Module Descriptions

Module designation	Learning Theories *Teori Belajar*
Course Code	8420502284
Semester/Term	1st Semester
Person responsible for the module	Dr. Raharjo, M.Si. Prof. Dr. Endang Susantini, M.Pd. Dr. Muji Sri Prastiwi, M.Pd. Dr. Pramita Yakub, M.Pd. Dr. Adi Maladona, M.Pd Sari Fitriyaningsih, S.Pd., M.Pd., M.Sc.
Language	Indonesian Language
Relation to curriculum	Compulsory Course
Teaching methods	Lecture
Workload	Contact hours: 2 x 50 minutes lectures; Private study: 3 x 60 minutes structured activities; 2 x 60 minutes individual activities; 14 weeks per semester; Total 119 hours per semester (~3.18 ECTS).
Credit Point	2 CU (3.18 ECTS)
Required and recommended prerequisites for joining the module	None
Module Objectives/intended learning outcomes	1. Demonstrate resilience, collaboration, adaptability, inclusiveness, and lifelong learning spirit through active participation in discussions, presentations, and case analysis of learning theories (*attitude and social*) 2. Integrate principles of learning theories (behaviorism, social, cognitive, constructivism, motivation, and connectivism) innovatively in instructional design (*knowledge*) 3. Demonstrate academic entrepreneurship through creative ideas in solving learning problems based on learning theories (*special competences*) 4. Describe concepts, principles, and applications of learning theories logically and systematically in academic writing (*knowledge*)

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<tr><td></td><td>5. Communicate ideas and analysis results of learning theories effectively through discussion, presentation, and project assignments (general competence)
6. Develop written analytical works based on classroom learning cases using learning theories according to scientific standard (special competence).</td></tr>
<tr><td>Content</td><td>Study of principles and processes of how students learn based on major learning theories, including:
● Behaviorism theory: concepts, principles, and applications in classroom management.
● Social learning theory (Bandura): observation, imitation, and modeling.
● Cognitive learning theories: Gestalt psychology, information processing, and memory development.
● Constructivism theory (Piaget & Vygotsky): learning as active construction of knowledge and social interaction.
● Motivation theories: intrinsic and extrinsic motivation, achievement motivation.
● Multiple intelligences and connectivism: implications for modern and digital-age learning.
● Application of learning theories through case studies and project-based learning.</td></tr>
<tr><td>Examination forms</td><td>Written exam</td></tr>
<tr><td>Study and examination requirements and forms of examination</td><td>Study Requirement
Attendance: students must attend at least 75% of the lectures to be eligible for the final examination.
Study examination
The final grade (NA) is calculated based on the following ratio:
<table><tr><td>Assessment Components</td><td>Percentage of contribution</td></tr><tr><td>Participation</td><td>20%</td></tr><tr><td>Assignment</td><td>30%</td></tr><tr><td>Mid-semester test</td><td>20%</td></tr><tr><td>Final semester test</td><td>30%</td></tr></table></td></tr>
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<td>Grade conversion of 0-100 scale into 0-4 scale is set as below:
<table>
<tr><th>Letter</th><th>Number</th><th>Grade Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
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<td>Reading List</td>
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1. Hergenhahn, B. R. & Olson, M. H. (2012). Theories of Learning (Teori Belajar). Seventh Edition. 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. Ninth Edition, Vol. 1–2. Jakarta: PT Indeks.
4. Woolfolk, A. (2010). Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.
5. Raharjo, et al. (2024). Mengoptimalkan Potensi Diri dengan Teori Belajar Terkini. Surabaya: Unesa University Press.

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