Semester Learning Plan

	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Physics Education Study Program**				**Document Code**
RENCANA PEMBELAJARAN SEMESTER					
COURSE	**CODE**	**Group of Course**	**CREDIT POINTS**	**SEMESTER**	**Date of arrangement**
Learning Theories		Mandatory Course	2	2	30 Nop. 2019
Authorization **Department of Physics**	**Semester Learning Plan Developer**	**Group of Course Coordinator**		**Head of Study Program**	
	Woro Setyarsih, S.Pd., M.Si.	**Nadi Suprapto, Ph.D.**		**Nadi Suprapto, Ph.D.**	

Learning Outcome (LO)	**PLO in course**	
	PLO-3	Demonstrate pedagogical knowledge in planning, teaching, and evaluating of physics learning
	PLO-4	Demonstrate knowledge in relating to physics education research
	Course Learning Outcome (CLO)	
	CLO1	Utilize learning sources and learning media based on ICT to support learning implementation using specific learning theories
	CLO2	Master learning theories and able to apply them in learning.
	CLO3	Make decision about relevant learning theories to solve particular learning case in class
	CLO4	Have responsible attitude by applying relevant learning theories in learning
	Final competencies for each learning stage (Sub-CLO)	
	Sub-CLO1	Understand the behavioral learning theory and its implication in learning
	Sub-CLO2	Understand the social learning theory and its implication in learning
	Sub-CLO3	Understand the cognitive learning theory and its implication in learning
	Sub-CLO4	Understand the constructivism learning theory and its implication in learning
	Sub-CLO5	Understand the motivation learning theory and its implication in learning
Short description	A study about principles and how students learn according to behavioral learning theory, social learning theory, cognitive learning theory, constructivist approach, and students learning motivation; and the application in	

about the course	learning through analysis of case examples in class. Course is undertaken through lecturing, discussion, presentation, and modelling activities.
Course Content: Learning Material	behavioral learning theory, social learning theory, cognitive learning theory, constructivist approach, students learning motivation, and the application in learning through analysis of case examples in class.
References	**Main references:** 1) Budayasa, I Ketut. 2000. *Teori Belajar Perilaku (BUKU I). Ed 2. Summarized from Behavioral Learning Theory Chapter of Study Guide for Slavin Educational Psychology Theory and Practice: Fifth Edition by Charles Alberti & Catherine E. McCartney. Allyn and Bacon. 1997.* Surabaya: IKIP Surabaya. 2) Dahar, Ratna Wilis. 1989. Teori-teori Belajar. Jakarta: DEPDIKBUD. 3) Nur, Mohamad. 2000. *Teori Belajar Sosial (BUKU II). Ed. 2. Summarized from Behavioral Learning Theory Chapter of Educational Psychology Theory and Practice: Sixth Edition by Anita E. Woolfolk. Allyn and Bacon. 1995.* Surabaya: IKIP Surabaya. 4) Nur, Mohamad, & Wikandari, Prima Retno. 2004. *Teori Pembelajaran Kognitif (BUKU III). Ed. 2. Summarized from Chapter 6 Cognitive Theories of Learning: Basic Concepts of Educational Psychology Theory and Practice: Fifth Edition by Charles Robert R. Slavin. Allyn and Bacon. 1995.* Surabaya: IKIP Surabaya. 5) Nur, Mohamad, Wikandari, Prima Retno., & Sugiarto, Bambang. 2004. *Pendekatan-pendekatan Konstruktivis dalam Pembelajaran (BUKU IV). Ed. 2. Summarized from Chapter 8 Student Centered & Consructivist Approaches to Instruction of Educational Psychology Theory and Practice: Fifth Edition by Charles Robert R. Slavin. Allyn and Bacon. 1997.* Surabaya: IKIP Surabaya. 6) Nur, Mohamad. 2004. *Pemotivasian Siswa untuk Belajar (BUKU V). Ed. 2. Summarized from Chapter 10 Motivating Student to Learn of Educational Psychology Theory and Practice: Fifth Edition by Charles Robert R. Slavin. Allyn and Bacon. 1997.* Surabaya: IKIP Surabaya. 7) Slavin, R.E. 2012. *Educational Psychology: Theory and Practice Tenth Edition.* Pearson Education, Inc. 8) Santrock, J. W. 2008. *Educational Psychology Third Edition*. Boston: McGraw-Hill. 9) Slavin, R. E. 2011. *Psikologi Pendidikan Teori dan Praktik Edisi Kesembilan Jilid 1.* Jakarta: PT Indeks. 10) Slavin, R. E. 2011. *Psikologi Pendidikan Teori dan Praktik Edisi Kesembilan Jilid 2.* Jakarta: PT Indeks. 11) Woolfolk, A. 2010. *Educational Psychology, Global Edition Eleventh Edition.* New Jersey: Pearson Education. **Supporting references:**
Lecturers	Dra. Suliyanah, M.Si Nadi Suprapto, Ph.D Woro Setyarsih, S.Pd., M.Si.

	Nurita Apridiana Lestari, S,Pd., M.Pd.						
Requirement course	-						
Week	**Final competencies for each learning stage (Sub-CLO)**	**Assessment**		**Learning Type, Learning Method, Student Tasks, [Time Estimation]**		**Learning Material [References]**	**Assessment Percentage (%)**
		Indicator	**Criteria & Type**	**Offline**	**Online**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**
1	Understand the behavioral learning theory and its implication in learning	• Mention the definition of learning • Explain the learning concept according to the behavioral learning theory • Identify learning examples • Explain the development of behavioral learning theory • Compare the behavioral learning theory according to Ivan Pavlov, E.L. Thorndike and B.F. Skinner	Homework		√	▪ Learning concept ▪ Behavioral learning theory ▪ Learning theory principle	3

		• Give the application examples in learning					
2	Understand the behavioral learning theory and its implication in learning	• Explain the relationship among consequence role, strength and punishment • Explain the premack principle, refresh, formation in learning • Mention the stages in behavior formation • Mention the examples of behavioral learning theory in subject learning	Homework		√	• Behavioral learning theory implication in learning	3
3	Understand the social learning theory and its implication in learning	**Bandura social learning theory** • Differentiate between two learning models through observation and modelling	Homework		√	▪ Bandura social learning theory	3

		• Explain the excellence of learning theory compared to behavioral theory • Provide two learning models examples through observation on subject learning • Explain four learning elements according to Bandura • Apply learning elements in subject learning • Mention five probability results obtained from learning through observation • Apply the use of learning observation results					
4	Understand the social learning theory and its implication in learning	**Self-management**	Quiz, independent task	√		▪ Meichenbaum Model Self-regulation	4

		• Explain things that need to involve students in self-management • Provide examples in self-management program • Modify the cognitive behavior • Explain the stages in Meichenbaum cognitive behavior modification • Give examples of cognitive behavior modification				▪ Cognitive behavior modification ▪ The implication of social learning theory in learning	
5	Understand the cognitive learning theory and its implication in learning	**Information Processing Model** • Explain the components of information processing model • Explain how information processing model works • Differentiate three memory systems	Homework	√		▪ Information Processing Model ▪ Recall & Forget	3

		• Mention factors that strengthen long term memory **Recall & Forget** • Explain recall & forget processes Menjelaskan proses ingat dan lupa • Summarize the resistance and convenience Merangkum tentang hambatan dan kemudahan					
6	Understand the cognitive learning theory and its	**Memory Strategies** • Explain how to teach memory strategy • Provide example in subject learning about memory strategy application **Meaningful Information** • Compare between memory learning and	Homework, Quiz, independent task	√		▪ Cognitive teaching strategy ▪ Learning strategies	4

		meaningful learning • Explain scheme theory • Give example of scheme theory application **Metacognitive Skill** • Describe the definition of metacognitive skill • Give the example in subject learning					
7	Understand the cognitive learning theory and its implication in learning	**Learning Strategies** • Mention sorts of learning strategies • Explain learning strategy by taking notes • Explain how to read using PQ4R method • Apply PQ4R method **- Cognitive Teaching Strategies** • Describe the definition of	Quiz, independent task	√		▪ Multiple Intelligence ▪ The theory implication in learning	4

		Advanced Organizer • Explain how to use analogy in subject learning • Explain how to organize information • Apply cognitive teaching strategy in subject learning **Multiple Intelligence** • Mention the examples of multiple intelligence types • Implement multiple intelligence according to subject					
8	**Midterm Semester Evaluation/Midterm Exam**						20
9	Understand the constructivism learning theory and its implication in learning	**Learning according to constructivism theory** • Explain the constructivist principle • Explain the constructivist history	Homework	√		▪ A view of constructivist theory about learning ▪ The theory implication in learning	3

		• Explain the constructivist strategies • Make examples of the application constructivist learning in subject • Cooperative learning • Explain the cooperative learning characteristic • Denote the cooperative learning types differences • Make examples of the application in subject learning					
10	Understand the constructivism learning theory and its implication in learning	**Problem Solving and thinking skill** Students can: • Explain problem solving stages • Identify the resistance of problem solving • Explain creative problem	Homework	√		▪ A view of constructivist theory about learning ▪ The theory implication in learning	3

		solving strategy • Explain the meaning of thinking skill • Apply problem solving in real life					
11	Understand the constructivism learning theory and its implication in learning	**Linking constructivist learning theory as the foundation for innovative learning models**: *inquiry-based learning*	Homework		√	▪ A view of constructivist theory about learning ▪ The theory implication in learning	3
12	Understand the constructivism learning theory and its implication in learning	**Linking constructivist learning theory as the foundation for innovative learning models**: *problem-based learning*	Homework	√		▪ A view of constructivist theory about learning ▪ The theory implication in learning	3
13	Understand the constructivism learning theory and its implication in learning	**Linking constructivist learning theory as the foundation for innovative learning models**: *project-based learning,* dan *scientific approach*	Homework, Quiz, independent task	√		▪ A view of constructivist theory about learning ▪ The theory implication in learning	4

14	Understand the motivation learning theory and its implication in learning	**Motivation Theory** • Define and describe the characteristics of six motivation theories • Explain the implication of motivation theories in learning subject • Discuss the achievement motivation and affecting factors of motivation **Motivation Improvement** • Describe the definition of learning motivation • Differentiate between intrinsic and extrinsic motivation • Make concept map about learning motivation improvement • Give the application	Homework	√	√	▪ Motivation Theory ▪ Increase in achievement motivation and student motivation to learn	3

		examples in subject learning					
15	Understand the motivation learning theory and its implication in learning	**Teacher's way to increase students' motivation to learn** • Describe ways that teacher can increase learning motivation • Discuss the principles of providing incentives to learn **Rewards for performance, effort, and improvement Pemberian ganjaran atas kinerja, upaya, dan perbaikan** • Explain the effective use of praise • Apply ILE base score and improvement point calculations	Homework, Quiz, independent task		√	▪ Motivation Theory ▪ Increase in achievement motivation and student motivation to learn	4
16	**Final Semester Evaluation / Final Exam**						30

Notes:

1. **Program Learning Outcome (PLO)** is the ability possessed by each study program graduate which is the internalization of attitudes, mastery of knowledge and skills according to the level of study program obtained through the learning process.
2. **PLO in course** is some learning outcomes of study program graduate (PLO) to form/develop a course which consists of attitudes, public skills, particular skills and knowledge.
3. **Course learning outcome (CLO)** is the ability which described specifically from PLO in course and is specific to the course content or learning material.
4. **Sub-course learning outcome (Sub-CLO)** is the ability described specifically from CLO that can be measured or observed and is the final ability planned at each learning stage, also is specific to the learning material of the course.
5. **Indicator of ability assessment** in the students learning process and learning outcome is specific and measurable statement that identifying the capability or performance of students learning outcome accompanied by evidence.
6. **Assessment criteria** is the standard used as measures or benchmarks for learning achievement in assessment based on predetermined indicators. Assessment criteria is guidelines for assessor so as the assessment is consistent and unbiased. The criteria can be quantitative or qualitative.
7. **Assessment types:** test and non-test.
8. **Learning types:** Lecture, Response, Tutorial, Seminar or else, Practicum, Studio Activity, Workshop Activity, Field Study, Research, Community Services and/or other equivalent learning types.
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 method.
10. **Learning Material** is details or descriptions from course content that can be presented in the form of several subjects and sub-topics.
11. **Assessment percentage** is the percentage of assessment toward every sub-CLO achievement which is proportional to the difficulty level of sub-CLO achievement and its total is 100%.