



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES & ARTS**

**Document
Code**

SEMESTER LEARNING PLAN

COURSES (MK)	CODE	MK family	WEIGHT (credits)	SEMESTER	Compilation Date
EDUCATIONAL PSYCHOLOGY	90420202	MKWU	T=2	1	May 5, 2018
AUTHORIZATION	RPS Developer		RMK Coordinator		Head of Study Program
Learning Outcomes (CP)	PLO-PRODI charged to MK				
	PLO 2	Demonstrate good understanding about the concepts of English learning in national and global perspectives.			
	PLO 7	Apply critical thinking and analytic skills in solving problems in English instructions.			
	Course Learning Outcomes (CLO)				
	CLO1	Apply logical, critical, systematic, and innovative thinking, in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise			
	CLO2	Demonstrate independent, quality, and measurable performance			
	CLO3	Understand the implications, development or implementation of science and technology that pays attention to and applies humanities values according to their expertise based on scientific rules, procedures, and ethics in order to produce solutions, ideas, designs, or art criticism			
	CLO4	Make appropriate decisions in the context of solving problems in their area of expertise, based on the results of analysis of information and data			
	CLO5	Uphold academic integrity in general and prevent plagiarism			
	CLO6	Use information technology in the context of scientific development and implementation of areas of expertise			
	The final ability of each learning stage (Sub-CLO)				
	Sub-CLO1	Master the basic concepts of educational psychology, student development, learning theory, and aspects of personality that affect learning, and classroom management			
	Sub-CLO2	Responsible for learning performance individually and in groups, by showing active involvement in carrying out the tasks and roles assigned both individually and in groups during the learning process.			
	Sub-CLO3	Think critically to solve problems by paying attention to applicable scientific, academic, and ethical principles			
	Sub-CLO4	Make decisions about concepts and theories within the scope of educational psychology that are relevant to solving specific learning cases or learning difficulties in the classroom			
Sub-CLO5	Convey orally and in writing by upholding academic integrity and avoiding plagiarism				
Sub-CLO6	Utilize learning resources and ICT-assisted learning media to support the implementation of learning				
MK Brief Description	This course discusses the meaning, scope and contribution of educational psychology, student development, learning theories, personality aspects that affect learning, learning difficulties, counselling guidance in schools, and classroom management for effective learning. Lectures are carried out using direct learning, independent assignments, and group discussions.				

Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Basic concepts of educational psychology (understanding, research, and aspects studied) 2. The basic concept of student development according to the life span perspective 3. The laws of student development 4. Piaget and Vygotsky's theory of cognitive development (concepts & stages of development) 5. Erikson's theory of social emotional development and Kohlberg's moral development 6. Behaviorism approach learning theories 7. Learning theories from a cognitive approach (Piagetian theory & information processing) & learning theories from a constructivist approach 8. Humanistic learning theory: Rogers' person-centered 9. Concept of Intelligence (Basic understanding of IQ and <i>Multiple Intelligence / MI</i>) 10. Students' emotions and self-concept 11. Understanding motivation, types of motivation, motivation theories 12. Definition of giftedness and its characteristics 13. The basic concept of academic learning difficulties and their forms and characteristics (dyslexia, dyscalculia, dysgraphia) 14. Basic concepts Learning difficulties due to developmental disorders (its forms and characteristics (autism, ADHD, Down syndrome) 15. School guidance and counseling: definition, purpose, function and form of service
--	---

References	Main :
	Nursalim, M., dkk. (2017). Psikologi Pendidikan. Surabaya: Unesa University Press.
	Supporters:
	<ol 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 Humanika 3. Djiwandono, Sri. Esti. W. (2009). Psikologi Pendidikan, Jakarta: <i>Grasindo</i>.

Supporting lecturer	
----------------------------	--

Requirements course	There is not any
----------------------------	------------------

Mg to-	The final ability of each learning stage (Sub-CLO)	Evaluation		Aid Learning, Learning methods, Student Assignment, [Estimated time]		Learning materials [References]	Rating Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the basic concepts of education and the role of educational psychology in the field of education	<p>Able to explain the basic concepts of educational psychology (understanding and aspects studied in it)</p> <p>Able to mention examples of issues/problems in [intelligent] education using cross-disciplinary information (related to their</p>	<p>Writing test</p> <p>Oral test</p>	<p>Lectures vary</p> <p>- Frequently asked questions.</p> <p>- Discussion</p>	2 X 50	<p>Book 1 chapter 1</p> <p>Book 2 chapter 1</p> <p>Book 3 chapter 1</p> <p>Book 4 chapter 1</p>	<p>Value criteria: Special: 90 to 100;</p> <p>Very good : 76 to 89;</p> <p>Average : 56 to 75;</p> <p>Below</p>

		<p>respective fields of knowledge) [cross-disciplinary literacy] in class discussions [independent]</p> <p>Able to mention examples of the role of educational psychology in solving issues or problems in education using cross-disciplinary information (linked to their respective fields of science)</p>					average: 0 to 55
2	Understanding the development of students and the laws of development	<p>Able to explain the basic concepts of life span development in question and answer and class/group discussions</p> <p>Able to explain the laws of human development</p> <p>Able to explain examples of consequences of applying the concept of human development in education through group discussions and class discussions</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p> <p>Performance Test</p>	<p>Lectures vary</p> <ul style="list-style-type: none"> - Frequently asked questions. - Discussion 	2 X 50	<p>Book 1 chapter 2</p> <p>Book 2 chapter 2</p> <p>Book 3 chapter 2</p> <p>Book 4 chapter 2</p>	<p>Value criteria:</p> <p>Special: 90 to 100;</p> <p>Very good : 76 to 89;</p> <p>Average : 56 to 75;</p> <p>Below average: 0 to 55</p>
3	Understand the theory of cognitive development (Jean Piaget) and language development (Vygotsky), and their application in learning	<p>Able to explain the main ideas of Piaget's theory of cognitive development and Vygotsky's language development in group/class discussions</p> <p>Able to compile a written report on the theory of cognitive development systematically following academic rules and correct language</p> <p>Able to explain examples of the application of Piaget's cognitive development stages and Vygotsky language development in learning using various cross-disciplinary information</p> <p>Able to answer questions and defend arguments both verbally and in writing regarding language</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p> <p>Performance Test</p>	<ul style="list-style-type: none"> a. Pulpit lecture b. Question and answer. c. discussion d.PBL 	2 X 50	<p>Book 1 chapter 2</p> <p>Book 2 chapter 2</p> <p>Book 3 chapter 2</p> <p>Book 4 chapter 3</p>	<p>Value criteria:</p> <p>Special: 90 to 100;</p> <p>Very good : 76 to 89;</p> <p>Average : 56 to 75;</p> <p>Below average: 0 to 55</p>

		development and its application in learning					
4	Understand Erikson's theory of social emotional development and Kohlberg's stages of moral development and their application	<p>Able to explain the main ideas of Erikson's theory of social emotional development and Kohlberg's moral development in group/class discussions</p> <p>Able to explain examples of the application of Erikson's social emotional development and Kohlberg's moral development in learning using various cross-disciplinary information</p> <p>Able to answer questions and defend arguments both verbally and in writing regarding social and emotional development and its application in learning using cross-disciplinary information</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p> <p>Performance Test</p>	<p>a. Pulpit lecture</p> <p>b. Question and answer.</p> <p>c. discussion</p> <p>d.PBL</p>	2 X 50	<p>Book 1 chapter 2</p> <p>Book 2 chapter 3</p> <p>Book 3 chapter 2</p> <p>Book 4 chapter 2</p>	<p>Value criteria:</p> <p>Special: 90 to 100;</p> <p>Very good : 76 to 89;</p> <p>Average : 56 to 75;</p> <p>Below average: 0 to 55</p>
5	Understanding behavioral learning theory (behaviorism) and its application in the learning process	<p>Able to explain the main ideas of learning concepts according to behaviorism in class/group discussions</p> <p>able to explain examples of the application of learning concepts based on behaviorism in class/group discussions</p> <p>Able to answer questions and defend arguments both verbally and in writing regarding behaviorism learning theory and its application in learning using cross-disciplinary information</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p> <p>Performance Test</p>	<p>a. Various lectures</p> <p>b. Discussion (CTL)</p> <p>c. Thematic (presentation and discussion)</p>	2 X 50	<p>Book 1 chapter 5,6</p> <p>Book 2 chapter 7</p> <p>Book 3 chapter 3</p> <p>Book 4 chapter 4</p>	<p>Value criteria:</p> <p>Special: 90 to 100;</p> <p>Very good : 76 to 89;</p> <p>Average : 56 to 75;</p> <p>Below average: 0 to 55</p>
6	Understanding cognitive learning theory and its application in the learning process	<p>Able to explain the main ideas of cognitive learning theory</p> <p>Able to explain examples of applying cognitive learning theory in</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p> <p>Performance Test</p>	<p>a. Various lectures</p> <p>b. Discussion (CTL)</p>	2 X 50	<p>Book 1 chapter 6</p> <p>Book 2 chapters 8,9,10</p>	<p>Value criteria:</p> <p>Special: 90 to 100;</p> <p>Very good : 76 to 89;</p>

		learning using cross-disciplinary information Able to answer questions and defend arguments both verbally and in writing regarding cognitive learning theory and its application in learning using cross-disciplinary information		c. Thematic (presentation and discussion)		Book 3 chapter 3 Book 4 chapter 4	Average : 56 to 75; Below average: 0 to 55
7	Understand humanistic learning theory and be able to apply it in learning	Able to explain the main ideas of humanistic learning theory/student-centered approach in group/class discussions Able to explain examples of the application of humanistic learning theory in learning in group/class discussions Able to answer questions and defend arguments both verbally and in writing regarding humanistic learning theory and its application in learning using cross-disciplinary information	Writing Test Description Oral test Performance Test	CTL Discussion Q&A	2 X 50	Book 1 chapter 8 Book 3 chapter 3 Book 4 chapter 4	Value criteria: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
8	Mid-Semester Evaluation / Mid-Semester Exam						
9	Understand the basic concepts of intelligence and its role in the teaching and learning process	Able to explain the main ideas of intelligence in group/class discussions able to explain examples of the influence of intelligence in learning in group/class discussions Able to answer questions and defend arguments both verbally and in writing regarding the influence of intelligence in learning using cross-disciplinary information	Writing Test Description Oral test Performance Test	- Lectures from the pulpit - Assignments - Discussions (cooperative learning) - Discovery learning	2 X 50	Book 4 chapter 5	Value criteria: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
10	Understanding the concept of emotions and students' self-concept and their influence on learning	Able to explain the concept of emotion and self-concept in group/class discussions	Writing Test Description Oral test Performance Test	- Lectures from the pulpit - Assignments - Discussions	2 X 50	Book 1 chapter 10 Book 2 chapter 13	Value criteria: Special: 90 to 100; Very good : 76 to 89;

		<p>Able to explain the role of emotions and self-concept in the learning process in group/class discussions</p> <p>Able to answer questions and defend arguments both verbally and in writing regarding emotions, self-concept and their influence on the learning process using cross-disciplinary information</p>		(cooperative learning) - Discovery learning		<p>Book 3 chapter 6</p> <p>Book 4 chapter 5</p>	<p>Average : 56 to 75;</p> <p>Below average: 0 to 55</p>
11	Understand the concept of motivation and the role of motivation in learning	<p>Able to explain the concept of motivation in class/group discussions</p> <p>Able to explain the role of motivation in the learning process in class/group discussions</p> <p>Able to answer questions and defend arguments both verbally and in writing regarding motivation and its effect on learning using cross-disciplinary information</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p> <p>Performance Test</p>	Thematic Case Study Q&A (presentation and discussion)	2 X 50	<p>Book 1 chapter 10</p> <p>Book 2 chapter 13</p> <p>Book 3 chapter 6</p> <p>Book 4 chapter 5</p>	<p>Value criteria:</p> <p>Special: 90 to 100;</p> <p>Very good : 76 to 89;</p> <p>Average : 56 to 75;</p> <p>Below average: 0 to 55</p>
12	Understand the concept of giftedness, gifted children and their education	<p>Able to explain the concept of gifted in class/group discussions</p> <p>Able to identify the characteristics of gifted in class/group discussions</p> <p>Able to provide examples of the consequences of applying the concept of giftedness in education in class/group discussions using cross-disciplinary information</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p> <p>Performance Test</p>	<p>Discussion (presentation) -</p> <p>Question and answer -</p> <p>PBL case analysis (presentation)</p>	2 X 50	<p>Book 1 chapter 12</p> <p>Book 4 chapter 6</p>	<p>Value criteria:</p> <p>Special: 90 to 100;</p> <p>Very good : 76 to 89;</p> <p>Average : 56 to 75;</p> <p>Below average: 0 to 55</p>
13	Understand and be able to identify academic learning difficulties	<p>Able to explain basic concepts about academic learning difficulties (understanding, symptoms, and forms/types) in group/class discussions</p> <p>Able to apply knowledge about learning difficulties in conducting case analysis and determining problem solving</p>	<p>Writing Test</p> <p>Description</p> <p>Oral test</p> <p>Performance Test</p>	<p>Discussion (presentation) -</p> <p>Question and answer -</p> <p>PBL case analysis (presentation)</p>	2 X 50	<p>Book 1 chapter 12</p> <p>Book 4 chapter 6</p>	<p>Value criteria:</p> <p>Special: 90 to 100;</p> <p>Very good : 76 to 89;</p> <p>Average : 56 to 75;</p> <p>Below</p>

		Able to defend verbal and written arguments regarding handling academic learning difficulties					average: 0 to 55
14	Able to identify learning difficulties due to developmental disorders and their handling	Able to explain basic concepts about learning difficulties due to developmental disorders (understanding, symptoms, and forms/types) in group/class discussions Able to apply knowledge about learning difficulties due to developmental disorders in conducting case analysis and determining problem solving Able to defend verbal and written arguments regarding learning difficulties due to developmental disorders	Writing Test Description Oral test Performance Test	Presentation Performance Discussion	2 X 50	Book 1 chapter 12 Book 4 chapter 6	Value criteria: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
15	Understanding a positive environment that supports learning	Able to explain the main idea of class management in class/group discussions Able to provide examples of applying classroom management and conveying and defending it verbally/written using cross-disciplinary information	Writing Test Description Oral test Performance Test	Presentation Performance Discussion	1 X 50	Book 1 chapter 11 Book 2 chapter 13 Book 3 chapter 5	Value criteria: Special: 90 to 100; Very good : 76 to 89; Average : 56 to 75; Below average: 0 to 55
		Able to explain orally/written the essence of school guidance and counseling (BK) in class/group discussions Able to identify the role of BK in schools and convey it in class/group discussions				1 X 50	Book 4 chapter 8
16	End of Semester Evaluation / End of Semester Exam						

Note :

1. **Learning Outcomes of Graduates of Study Programs (PLO-PRODI)** are abilities possessed by each graduate of PRODI which are the internalization of attitudes, mastery of knowledge and skills according to the level of study programs obtained through the learning process.
2. **The PLO that is charged to the course** is a number of learning outcomes for graduates of the study program (PLO-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **CLO** is the ability that is specifically described from the PLO that is charged to the course, and is specific to the study material or learning material of the course.
4. **Sub-CLO (Final Ability)** is the ability that is described specifically from the CPMK that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as measures or benchmarks for learning achievement in assessment based on predetermined indicators. Assessment criteria are guidelines for assessors so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Form of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning Materials** are details or descriptions of study materials that can be presented in the form of several subjects and sub-topics.
11. **The weight of the assessment** is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. TM=Face to Face, PT=Structured assignments, BM=Independent learning.