



Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Accounting Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
LEARNING THEORY	8720902113		T=2	P=0	ECTS=3.18	2	July 17, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator				Study Program Coordinator	
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Learning model	Case Studies
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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	Examining the nature of learning and learning in accordance with behaviorist, cognitivist, constructivist, humanistic/social theories, gestalt theory, quantum theory, brain base theory, multiple intelligence, and cybernetic learning theory. Lectures are carried out using an analysis system for reciting reference assignments from various sources , presentations and discussions, project assignments, and reflections based on the character of Faith, intelligent, independent, honest, caring and tough (Idaman Jelita) for accounting learning at Business and Management Vocational Schools.
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References	Main :	<ol style="list-style-type: none"> Hergenhahn, B. R. & Olson, MatthewH. 2012. Theoriesof Learnig (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group. Santrock, J. W. 2008. Educational Psychology. Third Edition . Boston: McGraw-Hill. Santrock, J. W. 2008. Educational Psychology. Third Edition. Boston:McGraw-Hill. Saiful Sagala. 2010. Konsep dan makna Pembelajaran. Bandung: Alfabeta Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 5. Jakarta:PT Indeks. Slavin,R. E. 2011. Psikologi Pendidikan Teoridan Praktik. Edisi Kesembilan Jilid2 . Jakarta:PT Indeks. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. NewJersey: Pearson Education.
	Supporters:	

Supporting lecturer	Drs. Joni Susilowibowo, M.Pd. Prof. Dr. Susanti, S.Pd., M.Si. Dr. Luqman Hakim, S.Pd., S.E., M.SA. Irwan Adimas Ganda Saputra, S.Pd., M.A. Vivi Pratiwi, S.Pd., M.Pd.
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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	Able to master the essence of learning theory, the meaning of learning and learning	<ol style="list-style-type: none"> Explain the meaning of learning and learning (intelligent) Describe the meaning of learning and learning Explaining the Benefits and Results of Learning (smart) Describe the characteristics of learning outcomes (intelligent) 	Criteria: For the essay test, if you answer correctly you will get a score of 100	Offline: Lecture Discussion Contextual teaching learning Task-1: Identify the nature of learning theory, the meaning of learning, and learning Compile and present a paper Online: Take and give, Contextual teaching learning, providing short, clear and concise information that requires fast memory and understanding skills, and discuss the material presented so that you can think at a higher level. 2 X 50			0%

2	Able to analyze behavioristic theory	<ol style="list-style-type: none"> 1.Describe the substance of behavioristic theory (independent) 2.Describe the SR (independent) theory 3.Comparing the opinions of behaviorist (independent) theory figures 	Criteria: For the essay test, if you answer correctly you will get a score of 100	Offline: Lecture Discussion Contextual teaching learning Task 1: Analyzing behaviorist theory, Compiling and presenting a paper Online: Take and give, Contextual teaching learning, providing short, clear and concise information that requires fast memory and understanding skills, as well as discussing the material presented so that can think at a higher level. 2 X 50			0%
3	Able to understand the Dominant Functionalistic Theory by Burrhus Frederick Skinner	<ol style="list-style-type: none"> 1.describe the theoretical concept of behaviorism by Skinner (independent) 2.Comparing Skinner and Thorndike (tough) 	Criteria: For the essay test, if you answer correctly you will get a score of 100	Offline:LectureDiscussionContextual teaching learningTask-1: Identify the nature of learning theory, the meaning of learning, and learningPrepare and present a paperOnline:Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level. 2 X 50			0%
4	Able to understand Dominant Associationist Theory by Ivan Petrovich Pavlov	<ol style="list-style-type: none"> 1.describe Empirical Observations and Main Theoretical Concepts by Pavlov (tough) 2.Comparing between Classical and Instrumental Conditioning by Pavlov (self) 3.Explaining the latest Research on Classical conditioning by Pavlov (independent) 4.Explaining Learned Helplessness and Other Theoretical Explanations of Classical (Intelligent) Conditioning 	Criteria: <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly 	Offline:LectureDiscussionContextual teaching learningTask-1: Identify the nature of learning theory, the meaning of learning, and learningPrepare and present a paperOnline:Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level. 2 X 50			0%
5	Able to understand cognitivist learning theory	<ol style="list-style-type: none"> 1.Describe cognitivist (intelligent) theory 2.Comparing assimilation and accommodation (resilient) theories 3.Summarizing the opinions of cognitivist (independent) theory figures 	Criteria: <ol style="list-style-type: none"> 1.- For the essay test, if you can answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly 	Offline:LectureDiscussionContextual teaching learningTask-1: Identify the nature of learning theory, the meaning of learning, and learningPrepare and present a paperOnline:Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level. 2 X 50			0%

6	Be able to describe the Cognitive Dominant Theory by Albert Bandura	<ol style="list-style-type: none"> 1.Explain the initial explanation of observational (intelligent) learning 2.Analyzing Bandura's opinion about observational (resilient) learning 3.Summarizing the main theoretical concepts by Bandura (independent) 4.Explaining incorrect cognitive processes according to Bandura (intelligent) 5.Analyzing the influence of news and entertainment media according to Bandura (intelligent) 	Criteria: <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly 	Offline:LectureDiscussionContextual teaching learningTask-1: Identify the nature of learning theory, the meaning of learning, and learningPrepare and present a paperOnline:Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level. 2 X 50			0%
7	Able to master social/humanistic learning theory	<ol style="list-style-type: none"> 1.Explain social/humanistic (intelligent) learning theory 2.Mention the characteristics of social (intelligent) theory 3.Comparing the opinions of social theory developers (independent) 	Criteria: <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if it can be done very well 4.2. Score 3 if it can be done well 5.3. Score 2 if it can be done quite well 6.4. Score 1 if it can be done poorly 	Offline:LectureDiscussionContextual teaching learningTask-1: Identify the nature of learning theory, the meaning of learning, and learningPrepare and present a paperOnline:Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level. 2 X 50			0%
8	UTS	UTS	Criteria: UTS Form of Assessment : Test	UTS 3 X 50			20%
9	Understanding Gestalt learning theory	<ol style="list-style-type: none"> 1.Explaining Gestals Theory (intelligent) 2.Describe the characteristics of Gestals Theory (independent) 	Criteria: <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly 	Offline:LectureDiscussionContextual teaching learningTask-1: Identify the nature of learning theory, the meaning of learning, and learningPrepare and present a paperOnline:Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level. 2 X 50			0%
10	Analyzing constructivist learning theory.	<ol style="list-style-type: none"> 1.Describe constructivist (intelligent) theory 2.Comparing components in constructivism (independent) 	Criteria: <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly 	Offline:LectureDiscussionContextual teaching learningTask-1: Identify the nature of learning theory, the meaning of learning, and learningPrepare and present a paperOnline:Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level. 2 X 50			0%

11	Understanding Metacognitive Learning Theory	<ol style="list-style-type: none"> 1. Concluding metacognitive (intelligent) learning theory 2. Analyzing the development of children's metacognitive abilities (intelligent) 3. Analyzing the role of metacognition in learning (independent) 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly 	<p>Offline: Lecture Discussion Contextual teaching learning</p> <p>Task-1: Identify the nature of learning theory, the meaning of learning, and learning</p> <p>Prepare and present a paper</p> <p>Online: Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level.</p> <p>2 X 50</p>			0%
12	Understanding quantum learning theory	<ol style="list-style-type: none"> 1. Explaining Quantum (intelligent) learning theory 2. Analyzing the characteristics of quantum theory (robust) 3. Mention the infrastructure needed in quantum theory (independently) 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly 	<p>Offline: Lecture Discussion Contextual teaching learning</p> <p>Task-1: Identify the nature of learning theory, the meaning of learning, and learning</p> <p>Prepare and present a paper</p> <p>Online: Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level.</p> <p>2 X 50</p>			0%
13	Understanding brain-based learning theory (brain base learning)	<ol style="list-style-type: none"> 1. Describe brain-based learning theory (smart) 2. Analyze the function of the left brain and right brain (independently) 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the practical assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 1: not good 4.2. Score 2: quite good 5.3. Score 3: good 6.4. Score 4: very good 	<p>Offline: Lecture Discussion Contextual teaching learning</p> <p>Task-1: Identify the nature of learning theory, the meaning of learning, and learning</p> <p>Prepare and present a paper</p> <p>Online: Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level.</p> <p>2 X 50</p>			0%
14	cybernetic learning theory	<ol style="list-style-type: none"> 1. Explain cybernetic (intelligent) theory 2. Analyzing the characteristics of cybernetic theory (independent) 3. Mention examples of the development of cybernetic (resilient) theory 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- For the essay test, if you answer correctly you will get a score of 100 2.- For the presentation assessment sheet you will get: <ol style="list-style-type: none"> 3.1. Score 4 if done very well 4.2. Score 3 if done well 5.3. Score 2 if done quite well 6.4. Score 1 if done poorly 	<p>Offline: Lecture Discussion Contextual teaching learning</p> <p>Task-1: Identify the nature of learning theory, the meaning of learning, and learning</p> <p>Prepare and present a paper</p> <p>Online: Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level.</p> <p>2 X 50</p>			0%

15	Understanding Domestic Learning Thinking	<p>1.Describing Learning Thoughts According to Ki Hajar Dewantara (Iman)</p> <p>2.Describing Learning Thoughts According to RA Kartini (Faith)</p> <p>3.Describing Learning Thoughts According to KH Ahmad Dahlan (Iman)</p> <p>4.Describing Learning Thoughts According to KH Hasyim Asy'ari (faith)</p>	<p>Criteria:</p> <p>1.- For the essay test, if you answer correctly you will get a score of 100</p> <p>2.- For the practical assessment sheet you will get:</p> <p>3.1. Score 1: not good</p> <p>4.2. Score 2: quite good</p> <p>5.3. Score 3: good</p> <p>6.4. Score 4: very good</p>	<p>Offline:LectureDiscussionContextual teaching learningTask-1: Identify the nature of learning theory, the meaning of learning, and learningPrepare and present a paperOnline:Take and give, Contextual teaching learning, providing short, clear and concise information that requires quick memory and understanding skills, as well as discussing The material presented is so that you can think at a higher level.</p> <p>2 X 50</p>			0%
16	UAS	UAS	<p>Criteria:</p> <p>UAS</p> <p>Form of Assessment :</p> <p>Test</p>	UAS 3 X 50			30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Test	50%
		50%

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