

Module Descriptions

Module Designation	Learning Theories <i>Teori Belajar</i>
Course Code	8420502284
Semester/Term	1 st semester
Person responsible for the module	Dr. Raharjo, M.Si. Prof. Dr. Endang Susantini, M.Pd. Dr. Muji Sri Prastiwi, S.Pd., M.Pd. Dr. Adi Maladona, M.Pd. Dr. Pramita Yakub, S.Pd., M.Pd. Sari Fitriyaningsih, S.Pd., M.Pd., M.Sc.
Language	Bahasa Indonesia (Indonesian language)
Relation to curriculum	Compulsory course
Teaching methods	Lecture
Workload	Contact hours: 2 x 50 minutes lectures, 2 x 60 minutes structured activity, and 2 x 60 minutes individual activity per week, 14 weeks per semester 79.33 total hours per semester ~ 3.18 ECTS**
Credit Point	2 CUs
Required and recommended prerequisites for joining the module	-
Module Objectives/intended learning outcomes	After taking this course, students will be able to: <ol style="list-style-type: none"> 1. Applying behavioural learning theories in designing effective biology learning strategies 2. Analysing the characteristics of cognitive learning theories and their implications in biology learning 3. Evaluating the application of constructivist learning theories in the context of biology learning in schools 4. Applying the principles of humanistic learning theories in the development of biology students' character 5. Analysing the implementation of contemporary learning theories in solving biology learning problems

	<ol style="list-style-type: none"> 6. Evaluating the effectiveness of various learning theory approaches in the context of biology ecopreneurship 7. Applying learning theories in the development of adaptive and inclusive biology learning media 8. Analysing the relationship between learning theories and the development of ecopreneurship in biology education 										
Content	<p>The course on Learning Theory discusses fundamental concepts about how the learning process occurs, with a focus on its application in the context of Biology education. This course examines various major learning theories such as behaviourism, cognitivism, constructivism, and social learning theory, as well as their implications for instructional design, teaching strategies, and assessment of learning outcomes. The aim is for students to be able to analyse students' learning characteristics, design effective Biology learning environments based on learning theory principles, and develop appropriate pedagogical approaches to enhance conceptual understanding and scientific skills in Biology. The scope includes the nature of learning, factors influencing learning, the application of learning theories in Biology lesson planning, and the evaluation of learning processes and outcomes based on relevant theoretical perspectives.</p>										
Examination forms	Written exam										
Study and examination requirements and forms of examination	<p>Study Requirement</p> <p>Attendance: students must attend at least 75% of the lectures to be eligible for the final examination.</p> <p>Study examination</p> <p>The final grade (NA) is calculated based on the following ratio:</p> <table border="1" data-bbox="638 1657 1232 2002"> <thead> <tr> <th>Assessment Components</th> <th>Percentage of contribution</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td>20%</td> </tr> <tr> <td>Assignment</td> <td>30%</td> </tr> <tr> <td>Mid-semester test</td> <td>20%</td> </tr> <tr> <td>Final semester test</td> <td>30%</td> </tr> </tbody> </table>	Assessment Components	Percentage of contribution	Participation	20%	Assignment	30%	Mid-semester test	20%	Final semester test	30%
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	<p>Grade conversion of 0-100 scale into 0-4 scale is set as below:</p> <table border="1" data-bbox="646 228 1412 638"> <thead> <tr> <th>Letter</th> <th>Number</th> <th>Grade Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00</td> <td>$85 \leq A \leq 100$</td> </tr> <tr> <td>A-</td> <td>3,75</td> <td>$80 \leq A- < 85$</td> </tr> <tr> <td>B+</td> <td>3,50</td> <td>$75 \leq B+ < 80$</td> </tr> <tr> <td>B</td> <td>3,00</td> <td>$70 \leq B < 75$</td> </tr> <tr> <td>B-</td> <td>2,75</td> <td>$65 \leq B- < 70$</td> </tr> <tr> <td>C+</td> <td>2,50</td> <td>$60 \leq C+ < 65$</td> </tr> <tr> <td>C</td> <td>2,00</td> <td>$55 \leq C < 60$</td> </tr> <tr> <td>D</td> <td>1,00</td> <td>$40 \leq D < 55$</td> </tr> <tr> <td>E</td> <td>0,00</td> <td>$0 \leq E < 40$</td> </tr> </tbody> </table>	Letter	Number	Grade Interval	A	4,00	$85 \leq A \leq 100$	A-	3,75	$80 \leq A- < 85$	B+	3,50	$75 \leq B+ < 80$	B	3,00	$70 \leq B < 75$	B-	2,75	$65 \leq B- < 70$	C+	2,50	$60 \leq C+ < 65$	C	2,00	$55 \leq C < 60$	D	1,00	$40 \leq D < 55$	E	0,00	$0 \leq E < 40$
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Reading List	<ol style="list-style-type: none"> 1. Hergenhahn, B. R. & Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media 2. Group. 3. Santrock, J. W. 2008. Educational Psychology . Third Edition. Boston: McGraw-Hill 4. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks. 5. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2. Jakarta: PT Indeks. 6. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education 																														