

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 Psycology		
Semester(s) in which the module is taught	1 st		
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)	(Estimated) Total workload: 100 minutes/week for class learning 170 minutes/week for independent learning		
Credit points	2 SKS (3.2 ECTS)		
Required and recommended prerequisites for joining the module	-		
Module objectives/intended learning outcomes	 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. 		



Content	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.		
Examination forms	Project report and presentation, written tests		
Study and examination requirements	Minimum attendance Final score (NA) is of Learning Outcome 1 1 2 3 4 4		
Reading list	 Slavin, R. E. (2011). Psikologi Pendidikan: Teori dan praktik [Educational Psychology 9th edition book 2]. Indeks Santrock, J. W. (2019). Psikologi Pendidikan [Educational Psychology 5th edition book 1]. Salemba Humanika. Santrock, J. W. (2019). Psikologi Pendidikan [Educational Psychology 5th edition book 2]. Salemba Humanika. Slavin, R. E. (2011). Psikologi Pendidikan: Teori dan praktik [Educational Psychology 9th edition book 1]. Indeks Romadhani, R.K., Izzaty, R. E., Wicaksono, B., Kusumaryani, R.E., Nurhayati, S.R., & Setiawati, F.A. (n.d). Modul Psikologi Pendidikan Eggen, P. D., & Kauchak, D. P. (2016). Educational psychology: Windows on classrooms tenth edition. Pearson Ormrod, J. E., Anderman, E. M., Anderman, L. (2017). Educational psychological: Developing learners Ninth edition. Pearson Dewantara, K.H. (2009). Menuju Manusia Merdeka. Yogyakarta: Leutika. Wangid, M.N (2009). Sistem among pada masa kini. Jurnal Kependidikan, 39 (2), 129-140. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2014). Exceptional learners: An introduction to special education. Boston, MA: Pearson/Allyn & Bacon 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 Coordinator