



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences,**  
**Pancasila and Citizenship Education Undergraduate Study**  
**Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory	8720502143	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Harmanto, M.Pd; Dr. Oksiana Jatningsih, M.Si.		Dr. Harmanto, M.Pd			Maya Mustika Kartika Sari, S.Sos., M.IP.	

<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>
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<b>PLO-12</b>	Able to master knowledge about the basics of education and teaching/pedagogy
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<b>Program Objectives (PO)</b>	
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<b>PO - 1</b>	Have the ability to utilize ICT-based learning resources and learning media in order to search for and explore various content related to moral theory
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<b>PO - 2</b>	Mastering classical and contemporary moral theories as well as moral development theory
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<b>PO - 3</b>	Make strategic decisions related to moral theory to resolve cases related to morals and morality
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<b>PO - 4</b>	Have a responsible attitude in applying appropriate moral theory and morality.
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<b>PLO-PO Matrix</b>	
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	<table border="1"> <tr> <th>P.O</th> <th>PLO-12</th> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-12	PO-1		PO-2		PO-3		PO-4	
P.O	PLO-12										
PO-1											
PO-2											
PO-3											
PO-4											

<b>PO Matrix at the end of each learning stage (Sub-PO)</b>	
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	<table border="1"> <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> </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> </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> </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> </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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<b>Short Course Description</b>	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. Lectures are carried out using a study analysis system cases, presentations and discussions, project assignments, and reflections.
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<b>References</b>	<b>Main :</b>
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1. B. R. Hergenhahn, Matthew H. Olson. 2008. Theories of Learning. New York: Pearson Education.
2. Bruce Joice, Marsha Weil, Emily Cahoun. 2009. Model of Teaching (Model Pengajaran). Yogyakarta: Pustaka Pelajar
3. Dahar, R. W. (1989). Teori-Teori Belajar. Bandung: Penerbit Erlangga.
4. Dale H. Schunk. 2012. Learning Theories An Educational Perspective. Sixth Edition. New York: Taylor & Francis.
5. Jack Zevin. 1992. Social Studies for The Twenty-First Century: Methods and Materials for Teaching in Middle and Scodary Schoola. New York:Longman.
6. Paul R. Pintrich, Dale H. Schunk. 2002. Motivation in Education: Theory, Research, and Aplication. 2nd Edition. New Jersey: Upper Saddle River.
7. Schunk, D. H. (2012). Learning Theories an Educational Perspective, Sixth Edition, Boston: Pearson Education. Terjemahan Eva Hamidah dan Rahmat Fajar. (2012). Teori-Teori Pembelajaran: Perspektif Pendidikan, Edisi Keenam. Yogyakarta: Pustaka Pelajar

**Supporters:**

1. 1. Slavin, R., E. (2006). Educational Psychology: Theory and Practice. Boston: Allyn and Bacon. Terjemahan Marianto Samosir. (2008). Psikologi Pendidikan: Teori dan Praktik, Edisi Delapan Jilid 1. Jakarta: PT. Macanan Jaya Cemerlang.
2. 2. Slavin, RS., E. (2006). Educational Psychology: Theory and Practice. Boston: Allyn and Bacon. Terjemahan Marianto Samosir. (2008). Psikologi Pendidikan: Teori dan Praktik, Edisi Delapan Jilid 1. Jakarta: PT. Macanan Jaya Cemerlang
3. 3. Winkel, W. S. 2004. Psikologi Pengajaran. Yogyakarta: Media Abadi.

**Supporting lecturer**

Dr. Oksiana Jatningsih, M.Si.  
Dr. Harmanto, 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 the benefits of learning theory for the teaching profession	the benefits of learning theory for the teaching profession	<p><b>Criteria:</b> able to explain 4 benefits of learning theory for the teaching profession</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture, question and answer, and test 100 minutes		<p><b>Material:</b> Overview of one semester's lecture material. Pretest of all learning theory material. Introduction to learning theory and its benefits.</p> <p><b>References:</b> BR Hergenhahn, Matthew H. Olson. 2008. Theories of Learning. New York: Pearson Education.</p>	5%
2	Analyzing the role of teachers in the behavioristic learning theory put forward by Torndike and Pavlov in PPKn learning	<ul style="list-style-type: none"> <li>• Describe the behavioristic learning theory proposed by Torndike</li> <li>• Describe the behavioristic learning theory proposed by Pavlov</li> <li>• Provide an example of the application of behavioristic theory in Civics learning proposed by Torndike</li> <li>• Provide an example of the application of behavioristic theory in Civics learning proposed</li> </ul>	<p><b>Criteria:</b> the role of teachers in the behavioristic learning theory put forward by Torndike and Pavlov in PPKn learning</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, questions and answers, case studies		<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Describe the behavioristic learning theory put forward by Torndike</li> </ul> <p><b>Reader:</b> BR Hergenhahn, Matthew H. Olson. 2008. Theories of Learning. New York: Pearson Education.</p> <hr/> <p><b>Material:</b> behaviorist learning theory put forward by Pavlov</p> <p><b>Reader:</b> BR Hergenhahn, Matthew H. Olson. 2008. Theories of Learning. New York: Pearson Education.</p>	5%

3	Analyzing the role of teachers in the behavioristic learning theory put forward by Guthrie and Skinner in PPKn learning	<ul style="list-style-type: none"> <li>Describe the behavioristic learning theory put forward by Guthrie</li> <li>Describe the behavioristic learning theory put forward by Skinner</li> <li>Give an example of the application of Guthrie's behaviorist theory in PPKn learning</li> <li>Give an example of the application of Skinner's behaviorist theory in PPKn learning</li> <li>Analyze the role of the teacher in the behaviorist theory put forward by ER Guthrie in Civics learning</li> </ul>	<p><b>Criteria:</b> Theory and application of behavioristic learning theory (ER Guthrie and BF Skinner) • History of figures • Content of theory • Implications for learning • Role of teachers</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Discussion, questions and answers, case studies			5%
4	Analyzing the role of teachers in the cognitive development theory put forward by Peaget in Civics learning	<ul style="list-style-type: none"> <li>Describe the cognitive development theory put forward by Peaget</li> <li>Provide examples of the application of Peaget's cognitive development theory in Civics learning</li> <li>Analyze the role of teachers in Peaget's theory of cognitive development in Civics learning</li> </ul>	<p><b>Criteria:</b> Peaget's theory of cognitive development • History of the character • Content of the theory • Implications for learning • Role of the teacher</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, questions and answers, case studies		<p><b>Material:</b> Peaget's theory of cognitive development • History of figures • Content of the theory • Implications for learning • Role of teachers</p> <p><b>References:</b> <i>Dahar, RW (1989). Learning Theories. Bandung: Erlangga Publishers.</i></p> <hr/> <p><b>Material:</b> Piaget's learning theory</p> <p><b>References:</b></p> <hr/> <p><b>Material:</b> peget's cognitive learning theory</p> <p><b>References:</b> <i>BR Hergenhahn, Matthew H. Olson. 2008. Theories of Learning. New York: Pearson Education.</i></p>	5%

5	Analyzing the role of teachers in the cognitive learning theory put forward by Peaget in Civics learning	<ul style="list-style-type: none"> <li>Describe the cognitive learning theory put forward by Peaget</li> <li>Provide examples of the application of Peaget's cognitive learning theory in Civics learning</li> <li>Analyze the role of teachers in Peaget's cognitive learning theory in Civics learning</li> </ul>	<p><b>Criteria:</b> application of Peaget's cognitive learning theory</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Discussion, questions and answers, case studies		<p><b>Material:</b> Theory and application of Peaget's cognitive learning theory</p> <p><b>Readers:</b> <i>Bruce Joice, Marsha Weil, Emily Cahoun. 2009. Model of Teaching (Teaching Model). Yogyakarta: Student Library</i></p> <hr/> <p><b>Material:</b></p> <ul style="list-style-type: none"> <li>History of the character</li> <li>Theoretical content</li> <li>Implications for learning</li> <li>The role of the teacher</li> </ul> <p><b>Reader:</b> <i>Dale H. Schunk. 2012. Learning Theories An Educational Perspective. Sixth Edition. New York: Taylor &amp; Francis.</i></p>	5%
6	Analyzing the role of teachers in the constructivist learning theory put forward by Brunner in Civics learning	<ul style="list-style-type: none"> <li>Describe the constructivist learning theory put forward by Brunner</li> <li>Provide examples of the application of Brunner's constructivist learning theory in PPKn learning</li> <li>Analyze the role of teachers in Brunner's constructivist learning theory in PPKn learning</li> </ul>	<p><b>Criteria:</b> Theory and application of Brunner's constructivist learning theory</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	Discussion, questions and answers, case studies		<p><b>Material:</b> Theory and application of Brunner's constructivist learning theory</p> <ul style="list-style-type: none"> <li>History of figures</li> <li>Content of the theory</li> <li>Implications for learning</li> <li>Role of the teacher</li> </ul> <p><b>Readers:</b> <i>Bruce Joice, Marsha Weil, Emily Cahoun. 2009. Model of Teaching (Teaching Model). Yogyakarta: Student Library</i></p>	5%

7	Analyzing the role of teachers in the constructivist learning theory put forward by Vigotsky in PPKn learning	<ul style="list-style-type: none"> <li>Describe the constructivist learning theory put forward by Vigotsky</li> <li>Provide examples of the application of Vigotsky's constructivist learning theory in PPKn learning</li> <li>Analyze the role of teachers in the constructivist learning theory put forward by Vigotsky in PPKn learning</li> </ul>	<p><b>Criteria:</b> Vigotsky's constructivist learning theory • History of figures • Content of the theory • Implications for learning • Role of the teacher</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	Discussion, questions and answers, case studies		<p><b>Material:</b> Theory and application of Vigotsky's constructivist learning theory. <b>Readers:</b> <i>Bruce Joice, Marsha Weil, Emily Cahoun. 2009. Model of Teaching (Teaching Model). Yogyakarta: Student Library</i></p> <hr/> <p><b>Material:</b> Vigotsky: • History of the character • Theoretical content • Implications for learning • The role of the teacher <b>Reader:</b> <i>Dale H. Schunk. 2012. Learning Theories An Educational Perspective. Sixth Edition. New York: Taylor &amp; Francis.</i></p>	5%
8	Measuring SUB SPM Week 1 to Week 7		<p><b>Form of Assessment :</b> Test</p>	Test		<p><b>Material:</b> All material <b>Bibliography:</b> <i>BR Hergenhahn, Matthew H. Olson. 2008. Theories of Learning. New York: Pearson Education.</i></p>	10%
9	Analyzing the role of teachers in the humanist learning theory put forward by C. Rogers in Civics learning	<ul style="list-style-type: none"> <li>Describe the humanist learning theory put forward by Card Roger</li> <li>Provide examples of the application of the Humanist learning theory put forward by Card Roger in PPKn learning</li> <li>Analyze the role of teachers in the humanist learning theory put forward by C. Rogers in PPKn learning</li> </ul>	<p><b>Criteria:</b> Theory and application of Humanism learning • History of figures • Content of the theory • Implications for learning • The role of teachers in learning according to humanism theory</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	Discussion, questions and answers, case studies		<p><b>Material:</b> Humanism learning theory and application • History of figures • Theoretical content • Implications for learning • The role of teachers in learning according to humanism theory <b>References:</b> <i>Dahar, RW (1989). Learning Theories. Bandung: Erlangga Publishers.</i></p>	10%

10	Analyzing the role of teachers in the observational (social) learning theory put forward by Bandura in Civics learning		<p><b>Criteria:</b> Theory and Application in learning Albert Bandura's Observational Learning theory • History of figures • Content of theory • Implications for learning • Role of the teacher</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, questions and answers, case studies		<p><b>Material:</b> • History of figures • Theoretical content • Implications for learning • Role of the teacher <b>Reader:</b> Jack Zevin. 1992. <i>Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools</i>. New York: Longman.</p>	5%
11	Analyze the characteristics of students' learning styles	<ul style="list-style-type: none"> <li>• Mention the various learning styles</li> <li>• Explain the role of learning for teachers and students</li> <li>• Describe the characteristics of visual learning styles</li> <li>• Describe the characteristics of auditory learning styles</li> <li>• Describe the characteristics of kinesthetic learning styles</li> <li>• Analyze the characteristics of students' learning styles</li> <li>• Analyze the role of teachers in learning related to different learning styles of students</li> </ul>	<p><b>Criteria:</b> Concept and Application of Learning Styles • Visual learning style • Auditory learning style • Kinesthetic learning style • Mixed learning style</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, questions and answers, case studies		<p><b>Material:</b> • Visual learning style • Auditory learning style • Kinesthetic learning style • Mixed learning style <b>References:</b> 2. Slavin, RS., E. (2006). <i>Educational Psychology: Theory and Practice</i>. Boston: Allyn and Bacon. Translated by Marianto Samosir. (2008). <i>Educational Psychology: Theory and Practice, Eighth Edition Volume 11</i>. Jakarta: PT. Macanan Jaya Cemerlang</p>	5%
12	Distinguish between learning declarative, procedural and conceptual knowledge	<ul style="list-style-type: none"> <li>• Explaining declarative knowledge</li> <li>• Explaining procedural knowledge</li> <li>• Explaining concept learning</li> <li>• Distinguishing declarative, procedural and concept knowledge learning</li> </ul>	<p><b>Criteria:</b> Learn declarative, procedural, and conceptual knowledge</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion, questions and answers, case studies			5%

13	Analyze the role of motivation in learning		<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of motivation</li> <li>• Types of motivation</li> <li>• Motivation theories</li> <li>• The role of motivation in learning</li> </ul> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Discussion, questions and answers, case studies		<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of motivation</li> <li>• Types of motivation</li> <li>• Motivation theory</li> <li>• The role of motivation in learning</li> </ul> <p><b>References:</b> <i>Paul R. Pintrich, Dale H. Schunk. 2002. Motivation in Education: Theory, Research, and Application. 2nd Edition. New Jersey: Upper Saddle River.</i></p>	5%
14	Analyze the role of motivation in learning		<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of motivation</li> <li>• Types of motivation</li> <li>• Motivation theories</li> <li>• The role of motivation in learning</li> </ul> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Discussion, questions and answers, case studies		<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Basic concepts of motivation</li> <li>• Types of motivation</li> <li>• Motivation theory</li> <li>• The role of motivation in learning</li> </ul> <p><b>References:</b> <i>Paul R. Pintrich, Dale H. Schunk. 2002. Motivation in Education: Theory, Research, and Application. 2nd Edition. New Jersey: Upper Saddle River.</i></p>	5%
15	Designing activities that are able to develop students' abilities to think critically in Civics learning	<ul style="list-style-type: none"> <li>• Explaining the concept of low level thinking (LOTS)</li> <li>• Explaining the concept of critical thinking (HOTS)</li> <li>• Differentiating between questions and statements containing LOTS and HOTS</li> <li>• Designing activities that can develop students' ability to think critically in Civics learning</li> </ul>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• LOTS concept</li> <li>• HOTS concept</li> <li>• Designing activities that can develop HOTS in Civics learning</li> </ul> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Discussion, questions and answers, case studies		<p><b>Material:</b> Development of Critical Thinking in PPKn learning.</p> <p><b>Reference:</b> 2. <i>Slavin, RS., E. (2006). Educational Psychology: Theory and Practice. Boston: Allyn and Bacon. Translated by Marianto Samosir. (2008). Educational Psychology: Theory and Practice, Eighth Edition Volume I1. Jakarta: PT. Macanan Jaya Cemerlang</i></p>	10%
16			<p><b>Form of Assessment :</b> Test</p>				10%

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Portfolio Assessment	15%
3.	Practical Assessment	10%
4.	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** 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.