



UNIVERSITAS NEGERI YOGYAKARTA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT OF MATHEMATICS EDUCATION

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Bachelor of Education in Biology

MODULE HANDBOOK

Module name:	Educational Psychology
Module level, if applicable:	Undergraduate
Code:	MDK6202
Sub-heading, if applicable:	-
Classes, if applicable:	-
Semester:	2 nd
Module coordinator:	Dr. Muhammad Nur Wangid
Lecturer(s):	Muthmainah S.Pd., M.Pd., Nur Hayati, S.Pd., M.Pd.
Language:	Bahasa Indonesia
Classification within the curriculum:	Compulsory Course
Teaching format / class hours per week during the semester:	100 minutes lectures and 120 minutes structured activities per week.
Workload:	Total workload is 90,67 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes self-study per week for 16 weeks.
Credit points:	2
Prerequisites course(s):	-
Course outcomes:	After taking this course the students have ability to: CO1. Understand the basic concepts of educational psychology CO2. Understand various theories of development and the task of development, as well as their application in education CO3. Understand the reality of individual differences and their application in education

	CO4. Understand the concept of learning and learning, learning theory, and its application in education CO5. Understand the concepts of evaluation in education CO6. Understand the basic concept of learning difficulties diagnostic															
Content:	The basic concepts of educational psychology, tasks and development theory, individual differences, learn and learning, learning theory, evaluation of learning outcomes, diagnostic learning difficulties, and their application in the field of education.															
Study / exam achievements:	<p>Attitude assessment is carried out at each meeting by observation and / or self-assessment techniques using the assumption that basically every student has a good attitude. The student is given a value of very good or not good attitude if they show it significantly compared to other students in general.</p> <p>The final mark will be weight as follow:</p> <table border="1"> <thead> <tr> <th>No</th> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CO1 CO2 CO3 CO4</td> <td>a. Individual performance b. Assignment c. Mid d. Final exam</td> <td>Observation Written test</td> <td>10% 25% 25% 40%</td> </tr> <tr> <td colspan="3"></td> <td>Total</td> <td>100%</td> </tr> </tbody> </table>	No	CO	Assessment Object	Assessment Technique	Weight	1	CO1 CO2 CO3 CO4	a. Individual performance b. Assignment c. Mid d. Final exam	Observation Written test	10% 25% 25% 40%				Total	100%
No	CO	Assessment Object	Assessment Technique	Weight												
1	CO1 CO2 CO3 CO4	a. Individual performance b. Assignment c. Mid d. Final exam	Observation Written test	10% 25% 25% 40%												
			Total	100%												
Forms of media:	Board, LCD Projector, Laptop/Computer															
Literature:	<ol style="list-style-type: none"> 1. Tim Penulis PPB FIP UNY. 2007. <i>Psikologi Pendidikan</i>. Yogyakarta : UNY Press. 2. Muhibbin Syah. 2001. <i>Psikologi Pendidikan dengan Pendekatan Baru</i>. Bandung : Remaja Rosdakarya. 3. Elliot, S. N. et. All. 1999. <i>Educational Psychology</i>. Singapore : Mc. Graw Hill Book. 4. Dimiyati dan Mudjiono. 1994. <i>Belajar dan Pembelajaran</i>. Jakarta : Depdikbud : Dikti. 5. Soemanto, W. 2000. <i>Psikologi Pendidikan. Landasan kerja Pemimpin Pendidikan</i>. Jakarta : PT Rineka Cipta. 6. Suryabrata, Sumadi. 1984. <i>Psikologi Pendidikan</i>. Jakarta: Rajawali Press. 															

	<p>7. Monk, dkk. 1994. <i>Psikologi Perkembangan</i>, Yogyakarta: University Press.</p> <p>8. Hurlock, EB. 1997. <i>Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan</i>. Jakarta: Erlangga-terjemahan.</p> <p>9. Asri, C.2005. <i>Belajar dan pembelajaran</i>,. Yogyakarta : Rineka Cipta.</p> <p>10. Paul Suparno. 2001. <i>Teori Perkembangan Kognitif Jean Piaget</i>. Yogyakarta: Kanisius.</p> <p>11. Gredler, M.E. 2001. <i>Learning and Instruction Theory Into Practice</i>. Ohio: Merrill Prentice Hall.</p> <p>12. Santrock, JW. 2008. <i>Educational Psychology</i>. Singapore: McGraww-Hill.</p> <p>13. Schunk. D.H. 2009. <i>Theories of Learning</i> . New Jersey: Pearson Education, Inc.</p>
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PLO and CO Mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CO1					✓			✓				
CO2					✓			✓				
CO3					✓			✓				
CO4					✓			✓				
CO5					✓			✓				
CO6					✓			✓				