

SEMESTER LESSON PLAN
GENERAL PSYCHOLOGY



Lecturer:
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MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY
SCHOOL OF POSTGRADUATE STUDIES
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SEMESTER LESSON PLAN		
1. Course Identity Name of Study Program : Educational Psychology Course Name : General Psychology Code : SP501 Classification : Prerequisite Courses (Aanvullen) Credit(s) : 3 Program : Master Program Semester : 1 (One) Prerequisite : -		

Status : Compulsory

Lecturer(s) and Lecturer Code : Hani Yulindrasari, S.Psi., M. Gendst., Ph.D (2220)
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2. Course Descriptions

The substance of the study in this course is the nature of psychology as a scientific and human endeavor; biological processes and developmental processes; the concept of nature, nurture, and human development; the concepts of sensation and perception; the concept of consciousness, the process of learning, remembering, and thinking; understanding of intelligence and personality; the concept of motivation and emotion; the concept of adjustment, social behavior, and social influence; and mental health.

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.
- K 1 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.

4. Course Learning Outcomes

- M1 Able to analyze the findings of field studies using concepts and theories in general psychology as well as previous studies.
- M2 Able to understand the nature of human development, scientific approaches, theoretical perspectives, and findings in the study of human psychology in general and their implications for educational practice.
- M3 Able to implement general psychology in educational practice.

M4 Able to implement and explain findings or results in the field to the public.

5. Lesson Plan Description

Meetings	Learning Indicators	Study Materials / Teaching Materials	Learning Approach/Method	Time	Student Learning Experience	Evaluation	Reference
1	Students can understand and apply the nature of psychology.	The Nature of Psychology A. Understanding Psychology B. Purpose and object of study of psychology C. Field of study of psychology D. The relationship between psychology and other branches of science	Lectures, discussions, and questions and answers	150 minutes	Listen to the lecturer's explanation, express opinions, listen to the opinions of others, and draw conclusions.	Individual Tasks, Group Tasks, and Field Observation Tasks	Kalat, JW (2016). <i>Introduction to psychology</i> . Nelson Education. Teo, T. (2009). Philosophical concerns in critical psychology. <i>Critical psychology: An introduction</i> , 2, 36-54.

2	Students can understand and analyze the stages of human development both physically and psychologically, as well as the factors that influence them.	The stages of human development both physical and psychological A. Theory of physical development B. Psychological development theory	Lectures, discussions, and questions and answers	150 minutes	Listen to the lecturer's explanation, express opinions, listen to the opinions of others, and draw conclusions.	Individual Tasks, Group Tasks, and Field Observation Tasks	Kalat, JW (2016). <i>Introduction to psychology</i> . Nelson Education.
3	Students can understand and analyze the stages of human development both physically and psychologically, as well as the factors that influence them.	Factors influencing human development and behavior A. Physical Development B. Cognitive Development C. Social-Emotional	Lectures, discussions, and questions and answers	150 minutes	Listen to the lecturer's explanation, express opinions, listen to the opinions of others, and draw conclusions	Individual Tasks, Group Tasks, and Field Observation Tasks	Kalat, JW (2016). <i>Introduction to psychology</i> . Nelson Education.

		Development					
4	Students can understand and analyze concepts about sensation, perception, and awareness.	<p>Sensation and Perception</p> <p>A. Definition of sensation and perception</p> <p>B. Detection, <i>Absolute Threshold</i>, and Theory of signal detection</p> <p>C. Visual perception (<i>perceptual constancy, size constancy, shape constancy, lightness constancy, depth perception, shape perception</i>)</p>	Lectures, discussions, and questions and answers	150 minutes	Listen to the lecturer's explanation, express opinions, listen to the opinions of others and draw conclusions	Individual Tasks, Group Tasks, and Field Observation Tasks	Kalat, JW (2016). <i>Introduction to psychology</i> . Nelson Education.

		D. Gestalt laws in perception					
5	Students can understand and analyze concepts about sensation, perception, and awareness.	Awareness A. The Nature of Consciousness B. Theory of Consciousness according to Freud and Jung C. Sleep and dream D. Hypnosis E. Psychoactive Drugs	Lectures, discussions, and questions and answers	150 minutes	Listen to the lecturer's explanation, express opinions, listen to the opinions of others and draw conclusions	Individual Tasks, Group Tasks, and Field Observation Tasks	Kalat, JW (2016). <i>Introduction to psychology</i> . Nelson Education. Foley, H., & Matlin, M. (2015). <i>Sensation and perception</i> . Psychology press.
6	Students can understand and implement learning concepts in the process of learning, remembering and thinking.	Learning Process A. Definition of Learning B. Learning, maturity, and development	Lectures, discussions, and questions and answers	150 minutes	Listen to the lecturer's explanation, express opinions, listen to the opinions of others and draw conclusions	Individual Tasks, Group Tasks, and Field Observation Tasks	Kalat, JW (2016). <i>Introduction to psychology</i> . Nelson Education. -

		<p>C. Factors that influence learning</p> <p>D. Classical conditioning theory</p> <p>E. Operant conditioning theory</p>					
7	Students can understand and explain the process of learning, remembering, and thinking.	<p>Memory</p> <p>A. Memory definition</p> <p>B. Types of memory: recall and recognition</p> <p>C. Theories about memory storage: sensory store, short-term memory, and long term memory</p>	Lectures, discussions, and questions and answers	150 minutes	Listen to the lecturer's explanation, express opinions, listen to the opinions of others and draw conclusions	Individual Tasks, Group Tasks, and Field Observation Tasks	Kalat, JW (2016). <i>Introduction to psychology</i> . Nelson Education.
8	MIDTERM EXAM						

Students can understand and explain about behavioristic learning theory	Theories of learning behavior (behavioral learning)	Group Projects, Mini research, group discussions	150 minutes	presentation	Observation of student activity in class discussions	Plotnik, R., & Kouyoumdjian, H. (2013). Introduction to psychology. Cengage Learning.
Students can understand and apply intelligence and personality.	Theories about personality and intelligence	Group Projects, Mini research, group discussions	150 minutes	presentation	Observation of student activity in class discussions	Plotnik, R., & Kouyoumdjian, H. (2013). Introduction to psychology. Cengage Learning.
Students can implement theories about motivation, emotion, and adaptation.	The concepts of motivation, emotion, and adaptation	Group Projects, Mini research, group discussions	150 minutes	presentation	Observation of student activity in class discussions	Sansone, C., & Harackiewicz, JM (Eds.). (2000). Intrinsic and extrinsic motivation: The search for optimal motivation and performance. Elsevier.
Students can understand and implement theories about motivation, emotion, and adaptation.	The concepts of motivation, emotion, and adaptation	Group Projects, Mini research, group discussions	150 minutes	presentation	Observation of student activity in class discussions	Sansone, C., & Harackiewicz, JM (Eds.). (2000). Intrinsic and extrinsic motivation: The search for optimal motivation and performance. Elsevier.

Students can apply theories about motivation, emotion, and adaptation.	The concepts of motivation, emotion, and adaptation	Group Projects, Mini research, group discussions	150 minutes	presentation	Group task; observation of laboratory practice	Plotnik, R., & Kouyoumdjian, H. (2013). <i>Introduction to psychology</i> . Cengage Learning
Students can analyze social behavior and social influence.	Theories and concepts of social behavior and social contributions to human psychology.	Group Projects, Mini research, group discussions	150 minutes	presentation	Individual task of measuring student learning outcomes	Plotnik, R., & Kouyoumdjian, H. (2013). <i>Introduction to psychology</i> . Cengage Learning
Students can explain and analyze and concepts about mental health.	Theories about Mental Health	Group Projects, Mini research, group discussions	150 minutes	presentation	Individual assignment: a case study of learning difficulties	Lacasse, JR (2014). After DSM-5: A critical mental health research agenda for the 21st century, p. 5-10.
16	FINAL EXAMS					

6. References

1. Foley, H., & Matlin, M. (2015). *Sensation and perception* . Psychologypress.
2. Kalat, JW (2016). *Introduction to psychology* . Nelson Education.
3. Lacasse, JR (2014). After DSM-5: A critical mental health research agenda for the 21st century, p. 5-10.
4. Plotnik, R., & Kouyoumdjian, H. (2013). *Introduction to psychology* . Cengage Learning.

5. Sansone, C., & Harackiewicz, JM (Eds.). (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance* . Elsevier.
6. Teo, T. (2009). Philosophical concerns in critical psychology. *Critical psychology: An introduction* , 2 , 36-54.

7. Attachment

Appendix 1. Teaching Materials

Appendix 2. Media

Appendix 3. Assessment Instrument