Module Descriptions

A **module** is a self-contained **learning unit** within a higher education program that includes thematically related courses and is assigned a **fixed number of credits**. It follows specific **learning objectives**, includes an **assessment component**, and contributes to achieving the qualifications of a degree program. In some countries, “modules” are also named “courses”.

Please provide a module description for each module. In addition to the compulsory and elective modules, this also includes credited internships and the final thesis.

Please summarize all module descriptions in one document (Module Handbook) and create a table of contents so that the modules can be found easily.

Module designation	*Educational Psychology*
Semester(s) in which the module is taught	1st
Person responsible for the module	*Sesya Dias Mumpuni M.Pd.*
Language	*Bahasa Indonesia*
Relation to curriculum	*Compulsory / ~~elective / specialisation~~*
Teaching methods	*Lecture, discussion, project*
Workload (incl. contact hours, self-study hours)	Total workload of the activity is 91 hours per semester for 16 weeks which consist of*:* *100 minutes/week for class learning* *120 minutes/week for structured activities* *120 minutes/week for individual study*
Credit points	*2 SKS (3.2 ECTS)*
Required and recommended prerequisites for joining the module	-

<table>
<tr><td>Module objectives/intended learning outcomes</td><td>On successful completion of the course students should be able to:
Students are able to demonstrate responsibility, independence, and the courage to express their own opinions while respecting the opinions of others in collaborative settings.
Students are able to explain the theories and basic concepts of educational psychology along with its approaches (behaviorism, social, cognitive, socio-constructivism, and humanistic) and their implications for learning.
Students are able to examine the implications of the development or implementation of the basic concepts of educational psychology and technology that consider and apply humanistic values.
Students are able to communicate the urgency of educational psychology accurately, both orally and in writing.</td></tr>
<tr><td>Content</td><td>The importance of educational psychology, individual development, individual differences, socio-cultural diversity, learners with learning difficulties, various approaches to learning, complex cognitive processes, motivation, classroom management, and learning evaluation.</td></tr>
<tr><td>Examination forms</td><td>Project report and presentation, written tests</td></tr>
<tr><td>Study and examination requirements</td><td>Minimum attendance at lectures is 75%
Final score (NA) is calculated as follows:<table><tr><th>Learning Outcome</th><th>Weight (%)</th><th>Technique of Assesment</th></tr><tr><td>1</td><td>5</td><td>Participation</td></tr><tr><td>1</td><td>15</td><td>Quis and Task</td></tr><tr><td>2</td><td>10</td><td>Mid-term Written Test</td></tr><tr><td>3</td><td>20</td><td>Final Term</td></tr><tr><td>4</td><td>30</td><td>Case Study</td></tr><tr><td>4</td><td>20</td><td>Team Based Project</td></tr></table></td></tr>
</table>

Reading list	1. Slavin, R. E. (2011). Psikologi Pendidikan: Teori dan praktik [Educational Psychology 9th edition book 2]. Indeks 2. Santrock, J. W. (2019). Psikologi Pendidikan [Educational Psychology 5th edition book 1]. Salemba Humanika. 3. Santrock, J. W. (2019). Psikologi Pendidikan [Educational Psychology 5th edition book 2]. Salemba Humanika. 4. Slavin, R. E. (2011). Psikologi Pendidikan: Teori dan praktik [Educational Psychology 9th edition book 1]. Indeks 5. Romadhani, R.K., Izzaty, R. E., Wicaksono, B., Kusumaryani, R.E., Nurhayati, S.R., & Setiawati, F.A. (n.d). Modul Psikologi Pendidikan 6. Eggen, P. D., & Kauchak, D. P. (2016). Educational psychology: Windows on classrooms tenth edition. Pearson 7. Ormrod, J. E., Anderman, E. M., Anderman, L. (2017). Educational psychological: Developing learners Ninth edition. Pearson 8. Dewantara, K.H. (2009). Menuju Manusia Merdeka. Yogyakarta : Leutika. 9. Wangid, M.N (2009). Sistem among pada masa kini. Jurnal Kependidikan, 39 (2), 129-140. 10. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2014). Exceptional learners: An introduction to special education. Boston, MA: Pearson/Allyn & Bacon 11. Shaw, S.R. (2010). Rescuing students from the slow learner trap. Principal Leadership, National Association of Secondary School Principals, 11-16.

Prepared by	Verified by:	Authorized by:
		
Program Study Reviewer		Program Study Coordinator