

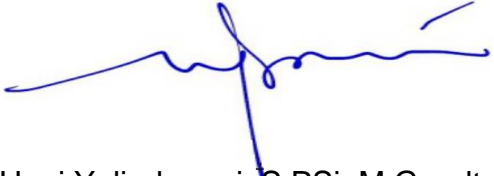



**SEMESTER LESSON PLAN  
EDUCATIONAL PSYCHOLOGY**



**Lecturer:  
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**MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY  
SCHOOL OF POSTGRADUATE STUDIES  
UNIVERSITAS PENDIDIKAN INDONESIA  
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	<b>SEMESTER LESSON PLAN</b>	No. Doc : .....
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<b>SEMESTER LESSON PLAN</b>		
<b>1. Course Identity</b>		
Study Program Name : Educational Psychology		
Course Name : Educational Psychology		
Course Code : SP503		
Course Group : Prerequisite Courses (Aanvullen)		
Credit (s) : 3 credits		
Program : Master Program		
Semesters : 2 (two)		
Prerequisite : -		

Status : Compulsory  
Lecturer and code : Dr. Nandang Budiman, M.Sc. (1990)

## 2. Course Description

This course examines the basic concepts included in the study of educational psychology as a discipline. For students with a background from outside (pure) psychology and educational psychology and guidance, this course is a very important prerequisite and must be taken in the early semester to make it easier to study other *advanced* courses. The substance of the study of this course includes the nature, urgency, and benefits of educational psychology in the development of educational theory and practice, basic concepts of human behavior in educational situations, dynamics of motivation, behavior, and personal growth and development, individual differences, learning processes, learning theory, models -models of teaching and diagnosis of learning difficulties.

## 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.

## 4. Course Learning Outcomes

- Students master the nature, urgency, and benefits of educational psychology in the development of educational theory and practice.
- Students master the basic concepts of human behavior in educational situations, dynamics of motivation, behavioral and personal growth and development, and individual differences.
- Students master the concepts and principles of the learning process, learning theory, teaching models, and the diagnosis of learning difficulties.
- Students are skilled at applying the basic principles of educational psychology in educational praxis.
- Students are skilled at analyzing the dynamics of motivation, behavioral and personal growth and development, and individual differences in the educational process.
- Students are skilled at applying teaching principles and models in learning.
- Students are skilled at diagnosing students' learning difficulties.

**5. Lesson Plan Description**

<b>Meetin gs</b>	<b>Learning Indicators</b>	<b>Study Materials/ Teaching Materials</b>	<b>Learning Approach/Met hod</b>	<b>Time</b>	<b>Student Learning Experience</b>	<b>Evaluation</b>	<b>Reference</b>
1	Understand the objectives, scope of study, sources, and learning strategies	Lecture Orientation :	Lectures and questions and answers	150 min	Students explore, study, and synthesize positive	Individual tasks: an exploration of objectives,	Course modul (online)

		objectives, the scope of study material, strategies, and learning resources.			attitudes toward educational psychology courses	the scope of material, strategies, and learning resources of educational psychology	
2	Understand the position, function, and benefits of educational psychology in the context of developing educational theory and practice	Position, function, and benefits of educational psychology	Lectures and discussions	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), listen, and criticize the substance of the material about the position, function, and benefits of educational psychology	Individual tasks: identify fundamental problems in educational practice	Slavin, RE (2009): ch.1
3	Understand the mechanism of individual behavior	Mechanisms of individual behavior	Lectures and discussions	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), listen, and criticize the	Exploration of examples of student-teacher interaction in	<ul style="list-style-type: none"> <li>Gage, NL (1998): Module 1</li> </ul>

					substance of the material about the position, function and benefits of educational psychology	educational situations	
4	Understand the basic principles and characteristics of individual development in various aspects (class 1)	Individual development: - Basic principles of individual development - Characteristics of cognitive, social and moral development of	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), present, and discuss the substance of the study of the basic principles of development, cognitive, social, and moral development of childhood	Group task; presentation and discussion of the results of the chapter discussion	<ul style="list-style-type: none"> <li>• Gage, NL (1998): Module 2</li> <li>• Slavin, RE (2009):c h.2</li> </ul>

		childhood					
5	Understand the basic principles and characteristics of individual development in various aspects (class 1)	- Characteristics of cognitive, social and moral development of adolescence and adulthood	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), present, and discuss the substance of the study of cognitive, social, and moral development in adolescence	Group task; presentation and discussion of the results of the chapter discussion	<ul style="list-style-type: none"> <li>• Gage, NL (1998): Module 2</li> <li>• Slavin, RE (2009):ch.3</li> </ul>
6	Understand individual differences and factors that influence them (2)	Individual differences (personality)	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), present, and discuss the substance of the study of individual differences (personality)	Group task; presentation and discussion of the results of the chapter discussion	<ul style="list-style-type: none"> <li>• Slavin, RE (2009):ch.4</li> </ul>

7	Understand individual differences and factors that influence them (2)	Individual Differences (Interest and Affection)	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), present, and discuss the substance of the study of individual differences (talent)	Group task; presentation and discussion of the results of the chapter discussion	Books
8	<b>MIDTERM EXAM</b>						
9	Understand individual differences and factors that influence them (2)	Individual differences ; intelligence and talent)	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), present, and discuss the substance of the study of individual differences (intelligence and talent)	Group task; presentation and discussion of the results of the chapter discussion	<ul style="list-style-type: none"> <li>• Gage, NL (1998): module 2</li> <li>• Slavin, RE (2009): ch. 4</li> </ul>
10	Understand the different orientations	Learning theories	Discussion of the results of the chapter discussion in	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ),	Group task; presentation and discussion of	<ul style="list-style-type: none"> <li>• Slavin, RE</li> </ul>



	learning theories (class 3)		the main reference book		present, and discuss the substance of the study of learning theories	the results of the chapter discussion	(2009):c h.5,6 <ul style="list-style-type: none"> <li>• Schunk, D,H (2012): ch.1</li> </ul>
11	Understand the orientation of teaching models (class 4)	Teaching models ( <i>models of teaching</i> )	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry &amp; discovery</i> ), present, and discuss the substance of the study of the model of teaching	Group task; presentation and discussion of the results of the chapter discussion	<ul style="list-style-type: none"> <li>• Bruce Joyce (199): 1 - 5</li> </ul>
12	Understand the concept of learning motivation and efforts to increase it (class 5)	The basic concept of learning motivation	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry &amp; discovery</i> ), present, and discuss the substance of the study of the basic concept of motivation to learn	Group task; presentation and discussion of the results of the chapter discussion	<ul style="list-style-type: none"> <li>• Gage, NL (1998): Module 3</li> <li>• Slavin, RE (2009): ch. 10</li> </ul>

13	Understand the learning environment and non-intellectual factors student	Learning environment and non-intellectual factors student	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), present, and discuss the substance of the study of the learning environment and non-intellectual factors student	Group task; presentation and discussion of the results of the chapter discussion	<ul style="list-style-type: none"> <li>• Slavin, RE (2009): ch.11</li> </ul>
14	Understand the characteristics and role of the teacher in the student learning process (6)	The characteristics and role of the teacher in the student learning process	Discussion of the results of the chapter discussion in the main reference book	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), present, and discuss the substance of the study of the characteristics and role of the teacher in the student learning process	Group task; presentation and discussion of the results of the chapter discussion	<ul style="list-style-type: none"> <li>• Slavin, RE (2009): Ch. 1</li> </ul>

15	Understand the basic concepts of learning difficulties diagnostics and apply them	The basic concept of learning difficulties diagnostic	Group discussion and simulation	150 min	Students seek and find ( <i>inquiry</i> & <i>discovery</i> ), discuss, and simulate the substance of a diagnostic study of learning difficulties	Individual assignment: case study of learning difficulties	<ul style="list-style-type: none"> <li>• Gage, NL (1998): Module 4</li> <li>• Slavin, RE (2009): ch.9 &amp; 12</li> </ul>
16	<b>FINAL EXAMS</b>						

## 6. References

1. Bruce Joyce (1999) ***Models of Teaching***. New Jersey: Pearson
2. Gage, NL and Berliner, DC (1998). ***Educational Psychology*** . Boston New York: Houghton Mifflin Company.
3. Makmun, US (2010). ***Guidelines for the Study of Educational Psychology*** . Bandung: UPI Press.
4. Santrock, (2012). ***Educational Psychology*** . New York: McGraw-Hill Publishers.
5. Slavin, RE (2009). ***Educational Psychology: Theory and Practice*** . New Jersey, Columbus, Ohio: Pearson.
6. Schunk, DH (2012). ***Learning Theories. An Educational Perspective***. New York: Pearsons.

