

## Student Development

Module Name :	Student Development	
Module Level :	Undergraduate	
Code :		
Sub-heading, if applicable :		
Classes, if applicable :		
Semester :	5 <sup>th</sup> /6 <sup>th</sup> /8 <sup>th</sup>	
Module coordinator :		
Lecturer(s) :		
Language :	Indonesian	
Classification within the curriculum :	Compulsory course	
Type of Teaching	Contact hours per week during the semester	Class Size
Lecture (Expository, discussion, exercise)	100 minutes	40
Workload	Total workload of this course 90,6 hours (3 ECTS) per semester which consist of 26,67 hours (0,89 ECTS) classroom activity, 32 hours (1.06 ECTS) structured task, and 32 hours (1.06 ECTS) per semester	
Credit points :	3 ECTS	
Prerequisite course(s) :	-	
Course Outcomes :	<p>After taking this course the student have ability to :</p> <p>CLO1. Mastering the concept of learner development</p> <p>CLO2. Application of developmental theories in analyzing individual development</p> <p>CLO3. The implications of developmental theories for the implementation of education in PAUD (kindergarten), elementary school, junior high school, high school, and/or the equivalent</p> <p>Implementation of 21st century skills in physics learning at school.</p>	
Content :	<ol style="list-style-type: none"> <li>1. Basic concepts of learner development               <ol style="list-style-type: none"> <li>1.1. Basic concept of development                   <ul style="list-style-type: none"> <li>• Basic concept of growth</li> <li>• Basic concepts of maturity</li> <li>• Individual uniqueness</li> <li>• Factors affecting development</li> </ul> </li> </ol> </li> <li>2. Principles of development                   <ul style="list-style-type: none"> <li>• Individual differences</li> <li>• Tempo of development</li> <li>• Developmental rhythm</li> </ul> </li> <li>3. Aspects of development</li> </ol>	

	<ul style="list-style-type: none"> <li>• Physical growth</li> <li>• Cognitive development</li> <li>• Social development</li> <li>• Emotional development</li> <li>• Language development</li> <li>• Moral development</li> <li>• Religious development</li> </ul> <p>4. Stages and characteristics of development</p> <ul style="list-style-type: none"> <li>• Stages and characteristics of development of early childhood learners</li> <li>• Stages and characteristics of the development of primary school learners</li> <li>• Stages and characteristics of the development of junior high school students</li> <li>• Stages and characteristics of development of high school students</li> </ul> <p>5. Concepts and theories of learner development from the perspective of psychoanalytic theory (Sigmund Freud)</p> <ul style="list-style-type: none"> <li>• basic concepts of sigmund freud's psychoanalytic theory (id, ego and superego)</li> <li>• Forms of self-defense mechanisms in individuals (regression, projection, repression, reaction formation, sublimation and fixation)</li> <li>• Stages of psychosexual development (oral, anal, phallic, latent and genital stages)</li> <li>• Implications of Sigmund Freud's theory of psychoanalytic development for the organization of education Practice 21st century teaching skills in the classroom</li> </ul> <p>6. Concepts and theories of learner development from the perspective of psychosocial theory (Erik H. Erikson)</p> <ul style="list-style-type: none"> <li>• Basic concepts of Erikson's psychosocial theory</li> <li>• Erikson's stages of psychosocial development (8 stages)</li> <li>• Implications of psychosocial development theory for education provision</li> </ul> <p>7. Concepts and theories of learner development from the perspective of behaviorism theory</p> <ul style="list-style-type: none"> <li>• Basic concepts of behaviorism theory</li> <li>• Theory of classical conditioning (Ivan Pavlov) and operant conditioning (B.F. Skinner)</li> <li>• Developmental cases related to classical conditioning (Ivan Pavlov) and operant conditioning (B.F. Skinner) theories</li> </ul>
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	<ul style="list-style-type: none"> <li>• Basic concepts of social learning theory (Albert Bandura)</li> <li>• Developmental cases related to social learning theory (Albert Bandura)</li> </ul> <p>8. Concepts and theories of learner development from the perspective of cognitive development theory (Piaget and Vygotsky) and moral reasoning (Lawrence Kohlberg)</p> <ul style="list-style-type: none"> <li>• Basic concepts of cognitive theory</li> <li>• Characteristics of cognitive development at each stage based on Piaget's cognitive development theory</li> <li>• Cases in learning related to Piaget's cognitive development theory</li> <li>• Basic concepts of Zone of Proximal Development theory and Scaffolding theory of Vygotsky</li> <li>• Cases in learning related to the theory of Vygotsky</li> <li>• Characteristics of Moral development at each stage based on Kohlberg's theory of moral development</li> <li>• Cases in learning related to Kohlberg's theory of moral development</li> </ul> <p>9. Concepts and theories of learner development from the perspective of developmental theory Humanistic</p> <ul style="list-style-type: none"> <li>• Basic concepts of motivation theory and hierarchy of needs (Abraham Maslow)</li> <li>• Cases in learning related to Maslow's hierarchy of needs theory</li> <li>• Basic concepts of humanistic theory according to Carl R. Rogers</li> <li>• Cases in learning related to the theory of Carl R. Rogers</li> </ul> <p>10. Implications of developmental theories for the organization of education</p> <ul style="list-style-type: none"> <li>• Implications of developmental theories for the organization of education in PAUD / TK</li> <li>• Implications of developmental theories for the organization of education in primary schools</li> <li>• Implications of developmental theories for the organization of education in junior high school</li> <li>• Implications of developmental theories for the organization of education in senior high school education in senior high school</li> </ul>
Study/exam achievements:	Examination are conducted as unit test, as following

No	Assesment Object	Assesment Technique	Weight
1	Case Based Learning %	Project Assessment (for group project assessment)	55%
2	Mid-semester exam (UTS)	Written test	15%
3	Final semester exam	Written test	15%
4	Paper presentation 20%	Presentation	20%
Media :	Projector, Computer/leptop, LMS UNJ, Zoom/Microsoft teams/google meet		

Literatures :	<ol style="list-style-type: none"> <li>1. Bitzenbauer, P. (2021). Development of a Test Instrument to Investigate Secondary School Students' Declarative Knowledge of Quantum Optics. <i>European Journal of Science and Mathematics Education</i>, 9(3), 57-79. <a href="https://doi.org/10.30935/scimath/10946">https://doi.org/10.30935/scimath/10946</a></li> <li>2. del Cerro Velázquez F, Morales Méndez G. Application in Augmented Reality for Learning Mathematical Functions: A Study for the Development of Spatial Intelligence in Secondary Education Students. <i>Mathematics</i>. 2021; 9(4):369. <a href="https://doi.org/10.3390/math9040369">https://doi.org/10.3390/math9040369</a></li> <li>3. De Van Vo &amp; Benő Csapó (2021) Development of scientific reasoning test measuring control of variables strategy in physics for high school students: evidence of validity and latent predictors of item difficulty, <i>International Journal of Science Education</i>, 43:13, 2185-2205, DOI: 10.1080/09500693.2021.1957515</li> <li>4. Dowling, Marion., <i>Young Children's Personal, Social and Emotional Development</i>, London: PCP Ltd, 2001.</li> <li>5. Hurlock, E.B., <i>Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan</i>, Jakarta: Erlangga.</li> <li>6. Papalia, Dianne E., <i>Human Development</i>, 10th ed., Boston: McGraw-Hill, 2007.</li> <li>7. Santrock, John Paul, <i>Life Span Development</i>, Jilid 1, Jakarta: Erlangga, 2002.</li> <li>8. Santrock.J. 2005. <i>Educational Psychology</i>. New York: McGraw-Hill.</li> <li>9. Santrock, John Paul, <i>Life Span Development</i>, Jilid 2, Jakarta: Erlangga, 2003.</li> <li>10. Schickedanz, Judith A., et.al., <i>Understanding Children and Adolescents</i>, 4th ed., Boston: Allyn and Bacon, 2001.</li> <li>11. Slavin, Robert. 2006. <i>Educational Psychology: Theory and practice</i>. Pearson: New York.</li> <li>12. Yusuf, Syamsu, <i>Psikologi Perkembangan Anak dan Remaja</i>, Bandung: PT Remaja Rosda Karya, 2000.</li> </ol>
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