

**SEMESTER LESSON PLAN
DEVELOPMENTAL PSYCHOLOGY**



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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 : Developmental Psychology		
Code : SP502		
Classification : Prerequisite Courses		
Credit (s) : 3		
Program : Master Program		
Semester : 1		
Prerequisite : -		
Status : Compulsory		
Lecturer(s) and Lecturer Code: Prof. Dr. Juke R. Siregar, M.Pd., Psikolog (8015) Dr. Tina Hayati Dahlan, M.Pd., Psikolog (2537)		

2. Course Description

This course discusses a comprehensive review of the psychology of human development from conception to adulthood, including the nature of human development, the main theoretical issues, and perspectives in human development, scientific approaches in the study of human development, as well as the processes and stages of human development in each period. Students also learn the basic knowledge and skills of observation and interviews as assessment techniques to identify human development in various *settings* and contexts.

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.
- K2 Comprehend the research methodology and its implementation to improve the quality of educational practices and promote the well-being of involved parties in formal, informal, and non-formal educational settings.
- GS1 Integrate learning and innovation skills, tacit knowledge, ICT competency, and life skills into lifelong learners' behavior to facilitate their career development.
- 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 perspectives and publish the findings in national and international journals.

4. Course Learning Outcomes (CPM)

- M1 Able to understand the uniqueness and universality of human development in various contexts through field studies and previous studies and be able to implement this understanding in educational practice.
- M2 Able to understand the nature of human development, scientific approaches, theoretical perspectives, and findings in the study of human development and their implications in educational practice (P1).
- M3 Able to identify and understand the processes and stages of human development from conception to late adulthood.

- M4 Carefully and critically able to carry out assessments of the development of children, adolescents, and adults using observation and interview techniques as well as analyzing and communicating the results to the public.
- M5 Able to identify and examine developmental problems of children, youth, and adults in educational practice, as well as carry out study activities on the results of field studies with students, lecturers, and the academic community.

5. Learning Plan Description

Meetings	Objectives	Topics	Learning Strategy	time	Student Learning Experience	Assessment	References
1	<ul style="list-style-type: none"> - Students understand the goals, directions, and targets of lectures; know the learning resources used; know the topics to be studied; know the tasks that must be done; and know the learning outcomes assessment system. - Students can understand the nature of human development, domains/processes and periods of human development, issues of human development, as well as scientific approaches in the study of human development 	<ul style="list-style-type: none"> -Developmental Psychology's course modul -The essence of human development -Domains/processes and periods of human development -Human development issues -The scientific approach to the study of human development 	<ul style="list-style-type: none"> - Lecture - Question and answer - Class discussion 	150 minutes	Discussion		<ul style="list-style-type: none"> - Course modul of Developmental Psychology - Papalia, DE (2014) - Santrock, JW (2011)
2	Students can understand the development of the first 2/3	<ul style="list-style-type: none"> - Physical, cognitive, and socioemotional 	<ul style="list-style-type: none"> - Talk - Question and answer 	150 minutes	Discussion	Active participation in class	<ul style="list-style-type: none"> - Papalia, DE (2014)

	years and its implications in education	development in the first 2/3 years	- Class discussion				- Santrock, JW (2007) - Santrock, JW (2011)
3	Students can understand the application of development principles in educational practice	- <i>nature</i> - <i>Nurture</i> - <i>Idiographic</i> - <i>Nomothetic</i> - Developmental aspects - Developmental period - Application in educational practice	- Lecture - Question and answer - Class discussion	150 minutes	Discussion	Active participation in class	- Papalia, DE (2014) - Santrock, JW (2007) - Santrock, JW (2011)
4	Students can understand the characteristics of development from early childhood to the elderly	Developmental characteristics from early childhood to old age (Papalia, Santrock , and WHO)	- Lecture - Question and answer - Class discussion - Collaborative learning	150 minutes	Tasks make an overview	Active participation in class	- Papalia, DE (2014) - Santrock, JW (2007) - Santrock, JW (2011)
5	- Students can to understand and use observation and interview techniques in identifying the development of children, adolescents and adults - Students can to understand the importance of <i>informed consent</i> and use it	- Observation and interview techniques - <i>Informed consent</i> - Ethics in human research	- Lecture - Question and answer - Simulation and group discussion - Class discussion - Collaborative learning	150 minutes	Observation <i>role-play</i>	Active participation in class	Beaty, JC (1994)

	- Students understand and apply ethics in human research						
6	Students can design and implement observation sheets and interviews for field studies	Design of observation sheets and interviews	- group discussion - Collaborative learning	150 minutes	The task of designing observation sheets and interview guidelines	Observation and interview sheet design	- Beaty, JC (1994) - Papalia, DE (2014) - Santrock, JW (2007) - Santrock, JW (2011)
7	Field study		<i>Field studies</i>	150 minutes	Field study	Observations and interviews	
8	MIDTERM EXAM						
9	- Students can explain early childhood development and describe its implications in education - Students can explain, analyze, and evaluate the results of field studies	- Early childhood physical, cognitive, and socioemotional development - Analysis and evaluation of field study results	Class discussion	150 minutes	- Make a report on the results of field studies - Presentation of reports on the results of field studies	- Group report - Presentation - Active participation in class	- Papalia, DE (2014) - Santrock, JW (2007) - Santrock, JW (2011)
10	- Students can explain the development of middle childhood and describe its implications in education - Students can explain, analyze, and evaluate the results of field studies	- Middle childhood physical, cognitive, and socioemotional development - Analysis and evaluation of field study results	Class discussion	150 minutes	- Make a report on the results of field studies - Presentation of reports on the results of field studies	- Group report - Presentation - Active participation in class	- Papalia, DE (2014) - Santrock, JW (2007) - Santrock, JW (2011)

11	<ul style="list-style-type: none"> - Students can explain the development of adolescence and describe its implications in education - Students can explain, analyze, and evaluate the results of field studies 	<ul style="list-style-type: none"> - Physical, cognitive , and socioemotional development of adolescence - Analysis and evaluation of field study results 	Class discussion	150 minutes	<ul style="list-style-type: none"> - Make a report on the results of field studies - Presentation of reports on the results of field studies 	<ul style="list-style-type: none"> - Group report - Presentation - Active participation in class 	<ul style="list-style-type: none"> - Fuhrmann, Barbara Schneider. (1990). - Papalia, Diane E. (2007) - Santrock, John W. (2007) - Santrock, John W. (2011) - Steinberg, Laura. (1993) - Papalia, DE (2014) - Santrock, JW (2007) - Santrock, JW (2012)
12	<ul style="list-style-type: none"> - Students can explain the development of transitional and young adulthood and describe its implications in education - Students can explain, analyze, and evaluate the results of field studies 	<ul style="list-style-type: none"> - Physical, cognitive , and psychosocial development during transition and young adulthood - Analysis and evaluation of field study results 	Class discussion	150 minutes	<ul style="list-style-type: none"> - Make a report on the results of field studies - Presentation of reports on the results of field studies 	<ul style="list-style-type: none"> - Group report - Presentation - Active participation in class 	<ul style="list-style-type: none"> - Papalia, DE (2007) - Santrock, JW (2007) - Santrock, JW (2012)
13	<ul style="list-style-type: none"> - Students can explain the development of mid-adulthood and describe its implications in education 	<ul style="list-style-type: none"> - Mid-adult physical, cognitive , and 	Class discussion	150 minutes	<ul style="list-style-type: none"> - Make a report on the results of field studies 	<ul style="list-style-type: none"> - Group report - Presentation 	<ul style="list-style-type: none"> - Papalia, DE (2007) - Santrock, JW (2002)

	- Students can explain, analyze, and evaluate the results of field studies	socioemotional development - Analysis and evaluation of field study results			- Presentation of reports on the results of field studies	- Active participation in class	
14	- Students can explain the development of late adulthood and describe its implications in education - Students can explain, analyze, and evaluate the results of field studies	- Physical, cognitive, and socioemotional development in late adulthood - Analysis and evaluation of field study results	Class discussion	150 minutes	- Make a report on the results of field studies - Presentation of reports on the results of field studies	- Group report - Presentation - Active participation in class	- Papalia, DE (2007) - Santrock, JW (2002)
15	Mini-seminars 1 (Based on needs assessment)	Results of a field study and review of the developmental literature in the first 2/3 years, early and middle childhood	Community service activities in the form of <i>mini seminars</i>	150 minutes	Communicate the results of field studies to the public	Preparation for implementation of activities	- Field study results - Literature review
	Mini-seminars 2 (Based on needs assessment)	Results of field studies and literature review of adolescent and adult development	Community service activities in the form of <i>mini seminars</i>	150 minutes	Communicate the results of field studies to the public	Preparation for implementation of activities	- Field study results - Literature review
16	FINAL EXAMINATION OF SEMESTER						

6. References

1. Beaty, JC (1994). *Observing Development of The Young Child*. New York: Macmillan Publishing Company.

2. Fuhrmann, BS (1990). *Adolescence, Adolescents, Second Edition* . Glenview: Scott, Foresman/Little, Brown Higher Education.
3. Hurlock, E. (1980). *Developmental Psychology, An Approach Throughout the Life Span* (5th edition). Jakarta: Erlangga.
4. Papalia, DE & Feldman, RD (2014). *Diving into Human Development Book 1* (edition 12). Jakarta: Salemba Humanika.
5. Papalia, DE & Feldman, RD (2007). *Diving into Human Development Book 2* (edition 12). Jakarta: Salemba Humanika.
6. Papalia. DE & Martorell. G. (20XX). *Experience Human Development* (13th edition). New York: McGraw-Hill Education.
7. Santrock, John W. (2011). *Life-Span Development. Lifespan Developments Volume 1* (13th ed.). Jakarta: Erlangga.
8. Santrock, John W. (2002). *Life-Span Development, Volume 2* (5th edition). Jakarta: Erlangga.
9. Santrock, John W. (2007). *Child Development Volume 1* (11th edition). Jakarta: Erlangga.
10. Santrock, John W. (2007). *Child Development Volume 2* (11th edition). Jakarta: Erlangga.
11. Santrock, John W. (2007). *Youth Volume 1* (11th edition). Jakarta: Erlangga.
12. Santrock, John W. (2007). *Youth Volume 2* (11th edition). Jakarta: Erlangga.
13. Steinberg, Laura. (1993). *Adolescence* (3rd^{edition}). New York: McGraw-Hill.

7. Attachment

Appendix 1. Teaching Materials

Appendix 2. Media

Appendix 3. Assessment Instrument