



Universitas Negeri Surabaya
Faculty of Languages and Arts,
Javanese Language and Literature Education Undergraduate Study
Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory	8820202185		T=2	P=0	ECTS=3.18	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Octo Dendy Andriyanto, M.Pd.		Prof. Dr. Udjang Pairin, M.Pd.			Latif Nur Hasan, S.Pd., M.Pd.	

Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																				
	PLO-6 Mastering the theoretical concepts of learning Javanese by utilizing information technology;																																																																																																				
	PLO-11 Able to apply Javanese language learning theory by utilizing information technology;																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Utilizing science and technology to obtain, collect and process various understandings of learning concepts and theories from various perspectives and approaches, as well as their application in Javanese language learning activities at school.																																																																																																				
	PO - 2 Mastering theoretical concepts about learning concepts and theories from various perspectives and approaches, as well as their application in procedural Javanese language learning activities at school.																																																																																																				
	PO - 3 Make strategic decisions based on information and data analysis, and provide guidance in choosing various alternative solutions in resolving and resolving problems, learning concepts and theories from various perspectives and approaches, as well as their application in Javanese language learning activities at school.																																																																																																				
	PO - 4 Have a commitment and attitude of responsibility for one's own and group learning performance in solving various problems, concepts and learning theories from various perspectives and approaches, as well as their application in Javanese language learning activities at school.																																																																																																				
	PLO-PO Matrix																																																																																																				
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Short Course Description	Course Description: Study of language learning paradigms, the nature of language acquisition and learning, hypotheses and strategies in language learning, as well as influencing factors in learning Mandarin through face-to-face activities, training, structured assignments, independent study, and simulations to produce articles /papers to be presented in class discussions and exhibitions/study program work exhibitions.
References	Main : 1. Referensi:Yulianto, Bambang. 2010.Teoris Belajar Bahasa. Surabaya: University Press.Brown, H. D. 2000.Prinsip-Prinsip Belajar Bahasa. Jakarta: Rineka Cipta.

		Supporters:					
Supporting lecturer		Dr. Octo Dendy Andriyanto, 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, learning, teaching, language, language learning, language acquisition and learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	Criteria: Full marks are obtained if you do the questions correctly Form of Assessment : Participatory Activities	Lectures and questions and answers 3 X 50	offline	Material: the nature of learning, studying, teaching, language, language learning, language acquisition and learning . <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta. Material: the nature of learning, studying, teaching, language, language learning, language acquisition and learning . <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.	5%
2	Understand the views of behaviorism, nativism, and interactionism in relation to language learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	Criteria: Full marks are obtained if you do the questions correctly Form of Assessment : Participatory Activities	Lectures, discussions, exercises 3 X 50	offline	Material: views of behaviorism, nativism, and interactionism in relation to language learning . <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.	5%

3	Understand the views of behaviorism, nativism, and interactionism in relation to language learning	Be able to explain the difference between the terms language acquisition and learning	Criteria: Full marks are obtained if you do the questions correctly Form of Assessment : Participatory Activities	Lectures, discussions, exercises 3 X 50		Material: views of behaviorism, nativism, and interactionism in relation to language learning . <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory</i> . Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning</i> . Jakarta: Rineka Cipta.	5%
4	Understanding the nature of language acquisition and learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	Criteria: Full marks are obtained if you do the questions correctly Form of Assessment : Participatory Activities	Lectures, discussions, exercises 3 X 50	offline	Material: the nature of language acquisition and learning References : Yulianto, Bambang. 2010. <i>Language Learning Theory</i> . Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning</i> . Jakarta: Rineka Cipta.	5%
5	Understanding the nature of language acquisition and learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	Criteria: Full marks are obtained if you do the questions correctly Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, exercises 3 X 50		Material: the nature of language acquisition and learning References : Yulianto, Bambang. 2010. <i>Language Learning Theory</i> . Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning</i> . Jakarta: Rineka Cipta.	5%

6	Understanding B1 acquisition, B2 and B3 learning Understanding internal factors in language acquisition and learning	<ol style="list-style-type: none"> 1. Acquisition of B1 2. B2 and B3 learning 3. Internal Factors in Language Acquisition and Learning 	<p>Criteria: Full marks are obtained if you do the questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, questions and answers, and practice 3 X 50	offline	<p>Material: Understanding B1 acquisition, B2 and B3 learning Understanding internal factors in language acquisition and learning References : <i>Yulianto, Bambang. 2010. Language Learning Theory. Surabaya: University Press. Brown, HD 2000. Principles of Language Learning. Jakarta: Rineka Cipta.</i></p>	5%
7	Understanding B1 acquisition, B2 and B3 learning Understanding internal factors in language acquisition and learning	<ol style="list-style-type: none"> 1. Acquisition of B1 2. B2 and B3 learning 3. Internal Factors in Language Acquisition and Learning 	<p>Criteria: Full marks are obtained if you do the questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, questions and answers, and practice 3 X 50	offline	<p>Material: Understanding B1 acquisition, B2 and B3 learning Understanding internal factors in language acquisition and learning References : <i>Yulianto, Bambang. 2010. Language Learning Theory. Surabaya: University Press. Brown, HD 2000. Principles of Language Learning. Jakarta: Rineka Cipta.</i></p>	5%
8	Understanding B1 acquisition, B2 and B3 learning Understanding internal factors in language acquisition and learning	<ol style="list-style-type: none"> 1. Acquisition of B1 2. B2 and B3 learning 3. Internal Factors in Language Acquisition and Learning 	<p>Criteria: Full marks are obtained if you do the questions correctly</p> <p>Form of Assessment : Test</p>	Discussion, questions and answers, and practice 3 X 50		<p>Material: Internal Factors in Language Acquisition and Learning Library: <i>Reference: Yulianto, Bambang. 2010. Language Learning Theory. Surabaya: University Press. Brown, HD 2000. Principles of Language Learning. Jakarta: Rineka Cipta.</i></p>	5%

9	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	UTS 3 X 50		<p>Material: UTS Library: <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.</p>	10%
10	Understanding external factors in language acquisition and learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	<p>Criteria: Full marks are obtained if you do the questions correctly</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lectures, discussions and assignments 3 X 50		<p>Material: Be able to explain the differences between the terms language acquisition and learning . <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.</p>	10%
11	Understanding external factors in language acquisition and learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	<p>Criteria: Full marks are obtained if you do the questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and assignments 3 X 50		<p>Material: external factors in language acquisition and learning <i>Reference</i> : Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.</p>	10%
12	Understanding external factors in language acquisition and learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	<p>Criteria: Full marks are obtained if you do the questions correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and assignments 3 X 50		<p>Material: external factors in language acquisition and learning <i>Reference</i> : Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.</p>	10%

13	Understanding various hypotheses in language acquisition and learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	Criteria: Completeness of the analysis results report. Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, presentations 3 X 50	offline	Material: Understanding various hypotheses in language acquisition and learning . <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.	5%
14	Understanding various hypotheses in language acquisition and learning	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	Criteria: Completeness of the analysis results report. Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, presentations 3 X 50		Material: various hypotheses in language acquisition and learning . <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.	5%
15	Analyze research results on the acquisition and learning of Mandarin as B1/2/3	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	Criteria: Completeness of the analysis results report. Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, presentations 3 X 50	offline	Material: Analyzing the results of research on language acquisition and learning Library:	5%
16	Analyze research results on the acquisition and learning of Mandarin as B1/2/3	Be able to explain the difference between the terms 1C1D acquisition and 1C1D language learning	Criteria: Completeness of the analysis results report. Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, presentations 3 X 50	online	Material: UAS Literature: <i>Reference:</i> Yulianto, Bambang. 2010. <i>Language Learning Theory.</i> Surabaya: University Press. Brown, HD 2000. <i>Principles of Language Learning.</i> Jakarta: Rineka Cipta.	5%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	82.5%
2.	Project Results Assessment / Product Assessment	2.5%
3.	Practice / Performance	10%
4.	Test	5%
		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.