



### Student Development

<b>Module name</b>	Student Development
<b>Module level, if applicable</b>	Bachelor
<b>Code, if applicable</b>	52102
<b>Subtitle, if applicable</b>	-
<b>Course, if applicable</b>	Concept of students' development and learning
<b>Semester(s) in which the module is taught</b>	Odd or even
<b>Person responsible for the module</b>	MKU course team
<b>Lecturer</b>	MKU course team
<b>Language</b>	Indonesian Language [Bahasa Indonesia]
<b>Relation to Curriculum</b>	This compulsory course is offered in odd or even semester.
<b>Type of teaching, contact hours</b>	Teaching methods used in this course are: - Lecture (i.e. lecture, question-answer, discussion, assignment, cased method, project-based learning). - Structured assignments (i.e. essays, problem-based learning, case study) Practice (i.e. case study of students' development and learning)  Class size of lecture is 30 students.  This course meets 27 contact hours for lecture and 32 contact hours for assignment.
<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> Mastering basic knowledge of education such as fundamentals of education, students' development, teaching and learning theories, as well as profession of educator

<b>Content</b>	<b>Students will learn about:</b> Basics of individual development, principles of development, aspects of development, stages and characteristics of development, theories of development, as well as their implication to facilitate students' development
<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: Presence 10% Structured tasks: 40% Mid-Test: 20% Final Test: 30%
<b>Study and examination requirements and forms of examination</b>	<b>Study and examination requirements:</b> <ul style="list-style-type: none"> <li>- Students must design an innovative, effective, and fun learning/activity model/scenario/procedure based on theories of development and learning.</li> <li>- Students must create 3 outputs: Learning Implementation Plan/other implementation plan, learning media and or materials, and assessment instrument.</li> <li>- Students must practice (simulate) the resulted learning plan.</li> <li>- Students must videotape and edit the learning practice to create a maximum of comprehensive 10-minute learning/activity video.</li> <li>- Assignment must be completed in groups with maximum 3-5 members.</li> </ul> <b>Form of examination:</b> Written exam: Essay
<b>Media employed</b>	Books, Power Point Presentation, Film



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY  
UNIVERSITAS NEGERI JAKARTA  
FACULTY OF MATHEMATICS AND NATURAL SCIENCE

Jl. Rawamangun Muka, RT 11/RW14, Rawamangun, Pulo Gadung  
East Jakarta City, Special Capital Region Of Jakarta 13220  
Email: [pend.mat@unj.ac.id](mailto:pend.mat@unj.ac.id), <http://fkipa.unj.ac.id/penmat>

Reading list	
	<ol style="list-style-type: none"><li>1. Ashworth, P. (2000). Psychology and human nature. USA: Psychology Press Ltd.</li><li>2. Crain, W.. (2007). Theories of developmental, concepts and applications (3rd Edition). New Jersey: Prentice Hall.</li><li>3. Dowling, M.(2001). Young children's personal, social and emotional development. London: PCP Ltd.</li><li>4. Evita, dkk.(2016). Bahan Ajar Perkembangan Peserta Didik. Jakarta : UNJ Press</li><li>5. Havighurst (1961). Human development and education. New York: David Mckay Co.</li><li>6. Hurlock, E.B. (1950). Child development. New York: McGraw Hill Book Company Inc.</li><li>7. Makmun, A.S. (1997). Psikologi kependidikan. Bandung: Remaja Rosdakarya.</li><li>8. Miller, P.H. (1993). Theories of developmental psychology. Florida: W.H.Freeman &amp; Company.</li><li>9. Papalia, D.E. (2007). Human development (10th Edition). Boston: McGraw-Hill.</li><li>10. Pikunas, L. (1976). Human development. Tokyo: McGraw Hill Kogakusha, Ltd.</li><li>11. Santrock, J.W. (2013). Life-span development (14th Edition).New York: McGraw-Hill.</li><li>12. Santrock, J.W. (2005). Educational psychology. New York: McGraw-Hill.</li><li>13. Shaffer, D.R., &amp; Kipp, K. (2014). Developmental psychology: Childhood and adolescence (9th Edition). Belmont, CA: Wadworth.</li><li>14. Yusuf LN., S. (2006). Psikologi Perkembangan Anak dan Remaja. Bandung : Remaja.</li><li>15. Eggen, P. &amp; Kauchak, D. (2004). <i>Educational Psychology: Windows on Classrooms (sixth edition, international edition)</i>. New Jersey: Pearson Prentice Hall.</li><li>16. Slavin, R. E. (2006). <i>Educational psychology</i> (edisi terjemahan). Jakarta: PT Indeks.edition). Boston: Mc Graw Hill.</li><li>17. Woolfolk, A. (2007). <i>Educational Psychology (ninth edition, International edition)</i>. Boston: Pearson education, Inc.</li></ol>