



MINISTRY OF EDUCATION AND CULTURE
UNIVERSITAS NEGERI SURABAYA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT OF PHYSICS

Ketintang Campus, Jalan Ketintang, C3 Building, Surabaya 60231
 Website: <https://pendidikan-fisika.fmipa.unesa.ac.id/>, email: s1-pfis@unesa.ac.id

Undergraduate Programme of Physics Education

Module Handbook

Module Name :	<i>Teori Belajar</i> Learning Theories
Module level :	Bachelor degree/Undergraduate Programme
Course Code :	8420302236
Abbreviation, if applicable:	-
Courses included in the module, if applicable:	Not Applicable
Semester/Term	2/First Year
Module coordinator(s)	Nadi Suprpto, Ph.D.
Lecturer(s):	Dra. Suliyanah, M.Si Nadi Suprpto, Ph.D Woro Setyarsih, S.Pd., M.Si. Nurita Apridiana Lestari, S.Pd., M.Pd.
Language:	<i>Bahasa Indonesia</i>
Classification within the curriculum:	Compulsory/ Elective
Teaching format/class hours per week during the semester:	2 contact hours of lectures (Indonesia credit semester or sks*)
Workload :	2 x 50 minutes lectures, 2 x 60 minutes structured activity, 2 x 60 minutes individual activity, 14 weeks per semester, 90 total hours per semester ~ 3.18 ECTS**
Credit Point:	2 sks (3.18 ECTS)
Requirements:	
Learning goals/competencies:	<ol style="list-style-type: none"> 1. Utilize learning sources and learning media based on ICT to support learning implementation using specific learning theories 2. Master learning theories and able to apply them in learning. 3. Make decision about relevant learning theories to solve particular learning case in class 4. Have responsible attitude by applying relevant learning theories in learning
Content	A study about principles and how students learn according to behavioral learning theory, social learning theory, cognitive learning theory, constructivist approach, and students learning motivation; and the application in learning through analysis of case examples in class. Course is undertaken through lecturing, discussion, presentation, and modelling activities.
Attribute Soft skill:	Scientific report, public speaking, and team work



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Study/exam achievements:	Students are considered to complete the course and pass if they obtain at least 40% of maximum final grade. The final grade (NA) is calculated based on the following ratio:										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Assessment Components</th> <th style="text-align: right;">Percentage of contribution</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Assignment</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Mid-semester test</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Final semester test</td> <td style="text-align: right;">30%</td> </tr> </tbody> </table>	Assessment Components	Percentage of contribution	Participation	20%	Assignment	30%	Mid-semester test	20%	Final semester test	30%
	Assessment Components	Percentage of contribution									
	Participation	20%									
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Final semester test	30%										
Learning Methods :	Student-centered approach, lecture and discussion, and presentations (structured activities)										
Form of Media:	<i>Power Point</i> slides, e-book file, and multimedia.										
Literature (primary references):	<ol style="list-style-type: none"> 1. Budayasa, I Ketut. 2000. Teori Belajar Perilaku (BUKU I). Ed 2. Summarized from Behavioral Learning Theory Chapter of Study Guide for Slavin Educational Psychology Theory and Practice: Fifth Edition by Charles Alberti & Catherine E. McCartney. Allyn and Bacon. 1997. Surabaya: IKIP Surabaya. 2. Dahar, Ratna Wilis. 1989. Teori-teori Belajar. Jakarta: DEPDIKBUD. 3. Nur, Mohamad. 2000. Teori Belajar Sosial (BUKU II). Ed. 2. Summarized from Behavioral Learning Theory Chapter of Educational Psychology Theory and Practice: Sixth Edition by Anita E. Woolfolk. Allyn and Bacon. 1995. Surabaya: IKIP Surabaya. 4. Nur, Mohamad, & Wikandari, Prima Retno. 2004. Teori Pembelajaran Kognitif (BUKU III). Ed. 2. Summarized from Chapter 6 Cognitive Theories of Learning: Basic Concepts of Educational Psychology Theory and Practice: Fifth Edition by Charles Robert R. Slavin. Allyn and Bacon. 1995. Surabaya: IKIP Surabaya. 5. Nur, Mohamad, Wikandari, Prima Retno., & Sugiarto, Bambang. 2004. Pendekatan-pendekatan Konstruktivis dalam Pembelajaran (BUKU IV). Ed. 2. Summarized from Chapter 8 Student Centered & Constructivist Approaches to Instruction of Educational Psychology Theory and Practice: Fifth Edition by Charles Robert R. Slavin. Allyn and Bacon. 1997. Surabaya: IKIP Surabaya. 6. Nur, Mohamad. 2004. Pemasokan Siswa untuk Belajar (BUKU V). Ed. 2. Summarized from Chapter 10 Motivating Student to Learn of Educational Psychology Theory and Practice: Fifth Edition by Charles Robert R. Slavin. Allyn and Bacon. 1997. Surabaya: IKIP Surabaya. 										



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	<ol style="list-style-type: none">7. Slavin, R.E. 2012. Educational Psychology: Theory and Practice Tenth Edition. Pearson Education, Inc.8. Santrock, J. W. 2008. Educational Psychology Third Edition. Boston: McGraw-Hill.9. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik Edisi Kesembilan Jilid 1. Jakarta: PT Indeks.10. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik Edisi Kesembilan Jilid 2. Jakarta: PT Indeks.11. Woolfolk, A. 2010. Educational Psychology, Global Edition Eleventh Edition. New Jersey: Pearson Education.
Notes:	<p>*1 sks in learning process = three periods consist of: (a) scheduled instruction in a classroom or laboratory (50 minutes); (b) structured activity (60 minutes); and (c) individual activity (60 minutes) according to the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 44 Year 2015 jo. the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 50 Year 2018.</p> <p>**1 sks = 1,59 ECTS according to Rector Decree Of Universitas Negeri Surabaya No. 598/Un38/Hk/Ak/2019</p>