



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: <http://pendidikan-fisika.fmipa.unesa.ac.id/>, email: s1-pfis@unesa.ac.id

Undergraduate Programme of Physics Education

Module Handbook

Module Name :	<i>Psikologi Pendidikan</i> Educational Psychology
Module level :	Bachelor degree/Undergraduate Programme
Course Code :	1000002039
Abbreviation, if applicable:	-
Courses included in the module, if applicable:	Not Applicable
Semester/Term	2/First Year
Module coordinator(s)	Ira Darmawanti, M.Psi
Lecturer(s):	Damajanti Kusuma Dewi, S.Psi., M.Psi. Ni Wayan Sukmawati Puspitadewi, S.Psi., M.Psi.
Language:	<i>Bahasa Indonesia</i>
Classification within the curriculum:	Compulsory/ Elective
Teaching format/class hours per week during the semester:	2 hours of lectures (50 minuter/hour)
Workload :	Lecture: 2 x 50 minutes lectures, 2 x 60 minutes structured activity, 2 x 60 minutes individual activity, 14 weeks per semester. 79.33 total hours per semester ~ 3.18 ECTS**
Credit Point:	2 sks (3.18 ECTS)
Requirements:	



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Learning goals/competencies:	<p>CLO-1: Use pedagogical knowledge in solving a problem, especially in mathematics teaching and learning</p> <p>CLO-2: use pedagogical knowledge in applying and evaluating a problem, especially in mathematics teaching and learning</p>																																								
Content	This course discusses the meaning, scope, and benefits of educational psychology, student development, learning theories, personality aspects that affect learning, giftedness, learning difficulties, counseling at school, and classroom management for effective learning.																																								
Study/exam achievements:	<p>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:</p> <table border="1" style="margin-left: auto; margin-right: auto; 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> <p>Grade conversion of 0-100 scale into 0-4 scale is set as below:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <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>	Assessment Components	Percentage of contribution	Participation	20%	Assignment	30%	Mid-semester test	20%	Final semester test	30%	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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Learning Methods :	Individuals assignment, group assignment, discussion, and presentation																																								
Form of Media:	Handbook and PPT																																								



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Literature (primary references):	<ul style="list-style-type: none">[1] Slavin, Robert E. (2011). Psikologi Pendidikan: Teori dan Praktik edisi ke-9.(Jilid 1 & 2). Jakarta: PT Indeks.[2] Santrock, J. W. (2013). Psikologi Pendidikan (jilid 1&2). Jakarta: Salemba.[3] Humanika Djiwandono, Sri. Esti. W. (2009). Psikologi Pendidikan, Jakarta: Grasindo.[4] Nursalim, M., dkk. (2007). Psikologi Pendidikan. Surabaya: Unesa University Press.[5] Cowley, S. (2010). Panduan Manajemen Perilaku Siswa. Terjemahan Gina Gania. 2011. Jakarta: Esensi Erlangga.
Notes:	*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.
	**1 sks = 1,59 ECTS according to Rector Decree of Universitas Negeri Surabaya No. 598/Un38/Hk/Ak/2019