SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Learning Theory		8612202139	Compulsory Curriculum Subjects - Institutional	**T=2**	**P=0**	**ECTS=4.48**		2	May 7, 2023

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

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. Budayasa,I Ketut. 2000.Teori Belajar Perilaku (BUKU I).Ed
2. DisadurdariChapter Behavioral Learning Theory Buku Study Guide for Slavin EducationalPshychology Theory and Practice: Fifth Edition oleh Charles Alberti&Catherine E. McCartney. Allyn and Bacon. 1997. IKIP Surabaya.
3. Dahar, Ratna Wilis. 1989.Teori-teori Belajar. Jakarta: DEPDIKBUD.
4. Nur, Mohamad. 2000.Teori Belajar Sosial (BUKU II).Ed.
5. Disadur dari Chapter Behavioral Learning Theory Buku Educational PsychologyTheory and Practice: Sixth Edition olehAnita E. Woolfolk. Allyn and Bacon. 1995. IKIP Surabaya.
6. Nur, Mohamad, Wikandari, PrimaRetno. 2004.Teori Pembelajaran Kognitif(BUKU III).Ed.
7. Disadur dari Chapter 6 Cognitive Theories of Learning: BasicConsepts. Buku Educational Pshychology Theory and Practice: Fifth Edition olehCharles Robert R. Slavin. Allyn and Bacon. 1995. IKIP Surabaya. 5. Nur, Mohamad, Wikandari, PrimaRetno. , Sugiarto, Bambang. 2004.Pendekatan-pendekatanKonstruktivis dalam Pembelajaran (BUKU IV).Ed.
8. Disadur dari Chapter 8 Student Centered &ConsructivistApproaches to Instruction. Buku Educational Pshychology Theory and Practice:Fifth Edition oleh Charles Robert R. Slavin. Allyn and Bacon. 1997. IKIPSurabaya.
9. Nur, Mohamad. 2004.Pemotivasian Siswa untuk Belajar (BUKU V).Ed.
10. Disadur dari Chapter 10Motivating Student to Learn. Buku Educational Pshychology Theory and Practice:Fifth Edition oleh Charles Robert R. Slavin. Allyn and Bacon. 1997. IKIPSurabaya. 7. Slavin, R. E. 2012.Educational Psychology:Theoryand Practice TenthEdition. PearsonEducation, Inc.
11. Educational Psychology. ThirdEdition.Boston: McGraw-Hill. 9. Slavin, R. E. 2011.Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks.
12. Woolfolk, A. 2010. Educational Psychology, Global Edition, Eleventh Edition. New Jersey: Pearson Education

	Supporters:

Supporting lecturer	Dr. Heru Subrata, M.Si. Dr. Wiryanto, M.Si. Prof. Nadi Suprapto, S.Pd., M.Pd., Ph.D. Dr. Hitta Alfi Muhimmah, 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 the structure, definition, types, objectives and functions of theory	1.Analyze theories based on type, purpose and function 2.Analyzing theory as a structure of science	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75 **Form of Assessment** : Participatory Activities, Portfolio Assessment	CollaborativeProblem-based 2 X 50			20%
2	Understand the structure, definition, types, objectives and functions of theory	1.Analyze theories based on type, purpose and function 2.Analyzing theory as a structure of science	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75 **Form of Assessment** : Participatory Activities, Practice/Performance	CollaborativeProblem-based 4 X 50			20%
3	Understanding the construction of behavioral learning theories. Implementing behavioral learning theories in learning	1.Analyze the propositions of behavioral learning theories 2.Identifying concepts in behavioral learning theories 3.Formulate learning principles based on behavioral learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75 **Form of Assessment** : Participatory Activities	CollaborativeProblem-based 2 X 50			20%
4	Understanding the construction of behavioral learning theories. Implementing behavioral learning theories in learning	1.Analyze the propositions of behavioral learning theories 2.Identifying concepts in behavioral learning theories 3.Formulate learning principles based on behavioral learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75 **Form of Assessment** : Participatory Activities, Practice/Performance	CollaborativeProblem-based 2 X 50			20%
5	Understanding the construction of cognitive learning theories. Implementing cognitive learning theories in learning	1.Analyzing the propositions of cognitive learning theories 2.Identifying concepts in cognitive learning theory 3.Formulate learning principles based on cognitive learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75 **Form of Assessment** : Participatory Activities	CollaborativeProblem-based 2 X 50			20%

6	Understanding the construction of cognitive learning theories. Implementing cognitive learning theories in learning	1. Analyzing the propositions of cognitive learning theories 2. Identifying concepts in cognitive learning theory 3. Formulate learning principles based on cognitive learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75	CollaborativeProblem-based 2 X 50				0%
7	Understanding the construction of cognitive learning theories. Implementing cognitive learning theories in learning	1. Analyzing the propositions of cognitive learning theories 2. Identifying concepts in cognitive learning theory 3. Formulate learning principles based on cognitive learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75	CollaborativeProblem-based 2 X 50				0%
8	SUB SUMATIVE EXAMINATION		**Criteria:** 20 **Form of Assessment** : Test	UTS 2 X 50	UTS			20%
9	Understanding the construction of humanistic learning theories. Implementing humanistic learning theories in learning	1. Analyzing the propositions of humanistic learning theories 2. Identifying concepts in humanistic learning theories 3. Formulate learning principles based on humanistic learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75	CollaborativeProblem-based 2 X 50				0%
10	Understanding the construction of humanistic learning theories. Implementing humanistic learning theories in learning	1. Analyzing the propositions of humanistic learning theories 2. Identifying concepts in humanistic learning theories 3. Formulate learning principles based on humanistic learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75	CollaborativeProblem-based 2 X 50				0%

No							
11	Understanding the construction of cybernetic learning theory. Implementing cybernetic learning theories in learning	1. Analyzing the propositions of information processing learning theory 2. Analyzing the propositions of Landa's learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75	CollaborativeProblem-based 2 X 50			0%
12	Understanding the construction of gestalt learning theory. Implementing gestalt learning theories in learning	1. Analyzing the propositions of gestalt learning theory 2. Identifying concepts in gestalt learning theory 3. Formulate learning principles based on Gestalt learning theory	**Criteria:** Written test achieves a minimum score of 60 Oral test achieves a minimum score of 70 Portfolio achieves a minimum score of 75	CollaborativeProblem-based 2 X 50			0%
13	Critical reflection on learning theories and learning theories	1. Examining learning theory and learning theory between theory and praxis 2. Comparing between theories	**Criteria:** Knowledge competency: 45 Skills competency: 45 Attitude competency: 10	AssignmentDiscussion 2 X 50			0%
14	Critical reflection on learning theories and learning theories	1. Examining learning theory and learning theory between theory and praxis 2. Comparing between theories	**Criteria:** Knowledge competency: 45 Skills competency: 45 Attitude competency: 10	AssignmentDiscussion 2 X 50			0%
15	Critical reflection on learning theories and learning theories	1. Examining learning theory and learning theory between theory and praxis 2. Comparing between theories	**Criteria:** Knowledge competency: 45 Skills competency: 45 Attitude competency: 10	AssignmentDiscussion 2 X 50			0%
16	UAS	UAS	**Criteria:** UAS **Form of Assessment** : Project Results Assessment / Product Assessment	UAS			20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Project Results Assessment / Product Assessment	20%
3.	Portfolio Assessment	10%
4.	Practice / Performance	20%
5.	Test	20%
		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.