SEMESTER LESSON PLAN

CULTURAL DIVERSITY IN EDUCATION

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MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
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SEMESTER LESSON PLAN

1. **Course Identity**
   Study Program Name   : Educational Psychology
   Course Name   : Cultural Diversity in Education
   Course Code   : SP702
   Classification   : Elective Competency Courses of Study Program
   Credit (s)   : 2
   Level   : Master Degree
   Semesters   : 3
   Prerequisite   : -
   Status   : Compulsory Elective
   Lecturer name and code   : Yeni Rachmawati, M. Pd, Ph. D (2112)

2. Course Description

This course is a subject of expertise in the Educational Psychology Study Program. After attending this course, students are expected to be able to understand the relationship between culture, psychology, and education from both a theoretical and methodological perspective, be able to examine the importance of understanding cultural diversity and intercultural relations that are displayed uniquely through human behavior and be able to assess the importance of culture in the development of the education system.

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.

1. Able to be polite and respect the opinions of others and religious people. (S1)
2. Able to have an awareness of the importance of culture-based education. (S5)
3. Students are able to implement the values of educational psychology according to the rules that apply in society.
4. Able to identify and understand the processes and stages of human development from conception to late adulthood (P1)
5. Students are skilled at criticizing the issues, challenges, and opportunities of the industrial era 4.0 in the development of culture-based education. (P6)
6. Students are skilled at constructing culture-based educational programs in developing cultural intelligence. (KU3)

5. Lesson Plan Description

Meetings	Learning Indicators	Learning Teaching Materials	Learning Approach/Method	Time	Student Learning Experience	Evaluation	Reference
1	Understand the objectives, learning resources used; study topics; tasks to be done; and a culture-based education course assessment system.	Culture-Based Education's course modul, a brief review of the entire material	- Lecture - Question and answer	100 minutes	Students explore, study, and synthesize positive attitudes toward culture-based education lectures	Individual tasks: an exploration of objectives, scope of material, strategies, and learning resources for culture-based education	Culture-Based Education RPS
2	Skilled in analyzing problems, challenges, and opportunities for developing culture-based education in the industrial era 4.0	Problems, challenges, and opportunities for developing culture-based education in the industrial era 4.0	- Lecture - Case analysis - Class discussion	100 minutes	Students explore, study, and synthesize problems, challenges, and opportunities for developing culture-based	Individual task: mapping the problems, challenges, and opportunities for developing	• Patricia G, Ramsey (2003) • Calr A, Grant (2001) • King, Antony G. (1997).

					education in the industrial era 4.0	culture-based education in the industrial era 4.0	● Karsidi, Ravics. (2017)
3	Master the conceptual and contextual relationship between education, culture, and globalization	Education, Culture, and Globalization	- Lecture - Class discussion - Question and answer	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the substance of material about education and culture	individual tasks: identify underlying problems in educational practice in various cultural settings	● Patricia G, Ramsey (2003) ● Calr A, Grant (2001) ● King, Antony G. (1997). ● Karsidi, Ravics. (2017)
4	Master the essential concepts of culture-based education theories and models	theory and model of culture-based education	- Lecture - Class discussion - Question and answer -	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the substance of the material about the theory and	individual tasks: Identifying the application of culture-based educational theories and models	● Patricia G, Ramsey (2003) ● Calr A, Grant (2001)

					models of culture-based education		
5	Choose a theory that is relevant to the context of culture-based education in the learning process	The theory of the evolution of education in Indonesia	- Lecture - Class discussion - Question and answer - Simulation	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the material substance of the theory of educational evolution in Indonesia	Group assignment: Simulation of the evolution of education in Indonesia	● Patricia G, Ramsey (2003) ● Calr A, Grant (2001) ● Carol, Korn (2002) ● Joann, Philon (2002)
7	Understand the theory of culture in organizations	The theory of culture in organizations	- Lecture - Class discussion - Question and answer	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the material substance of cultural theory in organizations	Group task: A critical review of the application of cultural theory in organizations	● Patricia G, Ramsey (2003) ● Calr A, Grant (2001) ● Carol, Korn (2002) ● Joann, Philon (2002)

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8	MIDTERM EXAM						
9	Understand the *community-based development model* in the learning process	*Community based development* model	- Lecture - Class discussion - Question and answer - Simulation	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the material substance of *the community based development model*	Group task: Critical review of the application of the *community based development model*	● Patricia G, Ramsey (2003) ● Calr A, Grant (2001) ● Carol, Korn (2002) ● Joann, Philon (2002)
10	Understand the *community learning center model* in the learning process	Model *community learning center*	- Lecture - Class discussion - Question and answer - Simulation	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the material substance of *the community learning center model*	Group assignment: Critical review of the application of the *community learning center model*	● Patricia G, Ramsey (2003) ● Calr A, Grant (2001)

11	Understand the *corporate social responsibility model* in the learning process	Model *of corporate social responsibility*	- Lecture - Class discussion - Question and answer	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the material substance of *the corporate social responsibility model*	Group assignment: Critical review of the application of the *corporate social responsibility model*	● Patricia G, Ramsey (2003) ● Calr A, Grant (2001) ● Carol, Korn (2002) ● Joann, Philon (2002)
12	Understand the development of cultural intelligence through culture-based education	The theory and concept of cultural intelligence	- Lecture - Class discussion - Question and answer	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the substance of the material	Group work: A critical review of cultural intelligence theory	● Earley & Ang (2003) ● Ang & Dyne (2008)
13	Understand the development of cultural intelligence through culture-based education	Development of cultural intelligence through culture-based education	- Lecture - Class discussion - Question and answer	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the substance of the material	Group assignment: A critical review of the development of cultural intelligence in Indonesia	● Earley & Ang (2003) ● Ang & Dyne (2008)

14	Skilled in formulating a cultural-based educational model framework in the learning process	Formulation of a culture-based educational model framework	- Lecture - Assignment - Simulation	100 minutes	Students seek and find (*inquiry & discovery*), listen, and criticize the substance of the material for the formulation of a culture-based educational model framework	Simulation of the formulation of a culture-based educational model framework	● Patricia G, Ramsey (2003)
15	Able to understand the whole material in the learning process	*Review all lecture materials*	- Lecture - Class discussion - Question and answer - Simulation	100 minutes	Students explore, study, and summarize the entire lecture material	Individual assignment to make a lecture resume	
16	**FINAL EXAMS**						

6. References

1. Ang & Dyne. (2008). *Handbook of Culture Intelligent : Theory, Measurement, and Application* . Sharpe. Inc. USA.
2. Earley & Ang. (2003). *Culture Intelligent : Individual Interactions Across Culturers* . Stanford University Press. Californian.

3. Grant, Carl. A & Lei, Joy. L. (2001). *Global Constructions of Multicultural Education: Theories and Realities* . Lawrence Erlbaum Associates
4. Karsidi, Raviks. (2017). *Pendidikan Berbasis Budaya Menuju Keunggulan Bangsa* (Makalah Seminar Internasional Character Development in the 21st Century Education). Yogyakarta.
5. King, Antony G. (1997). *Culture, Globalization, and The World System* . University of Minnesota Pres. USA.
6. Korn, Carol & Bursztyn, Alberto. (2002). *Rethinking Multicultural Education: Case Studies in Cultural Transition* . Bergin&Garvey
7. Phillon, Joann. (2002). *Narrative Inquiry in a Multicultural Landscape: Multicultural Teaching and Learning* . Able Publishing
8. Ramsey, Patricia G., Williams, Leslie. R., & Vold, Edwina Battle. (2003). *Multicultural Education: A Sourcebook* . RoutledgeFalmer

7. Attachment

Appendix 1. *Teaching Materials*
Appendix 2. *Media*
Appendix 3. *Assessment Instrument*