

Module/ Course Title : Educational Psychology					
Module /Course code SPB 60002	student workload 79 hours	Credits (sks/ECTS) 2/3	Semester 2	Frequency Every Year (January)	duration 16 meeting
1	Types of courses Compulsory coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation -				
3	<p>Course Description : The Educational Psychology course is a compulsory course that must be taken by Indonesian Language and Literature Education students as one of the provisions in entering the education. Through this course, students gain knowledge about (1) concepts, history, scope, and methods of educational psychology, (2) the relationship between education and teaching, (3) the relationship between student development processes and the learning process, (4) theory and learning behavior, (5) achievement, learning difficulties, and their evaluation, (6) theories, methods, and teaching strategies, (7) the relationship between teachers and the teaching and learning process, and (8) the characteristics and competencies of teachers' professionalism.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> 1. ILOs 2: Graduates are expected to shows a responsible attitude towards work in the field of Indonesian language and literature education independently 2. ILOs 3: Graduates are expected to know the principles of pedagogy and technology within the framework of TPACK (Technological Pedagogical Content Knowledge) for learning Indonesian at high school levels. 3. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of the development or implementation of science and technology in the fields of education. 4. ILOs 9: Graduates are expected to be able to analyze and apply theories, concepts, approaches in learning Indonesian language and literature. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> 1. Identify, classify, and explain the concept, history, scope, methods of educational psychology and the relationship between education and teaching, and the contribution of educational psychology to educational theory and practice. 2. Identify, classify, and explain the meaning of the relationship between the development process of students and the learning process. 3. Identify, classify, and explain the theory and learning behavior. 4. Identify, classify, and explain the meaning of achievement, learning difficulties, and evaluation. 5. Identify, classify, and explain the meaning of theories, methods, and teaching strategies. 6. Identify, classify, and explain the meaning of the teacher's relationship with the teaching and learning process. 7. Identify, classify, and explain the meaning of the characteristics and competencies of teachers' professionalism. 				


4	<p>Subject aims/ Content(s)</p> <ol style="list-style-type: none"> Week 1: Identify, classify, and explain the concept, history, scope, methods of educational psychology and the relationship between education and teaching, and the contribution of educational psychology to educational theory and practice. Week 2: Identify, classify, and explain the meaning of the relationship between the development process of students and the learning process. Week 3: Identify, classify, and explain the theory and learning behavior. Week 4: Identify, classify, and explain the meaning of achievement, learning difficulties, and evaluation. Week 5: Identify, classify, and explain the meaning of theories, methods, and teaching strategies. Week 6: Identify, classify, and explain the meaning of the teacher's relationship with the teaching and learning process. Week 7: Identify, classify, and explain the meaning of the characteristics and competencies of teachers' professionalism. Week 8 : UTS (Mid Term test) Week 9: Identify and be able to compiling case study research titles as research results Week 10: Identify and be able to develop a case study research framework as a result of research Week 11: Identify and be able to compile case study research background as research results Week 12: Identify and be able to formulate case study research problem formulations as research results Week 13: Identify and be able to develop case study research methods as research results Week 14: Identifying and be able in compiling case study research instruments as research results Week 15: Identify and be able to develop solutions and present case study research as research results Week 16: UAS (Final Test) 																																
4	<p>Teaching methods Lectures, discussion, <i>project based learning</i></p>																																
5	<p>Assessment methods</p> <ol style="list-style-type: none"> attendance and class participation. This assessment is taken from the attendance and participation of students through questions and answers and discussions starting from 1-15 meetings. Structured tasks. The assessment is taken from student assignments starting at 2-15 meetings. Quiz. The quiz is held at the 6th meeting in the form of a written test. The test material is taken from the meeting material 2-5. Mid-Term test. The Mid Term test is held at the 8th meeting in the form of a written test. The test material is taken from meeting materials 2-7. Final Test. The Semester Final Test is held at the 16th meeting in the form of a presentation. Students present the learning tools that have been made at 9-15 meetings. <p>Assessment summary</p> <table border="1" data-bbox="204 1442 1449 1944"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> <tr> <td>Structured task 1</td> <td>Summative</td> <td>Meeting 2—5</td> <td>5%</td> </tr> <tr> <td>Structured task 2</td> <td>Summative</td> <td>Meeting 7 and 9—15</td> <td>15%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 6</td> <td>15%</td> </tr> <tr> <td>Mid Term Test</td> <td>Summative</td> <td>Meeting 8</td> <td>25%</td> </tr> <tr> <td>Final Test</td> <td>Formative</td> <td>Meeting 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td>100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured task 1	Summative	Meeting 2—5	5%	Structured task 2	Summative	Meeting 7 and 9—15	15%	Quiz	Summative	Meeting 6	15%	Mid Term Test	Summative	Meeting 8	25%	Final Test	Formative	Meeting 16	30%	TOTAL			100%
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6	<p>This module is used in the following degree programmes as well : Yes</p>																																
7	<p>Responsibility for module: Machrus Abadi, M.Pd.</p>																																
8	<p>Other information: Lectures use primary references such as journals, books and learning resources as follows:.</p>																																

1. Ardhana, Wayan. 1988. *Psikologi Pendidikan*. Malang: Penyelenggara Pendidikan Pascasarjana Proyek Peningkatan/ Pengembangan Perguruan Tinggi IKIP Malang.
2. Biehler, Robert F. Tanpa Tahun. *Psychology Applied to Teaching*. Boston: Houghton Mifflin Company.
3. Fetsco, Thomas dan John McClure. 2005. *Educational Psychology*. Boston: Pearson Education.
4. Rizali, Ahmad, Indra Djati Sidi, Satria Dharma. 2009. *Dari Guru Konvensional Menuju Guru Profesional*. Jakarta : PT Gramedia Widiasaraa Indonesia.
5. Sardiman. 2011. *Interaksi dan Motivasi Belajar-Mengajar*. Jakarta : PT Rajagrafindo.
6. Slavin, Robert E. 2012. *Educational Psychology Theory and Practice Tenth Edition*. Boston: Pearson Education.
7. Syah, Muhibbin. 2010. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT Remaja Rosdakarya.

Appendices:

1. Task Guidelines and Rubrics


Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Educational Psychology				
CODE	SPB60002	ECT	2	SEMESTER	2
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Meeting 2-5					
DESCRIPTION					
Students are given the task of making a rational mind-map, scope, achievement of Indonesian language competencies in the 2013 Curriculum for junior high (SMP) and high school (SMA) levels.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> Students make a 1-page mind-map/mind map using mind map applications, <i>wise mapping</i>, <i>X.Mind</i>, <i>Orbit.Mind</i>, <i>Mindmeister</i>, <i>Draw.io</i>, or similar mind-map-making applications. Mind-maps/mind map are equipped with references. The mind-map/mind maps is collected in Google Classroom in PDF or JPEG format as a requirement for meeting 2. 					
OUTCOMES					
<ol style="list-style-type: none"> Object : mind map Outcome: students understand the basic concepts of lesson plan which include understanding, importance, dimensions, principles, and benefits of lesson plan. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the mind map easy to understand?				
The accuracy of formulating new knowledge structures	Does the mind map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students make and collect mind maps according to the instructions?				
TIMES					
Meeting 2					
OTHERS : -					

REFERENCES


1. Ardhana, Wayan. 1988. *Psikologi Pendidikan*. Malang: Penyelenggara Pendidikan Pascasarjana Proyek Peningkatan/ Pengembangan Perguruan Tinggi IKIP Malang.
2. Biehler, Robert F. Tanpa Tahun. *Psychology Applied to Teaching*. Boston: Houghton Mifflin Company.
3. Fetsco, Thomas dan John McClure. 2005. *Educational Psychology*. Boston: Pearson Education.
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6. Slavin, Robert E. 2012. *Educational Psychology Theory and Practice Tenth Edition*. Boston: Pearson Education.
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Appendix Task Guidelines and Rubrics 2


		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Educational Psychology				
CODE	SPB60002	ECT	2	SEMESTER	2
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Understanding meeting material 2-5					
DESCRIPTION					
Students take quizzes in the form of a written test. Quiz material is taken from meeting material 2-5.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests. 2. The form of multiple choice questions with a total of 35 items. 3. Quiz is conducted using the Socrative platform. 4. Quiz time is 90 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the meeting material 2-5. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Quiz score is obtained from the number of correct answers x 2.857.					
TIMES					
Meeting 6					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Ardhana, Wayan. 1988. <i>Psikologi Pendidikan</i>. Malang: Penyelenggara Pendidikan Pascasarjana Proyek Peningkatan/ Pengembangan Perguruan Tinggi IKIP Malang. 2. Biehler, Robert F. Tanpa Tahun. <i>Psychology Applied to Teaching</i>. Boston: Houghton Mifflin Company. 3. Fetsco, Thomas dan John McClure. 2005. <i>Educational Psychology</i>. Boston: Pearson Education. 					

4. Rizali, Ahmad, Indra Djati Sidi, Satria Dharma. 2009. *Dari Guru Konvensional Menuju Guru Profesional*. Jakarta : PT Gramedia Widiasaraa Indonesia.
5. Sardiman. 2011. *Interaksi dan Motivasi Belajar-Mengajar*. Jakarta : PT Rajagrafindo.
6. Slavin, Robert E. 2012. *Educational Psychology Theory and Practice Tenth Edition*. Boston: Pearson Education.
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Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Educational Psychology				
CODE	SPB60002	ECT	2	SEMESTER	2
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Mid Term Test					
COURSE LEARNING OUTCOME					
Understanding meeting material 2-7					
DESCRIPTION					
Students take the mid term test in the form of a written test. The material is taken from meeting materials 2-7.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students take mid term test in the form of individual written tests. 2. The form of multiple choice questions with a total of 35 items. 3. Mid term test is conducted using the Socrative platform. 4. The time is 90 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the material for meeting 2-7. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
The score is obtained from the number of correct answers x 2.857.					
TIMES					
Meeting 8					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Ardhana, Wayan. 1988. <i>Psikologi Pendidikan</i>. Malang: Penyelenggara Pendidikan Pascasarjana Proyek Peningkatan/ Pengembangan Perguruan Tinggi IKIP Malang. 2. Biehler, Robert F. Tanpa Tahun. <i>Psychology Applied to Teaching</i>. Boston: Houghton Mifflin Company. 3. Fetsco, Thomas dan John McClure. 2005. <i>Educational Psychology</i>. Boston: Pearson Education. 4. Rizali, Ahmad, Indra Djati Sidi, Satria Dharma. 2009. <i>Dari Guru Konvensional Menuju Guru Profesional</i>. Jakarta : PT Gramedia Widiasaraa Indonesia. 5. Sardiman. 2011. <i>Interaksi dan Motivasi Belajar-Mengajar</i>. Jakarta : PT Rajagrafindo. 6. Slavin, Robert E. 2012. <i>Educational Psychology Theory and Practice Tenth Edition</i>. Boston: Pearson Education. 7. Syah, Muhibbin. 2010. <i>Psikologi Pendidikan dengan Pendekatan Baru</i>. Bandung: PT Remaja Rosdakarya. 					

Appendix Task Guidelines and Rubrics 4

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STUDENT TASK GUIDELINE					
COURSE TITLE	Educational Psychology				
CODE	SPB60002	ECT	2	SEMESTER	2
LECTURER	Machrus Abadi, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Be able to present learning tools that have been prepared and explaining the importance of the learning tools.					
DESCRIPTION					
In groups, students present the learning tools that have been prepared and explain the importance of the learning tools.					
METHOD OF COMPLETION					
1. Each group presents the learning tools that have been prepared and explains the importance of the learning tools. 2. Other groups provide feedback.					
OUTCOMES					
a. Object : Presentation b. Outcome: Students be able to present learning tools that have been prepared and explain the importance of the learning tools.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
Material mastery	Can each group master the material presented?				
The clarity of material explanation	Is the material presented clearly and easily understood by the audience?				
Communicative	What language does the group use when presenting and answering communicative questions?				
Skills in using presentation support media	Is each group being able to use presentation support media?				
The attractiveness of the presentation	Is the material packaged into an attractive and interactive presentation?				
Continuity/fluency	Can each group present the material and answer the audience's questions very well?				
TIMES					
Meeting 16					
OTHERS : -					
REFERENCES					

1. Ardhana, Wayan. 1988. *Psikologi Pendidikan*. Malang: Penyelenggara Pendidikan Pascasarjana Proyek Peningkatan/ Pengembangan Perguruan Tinggi IKIP Malang.
 2. Biehler, Robert F. Tanpa Tahun. *Psychology Applied to Teaching*. Boston: Houghton Mifflin Company.
 3. Fetsco, Thomas dan John McClure. 2005. *Educational Psychology*. Boston: Pearson Education.
 4. Rizali, Ahmad, Indra Djati Sidi, Satria Dharma. 2009. *Dari Guru Konvensional Menuju Guru Profesional*. Jakarta : PT Gramedia Widiasaraa Indonesia.
 5. Sardiman. 2011. *Interaksi dan Motivasi Belajar-Mengajar*. Jakarta : PT Rajagrafindo.
 6. Slavin, Robert E. 2012. *Educational Psychology Theory and Practice Tenth Edition*. Boston: Pearson Education.
- Syah, Muhibbin. 2010. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: PT Remaja Rosdakarya.