



**UNIVERSITAS AHMAD DAHLAN
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

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FM-UAD-PBM-08-02/R1

COURSE LESSON PLAN

Module/Course Title	Code	Duration	Credits		Semester	Module Latest Update	
<i>Learning and Instruction</i>	200420720	200430220	2 credits	3,25 ECTS	3	March 2023	
Course Group	Status	Workload	Contact	Self-Study	Frequency	Planned Group Size	
<i>Educational Science</i>	Mandatory	5,67 hours/week	1,67 hours/week	4 hours/week	1/year	21-40 students	
Type of Course	Approval						
Theory	Lecturer		Coordinator of Course Group		Head of Study Program		
	Ratri Nur Hidayati, M.Pd.BI.		Ratri Nur Hidayati, M.Pd.BI.		Sucipto, Ph.D.		
Learning Outcomes	Intended Learning Outcome (ILO)						
	ILO-P1	Explaining the theories of language and English Language learning methods and basic principles of English Education research					
ILO-KU1	Apply scientific thinking in making decision and carrying out scientific descriptive review and case studies in the implementation of science and technology by considering the humanity values in accordance with the expertise.						
ILO-KK2	Designing and implementing English Language Learning process using appropriate methods and media						
Course Learning Outcome (CLO)							
CLO-1	students are capable of articulating the significance of learning and several fundamental concepts of learning.						
CLO-2	Students are able to identify and explain class management in the process of learning and learning English						
CLO-3	Students are capable of identifying the level of success in the learning process.						
Course Sub-Learning Outcome (CSLO)							
CSLO-1	Understand the importance of learning in the growth of an individual						
CSLO-2	Understanding behavioristic learning theory (meaning, objectives, process, and learning activities)						
CSLO-3	Understand the success of learning and efforts to make learning effective						
CSLO-4	Understand the learning tools that teachers need to develop						
CSLO-5	Understand the role of teachers in optimizing learning and instruction						
CSLO -6	Understand the relationship between learning resources, learning resources, materials, strategies, and evaluation.						
		CSLO1	CSLO2	CSLO3	CSLO4	CSLO5	CSLO6
CLO-1		√		√	√		
CLO-2			√			√	
CLO-3		√					√

Module/Course Description	Study and learning courses are basic courses that students must master about the various basic concepts, theories, processes, purposes, and implementation of learning and learning activities. Various learning activities require relevant forms of models, approaches, strategies, methods, and learning techniques.	
Content/ Material	<ol style="list-style-type: none"> 1. Individual growth, optimisation of individual growth, goals, and the significance of learning. 2. Various definitions about learning, characteristics, objectives, principles, and implications. 3. Theories on behavioural changes and the optimisation of the learning process. 4. The cognitive learning theory proposed by Piaget. 5. The optimisation of cognitive learning processes. 6. The theory of social learning and the optimisation of the social learning process. 7. The theory of humanistic learning and the optimisation of the humanistic learning process. 8. Autonomy of learning outcomes and independent tasks Analysis of learning difficulties and efforts to solve them 9. Innovative, creative, and active learning strategies 10. Innovative, creative, and active learning model 11. The requirement for effective implementation of KTSP in learning. 12. Learning devices and opportunity for teachers 13. Analysis of syllabus example and practices in developing syllabus 	
References	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Muhibbin Syah.(2002). Psikologi pendidikan dengan pendekatan baru. Jakarta: Remaja Rosda Karya. 2. Depdiknas. Pelayanan Profesional Kurikulum.(2004). Kegiatan Belajar Mengajar yang Efektif. Jakarta: Depdiknas 3. Uzer Usman dan lili setiawati (1993) . Upaya optimalisasi kegiatan Belajar Mengajar. Jakarta: Remaja Rosda Karya. 4. Dimiyati dan Mudjiono. (2006). Belajar dan Pembelajaran. Jakarta: Rineka Cipta 5. Depdiknas (2006). Model-model pembelajaran materi sosialisasi KTSP. Jakarta: Depdiknas <p>Supplementary:</p> <ol style="list-style-type: none"> 1. Ali imron.(1996). Belajar dan Pembelajaran. Jakarta: Pustaka Jaya 2. Bobby dePorter: Quantum learning-membiasakan belajar nyaman dan menyenangkan 3. Bobby dePorter: Quantum learning-mempraktikkan quantum learning diruang-ruang kelas 4. Jamie C.Miller.(2003). Mengasah kecerdasan Moral 5. Jalaluddin Rahmat (2006). Belajar Cerdas, belajar berbasiskan otak 6. Gordon Dryden (2003) Revolusi cara belajar 7. Eric Jense.(2002). Otak sejuta Giga Byte 8. John P.Miller(2002) Cerdas di kelas sekolah kepribadian 9. Pam Shiller dan Tamara Bryant(2002). 16 Moral Dasar bagi Anak.Jakarta: Elexmedia Komputindo 	
Lecturers (Team) and Contact		
Pre-requisites		
Other information		

Week	Course Sub-Learning Outcome (CSLO)	Content/Material	Teaching Method	Durations (Minutes)	Assessment		
					Method	Indicator	Weight (%)
1 - 2		The development of individuals, the	Lecture Cooperative Learning		Written test	Students are able to analyze the difference between growth and development, the	

Week	Course Sub-Learning Outcome (CSLO)	Content/Material	Teaching Method	Durations (Minutes)	Assessment		
					Method	Indicator	Weight (%)
		optimization of individual growth, the goals, and the significance of learning.	Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		purpose of factors that influence roles, the goal of learning, explain, analyze, and explain their implications in the educational process	14
3		Theories on behavioral changes and the optimization of the learning process.	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Students are able explain permanent behavioral changes	7
4		The cognitive learning theory of Piaget's theory	Lecture Cooperative Learning attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Students are able explain the learning process from cognitive surveys, supportive factors and their barriers	7
5		Optimizing the cognitive learning process	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Students are able explain the learning process from cognitive surveys, supportive factors and their barriers.	7
6		The theory of social learning and the optimization of the social learning process.	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Are able to explain the importance of social learning and its role in the lives of individuals	8
7		The humanistic learning theory and the optimization of the humanistic learning process.	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Are able explain the importance of humanistic learning and its role in the lives of individuals	7

Week	Course Sub-Learning Outcome (CSLO)	Content/Material	Teaching Method	Durations (Minutes)	Assessment		
					Method	Indicator	Weight (%)
8	Mid-Test						20
9		Autonomy of learning outcomes and independent tasks	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Students are able describe and analyze learning objectives, learning outcomes, measurement processes.	7
10		Analysis of learning difficulties and efforts to find solutions	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Students know the difficulties and obstacles of learning and its alternative solutions	7
11		Innovative, creative, and active learning model	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Students can identify innovative, creative and active learning strategies and models.	14
12		The requirements for effective implementation of KTSP in learning.	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Students can identify the prerequisites for effective learning implementation of KTSP	7
13		Learning is the duty and responsibility of the teacher.	Lecture Cooperative Learning Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes		Introduction of the learning equipment that is the duty and responsibility of the teacher	7
14		Analysis of examples of syllabus and	Lecture Cooperative Learning			Students can develop physical learning curricula for schools	

Week	Course Sub-Learning Outcome (CSLO)	Content/Material	Teaching Method	Durations (Minutes)	Assessment		
					Method	Indicator	Weight (%)
		practice of syllabus development	Experience: Students pay attention to the lecturer's explanation of the study and learning material, then students discuss the material.	100 minutes			8
16	Final Test						30