



**Universitas Negeri Surabaya
Fakultas Ilmu Sosial dan Hukum
Program Studi S1 Sosiologi**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|----------------------|------------|-----------|-------------|-----|-----------|----------|------------------|
| Psikologi Pendidikan | 1000002039 | | T=2 | P=0 | ECTS=3.18 | 1 | 25 November 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|-----------|----------------|-----------------|-------------------------------|
| | TIM MBKM | TIM MBKM | Dr. Agus Machfud Fauzi, M.Si. |

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| Model Pembelajaran | Case Study |
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| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | CPMK - 1 | Menguasai konsep dasar psikologi pendidikan, perkembangan peserta didik, teori belajar, dan aspek-aspek kepribadian yang berpengaruh terhadap belajar, dan pengelolaan kelas non formal |
| | CPMK - 2 | Membuat keputusan tentang konsep dan teori dalam ruang lingkup psikologi pendidikan yang relevan untuk menyelesaikan kasus pembelajaran atau kesulitan belajar pada ruang lingkup pendidikan non formal |
| | CPMK - 3 | Bertanggung jawab terhadap kinerja pembelajaran secara individual maupun kelompok, dengan menunjukkan keterlibatan aktif dalam menjalankan tugas dan peran yang diberikan baik secara individual maupun kelompok selama proses pembelajaran. |

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| CPMK - 4 | Memanfaatkan sumber belajar dan media pembelajaran berbantuan TIK untuk mendukung pelaksanaan pembelajaran |
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Matrik CPL - CPMK

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| CPMK |
| CPMK-1 |
| CPMK-2 |
| CPMK-3 |
| CPMK-4 |

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

| CPMK | Minggu Ke | | | | | | | | | | | | | | | |
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| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| CPMK-1 | | ✓ | ✓ | | | | | | | | ✓ | | | ✓ | | |
| CPMK-2 | ✓ | | | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | | ✓ | |
| CPMK-3 | | | | | | ✓ | | ✓ | ✓ | ✓ | | | | | | ✓ |
| CPMK-4 | | | | | | | | | | | | | | | | |

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| Deskripsi Singkat MK | This course discusses the meaning, scope and contribution of educational psychology, learner development, learning theories, personality aspects that affect learning, learning difficulties, and classroom management for effective learning. Lectures are conducted using direct learning, both online and offline, independent assignments, and group discussions. The learning method used is case study. |
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| Pustaka | Utama : |
| | <ol style="list-style-type: none"> Slavin, Robert E. 2017. Educational Psychology: Theory and Practice, 12th ed. Boston: Allyn & Bacon Santrock, J W. 2017. Educational Psychology. New York: McGraw-Hill Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press. Djiwandono, Sri Esti W. 2009. Psikologi Pendidikan. Jakarta: Grasindo. |
| | Pendukung : |
| | <ol style="list-style-type: none"> Mudjiran. 2021. Psikologi Pendidikan. Jakarta: Kencana Ambat, R.E. 2024. Psikologi Pendidikan. Sukoharjo: Pradina Pustaka Matara, Kusumawaty. 2023. Psikologi Pendidikan. Yogyakarta: Selat Media Partners |

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| Dosen Pengampu | |
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| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] | | Materi Pembelajaran [Pustaka] | Bobot Penilaian (%) |
|--------|---|-----------|-------------------|---|-----------------|-------------------------------|---------------------|
| | | Indikator | Kriteria & Bentuk | Luring (offline) | Daring (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

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| 1 | Understand the basic concepts of education and the role of educational psychology in the field of education | <ol style="list-style-type: none"> 1.Explain the basic concepts of educational psychology (understanding and aspects studied in it) 2.Identify the benefits/contributions of educational psychology in learning | Kriteria: <ol style="list-style-type: none"> 1.Active participation assessment sheet 2.Active participation assessment rubric Bentuk Penilaian : Aktifitas Partisipasif | Case Studies Compile a summary of the basic concepts of Educational Psychology 2x50 | | Materi: konsep dasar psikologi pendidikan Pustaka: <i>Slavin, Robert E. 2017. Educational Psychology: Theory and Practice, 12th ed.Boston: Allyn & Bacon</i> <hr/> Materi: basic concepts of educational psychology Pustaka: <i>Slavin, Robert E. 2017. Educational Psychology: Theory and Practice, 12th ed.Boston: Allyn & Bacon</i> | 5% |
| 2 | Understand student development and the laws of development | <ol style="list-style-type: none"> 1.Explain the basic concepts of life span development 2.Explain the laws of human development | Kriteria: <ol style="list-style-type: none"> 1.Active participation assessment sheet 2.Active participation assessment rubric Bentuk Penilaian : Aktifitas Partisipasif | Case Studies 1. Listen to the lecturer's explanation about the meaning, principles and laws of development 2. Discuss examples of individual development phenomena related to the laws of development in education 2x50 | | Materi: Objectives in Educational Psychology: a modest proposal Pustaka: <i>Stones, E. 2012. Educational Objectives and the Teaching of Educational Psychology. United Kingdom: Taylor & Francis.</i> <hr/> Materi: Basic concepts of participant development Pustaka: <i>Slavin, Robert E. 2017. Educational Psychology: Theory and Practice, 12th ed.Boston: Allyn & Bacon</i> <hr/> Materi: The laws of student development Pustaka: <i>Sanrock, J W. 2017. Educational Psychology. New York: McGraw-Hill</i> | 5% |
| 3 | Understanding the theory of cognitive development (Jean Piaget) and language development and socio-cultural factors (Vygotsky), as well as their application in learning | <ol style="list-style-type: none"> 1.Explain the main ideas of Piaget's theory of cognitive development and Vygotsky's language development 2.Explains examples of the application of Piaget's stages of cognitive development and Vygotsky's language development in learning | Kriteria: <ol style="list-style-type: none"> 1.Active participation assessment sheet 2.Active participation assessment rubric Bentuk Penilaian : Aktifitas Partisipasif | Case Studies 1. Listen to the lecturer's explanation about Piaget's stages of cognitive development 2. Look at examples of stages of cognitive development and language development 3. Discuss as a group about the application of cognitive and language development in learning 2x50 | | Materi: Piaget and Vygotsky's theory of cognitive development (concepts & stages of development) Pustaka: <i>Slavin, Robert E. 2017. Educational Psychology: Theory and Practice, 12th ed.Boston: Allyn & Bacon</i> <hr/> Materi: Application of Piaget's stages of cognitive development and Vygotsky's language development in learning Pustaka: <i>Sanrock, J W. 2017. Educational Psychology. New York: McGraw-Hill</i> <hr/> Materi: psychology of human development Pustaka: <i>Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press.</i> | 5% |

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| 4 | Understand Erikson's theory of social emotional development and Kohlberg's stages of moral development and their application | <p>1. Case Studies 1. Listen to the lecturer's explanation about Erikson's social emotional development and Kohlberg's moral development 2. Look at examples of social emotional development and moral development 3. Discuss the implications of social, emotional and moral development in learning using cross-disciplinary information</p> <p>2. Explains examples of the application of Erikson's stages of social emotional development and Kohlberg's stages of moral development</p> <p>3. Students are able to understand the concept of educational psychology in its application to non-formal education</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Active participation assessment rubric 2. Presentation assessment sheet <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | <p>Case Studies</p> <p>1. Listen to the lecturer's explanation about Erikson's social emotional development and Kohlberg's moral development 2. Look at examples of social emotional development and moral development 3. Discuss the implications of social, emotional and moral development in learning using cross-disciplinary information 2 x 50</p> | | <p>Materi: Erikson's theory of social emotional development and Kohlberg's moral development</p> <p>Pustaka: <i>Slavin, Robert E. 2017. Educational Psychology: Theory and Practice, 12th ed. Boston: Allyn & Bacon</i></p> <p>Materi: Erikson's theory of social emotional development and Kohlberg's stages of moral development and their application</p> <p>Pustaka: <i>Djiwandono, Sri Esti W. 2009. Psikologi Pendidikan. Jakarta: Grasindo.</i></p> | 5% |
| 5 | Students are able to explain Bandura's behavioral learning theory (behaviorism) and social learning theory and examples of their application | <p>1. Explains the main ideas of the concept of learning according to behaviorism and Bandura's social learning</p> <p>2. Explains examples of the application of learning concepts based on behaviorism and social learning theory</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Presentation assessment sheet 2. Assessment rubric 3. Paper assessment sheet 4. Paper assessment rubric <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | <p>Case Studies</p> <p>1. Present assignments about behaviorist learning theory 2. Identify examples of behaviorist learning theory in learning 3. Discuss as a group the implementation of behaviorist learning theory in learning using cross-disciplinary information 2x50</p> | | <p>Materi: Behavioral learning theory (behaviorism) and Bandura's social learning theory and examples of their application</p> <p>Pustaka: <i>Sanrock, J W. 2017. Educational Psychology. New York: McGraw-Hill</i></p> | 5% |
| 6 | Students are able to explain cognitive and constructivist learning theories and their application in their learning | <p>1. Explain the main ideas of cognitive learning theory and constructivism</p> <p>2. Explains examples of the application of cognitive and constructivist learning theories in learning</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Presentation assessment sheet 2. Active participation assessment rubric <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | <p>Case Studies</p> <p>1. Present and discuss cognitive and constructivist learning theory tasks 2. Identify examples of the application of cognitive and constructivist learning theories in learning 3. Discuss as a group the implementation of cognitive learning theory in learning using cross-disciplinary information 2x50</p> | | <p>Materi: cognitive and constructivist learning theories and their application in learning</p> <p>Pustaka: <i>Sanrock, J W. 2017. Educational Psychology. New York: McGraw-Hill</i></p> | 5% |

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| 7 | Understand humanistic learning theory and be able to apply it in learning | <ol style="list-style-type: none"> 1.Explains the main ideas of humanistic learning theory/student-centered approach 2.Explains examples of the application of humanistic learning theory in learning | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Presentation assessment sheet 2.Assessment rubric 3.Paper assessment sheet 4.Paper assessment rubric <p>Bentuk Penilaian : Aktifitas Partisipatif</p> | Case Studies <ol style="list-style-type: none"> 1. Present and discuss assignments about humanistic learning theory 2. Identify examples of the application of humanistic learning theory in learning 3. Discuss as a group the implementation of humanistic learning theory in learning using cross-disciplinary information 2x50 | | <p>Materi: humanistic learning theory and can</p> <p>Pustaka: <i>Sanrock, J W. 2017. Educational Psychology. New York: McGraw-Hill</i></p> | 5% |
| 8 | midterm exam | <ol style="list-style-type: none"> 1.Explains the main ideas of humanistic learning theory/student-centered approach 2.Explains examples of the application of humanistic learning theory in learning | <p>Kriteria:</p> <ol style="list-style-type: none"> 1.Assessment sheet 2.presentation Assessment rubric 3.Paper assessment sheet 4.Paper assessment rubric <p>Bentuk Penilaian : Tes</p> | Case Study, midterm exam 2x50 | | <p>Materi: Materials 1 and 7</p> <p>Pustaka:</p> | 10% |
| 9 | <ol style="list-style-type: none"> 1.Students are able to explain the basic concepts of intelligence and its role in the teaching and learning process 2.Students are able to understand and explain the types of intelligence in humans | <ol style="list-style-type: none"> 1.Explain the main ideas of intelligence 2.Explains examples of the influence of intelligence in learning | <p>Kriteria: Rubrik</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio</p> | Case Studies <ol style="list-style-type: none"> 1. Present assignments about intelligence and discuss them 2. Identify examples of the role of intelligence in learning 3. Discuss as a group the implementation of humanistic learning theory in learning using cross-disciplinary information 2x50 | | <p>Materi: basic concepts of intelligence and its role in the teaching and learning process</p> <p>Pustaka: <i>Slavin, Robert E. 2017. Educational Psychology: Theory and Practice, 12th ed.Boston: Allyn & Bacon</i></p> | 5% |
| 10 | Students are able to explain the concept of emotions and self-concept of student participants and their influence on learning | <ol style="list-style-type: none"> 1.Explain the concept of emotion and self-concept 2.Explain the concept of emotion and self-concept | <p>Kriteria: Rubrik</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p> | Case Studies <ol style="list-style-type: none"> 1. Present assignments about self-concept and emotions 2. Discuss the influence of self-concept and emotions on learning 3. Identify the role of emotions and self-concept in learning 4. Discuss emotions, self-concept and their influence on the learning process using cross-disciplinary information 2x50 | | <p>Materi: konsep emosi dan konsep diri siswa dan pengaruhnya terhadap pembelajaran</p> <p>Pustaka: <i>Djiwandono, Sri Esti W. 2009. Psikologi Pendidikan. Jakarta: Grasindo.</i></p> <hr/> <p>Materi: students' emotional concepts and self-concept and their influence on learning</p> <p>Pustaka: <i>Sanrock, J W. 2017. Educational Psychology. New York: McGraw-Hill</i></p> <hr/> <p>Materi: students' emotional concepts and self-concept and their influence on learning</p> <p>Pustaka: <i>Djiwandono, Sri Esti W. 2009. Psikologi Pendidikan. Jakarta: Grasindo.</i></p> | 5% |

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| 11 | Students are able to explain the concept of motivation and its role in learning | <ol style="list-style-type: none"> 1.Explain the concept of motivation 2.Explain examples of the role of motivation in the learning process | Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif | Case Studies <ol style="list-style-type: none"> 1. Present the motivational task and its influence on learning and discuss it 2. Identify examples of motivation for learning 3. Discuss motivation and its influence on learning using cross-disciplinary information 2x50 | Materi: Understanding motivation, types of motivation, motivation theories Pustaka: Nursalim, M, dkk. 2017. <i>Psikologi Pendidikan</i> . Surabaya: Unesa University Press. Materi: The role of motivation in learning Pustaka: Nursalim, M, dkk. 2017. <i>Psikologi Pendidikan</i> . Surabaya: Unesa University Press. | 5% |
| 12 | Students are able to explain the concept of giftedness, gifted children and their education | <ol style="list-style-type: none"> 1.Explain the concept of giftedness 2.Identifying the characteristics of giftedness 3.Explain educational services for gifted children | Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif | Case Studies <ol style="list-style-type: none"> 1. Analyze the problems of gifted children 2. Discuss the application of the concept of giftedness in education in class/group discussions using cross-disciplinary information 2x50 | Materi: Talent and Motivations Pustaka: Santrock, J W. 2017. <i>Educational Psychology</i> . New York: McGraw-Hill Materi: Understanding giftedness and its characteristics Pustaka: Nursalim, M, dkk. 2017. <i>Psikologi Pendidikan</i> . Surabaya: Unesa University Press. | 5% |
| 13 | Students are able to explain and identify academic learning difficulties | <p>Explain the basic concept of academic learning difficulties (understanding, symptoms and forms/types)</p> | Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Case Studies <ol style="list-style-type: none"> 1. Analyze cases of academic learning difficulties that occur in students 2. Discuss initial treatment for cases of academic learning difficulties 3. Make a short report regarding the initial treatment that occurs in cases of academic learning difficulties 2x50 | Materi: The Attitude Scale: Statements about educational psychology Pustaka: Stones, E. 2012. <i>Educational Objectives and the Teaching of Educational Psychology</i> . United Kingdom: Taylor & Francis. Materi: Basic concepts of academic learning difficulties and their forms and characteristics (dyslexia, dyscalculia, dysgraphia) Pustaka: Nursalim, M, dkk. 2017. <i>Psikologi Pendidikan</i> . Surabaya: Unesa University Press. | 5% |
| 14 | Students are able to explain and identify learning difficulties due to developmental disorders | <p>Explain the basic concept of learning difficulties due to developmental disorders (understanding, symptoms and forms/types)</p> | Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipasif | Case Studies <ol style="list-style-type: none"> 1. Analyze cases of learning difficulties due to developmental disorders 2. Provide references to experts based on the results of identifying learning difficulties due to developmental disorders 3. Make a short report regarding references to experts based on the results of identifying learning difficulties due to developmental disorders 2x50 | Materi: Konsep dasar Kesulitan belajar karena gangguan perkembangan (bentuk-bentuk Dan karakteristiknya)(aut ism, ADHD, down syndrome) Pustaka: Nursalim, M, dkk. 2017. <i>Psikologi Pendidikan</i> . Surabaya: Unesa University Press. Materi: Basic concepts Learning difficulties due to developmental disorders (forms and characteristics (autism, ADHD, Down syndrome) Pustaka: Nursalim, M, dkk. 2017. <i>Psikologi Pendidikan</i> . Surabaya: Unesa University Press. | 5% |

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| 15 | Students are able to explain a positive environment that supports learning | 1.Explain the main ideas of classroom management 2.Shows an example of implementing classroom management | Kriteria: Rubrik Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio | Case Studies 1. Present assignments about classroom management and discuss them 2. Discuss as a group examples of implementing classroom management 2x50 | Materi: Students are able to explain a positive environment that supports learning Pustaka: Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press. Materi: Create a positive environment for learning Pustaka: Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press. Materi: Be a good communicator Pustaka: Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press. Materi: Dealing with student problem behavior Pustaka: Nursalim, M, dkk. 2017. Psikologi Pendidikan. Surabaya: Unesa University Press. | 5% |
| 16 | Final exams | Shows an example of implementing classroom management | Bentuk Penilaian : Aktifitas Partisipatif | Written Test 2x50 | Materi: meeting material 1-15 Pustaka: Matara, Kusumawaty. 2023. Psikologi Pendidikan. Yogyakarta: Selat Media Partners | 20% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipatif | 82.5% |
| 2. | Penilaian Portofolio | 5% |
| 3. | Praktik / Unjuk Kerja | 2.5% |
| 4. | Tes | 10% |
| | | 100% |

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.