





SEMESTER LESSON PLAN
DIFFERENTIAL PSYCHOLOGY IN LEARNING



Lecturer(s):
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MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
2021/2022

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|  | SEMESTER LESSON PLAN | No. Doc : |
| | Differential Psychology in Learning | Revision : |
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| Lecturer | QCC on Educational Psychology | Head of Study Program |
| SEMESTER LESSON PLAN | | |
| 1. Course Identitiy Name of Study Program: Educational Psychology Course Name : Differential Psychology in Learning Code : SP702 Classification : Elective Competency Course of Study Program Credit (s) : 2 Level : Master Degree | | |

Semester : 2 (two)
Prerequisite : -
Status : Elective Course
Name and Code of Leturer: Prof. Dr. Juntika Nurihsan, M.Pd. (1553)
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2. Course Description

This course discusses several "methods" for developing teaching materials that suits student development and the scientific value of teaching materials based on the diversity (differential) of students in learning. The substance of the study in this course is the basic concept of Differential Psychology in Learning, Differences in the nature of learning, and students' thinking processes which influence each student's learning process; and a review of studies on adapting instruction to accommodate differences in ability, style or preference between individuals to improve learning outcomes and provide friendly learning (inclusion) for a diversity of learners (students).

3. Learning Outcomes

- A Demonstrate scientific, educative, and religious attitudes and behaviours, 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

- 4.1 Mastering the basic science of education and mastery of diverse students in learning.
- 4.2 Mastering the principles, planning techniques, management and educational theories to support learning for all diverse students.
- 4.3 Mastering learning models and methods that are inclusive for all students.
- 4.4 Able to demonstrate independent, quality and measurable performance in the implementation of differential psychology.

- 4.5 Able to study the implications of developing science and technology that applies humanities values in educational psychology based on scientific approaches and ethics in order to produce solutions and ideas.
- 4.6 Able to make appropriate decisions in solving educational problems based on the results of information and data analysis from the field study.
- 4.7 Able to apply teaching principles which are based on humanitarian, inclusive, and human rights values.
- 4.8 Able to recognize the diversity of students' abilities, personality, and other attributes by using proper assessment techniques and strategies.
- 4.9 Able to solve learning problems for diverse students by applying theory and basic principles of critical thinking, inter- and multi-disciplinary empowerment.

5. Lesson Plan Description

| Meets | Objectives | Topics | Learning Strategy | Time | Students Learning Experience | Assessment | Reference |
|--------------|--|---|---|-------------|-------------------------------------|---|---|
| 1 | Students are able to communicate the syllabus, class rules and attendance presentation, scope of material, evaluation system, completion of assignments that must be carried out while attending Differential Psychology in Learning courses.. | <ul style="list-style-type: none"> - a. Lecture goals, directions and targets - b. Topics for each meeting - c. Student assignments (individual and group) - d. Scoring system - e. Sourcebook - f. Class regulations (attendance percentage) | Discussion and Q&A to find the meaning of lecture materials, assessment systems, and student duties and obligations | 150 minutes | Discussion | <ul style="list-style-type: none"> - Preparing Assessment Instruments, - Report on the implementation of Differentiated Learning in Special Schools / Regular Schools - List books* and journals that are relevant to differentiated psychology material | Course modul of Differential Psychology in Learning |

| Me et ing s | Objectives | Topics | Learning Strategy | Time | Students Learning Experienc e | Assessment | Reference |
|----------------------|---|--|-----------------------------------|-----------|--|--|---|
| 2 | Students understand the basic concepts of differential psychology in learning which include: semantic differentials, differentiation components, function, essence and position of differential psychology in learning. | Basic concepts of Differential Psychology in Learning which include: a. semantic differential, b. Differentiation components, c. Functions , Essence and the position of Differential Psychology in Learning | - <i>Expository and Discovery</i> | 150 menit | Reference review | Examining from journals: basic concepts of Differential Psychology in real life learning that is full of tolerance | <ul style="list-style-type: none"> • Helms, D. B (1983) • Hurlock, Elizabeth. B. (1978) • Mohamad Surya (2004) |

| Meets | Objectives | Topics | Learning Strategy | Time | Students Learning Experience | Assessment | Reference |
|-------|---|--|---|-----------|--|---|---|
| 3 | Students are able to understand and apply approaches and problem solving in Differential Psychology including: Students are able to recognize, observe, carry out scientific approaches and reasoning and find solutions to problems, especially in approaches and problem solving in Learning, Cognitive and Differential Psychology | <p>a. Approach es and problem solving in the field of learning psychology</p> <p>b. Approach es and problem solving in the field of cognitive psychology</p> <p>c. Approach es and problem solving in the field of differential psychology</p> | - <i>discussion, chapter report, journal and presentation</i> | 150 menit | Reference Analysis, Presentation, and Discussion | Examining journals about problem solving approaches in differentiated psychology and cognitive psychology | <ul style="list-style-type: none"> • Airaisian, Peter,W (1991) • Mercer & Mercer (1989) |

| Me eting s | Objectives | Topics | Learning Strategy | Time | Students Learning Experienc e | Assessment | Reference |
|------------------|--|--|---|--------------|--|--|---|
| 4 | <ul style="list-style-type: none"> - Students are able to recognize, observe, carry out scientific approaches and reasoning as well as find solutions to problems, especially in approaches and problem solving in Differential Psychology in Learning. | <ul style="list-style-type: none"> - Approaches and problem solving in the field of Differential Psychology - Background to Differential Characterology Psychology Aims to restore human differences into simple basic individual types. | <ul style="list-style-type: none"> - <i>Discussion and Q&A to find problems and solve problems based on discovery studies.</i> | 150 menit | reference Analysis, Presentatio n and Discussion | <ul style="list-style-type: none"> a. Observing learning in a regular school full of diverse students, b. Present and discuss it in lectures | <ul style="list-style-type: none"> • Santrock, J.W (1992) Seifert. K (1991) |

| Meeti ng s | Objectives | Topics | Learning Strategy | Time | Students Learning Experienc e | Assessment | Reference |
|------------------|---|--|--|-----------|--|--|--|
| 5 | Students are able to recognize and understand the background of Differential Psychology in Learning, namely: student character and psychodiagnostics in learning | Psychodiagnostics in learning is an effort to recognize and predict problems, causal factors and solve learning problems | - <i>Lecture Approach: Expository, presentation, discussion and inquiry and brainstorming</i> | | reference Analysis, Presentation and Discussion | a. Develop assessment instruments to photograph and understand student strengths and obstacles b. Conduct assessments on students at school | <ul style="list-style-type: none"> ● Mohamad Surya (2004) ● Santrock, J.W (1992) ● Seifert. K (1991) |
| 6 | - Students are able to recognize and understand the background of Differential Psychology in Learning, such as: psychodiagnostics in problem estimation, causal factors and solving learning problems | - Psychodiagnostics in learning, problem estimation, causal factors and solving learning problems | - <i>Presentation, inquiry and problem solving Individual Psychological Structure in Differential Psychology</i> | 150 menit | Literature analysis, presentation and discussion | Review journals that are relevant to lecture topics and discuss and present in lectures | <ul style="list-style-type: none"> ● Mercer & Mercer (1989) ● Mohamad Surya (2004) ● Santrock, J.W (1992) |

| Meets | Objectives | Topics | Learning Strategy | Time | Students Learning Experience | Assessment | Reference |
|-------|--|--|--|------|---|---|---|
| 7 | <ul style="list-style-type: none"> - Students are able to recognize and understand the psychological structure which includes: psychological and physical symptoms, activities and dispositions - psychic structure in Differential Psychology | <ul style="list-style-type: none"> - The individual psychic structure in Differential Psychology includes: <ol style="list-style-type: none"> 1. Symptoms: everything that an individual experiences or perceives directly, 2. Activities which are a series of symptoms that have unity and purpose and take place over a certain period of time. | <ul style="list-style-type: none"> - <i>Discussion, presentation of journal reports and chapter reports</i> | | Literature analysis, Presentation, and Discussion | Discuss and present journals in the lecture process | <ul style="list-style-type: none"> • Booth, T (2006) • Depdibud(2003) |
| 8 | MIDTERM EXAM | | | | | | |

| Mee ting s | Objectives | Topics | Learning Strategy | Time | Students Learning Experienc e | Assessment | Reference |
|---------------------------|--|--|--|--------------|--|---|------------------|
| 9 | - Students are able to recognize and understand psychic structures which include: psychological and physical symptoms, activities and dispositions of psychic structures in Differential Psychology. | - Lecture content: Disposition is the cause of activities and symptoms, lasting indefinitely. Example: temperament, traits, talents and abilities of students. | - <i>Discussio n, presentat ion of journal reports and chapter reports</i> | 150 menit | journal Analysis, Discussion | Report in journals that are relevant to lecture topics and make presentations | Allan, J. (2003) |

| Me et ing s | Objectives | Topics | Learning Strategy | Time | Students Learning Experienc e | Assessment | Reference |
|----------------------|---|--|---|--------------|--|---|-----------------|
| 10 | - Students have the knowledge and skills in creating accessible Curriculum and Learning Environments that suit student diversity. | Curriculum flexibility a. Compensatory skills program (eg OM) b. Special assistive devices and adaptive technology (e.g. Braille). c. Accessibility of the physical environment (eg ramps). | - <i>Group discussions and Q&A to find the meaning of curriculum accessibility and a learning environment that is conducive to the diversity of students.</i> | 150 minit | literature Analysis, Discussion | Resume journals that are relevant to lecture topics and present in lectures | Booth, T (2006) |

| Mee ting s | Objectives | Topics | Learning Strategy | Time | Students Learning Experienc e | Assessment | Reference |
|---------------------------|---|--|--|--------------|---|--|--|
| 11 | - Students have the ability to develop assessment and evaluation procedures in inclusive education settings | a. Basic concepts of assessment and evaluation b. Assessment process c. Implementation of assessments and evaluations that are appropriate to student uniqueness | - <i>Discus sion, presen tation of journal report s and classr oom observ ations</i> | 150 menit | Case analysis, Presentatio n and Discussion | Reporting the results of assessments and evaluations and implementing them | <ul style="list-style-type: none"> ● Booth, T (2006) ● Kenneth & Rita (1978) Mercer & Mercer (1989) |

| Me etings | Objectives | Topics | Learning Strategy | Time | Students Learning Experience | Assessment | Reference |
|--------------|--|--|---|------|--|--|---|
| 12 | <ul style="list-style-type: none"> - Students are able to recognize and understand learning strategies in inclusive settings, inclusive school management related to staff development to meet the special needs of all students. | <ul style="list-style-type: none"> - Learning Strategies in Inclusive Settings - Inclusive school management: - Staff development to meet the specific needs of all students. | <ul style="list-style-type: none"> - Lectures, Discussions, Presentations, Journal Reports and chapter reports | | Case analysis, Presentation and Discussion | Resume journals that are relevant to lecture topics and present them in lectures | <ul style="list-style-type: none"> • Seifert.K (1991) UNESCO (1994) |

| Me etings | Objectives | Topics | Learning Strategy | Time | Students Learning Experience | Assessment | Reference |
|--------------|--|--|--|-----------|---|--|--|
| 13 | <ul style="list-style-type: none"> - Students are able to formulate Learning Problem Intervention Programs. - Students are able to implement the Learning Problem Intervention Program | <ul style="list-style-type: none"> - Lecture Material Contents: <ul style="list-style-type: none"> a. Analysis of assessment results b. Applicable curriculum c. Alignment d. Preparation of an Intervention Program for Children with Adaptive Behavior Disorders resulting from harmonization. | <ul style="list-style-type: none"> - <i>Group, individual and modeling work</i> | 150 menit | journal Analysis, Presentation and Discussion | Resume journals that are relevant to lecture topics and present them in lectures | <ul style="list-style-type: none"> • Mercer & Mercer (1989) |

| Me etings | Objectives | Topics | Learning Strategy | Time | Students Learning Experience | Assessment | Reference |
|--------------|---|--|---|-----------|---|--|--|
| 14 | <ul style="list-style-type: none"> - Students are able to communicate and understand the results of implementing the Learning Problems intervention. - Students are able to recognize, observe, carry out scientific approaches and reasoning as well as find solutions to problems, especially in the field of psychology. | <p>Lecture Material Contents:</p> <ul style="list-style-type: none"> a. Forms and components of intervention programs for Learning Problems b. Procedures for implementing interventions for children with learning problems. c. Scientific approaches and reasoning and seeking solutions to problems, especially in the field of Differential Psychology. | <ul style="list-style-type: none"> - discussion , participatory and inquiry. | 150 menit | Case analysis, Presentation, and Discussion | Resume journals that are relevant to lecture topics and present them in lectures | <ul style="list-style-type: none"> • Frederickson, N (2009) • Mercer & Mercer (1989) |

| Mee ting s | Objectives | Topics | Learning Strategy | Time | Students Learning Experienc e | Assessment | Reference |
|---------------------------|--|---|---|-------------|--|--|-------------------------------------|
| 15 | Students have sufficient knowledge to develop the knowledge of Psychology of Differentiation in Learning and continue in the field of science in which they are skilled. | Differential Psychology material for one semester | <i>discussion, participatory and inquiry.</i> | 150 menit | Listen to lectures, discussions | Review journals that are relevant to lecture topics and present them in lectures | All references used in this lecture |
| 16 | FINAL EXAM | | | | | | |

6. References

- a. Abdurahman, M (1995). *Program Pendidikan Individual*. Jakarta: Depdikbud.
- b. Airaisian, Peter, W (1991). *Classroom Assessment*. New York: McGraw-Hill, Inc.
- c. Allan, J. (2003). Productive pedagogies and the challenge of inclusion. *British Journal of Special Education*. 30, 4, 175-179.
- d. Booth, T. & Ainscow, M. (2000). *Index for Inclusion: developing learning and participation in schools*. London: Centre for Studies on Inclusive Education.
- e. Booth, T., Ainscow, M., & Kinston, D. (2006). *Index for inclusion developing play, learning, and participation in early years and childcare*. The Center for Studies on Inclusive Education.

- f. Depdibud. (2003). *UU RI No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Jakarta.
- g. Depdiknas. (2009). *Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 tentang Pendidikan Inklusif Bagi*

5. Attachments

Attachment 1. Teaching materials

Attachment 2. Media

Attachment 3. Assessment Instrument