



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate
Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory	8620702192	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 2, 2023
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
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PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
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Program Objectives (PO)	
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PO - 1	Learning Contracts and Introduction to Learning Theory
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PO - 2	Understanding Classical Learning (Pavlov and Watson)
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PO - 3	Understanding Operant Learning (Skinner)
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PO - 4	Understanding Behaviorism Theory
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PO - 5	Understanding Constructivism Theory
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PO - 6	Understanding Social Learning Theory (Bandura)
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PO - 7	Understanding the Theory of Multiple Intelligences (Multiple Intelligences)
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PO - 8	UTS
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PO - 9	Zone Theory of Proximal Development in Learning
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PO - 10	Integration of Learning Theories in PAUD Learning Design
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PO - 11	Case Study 1
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PO - 12	Case Study 2
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PO - 13	Case Study Analysis 3
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PO - 14	Case Study Analysis 4
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PO - 15	Consolidation and revision of lecture material.
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PO - 16	Final Semester Examination (UAS)
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PLO-PO Matrix	
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P.O	PLO-3
PO-1	✓
PO-2	✓
PO-3	✓
PO-4	✓
PO-5	✓
PO-6	✓
PO-7	✓
PO-8	✓
PO-9	✓
PO-10	✓
PO-11	✓
PO-12	✓
PO-13	✓
PO-14	✓
PO-15	✓
PO-16	✓

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
PO-1	✓															
PO-2		✓														
PO-3																
PO-4				✓												
PO-5					✓											
PO-6						✓										
PO-7							✓									
PO-8								✓								
PO-9									✓							
PO-10										✓						
PO-11											✓					
PO-12												✓				
PO-13													✓			
PO-14														✓		
PO-15															✓	
PO-16																✓

Short Course Description

This course examines and analyzes various theories of learning and learning from various views of educational experts, starting from the concept of learning, types of learning, learning principles, and learning sources, which can be used as a reference for carrying out learning. Developing understanding in the application of learning approaches, strategies, models and methods, as well as teaching skills for use in analyzing learning cases in the field. The learning strategies used are lecture methods, group discussions and case studies.

References

Main :

1. Arifudin, O. (2022). Perkembangan Peserta Didik (Tinjauan Teori-Teori Dan Praktis).
2. Intan, F. R. (2022). Pentingnya Pembelajaran Gender di lembaga Pendidikan Anak Usia Dini. PERNIK, 5(2), 15-24.
3. Ramadhan, S. (2017). Strategi Pembelajaran Bahasa Arab Pada Anak Usia Dini. Utile: Jurnal Kependidikan, 3(2), 180-189.

Supporters:

1. Apriyani, N., Hibana, H., & Suhrahman, S. (2021). Metode Bermain Dalam Pembelajaran Anak Usia Dini. Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini, 5(2), 126-140.
2. Purwati, P., Darisman, D., & Faiz, A. (2022). Tinjauan Pustaka: Pentingnya Menumbuhkan Nilai Toleransi dalam Praksis Pendidikan. Jurnal Basicedu, 6(3), 3729-3735.

Supporting lecturer		Dewi Komalasari, S.Pd., M.Pd. Eka Cahya Maulidiyah, S.Pd., M.Pd. Dhian Gowinda Luh Safitri, S.Pd., M.Ed.					
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	Understanding Learning Contracts and Introduction to Learning Theory	Understand the basic meaning of learning theory and the importance of understanding Learning Theory	Criteria: 0-100 Form of Assessment : Participatory Activities	Lectures, questions and answers, discussions 2 X 50	Lectures, questions and answers, discussions 2x50	Material: - Basic understanding of learning theory. - The importance of understanding Library Learning Theory : :	2%
2	Classical Learning (Pavlov and Watson)	Understanding Classical Learning (Pavlov and Watson)	Criteria: 0 - 100 Form of Assessment : Participatory Activities	Presentations, Lectures, Group Discussions 2 X 50	Presentations, Lectures, Group Discussions 2x50	Material: - Classical learning theory by Ivan Pavlov. - Classical learning theory by John B. Watson. - Examples and applications in learning contexts. References:	3%
3	Operant Learning (Skinner)	Understanding Operant Learning (Skinner)	Criteria: 0 - 100 Form of Assessment : Participatory Activities	Presentations, Lectures, Group Discussions 2 X 50	Presentations, Lectures, Group Discussions 2x50	Material: - Operant learning theory by BF Skinner. - Principles of reinforcement and punishment. - Application in learning and everyday life. References:	2%
4	Behaviorism Theory	Understanding Behaviorism Theory	Criteria: 0 - 100 Form of Assessment : Participatory Activities	Presentation, Question and answer, group discussion 2 X 50	Presentation, Q&A, group discussion 2x50	Material: - Basic concepts of behaviorism. - Environmental influence on learning. - Application in educational contexts. References:	3%
5	Constructivism Theory	Understanding Constructivism Theory	Criteria: 0 - 100 Form of Assessment : Portfolio Assessment	Lectures, group discussions, questions and answers 2 X 50	Lectures, group discussions, questions and answers 2x50	Material: - Principles of constructivism theory. - Student-centered learning. - Application in various contexts. References:	5%
6	Social Learning Theory (Bandura)	Understanding Social Learning Theory (Bandura)	Criteria: 0 - 100 Form of Assessment : Portfolio Assessment	presentation, question and answer, group discussion 2 X 50	presentation, question and answer, group discussion 2x50	Material: - Social learning theory by Albert Bandura. - Observational influence in learning. - The role of models in shaping behavior. References:	5%

7	Multiple Intelligence Theory	understand the Theory of Multiple Intelligences (Multiple Intelligences)	Criteria: 0 - 100 Form of Assessment : Participatory Activities	Presentation, group discussion, question and answer 2 X 50	Presentation, group discussion, question and answer 2x50	Material: - The concept of multiple intelligence theory by Howard Gardner. - Types of intelligence and their application in learning. References:	10%
8	Mastering the learning material for meetings 1 to 7 (UTS)	Mastering the learning material for meetings 1 to 7 (UTS)	Criteria: 0 - 100 Form of Assessment : Test	Written test 2 X 50	Written test 2x50	Material: - Written exam which covers material from meetings 1-7. References:	15%
9	Understanding the Zone of Proximal Development Theory in Learning	Understanding the Zone of Proximal Development Theory in Learning	Criteria: 0 - 100 Form of Assessment : Participatory Activities	presentation, question and answer, group discussion 2 X 50	presentation, question and answer, group discussion 2x50	Material: - Zone Theory of Proximal Development by Lev Vygotsky. - Application in educational contexts. References:	2%
10	Understanding the Integration of Learning Theories in PAUD Learning Design	Understanding the Integration of Learning Theories in PAUD Learning Design	Criteria: 0 - 100 Form of Assessment : Participatory Activities	presentation, discussion, question and answer 2 X 50	presentation, discussion, question and answer 2x50	Material: - Aligning learning theories with PAUD learning principles. - Development of effective learning plans. References:	3%
11	Case Study 1	Understanding Case Study 1	Criteria: 0 - 100 Form of Assessment : Portfolio Assessment	Problem solving, critical thinking, case based study 2 X 50	Problem solving, critical thinking, case based study 2x50	Material: - Real case analysis based on various learning theories. References:	5%
12	Case Study 2	Understanding Case Study 2	Criteria: 0 - 100 Form of Assessment : Portfolio Assessment	Problem solving, critical thinking, case based study 2 X 50	Problem solving, critical thinking, case based study 2x50	Material: - Real case analysis based on various learning theories. References:	5%
13	Case Study 3	Understanding Case Study 3	Criteria: 0 - 100 Form of Assessment : Participatory Activities	Problem solving, critical thinking, case based study 2 X 50	Problem solving, critical thinking, case based study 2x50	Material: - Real case analysis based on various learning theories. References:	5%
14	Case Study 4	Understanding Case Study 4	Criteria: 0 - 100 Form of Assessment : Participatory Activities	Problem solving, critical thinking, case based study 2 X 50	Problem solving, critical thinking, case based study 2x50	Material: - Real case analysis based on various learning theories. References:	10%
15	Evaluation of learning materials through strengthening the application of learning theories in learning		Criteria: 0 - 100 Form of Assessment : Participatory Activities	Discussion Questions and answers 2 X 50	Discussion Questions and answers 2x50	Material: - Consolidation and revision of lecture material. References:	10%

16	UAS	Score	Criteria: 0 - 100 Form of Assessment : Test	Test 2 X 50	Test 2x50	Material: - Written exam which covers all lecture material. References:	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		100%

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.