UNIVERSITAS NEGERI PADANG
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
MATHEMATICS DEPARTMENT, MATHEMATICS EDUCATION STUDY PROGRAM
Main Campus Universitas Negeri Padang.
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Bachelor of Mathematics Education   **MODULE HANDBOOK**

Module name:	Educational Psychology
Module level, if applicable:	Undergraduate
Code:	UNP1.61.2101
Sub-heading, if applicable:	-
Classes, if applicable:	Educational Psychology
Semester:	1st (first)
Module coordinator:	Prof. Dr. Mudjiran, M.S., Kons.
Lecturer(s):	Prof. Dr. Mudjiran, M.S., Kons., and Team
Language:	Bahasa Indonesia
Classification within the curriculum:	University Compulsory Courses
Teaching format / class hours per week during the semester:	Teaching format: • Lectures (face to face activities): Problem Based Learning, Group discussion, and expository • Structured assignment, and • Independent activities. 2 x 170 minutes = 340 minutes = 5.67 hours
Workload:	16 weeks per semester include Midterm Exam and Final Exam which consist of : • 1.67 hours lectures (2 x 50 minutes) per week, • 2 hours structured assignments (2 x 60 minutes) per week, • 2 hours independent activities (2 x 60 minutes) per week, Total workload : 16 x2x170 minutes = 5440 minutes = 90.67 hours = 3.02 ECTS
Credit points:	2 SKS (3.02 ECTS)
Prerequisites course(s):	-

Course outcomes:	After taking this course, the students have ability to:
	CO 1 : Understand the concept of growth and development and its relationship with learning process, the stages and tasks of development and implementation in the learning process, intelligence and its role in the process and learning outcomes, talents and their role in the learning process and outcomes, of creativity and its role in the learning process and outcomes, the concept of information processing and its relationship in the process learn, Behavioristic learning theory and its application in learning, of Cognitive learning theory and its application in learning, Social learning theory and Humanistic learning theory and its application in learning, motivation and its role in the learning process, saturation and transfer in learning and efforts to overcome it, individual differences: learning styles, personality, temperament, socio - Economics and Culture and their relationship with the learning process, Students at risk and Students with special needs and its relationship with the learning process
	CO 2 : Apply the concept of growth and development and its relationship with learning process, the stages and tasks of development and implementation in the learning process, intelligence and its role in the process and learning outcomes, talents and their role in the learning process and outcomes, of creativity and its role in the learning process and outcomes, the concept of information processing and its relationship in the process learn, Behavioristic learning theory and its application in learning, of Cognitive learning theory and its application in learning, Social learning theory and Humanistic learning theory and its application in learning, motivation and its role in the learning process, saturation and transfer in learning and efforts to overcome it, individual differences: learning styles, personality, temperament, socio - Economics and Culture and their relationship with the learning process, Students at risk and Students with special needs and its relationship with the learning process
	CO3 : Show responsibility attitude towards independent activities and team works.

Content:	This course discusses: 1. basic concepts of educational psychology 2. concepts of growth and development 3. developmental tasks 4. the characteristics of students for each period of development, intelligence, talent, creativity, interest and motivation 5. burnout and transfer in learning as well the relationship of all these aspects with the learning process 6. individual differences (learners) and their diversity in learning

Study /exam achievements:	Total Score = (30% x Midterm Exam Score) + (35% x Final Exam Score) + (25 % x Assigment: Mind Mapping / Resume/ Paper) + (10% x Affective Score: responsibility, class attendance)
	
	The initial cut - off points for grades A, A- B+, B, B-, C+, C, C-, and D should not be less than 85, 80, 75, 70, 65, 60, 55, 50, and 40 out of 100 respectively.
	
	Explanation:
	1. Midterm Exam
	  ✓ Midterm Exam will be conducted in the 9th meeting
	  ✓ Midterm Exam is in the form of a written test (essay) and will be conducted in the classroom
	  ✓ The time allocation is 120 minutes according to the module schedule
	2. Final Exam
	  ✓ Final Exam will be conducted in the 16th meeting.
	  ✓ Final Exam is in the form of a written test (objective and essay) and will be conducted in the classroom.
	  ✓ The time allocation is 120 minutes which follows the Final Exam schedule provided by the Department.
	3. Assignment
	  ✓ Mind mapping/ Resume/ Paper: Students are divided into several small groups and every week before the face to face meeting, they are required to discuss the topic that will be learned in the group. Then, they are required to draw a mind mapping/ write a resume/ paper. After that, the selected group will present their discussion results in front of the class within the face to face meeting.
	4. Affective Asessment
	  ✓ Affective asessment is held in every meeting by observing students' attitude in the classroom.
	  ✓ The assesment is based on the observation sheet by using the given scoring rubrics.

Forms of media:	LCD, Power Point

Literature:	1. Wahab, R. (2016). Belajar Psikologi. Jakarta: PT. Raja Grafindo Persada.
	2. Purwanto, N. (2014). Psikologi Pendidikan. Bandung: PT. Remaja Rosdakarya.
	3. Mardianto (2014). Educational Psychology, Foundations for Development of Learning Strategies. Perdana Publishing, Medan.
	4. Schunk, D.H. (2012). Learning Theories. An Educational Perspectve. NewYork: Pearson.
	5. Dalyono, M. (2012). Psikologi Pendidikan. Jakarta: PT. Rineka Cipta.
	6. Suryabrata, Sumadi. (2012). Psikologi Pendidikan. Jakarta: PT. Pers Rajawali.
	7. Slavin, R. E. (2011). Psikologi Pendidikan: Teori dan Praktek. Jakarta: Indeks.
	8. Santrock, J.W. (2011). Educational Psychology. (12th Ed.). Boston : McGraw-Hill International edition.

PLO and CO mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CO1					✓						
CO2					✓						
CO3										✓	