	Universitas Negeri Surabaya Faculty of Engineering , Electrical Engineering Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory	8320102222		T=2	P=0	ECTS=3.18	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Nur Kholis, S.T., M.T.

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	This course discusses understanding, definitions, goals, functions, factors that influence learning, principles, principles, and various learning theories: behaviorism, cognitivism, constructivism. Lectures are carried out using online, independent assignments and group discussions and presentations
References	**Main :**

1. Suyono dan Hariyanto. 2014. Belajar dan Pembelajaran: Teori dan Konsep Dasar. Bandung: Remaja Rosdakarya
2. Slameto. 2013. Belajar dan Faktor-Faktor yang Mempengaruhi. Jakarta: Rineka Cipta
3. Hergenhahn, B. R., Olson, M. H. 2015. Theories of Learning (Teori Belajar), Edisi Ketujuh. Jakarta: Prenadamedia
4. Gredler, M. E. 2011. Learning and Instruction Teori dan Aplikasi, Edisi Keenam. Jakarta: Kencana
5. Mudlofir, A., Rusydiyah, E. F. 2016. Desain Pembelajaran Inovatif dari Teori ke Praktek. Depok: Rajagrafindo Persada
6. Suranto. 2015. Teori Belajar dan Pembelajaran Kontemporer. Yogyakarta: LaksBang Pressindo
7. Slavin, R.E. 2005. Educational Psychology Theory and Practice

	Supporters:
Supporting lecturer	Dr. Meini Sondang Sumbawati, M.Pd. Dr. Tri Rijanto, M.Pd., M.T. L. Endah Cahya Ningrum, 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 nature of learning, principles and factors that influence learning	1. understand the concept of learning 2. Describe the characteristics of learning 3. explain the learning objectives 4. explain the types of learning 5. explain the principles of learning. 6. explain internal factors in learning 7. describe external factors in learning	**Criteria:** Test: question no 1 score: 2 question no 2 score: 4 question no 3 score: 4 Non test: Score 4 (86 - 100) : Very Good Score 3 (76 - 85) : Good Score 2 (61 - 75) : Fair Score 1 (50 - 60) : Less	scientific 2 X 50			0%
2	Understanding behaviorism learning theory	1. Explain the basic concepts of Behaviorism theory 2. describe the characteristics of Behaviorism theory 3. Analyzing the assumptions of Behaviorist theory regarding learning 4. Concluding the implications of Behaviorism theory for learning	**Criteria:** Test: question no 1 score: 2 question no 2 score: 4 question no 3 score: 4 Non test: Score 4 (86 - 100) : Very Good Score 3 (76 - 85) : Good Score 2 (61 - 75) : Fair Score 1 (50 - 60) : Less	cognitive, collaborative 2 X 50			0%
3	Able to differentiate general learning principles and specific learning principles	Knowing the principles of learning in general. Knowing the principles of learning in particular. Inferring the meaning of learning principles	**Criteria:** Presentation assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
4	Able to understand the principles of learning and learning motivation	Explaining the 13 principles of learning. Explaining the importance of motivation in learning	**Criteria:** Assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
5	Able to understand learning theory according to BF Skinner's learning theory and able to explain the content of learning theory according to BF Skinner	Explaining BF Skinner's learning theory. Explaining examples of applications of Skinner's learning theory	**Criteria:** Presentation assessment rubric	Structured lectures Class discussions. 2 X 50			0%
6	Able to understand learning theory according to Pavlov's learning theory	Describe the concept of learning through Pavlov's learning theory. Describe the similarities and differences between Skinner's and Pavlov's learning concepts	**Criteria:** 1. Presentation assessment rubric 2. Paper assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%

7	Able to understand learning theory according to Robert Gagne‘s learning theory	Explaining the concept of learning through Robert Gagne‘s learning theory. Knowing the advantages and disadvantages of Robert Gagne‘s learning theory	**Criteria:** presentation assessment rubric and paper assessment rubric	Structured lecture Class discussion 2 X 50			0%
8	Sub Summative Exam			2 X 50			0%
9	Understanding learning theory according to Jean Piaget‘s learning theory Understanding learning theory according to Jerome Bruner‘s learning theory and according to Albert Bandura‘s social learning theory Able and concluding learning theory according to cognitivism	Explaining the concept of learning through Jean Peaget‘s learning theory Knowing the uniqueness of Jean Pieget‘s learning concept Explaining the concept of learning through Jerome Bruner‘s learning theory Explaining the concept of learning through Albert Bandura‘s learning theory	**Criteria:** Assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
10	Understanding learning theory according to Jean Piaget‘s learning theory Understanding learning theory according to Jerome Bruner‘s learning theory and according to Albert Bandura‘s social learning theory Able and concluding learning theory according to cognitivism	Explaining the concept of learning through Jean Peaget‘s learning theory Knowing the uniqueness of Jean Pieget‘s learning concept Explaining the concept of learning through Jerome Bruner‘s learning theory Explaining the concept of learning through Albert Bandura‘s learning theory	**Criteria:** Assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
11	Able to understand constructivist learning theory and types of constructivist learning theories Able to understand constructivist learning theory and types of constructivist learning theories	Explaining the constructivist view of learning. Explaining the 13 types of constructivist learning. Explaining Vigoski‘s constructivist learning theory. Explaining conclusions about the characteristics of constructivist learning theory.	**Criteria:** Assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
12	Able to understand constructivist learning theory and types of constructivist learning theories Able to understand constructivist learning theory and types of constructivist learning theories	Explaining the constructivist view of learning. Explaining the 13 types of constructivist learning. Explaining Vigoski‘s constructivist learning theory. Explaining conclusions about the characteristics of constructivist learning theory.	**Criteria:** Assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%

13	Understanding innovative learning: direct learning modelUnderstanding innovative learning: cooperative learning modelUnderstanding innovative learning: problem-based learning model	Explaining the concept of direct learning Simulating direct learning Explaining the concept of direct learning Simulating cooperative learning Explaining the concept of the problem-based learning model Simulating problem-based learning	**Criteria:** 1.Paper assessment rubric 2.Presentation assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
14	Understanding innovative learning: direct learning modelUnderstanding innovative learning: cooperative learning modelUnderstanding innovative learning: problem-based learning model	Explaining the concept of direct learning Simulating direct learning Explaining the concept of direct learning Simulating cooperative learning Explaining the concept of the problem-based learning model Simulating problem-based learning	**Criteria:** 1.Paper assessment rubric 2.Presentation assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
15	Understanding innovative learning: direct learning modelUnderstanding innovative learning: cooperative learning modelUnderstanding innovative learning: problem-based learning model	Explaining the concept of direct learning Simulating direct learning Explaining the concept of direct learning Simulating cooperative learning Explaining the concept of the problem-based learning model Simulating problem-based learning	**Criteria:** 1.Paper assessment rubric 2.Presentation assessment rubric	Structured lectures Giving group assignments Discussions between students. 2 X 50			0%
16	Summative Exam			2 X 50			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** 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.