journal of Research & Methods in Education, 5(6), 66-70.</i></p> <hr/> <p>Material: Cognitive and constructivist learning theory References: <i>Olson, MH, & Ramírez, JJ (2020). An introduction to theories of learning. Routledge.</i></p>	5%
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3	Practically analyzing the application of humanistic and behavioristic learning theories in basic education.	<p>1.1. Examining humanistic and behavioristic learning theories through books and articles</p> <p>2.2. Analyze the impact of humanistic and behavioristic learning theories on basic education</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about humanistic and behavioristic learning theories in elementary education. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: humanistic and behavioristic learning theories References: <i>Johnson, AP (2014). Humanistic learning theory. Educational psychology: Theories of learning and human development, 1-10.</i></p> <hr/> <p>Material: humanistic and behavioristic learning theories References: <i>Juita, D., & Yusmaridi, M. (2021). The Concept of "Freedom to Learn" in the Perspective of Humanistic Learning Theory. SPECTRUM: Journal of Out-of-School Education (PLS), 9(1), 20-30.</i></p> <hr/> <p>Material: humanistic and behavioristic learning theories References: <i>Syafei, I., & Ulfah, AF (2020). Implementation of Behaviorism Learning Theories in Arabic Learning Planning. Al Mi'yar: Scientific Journal of Arabic and Arabic Language Learning, 3(2), 197-214.</i></p> <hr/> <p>Material: humanistic and behavioristic learning theories References: <i>Olson, MH, & Ramírez, JJ (2020). An introduction to theories of learning. Routledge.</i></p>	5%
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4	Practically analyzing the application of humanistic and behavioristic learning theories in basic education.	<p>1.1. Examining humanistic and behavioristic learning theories through books and articles</p> <p>2.2. Analyze the impact of humanistic and behavioristic learning theories on basic education</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about humanistic and behavioristic learning theories in elementary education. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: humanistic and behavioristic learning theories References: <i>Johnson, AP (2014). Humanistic learning theory. Educational psychology: Theories of learning and human development, 1-10.</i></p> <hr/> <p>Material: humanistic and behavioristic learning theories References: <i>Juita, D., & Yusmaridi, M. (2021). The Concept of "Freedom to Learn" in the Perspective of Humanistic Learning Theory. SPECTRUM: Journal of Out-of-School Education (PLS), 9(1), 20-30.</i></p> <hr/> <p>Material: humanistic and behavioristic learning theories References: <i>Syafei, I., & Ulfah, AF (2020). Implementation of Behaviorism Learning Theories in Arabic Learning Planning. Al Mi'yar: Scientific Journal of Arabic and Arabic Language Learning, 3(2), 197-214.</i></p> <hr/> <p>Material: humanistic and behavioristic learning theories References: <i>Olson, MH, & Ramírez, JJ (2020). An introduction to theories of learning. Routledge.</i></p>	5%
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5	Practically analyzing the application of cybernetic and gestalt learning theories in basic education.	<p>1.1. Examining the application of cybernetic and gestalt learning theories through books and articles</p> <p>2.2. Analyze the application of cybernetic and gestalt learning theories in basic education</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about the application of cybernetic and gestalt learning theories in basic education. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/Bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: Cybernetic and gestalt learning theory References: <i>Olson, MH, & Ramirez, JJ (2020). An introduction to theories of learning. Routledge.</i></p> <hr/> <p>Material: Cybernetic and gestalt learning theory References: <i>Krippendorff, K. (2019). The cybernetics of design and the design of cybernetics. Design Cybernetics: Navigating the New, 119-136.</i></p> <hr/> <p>Material: Cybernetic and gestalt learning theory References: <i>Çeliköz, N., Erişen, Y., & Şahin, M. (2019). Cognitive learning theories with emphasis on latent learning, gestalt and information processing theories. Journal of Educational and Instructional Studies in the World, 9(3).</i></p>	5%
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6	Practically analyzing the application of cybernetic and gestalt learning theories in basic education.	<p>1.1. Examining the application of cybernetic and gestalt learning theories through books and articles</p> <p>2.2. Analyze the application of cybernetic and gestalt learning theories in basic education</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about the application of cybernetic and gestalt learning theories in basic education. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/Bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: Cybernetic and gestalt learning theory References: <i>Olson, MH, & Ramirez, JJ (2020). An introduction to theories of learning. Routledge.</i></p> <hr/> <p>Material: Cybernetic and gestalt learning theory References: <i>Krippendorff, K. (2019). The cybernetics of design and the design of cybernetics. Design Cybernetics: Navigating the New, 119-136.</i></p> <hr/> <p>Material: Cybernetic and gestalt learning theory References: <i>Çeliköz, N., Erişen, Y., & Şahin, M. (2019). Cognitive learning theories with emphasis on latent learning, gestalt and information processing theories. Journal of Educational and Instructional Studies in the World, 9(3).</i></p>	5%
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7	Practically analyzing the application of cybernetic and gestalt learning theories in basic education.	<p>1.1. Examining the application of cybernetic and gestalt learning theories through books and articles</p> <p>2.2. Analyze the application of cybernetic and gestalt learning theories in basic education</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about the application of cybernetic and gestalt learning theories in basic education. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/Bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: Cybernetic and gestalt learning theory References: <i>Olson, MH, & Ramirez, JJ (2020). An introduction to theories of learning. Routledge.</i></p> <hr/> <p>Material: Cybernetic and gestalt learning theory References: <i>Krippendorff, K. (2019). The cybernetics of design and the design of cybernetics. Design Cybernetics: Navigating the New, 119-136.</i></p> <hr/> <p>Material: Cybernetic and gestalt learning theory References: <i>Çeliköz, N., Erişen, Y., & Şahin, M. (2019). Cognitive learning theories with emphasis on latent learning, gestalt and information processing theories. Journal of Educational and Instructional Studies in the World, 9(3).</i></p>	5%
8	UTS		<p>Form of Assessment : Test</p>	UTS 2 x 50	UTS 2 x 50		15%

9	Identifying the practical implications of Montessori theory in learning in the early grades of elementary school.	<p>1.1. Examining Montessori theory in learning in early elementary schools.</p> <p>2.2. Identify the practice of Montessori theory in learning in elementary education.</p>	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about the practical implications of Montessori theory in learning in the early grades of elementary school. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/Bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: Montessori theory</p> <p>References: Azkia, N., & Rohman, N. (2020). <i>Analysis of the Montessori method in improving the initial reading abilities of lower grade elementary school students</i>. <i>Al-Aulad: Journal Of Islamic Primary Education</i>, 3(2), 69-77.</p> <hr/> <p>Material: Montessori theory</p> <p>References: Rinke, CR, Gimbel, SJ, & Haskell, S. (2013). <i>Opportunities for inquiry science in Montessori classrooms: Learning from a culture of interest, communication, and explanation</i>. <i>Research in Science Education</i>, 43, 1517-1533.</p>	5%
10	Identifying the practical implications of Hajar Dewantara's ki theory in learning in elementary schools.	<p>1.1. Examining the Ki Hajar Dewantara theory in learning in the early grades of elementary school.</p> <p>2.2. Identify the practice of Ki Hajar Dewantara's theory in learning in basic education.</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about the practical implications of Hajar Dewantara's ki theory in learning in elementary schools. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/Bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: Hajar Dewantara's theory.</p> <p>Reference: Suryana, C., & Muhtar, T. (2022). <i>Implementation of Ki Hadjar Dewantara's Character Education Concept in Elementary Schools in the Digital Era</i>. <i>Basicedu Journal</i>, 6(4), 6117-6131.</p> <hr/> <p>Material: Hajar Dewantara's theory</p> <p>of literature: Tarigan, M., Alvindi, A., Wiranda, A., Hamdany, S., & Pardamean, P. (2022). <i>Ki Hajar Dewantara's Educational Philosophy and the Development of Education in Indonesia</i>. <i>Mahaguru: Journal of Elementary School Teacher Education</i>, 3(1), 149-159.</p>	5%

11	Identifying the practical implications of Ahmad Dahlan and Hasyim Asy'Ari's theories in elementary school learning.	<p>1.1. Examining the theories of Ahmad Dahlan and Hasyim Asy'Ari in learning in elementary schools.</p> <p>2.2. Identify the theoretical practices of Ahmad Dahlan and Hasyim Asy'Ari in learning in basic education.</p>	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about the practical implications of Ahmad Dahlan and Hasyim Asy'Ari's theories in elementary school learning. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: theory of Ahmad Dahlan, and Hasyim Asy'Ari Reference: <i>Ali, M., Kuntoro, SA, & Sutrisno, S. (2016). Progressive Education: Reflections on KH Ahmad Dahlan's Educational Praxis. Journal of Educational Development: Foundations and Applications, 4(1), 43-58.</i></p> <hr/> <p>Material: theory of Ahmad Dahlan, and Hasyim Asy'Ari Reference: <i>Haryanti, N. (2013). Implementation of KH's Thoughts. Hasyim Asy'ari regarding Educator Ethics. Epistemé: Journal of Islamic Science Development, 8(2), 439-450.</i></p>	5%
12	Identifying the practical implications of Ahmad Dahlan and Hasyim Asy'Ari's theories in elementary school learning.	<p>1.1. Examining the theories of Ahmad Dahlan and Hasyim Asy'Ari in learning in elementary schools.</p> <p>2.2. Identify the theoretical practices of Ahmad Dahlan and Hasyim Asy'Ari in learning in basic education.</p>	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturer and student discussion about the practical implications of Ahmad Dahlan and Hasyim Asy'Ari's theories in elementary school learning. (2x50 minutes)</p> <p>Assignments and independent study (2x60 minutes) 2 x 50</p>	<p>Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50</p>	<p>Material: theory of Ahmad Dahlan, and Hasyim Asy'Ari Reference: <i>Ali, M., Kuntoro, SA, & Sutrisno, S. (2016). Progressive Education: Reflections on KH Ahmad Dahlan's Educational Praxis. Journal of Educational Development: Foundations and Applications, 4(1), 43-58.</i></p> <hr/> <p>Material: theory of Ahmad Dahlan, and Hasyim Asy'Ari Reference: <i>Haryanti, N. (2013). Implementation of KH's Thoughts. Hasyim Asy'ari regarding Educator Ethics. Epistemé: Journal of Islamic Science Development, 8(2), 439-450.</i></p>	5%

13	Design and develop research results related to issues that have been discovered for publication.	1.1. Design a research study by taking the learning theory issues that have been studied 2.2. Conduct research and publish research results.	Form of Assessment : Project Results Assessment / Product Assessment	Lecturer and student discussions about how to design and develop research results related to issues that have been discovered for publication. (2x50 minutes) Assignments and independent study (2x60 minutes) 2 x 50	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50	Material: research study taking learning theory issues that have been studied. Reference: <i>Rohmansyah, NA (2017). Implications of Gestalt Theory in Elementary School Physical Education. Malih Peddas (Primary Education Scientific Magazine), 7(2), 195.</i> Material: research study taking learning theory issues that have been studied. Reference: <i>Rohmansyah, NA (2017). Implications of Gestalt Theory in Elementary School Physical Education. Malih Peddas (Primary Education Scientific Magazine), 7(2), 195.</i>	10%
14	Design and develop research results related to issues that have been discovered for publication.	1.1. Design a research study by taking the learning theory issues that have been studied 2.2. Conduct research and publish research results.	Form of Assessment : Project Results Assessment / Product Assessment	Lecturer and student discussions about how to design and develop research results related to issues that have been discovered for publication. (2x50 minutes) Assignments and independent study (2x60 minutes) 2 x 50	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50	Material: research study taking learning theory issues that have been studied. Reference: <i>Rohmansyah, NA (2017). Implications of Gestalt Theory in Elementary School Physical Education. Malih Peddas (Primary Education Scientific Magazine), 7(2), 195.</i> Material: research study taking learning theory issues that have been studied. Reference: <i>Rohmansyah, NA (2017). Implications of Gestalt Theory in Elementary School Physical Education. Malih Peddas (Primary Education Scientific Magazine), 7(2), 195.</i>	10%

15	Design and develop research results related to issues that have been discovered for publication.	1.1. Design a research study by taking the learning theory issues that have been studied 2.2. Conduct research and publish research results.	Form of Assessment : Project Results Assessment / Product Assessment	Lecturer and student discussions about how to design and develop research results related to issues that have been discovered for publication. (2x50 minutes) Assignments and independent study (2x60 minutes) 2 x 50	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50	Material: research study taking learning theory issues that have been studied. Reference: Rohmansyah, NA (2017). <i>Implications of Gestalt Theory in Elementary School Physical Education</i> . Malih Peddas (Primary Education Scientific Magazine), 7(2), 195. Material: research study taking learning theory issues that have been studied. Reference: Rohmansyah, NA (2017). <i>Implications of Gestalt Theory in Elementary School Physical Education</i> . Malih Peddas (Primary Education Scientific Magazine), 7(2), 195.	10%
16	UAS	UAS	Criteria: Attached	UAS 2 x 50	UAS 2 x 50		25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Project Results Assessment / Product Assessment	30%
3.	Test	15%
		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.
- 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** 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.
- 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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.