Module Handbook

Module Name	Learning Theories
Module level	Bachelor
Abbreviation, if applicable	8420403271
Sub-heading, if applicable	-
Course included in the module, if applicable	-
Semester/term	2nd/Second Year
Module coordinator(s)	Dr. Utiya Azizah,M.Pd.
Lecturer(s)	Dr. Utiya Azizah, M.Pd.; Dr. Mitarlis, M.Si.; Bertha Yonata, S.Pd. M.Pd.
Language	Indonesian
Classification within the curriculum	Compulsory Course
Teaching format/class hours per week during the semester:	3 hours lecturers (50 min per hours)
Workload:	1 CU for bachelor degree equals to 3 workhours per week or 170 minutes (50' face to face learning, 60' structured learning, and 60' independent learning). In one semester, courses are conducted in 14 weeks (excluding mid and end-term exam). Thus, 1 CU equals to 39.67 workhours per semester. One CU equals to 1.587 ECTS.
Credit points:	3 CU (4,761 ECTS)
Prerequisites course(s):	-
Targeted learning outcomes:	CLO 1 Students are able to utilize learning resources and ICT-based learning media to support the implementation of learning by applying certain learning theories. CLO 2 Students are able to make decisions based on analysis of classroom learning cases and provide ideas for choosing various alternative solutions. CLO 3 Students have mastering learning theories and being able to apply them in learning. CLO 4 Students having a responsible attitude by applying learning according to relevant learning theories.
Content:	**Behavioral Learning Theory:** Educational Psychology, aspects of human development, behavioral theories in learning, and principles of behavioral learning. **Social Learning Theory**: Bandura's social cognitive theory and moral development **Cognitive Learning Theory**: information processing, factors that strengthen long-term memory, memory strategies, factors that make information meaningful, metacognitive skills and learning strategies. **Constructivist theory**: constructivist view of learning,

	Piaget's theory, Vygotsky's theory, application of constructivist theory in learning, cooperative learning, problem solving and thinking skills **Motivation in Learning**: definitions of motivation and theories of motivation, achievement motivation, and student motivation to learn
Study / exam achievements:	Students are considered to be competent and pass if at least get 55 Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) & 30% final exam (UAS) Table index of graduation • A = 4 ($85 \leq - \geq 100$) • A- = 3,75 ($80 \leq - < 85$) • B+ = 3,5 ($75 \leq - < 80$) • B = 3 ($70 \leq - < 75$) • B- = 2,75 ($65 \leq - < 70$) • C+ = 2,5 ($60 \leq - < 65$) • C = 2 ($55 \leq - < 60$) • D = 1 ($40 \leq - < 55$) • E = 0 ($0 \leq - < 40$)
Media:	Computer, LCD, White board
Learning Methods	Individuals assignment, group assignment, discussion, and presentation
Literature:	1. Hergenhahn, B. R. & Olson, Matthew H. 2012. *Theories of Learning (Teori Belajar). Edisi Ketujuh.* Jakarta: Kencana Prenada Media Group. 2. Santrock, J. W. 2008. *Educational Psychology. Third Edition.* Boston: McGraw-Hill. 3. Slavin, R. E. 2011. *Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1*. Jakarta: PT Indeks. 4. Slavin, R. E. 2011. *Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2*. Jakarta: PT Indeks 5. Woolfolk, A. 2010. *Educational Psychology, Global Edition. Eleventh Edition.* New Jersey: Pearson Education.
Note	Learning Theories covers the activities of theory, discussion, and presentation.