



## Learning Theory

<b>Module name</b>	Teori Belajar dan Pembelajaran
<b>Module level, if applicable</b>	Bachelor
<b>Code, if applicable</b>	52144
<b>Subtitle, if applicable</b>	-
<b>Course, if applicable</b>	Concept of teaching and learning theories as well as their implementation and development in the learning process
<b>Semester(s) in which the module is taught</b>	Odd or even
<b>Person responsible for the module</b>	MKDK course team
<b>Lecturer</b>	MKDK course team
<b>Language</b>	Indonesian Language [Bahasa Indonesia]
<b>Relation to Curriculum</b>	This compulsory course is offered in odd or even semesters.
<b>Type of teaching, contact hours</b>	<p>Teaching methods used in this course are:</p> <ul style="list-style-type: none"> <li>- Lecture (i.e. self-directed learning, small group discussion, collaborative learning, cooperative learning, simulation/demonstration, project-based learning, case-based learning).</li> <li>- Structured assignments (i.e. essays, project-based learning, case-based learning)</li> <li>- Practice (i.e. project-based learning in the form of Critical Journal Report, case study through field observation in school).</li> </ul> <p>Class size of lecture is 30 students.</p> <p>This course meets 27 contact hours for lecture and 32 contact hours for assignment.</p>



<b>Workload</b>	Students are required to meet a minimum of 91 hours in one semester, which consist of: - 27 hours for lecture; - 32 hours for structured assignments; - 32 hours for individual study.
<b>Credit points</b>	2 credit points (equivalent with 3 ECTS)
<b>Requirements according to the examination regulations</b>	Students must attend all classes and submit all class assignments that are scheduled before the final tests.
<b>Recommended prerequisites</b>	Students must attend all classes and submit all class assignments that are scheduled before the final tests.
<b>Module objectives/intended learning outcomes</b>	After completing the course in this given case: <b>Intended Learning Outcomes Attitude (A3) :</b> Being able to plan, implement, and evaluate the curricular, cocurricular, and extracurricular learnings by employing an active learning approach with various learning resources, IT-based learning media, and local environmental potential, in line with the process and quality standards. Being able to study and develop varied learning methods to have been innovatively provided and tested.

<b>Content</b>	<b>Students will learn about:</b> Basic concept of teaching and learning; principles of learning, and theories of teaching and learning (behavioristic, cognitive, humanistic, constructivist).
<b>Forms of Assessment</b>	Assessment is carried out based on written examinations, assessment/evaluation of the learning process and performance with the following components: Structured tasks: 50% Mid-Test: 20% Final Test: 30%
<b>Study and examination requirements and forms of examination</b>	<b>Study and examination requirements:</b> - Students are not allowed to come late. Lateness tolerance is 10 minutes. When passing the late tolerance, students are not allowed to participate in examinations. - Students must inform the lecturer if they do not attend the class due to sickness, etc. - Students must submit all class assignments before the deadline.



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	<p>- Students must participate in the exam to get final grade.  <b>Form of examination:</b>          Written exam: Multiple choices</p>
<b>Media employed</b>	LMS: <a href="http://onlinelearning.unj.ac.id">onlinelearning.unj.ac.id</a> , Power Point Presentation, Video
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Tim Penyusun. 2016. Bahasa Indonesia untuk Perguruan Amstrong, <i>Sekolah Para Juara: Menerapkan Multiple Intelegences di Dunia Pendidikan</i>, Bandung: Penerbit Kaifa, 2003.</li> <li>2. Anderson &amp; Krathwohl, <i>A Taxonomy for Learning, Teaching and Assessing</i>, USA: Addison WesleTeachery Longman, Inc, 2001</li> <li>3. Arikunto, Suharsimi, <i>Dasar-dasar Evaluasi Pendidikan</i>, Jakarta: Bumi Aksara, 1993.</li> <li>4. Ashburn, Elizabeth A &amp; Floden, Robert E., <i>Meaningful Learning Using Technology</i>, Teacher College Press, 2006</li> <li>5. DePorter, Bobbi, <i>Quantum Teaching: Mempraktikkan Quantum Learning di Ruang-ruang Kelas</i>, Bandung: Penerbit Kaifa, 2003</li> <li>6. Dick &amp; Carey, <i>The Systematic Design of Instruction</i>, Pearson, 2015</li> <li>7. Djiwandono, Sri Esti Wuryani, <i>Psikologi Pendidikan</i>, Penerbit: PT.Gramedia Widiasarana Indonesia, 2002</li> <li>8. Kilbane, Clare L &amp; Milman, Natalie B, <i>Teaching Models</i>, Pearson, 2014</li> <li>9. Mulyasa, <i>Kurikulum Berbasis Kompetensi: Konsep, Karakteristik dan Implementasi</i>, Bandung: PT.Remaja Rosdakarya, 2004</li> <li>10. Paul Suparno, <i>Teori Intelegensi Ganda</i>, Yogyakarta: Penerbit Kanisius, 2004</li> <li>11. Paulina Pannen dkk., <i>Konstruktivisme dalam Pembelajaran</i>, Jakarta: PAU-PPAI Dirjen Dikti Depdikbud, 2001</li> <li>12. Sardiman, AM. 2012. <i>Interaksi dan Motivasi Belajar Mengajar</i>. Jakarta: Rajawali Press.</li> <li>13. Schunk, Dale.H, <i>Learning Theories, an educational perspective</i>, pearson, 2012.</li> <li>14. Siregar Eveline &amp; Hartini Nara, <i>Teori Belajar dan pembelajaran</i>, Jakarta: Ghalia Indonesia, 2010</li> <li>15. Smaldino dkk, <i>Instructional Technology and Media for Learning</i>, Eleventh edition, 2015</li> <li>16. Suparman, Atwi, <i>Desain Instruksional</i>, Jakarta: PAU-PPAI</li> </ol>



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	<p>Dirjen Dikti Depdikbud, 2001</p> <p>17. Suprihatiningrum, J. 2013. Strategi Pembelajaran. Yogyakarta: Ar Ruz Media.</p> <p>18. Suyono dan Hariyanto. 2015. Belajar dan Pembelajaran. Bandung: Remaja Rosdakarya.</p> <p>19. Thobroni, M &amp; Mustofa, A. 2012. Belajar dan Pembelajaran. Yogyakarta: Ar Ruz Media.</p> <p>20. Yuliani Nurani dkk, <i>Strategi Pembelajaran: Materi Pokok Akta 8820</i>, Jakarta: Universitas Terbuka, 2003.</p> <p>21. Zainul, Asmawi, <i>Alternative Assesment</i>, Jakarta: PAU-PPAI Dirjen Dikti Depdiknas, 2001.</p>
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