

SEMESTER LESSON PLAN

STUDY OF PEDAGOGY







Lecturer(s):

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**MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
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	SEMESTER LESSON PLAN	Doc. No : AP-SPSUPI-AK04/PS701
	Study of Pedagogy	Revision : -
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Lecturer	QCC on Educational Psychology	Head of Educational Psychology Study Program
SEMESTER LESSON PLAN		
1. Course Identity		
Name of Study Program	: Educational Psychology	
Course Name	: Study of Pedagogy	
Code	: PS703	
Classification	: Core Competency Courses of Postgraduate	
Credit (s)	: 2 credits	
Program	: Master Program	
Semesters	: 2 (two)	

Prerequisite : -
Status (mandatory/optional) : Compulsory
Lecturer(s) name and code : Prof. Dr. Sunaryo Kartadinata, M.Pd (0338)
Dr. Suherman, M.Pd (0900)

2. Course Description

The Pedagogic Foundation course strengthens students' insights in understanding educational theory and practice from a pedagogical perspective to examine: (1) the meaning of education, teaching, and training; (2) education as knowledge; (3) the philosophical anthropology of human nature and education; (4) educational history; (5) psychological development of students; (6) religious foundation and values of educational goals; (7) educational situation in the field of the educational environment; (8) educational institutions in cultural and organizational settings; (9) educational principles; (10) pedagogical perspective on the basis of education management; (11) pedagogical perspective on educational evaluation; (12) the implications of educational research and empirical results on educational theory and practice.

3. Learning Outcomes

- A : Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and country based on culture, norms, and academic ethics.
- K1 : Comprehend the concepts, theories, and principles in educational psychology, developmental psychology, and pedagogy, and their implementation in educational practices.
- GS2 : Develop logical, critical, systematic, and creative thinking and apply them in conducting and publishing interdisciplinary research that takes into account humanities values in accordance with the educational psychology expertise.
- SS2 : Manage evidence-based research independently in solving problems in educational practices from educational psychology perspective and publish the findings in national and international journals.

4. Course Learning Outcomes

After attending this course, students are expected to be able to:

1. Mastering knowledge and understanding of pedagogic perspectives on educational problems both philosophical, scientific, and educational praxis in the field.
2. Mastering the basic theoretical principles both philosophically and scientifically in analyzing and solving educational problems from a pedagogical perspective.
3. Mastering the application of theoretical basic principles can be used as a reference in the framework of a pedagogical perspective on educational practice in the field.

5. Lesson Plan Description

pert.	Indicators of Course Learning Achievement	Study Materials	Forms of Learning	Time	Assignment and Assessment	References
1	Students can understand the background, name, objectives, main materials, strategies, bills, and evaluation of lectures.	Lecture Orientation	- Lecture - Question and answer	100 minutes	Discussion	<ul style="list-style-type: none"> ● Course modul of Study of Pedagogy ● Brameld (1957) ● Henderson (1959) ● Langeveld (1997)
2	Students can understand the meaning of education in general and in specific, the meaning of teaching and its orientation, the meaning of training and its various dimensions	Various pedagogical perspectives on the meaning of education,	- Lecture - Discussion - Question and answer	100 minutes	Discussion	<ul style="list-style-type: none"> ● Jacobs (2002) ● Langeveld (1997) ● Mars (2008) ● Whitehead (1956)Books 3,5,6 & 9

		teaching, and training				
3	Students are able to understand ontological studies of scientific objects (pedagogic): material and formal, epistemological studies of scientific (pedagogic) methods: qualitative and quantitative, axiological studies of pedagogic functions and roles in educational practice, generalizations (prediction and control)	Education as science	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Jacobs (2002) ● Langeveld (1997) ● Novaks (1979) ● Soelaeman (1985) ● Whitehead (1956)
4	Students are able to understand the study of several philosophical views on human nature and education (idealism, realism, pragmatism, existentialism, and Pancasila), the implications of philosophical anthropological views on the role of educators and students in achieving educational goals	Philosophical anthropologic al study of human nature and education	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Henderson (1959) ● Jacobs (2002) ● Mars (2008) ● Novaks (1979) ● Whitehead (1956)
5	Students are able to understand about getting to know world education figures from the aspects of the concepts of ontology, epistemology and axiology, understand the	Historical studies of educator figures	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Brameld (1957) ● Henderson (1959) ● Mars (2008) ● Novaks (1979)

	implications of educational concepts from world leaders and their schools for educational systems and practices in Indonesia, get to know Indonesian national educator figures from the concepts of ontology, epistemology, and axiology, and understand the implications of the concept of education from Indonesian educators on today's educational systems and practices.					<ul style="list-style-type: none"> ● Soelaeman (1985)
6	Study of students' cognitive development, study of students' emotional development, study of students' social development, study of students' moral and value development, and study of the religious development of students.	Psychological study of the student's development reality	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentation	<ul style="list-style-type: none"> ● Brameld (1957) ● Henderson (1959) ● Kneller (1984) ● Langeveld (1970) ● Novaks (1979)
7	Perspective of religious, ethical, juridical, sociocultural and socioeconomic on educational goals.	Religious, ethical, juridical, socio-cultural, and socio-economic	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentation	<ul style="list-style-type: none"> ● Jacobs (2002) ● Langeveld (1970) ● Novaks (1979) ● Soelaeman (1985)

		studies of educational goals				
8	MIDTERM EXAM					
9	Empirical studies of education in traditional, modern, and globalization era societies.	An empirical study of education in an event setting	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Brameld (1957) ● Henderson (1959) ● Mars (1008) ● Soelaeman (1985) ● Whitehead (1956)
10	Empirical studies of family education from certain cultural backgrounds, empirical studies of school education from certain sect backgrounds, empirical study of community education from cultural and organizational backgrounds	Empirical study of educational institutions in cultural and organizationa l settings	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Brameld (1967) ● Henderson (1959) ● Langeveld(1970) ● Mars (2008) ● Novaks (1979)
11	Study of goal-oriented education management, study of process-based education management, study of result-oriented education management, study of education management based on TQM (<i>Total Quality Management</i>)	Pedagogic perspective on the foundation of education management	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Brameld (1957) ● Henderson (1959) ● Jacobs (2002)

12	Study of the purpose and meaning of educational evaluation, study of essential materials in educational evaluation, study of the types and steps of educational evaluation, study of evaluation results and their development	Pedagogic perspective on educational evaluation	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Brameld (1957) ● Henderson (1959) ● Mars (2008) ● Soelaeman (1985) ● Whitehead (1956)
13	Studies on educational research qualitatively, (phenomenological, ethnographic, anthropological, etc.) , studies on educational research quantitatively, (descriptive, quasi-experimental, experiments, etc.) , studies on educational research in action, (class action), studies on research education policy,	Studies on educational <i>Research and Development</i>	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Henderson (1959) ● Kneller (1984) ● Langeveld (1970) ● Soelaeman (1985) ● Whitehead (1956)
14	Implications of the pedagogic foundation for the development of educational theory in schools, families and communities, implications of the pedagogic basis for educational practice in schools, families and communities, implications of the pedagogic foundation for the basis of teacher education and	Study of the implications of the pedagogical foundation for the development of educational theory and	<ul style="list-style-type: none"> - Lecture - Presentation - Discussion - Question and answer - Assignment 	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Brameld (1957) ● Kneller (1984) ● Novaks (1979) ● Whitehead (1956)

	education staff nationally and internationally .	practice in Indonesia and the world				
15	Students can present the tasks that have been done	Review and integration (Final Seminar) of Pedagogic Foundation Lectures	- Lecture - Presentation - Discussion - Question and answer - Assignment	100 minutes	Presentati on	<ul style="list-style-type: none"> ● Jacobs (2002) ● Langeveld (1970) ● Novaks (1979)
16	FINAL EXAMS					

6. References

1. Brameld, Theodore.,(1957), ***Cultural Foundations of Education*** , New York Harper & Brothers Publishers,
2. Henderson, Stell van Petter., (1959) ***Introduction to Philosophy of Education*** , Chicago.The University of Chicago Press
3. Jacobs, Walter R., (2002), ***Postmodern Theory & Multicultural Education; Learning & Living Difference that makes a Difference*** , (Online), Available:file//A:/ Multicultural Education Learning & living difference that makes a difference Post....(10 February 2008)
4. Kneller, George F., (1984), ***Movements of Thought in Modern Education*** , New York, Chichester, Brisbane, Toronto, Singapore. John Wiley & Sons
5. Langeveld, MJ, (1970), ***Pedagogik Teoritis Sistematis***, Simanjuntak Translator, Bandung, CV. Jemmars,
6. Marsh, Colin.,(2008), ***Becoming A Teacher*** , (Knowledge, skills, and Issues), Australia, Pearson Education Australia, 4th Edition.
7. Novak, Joseph D., (1979) ***A Theory of Education*** , Jthaca, Carnell University Press

8. Soelaeman, M.I. (1985), ***Suatu Telaah Pendekatan Fenomenologis Terhadap Situasi Kehidupan dan Pendidikan dalam Keluarga dan Sekolah***, Dissertation, Bandung, Postgraduate Faculty, Teaching and Education Institute
9. Whitehead, Alfred North., (1956), ***The Aims of Education*** , England, Willian and Norgate Ltd., (seventh printing).