



KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
UNIVERSITAS LAMPUNG

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Prof. Dr. Sumantri Brojonegoro No.1 Gedong Meneng - Bandar Lampung 35145

Telp./Fax: (0721) 704624 *e-mail*: fkip@unila.ac.id,

laman: <http://fkip.unila.ac.id>

Bachelor of Education in Physics

MODULE HANDBOOK

Module Name	Educational Psychology
Module Level, if Applicable	Bachelor
Code	KIP620102
Sub-Heading, (*if Applicable)	-
Classes, (*if Applicable)	-
Description	This course presents the basic concepts of educational psychology, various theories of learner development and their application to the learning process, various psychological aspects of learning, learning theory, classroom management, and various methods and instruments for evaluating learning outcomes. The course is also linked to TPACK (Technological Pedagogical Content Knowledge), where understanding learner development and psychology (Content Knowledge) is combined with pedagogical strategies (Pedagogical Knowledge) to enhance the effectiveness of classroom management and learning evaluation. Additionally, technology (Technological Knowledge) is integrated to aid in the analysis of learning outcomes, using digital tools and instruments that support interactive and personalized learning experiences. At the end of the course, students are required to take an oral exam to assess their ability to articulate and apply concepts of educational psychology, classroom management strategies, and learning theories in various practical and theoretical scenarios.
Semester	2nd
Module Coordinator	Drs. Yusmansyah, M.Si
Lecturers	Team Teaching of Indonesian
Language	Indonesian/English



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Classification With in the Curriculum	Compulsory Courses in the first year of a Bachelor's Degree
Teaching Format/Class Hours Per Week During the Semester	Learning activity can be carried out in the form of Lecture or students' response a. Face to face : 50 minutes/SKS b. Structured activity : 60 minutes/SKS c. Independent activity : 60 minutes/SKS
Teaching methods	In class activity: Case Method Structured activity: Group Discussion Using Worksheet Independent activity : Individual Task
Workload	1 CU (SKS) for bachelor degree equal to 3 work hours per week or 170 minutes. 2x50 minutes face to face, 2x60 minutes structured tasks, 2x60 minutes independent learning, for 16 weeks (including midterm and final exam), a total of 90.67 hours/semester. One CU equals to 1.51 ECTS
Credit Points	2 (2-0) CP or 3.2 (ECTS) $((14 \text{ weeks} \times 100 \text{ minutes}) + (14 \text{ weeks} \times 120 \text{ minutes}) + (14 \text{ weeks} \times 120 \text{ minutes})) : 60 \text{ minutes/hour} = 80 \text{ hours} : 25 \text{ hours study/ ECTS} = 3.2 \text{ (ECTS)}$
Prerequisites Courses	-
Course Outcomes (CO)	1. PLO-3 : Applying Technology, Pedagogy, and Content Knowledge (TPACK) in planning, teaching, and evaluating physics learning. 2. PLO-9 : Demonstrate a responsible attitude towards work in their area of expertise both independently and in groups; and internalise the spirit of independence, cooperation, and entrepreneurship. 3. PLO-10 : Uphold religious, moral, ethical, and human values in carrying out their duties



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	4. CO 1: Students are able to understand the Meaning, Basic Concepts and scope of Educational Psychology. 5. CO 2: Students are able to explain the Basic Concepts of Education. 6. CO 3: Students are able to explain the learner. 7. CO 4: Students are able to understand the characteristics of students with the stages of child development. 8. CO 5: Students are able to understand the characteristics of students with stages of adolescence development. 9. CO 6: Students are able to understand the characteristics of students with adult developmental stages. 10. CO 7: Students are able to explain the Learning Process (the learning process). 11. CO 8: Students are able to understand Psychological Activities in Learning (education). 12. CO 9: Students are able to describe Study Attitudes and Habits. 13. CO 10: Students are able to analyze the Learning Situation (the learning situation). 14. CO 11: Students are able to understand the Guidance and Counseling service program in schools. 15. CO 12: Students are able to diagnose Difficulties in Learning.
Content	1. Definition of Educational Psychology is a systematic study of the process and factors involved in the education of human being (Witherington) 2. The Position of Educational Psychology 3. Objectives of Educational Psychology. (... helps teachers and prospective teachers to develop a better understanding of education and its process). 4. Fundamental Aspects: 1) TheLearner; 2) The learning process,and 3) The learning situation. 5. Educational Objectives, Educational factors. Understanding learners. Learners according to the stages of development.



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	6. Characteristics of the learners of the child stages. Factors of the stages of child development. Problems of the stages of development of the child. Characteristics of adolescent learners, Factors of stages of adolescent development. 7. Problems encountered in the stages of adolescent development, Characteristics of adult learners, Factors of the stages of adult development. 8. Problems encountered in the stages of adult development. 9. Factors affecting learning (internal and external), intelligence in learning, Learning Motivation. Learning Activities. Learning regulations. 10. Self-efficacy, Memory and forgetting, Thinking, Metacognition in learning, Affection/Feelings, Learning attitude. 11. Study habits, Transfer in learning. Understanding the learning situation/environment , Types of learning situations ,The influence of the learning environment in education 12. The position of Guidance and Counseling in schools, purpose of guidance and counselling, The principle of guidance and counselling. 13. Field of guidance and counselling services, Guidance and counselling approach, Understanding learning difficulties, Factors causing difficulties.
Study/Exam Achievements	1. Participation Activities (5%) 2. Quizzes (20%) 3. Assignment (25%) 4. Final Semester Exam (30%) 5. Midterm exam (20%) The initial cut - off points for grades A, B+ , B, C+, C and D should not be less than 85%, 80%, 75%, 70%, 65%, 60%, 55%, 50%, and 40%, respectively



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Examination Methods	1. Participation Activities The assessment for Participation Activities aims to assess the level of active involvement of students in the learning process. Participation activities include discussions, group work, presentations, and in-class interactions 2. Quizzes • Quizzes is held at the end of the material • Quizzes is a written test in the form of objective and essay, and carried out in the classroom with an implementation time of 120 minutes according to the module schedule • Quizzes is carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of the module 3. Assignment • Assignments are given as individual tasks or group tasks and submitted in a limited time. • The assignments are carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of the module. 4. Midterm Exam (UTS) • UTS is held at the 8th meeting • UTS is a written test in the form of objective and essay, and carried out in the classroom with an implementation time of 120 minutes according to the module schedule • UTS is carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of the module 5. Final Exam (UAS) • UAS is held at the 16th meeting
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	• UAS is a written test in the form of objective and essay, and carried out in the classroom with an implementation time of 120 minutes which follows the UAS implementation schedule of the department • UAS is carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of the module.
Forms of Media	E-learning, e-book, video, LCD, whiteboard, and online resources
Literature	1. Hurlock, E. B. (1980). Psikologi perkembangan. Alih Bahasa Istiwidayanti dan Soedjarwo, Jakarta: Erlangga 2. Muhibbin, S. (2000). Psikologi Pendidikan dengan Suatu Pendekatan Baru. Bandung: PT. Remaja Rosdakarya. 3. Mudjiran, D. (2007). Perkembangan Peserta Didik. Buku Ajar. Padang: FIP UNP. 4. Ellis, O. J. (2008). Psikologi Pendidikan Membantu Siswa Tumbuh dan Berkembang, PT. Gelora Aksara Pratama. 5. Santrock, J. W. (2002). Lifespan development: Perkembangan masa hidup. Jakarta: Erlangga. 6. Santrock, J. W. (2007). Remaja. terjemahan Benedictine Widyasinta. Jakarta: Erlangga. 7. Santrock, J. W. (2008). Psikologi Pendidikan, alih bahasa Tri Wibowo BS. Jakarta: Kencana Prenada Media Group. 8. Suryabrata, S. (2005). Psikologi Pendidikan. PT Rajagrafindo.



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PLO and CO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CO 1									√		
CO 2									√		
CO 3										√	
CO 4										√	
CO 5										√	
CO 6										√	
CO 7			√								
CO 8			√								
CO 9									√		
CO 10			√								
CO 11									√		
CO 12			√								

