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	Compulsory Courses in the first year of a Bachelor's Degree						
Curriculum							
Teaching Format/Class Hours	Learning activity can be carried out in the form of Lecture or students'						
Per Week During the Semester	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 weeks x 100 minutes) + (14 weeks x 120 minutes) + (14 weeks x						
	120 minutes): 60 minutes/hour = 80 hours: 25 hours study/ ECTS =						
	3.2 (ECTS)						
Prerequisites Courses	-						
Course Outcomes (CO)	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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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. Assigment

- 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	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
	1	2	3	4	5	6	7	8	9	10	11
CO 1									√		
CO 2									√		
CO 3										V	
CO 4										V	
CO 5										V	
CO 6										V	
CO 7			$\sqrt{}$								
CO 8			√								
CO 9									1		
CO 10			√								
CO 11									1		
CO 12			$\sqrt{}$								