								Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**							

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Learning Theory		8620603176				**T=3**	**P=0**	**ECTS=4.77**	0	July 18, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**			**Study Program Coordinator**		
		....			....			Putri Rachmadyanti, S.Pd., M.Pd.		

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which 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	Students understand (1) concepts, principles and characteristics of learning theory, (2) learning using behavioristic, cognitive and constructivist learning theory approaches, (3) student characteristics which include learning styles, cognitive styles, developmental aspects (cognitive, physical, language, emotional), demographic and socio-cultural, (4) characteristics of the learning process which include interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered, and (5) learning models innovative activities such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate learning outcomes.

References	**Main :**

1. Arends, R, 2007. Learning to Teach . New York: Mc Graw Hill
2. Slavin, Robert E. 2000. Ed ucational psychology: Theory and practice . Sixt Edition. Boston: Allyn and Bacon.
3. Hill, Susan & Hill, Tim. 1993. The Collaborative Classrom: a guide co-operaative learning. Australia. Eleanor Curtain Publisshing
4. Hossoubah,Z. 2004. Develoving Creative and Critical Thinking Skills (terjemahan) . Bandung: Yayasan Nuansa Cendia
5. Reigeluth C.M. 1999. Instructional Design Theories and Models: Anew Paradigm of Instructional Theory . New Jersey: Luaren Elrbaum Associate
6. Smith, P. L and Ragan, TJ, 1999. Instructional Design . Second Edition. New York. John Wiley & Sons Inc
7. Mustaji, 2014. Teori Pembelajaran ,: Bahan Pelatihan AA-Pekerti Bagi Dosen Unesa dan Kopertis Wilayah VII. FIP Unesa
8. Januszewski, A and Molenda. 2008. Educational Technology: A Definition With Commentary, AECT
9. Hargenhaan B.R. & Olson M. H. 1997. An Introduction to Therities of Learning . New Jersey: Prentice-Hall International, Inc
10. Kemendikbud. 2014. Peraturan Menteri Pendidikan dan kebudayaan no 49 tahun 2014 tentang Standar Nasional pendidikan Tinggi.
11. Johnson, E. B. 2002. Contextual Teaching and Learning: what it is and why it 19s he to stay . California: Corwin Press, Inc.

	Supporters:
Supporting lecturer	Drs. Supriyono, M.M.

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	Students understand the concepts and characteristics of learning theory, the difference between learning theory and learning theory	Describe the concepts, principles and characteristics of learning theories. Analyze the differences between learning theories and learning theories. Use learning theories as a basis for designing learning	**Criteria:** according to the answer key	group discussions, assignments, questions and answers 6 X 50			0%
2	Students understand the concepts and characteristics of learning theory, the difference between learning theory and learning theory	Describe the concepts, principles and characteristics of learning theories. Analyze the differences between learning theories and learning theories. Use learning theories as a basis for designing learning	**Criteria:** according to the answer key	group discussions, assignments, questions and answers 6 X 50			0%
3	Students understand the concepts, principles and characteristics of learning by using an approach based on behavioristic, cognitive and constructivist learning theories.	Describe the concepts and principles of learning using approaches based on behavioristic, cognitivist and constructivist learning theories. Analyze differences in learning characteristics using approaches based on behaviorist, cognitivist and constructivist learning theories. Analyze the advantages and disadvantages of learning characteristics using approaches based on behaviorist, cognitivist and constructivist learning theories. Constructivist Choosing a suitable learning approach (behavioristic, cognitive and constructivistic) according to the characteristics of the students and the characteristics of the subject	**Criteria:** according to the answer key	Group discussion, collaborative learning 9 X 50			0%

| 4 | Students understand the concepts, principles and characteristics of learning by using an approach based on behavioristic, cognitive and constructivist learning theories. | Describe the concepts and principles of learning using approaches based on behavioristic, cognitivist and constructivist learning theories. Analyze differences in learning characteristics using approaches based on behaviorist, cognitivist and constructivist learning theories. Analyze the advantages and disadvantages of learning characteristics using approaches based on behaviorist, cognitivist and constructivist learning theories. Constructivist Choosing a suitable learning approach (behavioristic, cognitive and constructivistic) according to the characteristics of the students and the characteristics of the subject | **Criteria:** according to the answer key | Group discussion, collaborative learning 9 X 50 | | | 0% |

5	Students understand the concepts, principles and characteristics of learning by using an approach based on behavioristic, cognitive and constructivist learning theories.	Describe the concepts and principles of learning using approaches based on behavioristic, cognitivist and constructivist learning theories. Analyze differences in learning characteristics using approaches based on behaviorist, cognitivist and constructivist learning theories. Analyze the advantages and disadvantages of learning characteristics using approaches based on behaviorist, cognitivist and constructivist learning theories. Constructivist Choosing a suitable learning approach (behavioristic, cognitive and constructivistic) according to the characteristics of the students and the characteristics of the subject	**Criteria:** according to the answer key	Group discussion, collaborative learning 9 X 50			0%
6	Students understand the characteristics of students which include learning styles, cognitive styles, developmental aspects (cognitive, physical, language, emotional), demographics and socio-cultural	Explaining the types of student characteristics Analyzing the characteristics of students from the learning style aspect Analyzing the characteristics of students from the cognitive aspect Analyzing the characteristics of students from the aspects of cognitive, physical, language, emotional and moral development Analyzing the characteristics of students from the demographic and socio-cultural aspects Designing learning that is appropriate to the characteristics of students	**Criteria:** according to the answer key and project assessment sheet rubric	Group discussions, collaborative learning, 6 X 50 case studies			0%

7	Students understand the characteristics of students which include learning styles, cognitive styles, developmental aspects (cognitive, physical, language, emotional), demographics and socio-cultural	Explaining the types of student characteristics Analyzing the characteristics of students from the learning style aspect Analyzing the characteristics of students from the cognitive aspect Analyzing the characteristics of students from the aspects of cognitive, physical, language, emotional and moral development Analyzing the characteristics of students from the demographic and socio-cultural aspects Designing learning that is appropriate to the characteristics of students	**Criteria:** according to the answer key and project assessment sheet rubric	Group discussions, collaborative learning, 6 X 50 case studies			0%
8	understand meeting material 1-7 (UTS)	understand and master meeting material 1-7	**Criteria:** according to the answer	independent work 3 X 50			0%
9	Students understand the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning.	Explaining the types of characteristics of the learning process in accordance with learning process standards in schools and universities. Describing the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered learning. Designing interactive learning, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered	**Criteria:** according to the answer key used	Group discussion, collaborative learning, question and answer 9 X 50			0%

| 10 | Students understand the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning. | Explaining the types of characteristics of the learning process in accordance with learning process standards in schools and universities. Describing the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered learning. Designing interactive learning, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered | **Criteria:** according to the answer key used | Group discussion, collaborative learning, question and answer 9 X 50 | | | 0% |
| 11 | Students understand the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered learning. | Explaining the types of characteristics of the learning process in accordance with learning process standards in schools and universities. Describing the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered learning. Designing interactive learning, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered | **Criteria:** according to the answer key used | Group discussion, collaborative learning, question and answer 9 X 50 | | | 0% |

12	Students understand innovative learning models such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate the fulfillment of graduate learning outcomes	Explain the types of innovative learning models Describe the concepts, principles, characteristics, and syntax of group discussion learning models, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate Fulfillment of graduate learning outcomes Selecting innovative learning models according to subject characteristics and student characteristics in designing learning Implementing innovative learning models according to subject characteristics and student characteristics in designing learning	**Criteria:** according to the answer key	discussion, question and answer, assignment, demonstration 9 X 50			0%

13	Students understand innovative learning models such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate the fulfillment of graduate learning outcomes	Explain the types of innovative learning models Describe the concepts, principles, characteristics, and syntax of group discussion learning models, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate Fulfillment of graduate learning outcomes Selecting innovative learning models according to subject characteristics and student characteristics in designing learning Implementing innovative learning models according to subject characteristics and student characteristics in designing learning	**Criteria:** according to the answer key	discussion, question and answer, assignment, demonstration 9 X 50			0%

| 14 | Students understand innovative learning models such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate the fulfillment of graduate learning outcomes | Explain the types of innovative learning models Describe the concepts, principles, characteristics, and syntax of group discussion learning models, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate Fulfillment of graduate learning outcomes Selecting innovative learning models according to subject characteristics and student characteristics in designing learning Implementing innovative learning models according to subject characteristics and student characteristics in designing learning | **Criteria:** according to the answer key | discussion, question and answer, assignment, demonstration 9 X 50 | | | 0% |

| 15 | Students understand innovative learning models such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate the fulfillment of graduate learning outcomes | Explain the types of innovative learning models Describe the concepts, principles, characteristics, and syntax of group discussion learning models, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, and other learning, which effectively facilitate Fulfillment of graduate learning outcomes Selecting innovative learning models according to subject characteristics and student characteristics in designing learning Implementing innovative learning models according to subject characteristics and student characteristics in designing learning | **Criteria:** according to the answer key | discussion, question and answer, demonstration, assignment 3 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.