

2022



UPI

UNIVERSITAS PENDIDIKAN INDONESIA

School of Postgraduate
Study

**SEKOLAH
PASCASARJANA**

MODULE HANDBOOK

**MASTER PROGRAM IN
EDUCATIONAL PSYCHOLOGY**

1st Semester
Odd Semester 2021/2022

Module number PS701	Module name Applied Statistic		
Course of study M.Ed. in Educational Psychology	Type of course Core Competency Course of Postgraduate	Semester/ Rotation 1 st	
Teaching methods Lecture, structured assignment (individual & group exercise), discussion	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Final written exam (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Dr. Sardin, M.Si. sardin@upi.edu		SWS	
Additional teachers involved Dr. Tina Hayati Dahlan, M.Pd., Psikolog tinadahlan_psi@upi.edu			
Syllabus This course covers the concepts of descriptive and inferential statistics. Descriptive statistics include measures of central tendency, dispersion, as well as correlation and regression. While inference statistics involve sampling distribution, point and interval estimation, and hypothesis testing. Hypothesis testing includes a comparative test such as tests for one group, two groups, and multiple groups. Testing is conducted using two statistical approaches: parametric and non-parametric. In addition to comparative tests, assimilation tests (bivariate correlation and partial correlation, simple and multivariable linear regression) are also studied. The course adopts concept and process approach with discussion and structured task. The evaluation of the course consisted of midterm test, task and final examination.			
Learning goals and qualifications In this module students learn to:			
<ol style="list-style-type: none"> 1. understand the basic concepts of statistics and the use of statistics in research (2); 2. present data in the form of tables and graphs and interpret them (3); 3. understand the concepts of central symptom measures and variability and select appropriate central symptom measures and variability for a research activity (3); 4. understand the concept of a probability distribution (2); 5. understand parameter estimation and hypothesis testing through parametric and nonparametric statistics (2); 6. use bivariate and partial correlation tests (3); 7. use a simple linear regression test and multivariate (3); 8. use and interpret the two-population mean difference test (4); 9. use and interpreting analysis of variance and post-ANOVA analysis; (4) 10. use and interpreting nonparametric statistical (4). 			
<u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u>			
<ol style="list-style-type: none"> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure. 			

Core Readings

1. Furqon. (2004). Statistika Terapan untuk Penelitian. Bandung: Alfabeta.
2. Howell, DC (2013). Statistical Methods for Psychology (8th edition). Belmont: Wadsworth
3. Shavelson, RJ (1988). Statistical Reasoning for the Behavioral Sciences (2nd edition). Massachusetts: Allyn and Bacon, Inc.
4. Hayes, AF (2013). Introduction to Mediation, Moderation, and Conditional Process Analysis. New York: Guilford Press.
5. José, PE (2013). Doing Statistical Mediation and Moderation. New York: Guilford
6. Scientific Article

Module number PS702	Module name Philosophy of Science		
Course of study M.Ed. in Educational Psychology	Type of course Core Competency Course of Postgraduate	Semester/ Rotation 1 st	
Teaching methods Lecture, Structured Assignment (individual & group exercise), discussion.	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Final written exam (50%)		ECTS-LP (Workload) 3 (90.6 hours)	
Module coordinator Dr. Mamat Supriatna, M.Pd. ma2t.supri@upi.edu		SWS	
Additional teachers involved None			
Syllabus This course aims to achieve the following objectives: (1) to enhance students' understanding of the role of philosophy of science in the development of science, covering conceptual ideas in philosophy of science, such as the nature of science, differentiation of science, reasoning in science, scientific methods, scientific explanation, scientific realism, limitations of science, and scientific ethics; (2) to develop students' ability to use conceptual ideas in the philosophy of science in conducting critical philosophical analysis on fundamental issues in science, such as scientific research, scientific theory construction, and paradigm shifts within scientific disciplines like physics, biology, chemistry, geology, and astronomy; and (3) to enhance student's ability to identify and address significant issues in the realm of philosophy of science, write manuscripts on philosophical issues of science for journals or other relevant publications.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. Understand critically analytically the foundation of the philosophy of science within the framework of the development of scientific disciplines (educational psychology) (2). 2. Able to have a positive attitude towards explanation, analysis, argumentation, criticism, logical reflective thinking, and sensitivity to phenomena based on a combination of multiple intelligences, as well as being inspired by a philosophical thought of science that underlies scientific activities (3). 3. Synthesize the principles of the philosophy of science in order to design research and development strategies in the field of educational psychology (6). <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>			

Core Readings

1. Abdul Hamied, F. (Ed). (2012). Filsafat Ilmu. Bandung: SPs UPI.
2. Kemeny, J.G. (1959). A Philosopher Looks at Science. New York: Van Nostrand Reinhold Co.
3. Komar, O. (2006) Filsafat Ilmu dan Pendidikan. Bandung: Pascasarjana UPI.
4. Kuhn, T.S. (1970). The Structure of Scientific Revolution. Chicago: The University of Chicago Press.
5. Miller, M.D. Principle and a philosophy for vocational education. Columbus: Ohio.
6. Pearson, K. (1943). The Grammar of Science. London: J.M. Dent & Sons Ltd.
7. Poedjiadi, A. (2001). Pengantar Filsafat Ilmu Bagi Pendidik. Bandung: Yayasan Cendrawasih.

Module number PS700	Module name Philosophical and Scientific Foundation of Educational Psychology		
Course of study M.Ed. in Educational Psychology	Type of course Core Competency Course of Study Program	Semester/ Rotation 1 st	
Teaching methods Lecture, structured assignment (individual & group exercise), Project-Based Learning	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Final written exam (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Prof. Dr. Sunaryo Kartadinata, M.Pd. sunaryo@upi.edu		SWS	
Additional teachers involved Yeni Rachmawati, Ph.D. yeni_rachmawati@upi.edu			
<p>Syllabus</p> <p>This course discusses various theoretical viewpoints in educational psychology and their implications for educational practices. The course delivery is in the form of discussions, analysis of literature and field materials, presentations and concept discovery, recitation of new topics or themes, and reporting actual experiences in the field related to themes that carry the mastery of educational psychology competencies. The key thematic areas include: (1) reorientation of the philosophical and scientific foundations of educational psychology; (2) the position of educational psychology within the framework of educational science (pedagogics); (3) analysis of educational psychology as a hybrid discipline; (4) the scope of objects and focus of educational psychology studies, including learning, learning situations, and learning processes; and (5) analysis of problems, applications, and current issues in educational psychology in the context of family education, schooling, and society. The analysis involves both textual and contextual sources.</p> <p>This course balances the orientation of theoretical studies with practical applications. The theoretical perspectives discussed in this course include developmentalist, post-developmental, modernist, post-modernist, structuralist, post-structuralist, essentialist, and socio-constructivist perspectives.</p> <p>After taking this course, students will understand the theoretical debates that influence educational practices in Indonesia and globally, and recognize the dominance of a specific theoretical perspective in educational practice. At the end of the lecture, students are required to produce a critical analysis paper on a topic related to the application of educational psychology in various educational settings.</p>			
<p>Learning goals and qualifications In this module students learn to:</p> <ol style="list-style-type: none"> 1. understand the meaning, purpose, and benefits of human philosophy in educational psychology (2) 2. understand the concept of human nature (2) 3. understand schools of human philosophy (2) 4. understand the materialist school of human beings (2) 5. understand goals and goal orientation (2) 6. understand interest and affection (2) 7. understand extrinsic motivation (2) 8. understand sociocultural influences on motivation (2) 9. understand the school of socialism about humans, (2) 10. understand the Pancasila school of thought about humans (2) 11. understand the nature of education and humans (2) 12. understand the implications of the concept of human nature for education (2) 			

13. reflect on practical and theoretical experiences about humans and education (4)

Classification of cognitive skills following Bloom's Taxonomy revised version (2001):

1) *Remember*: retrieve relevant knowledge from long-term memory; 2) *Understand*: construct meaning from instructional messages, including oral, written, and graphic communication; 3) *Apply*: carry-out or use a procedure in a given situation; 4) *Analysis*: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) *Evaluate*: make judgements based on criteria or standards; 6) *Create*: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.

Core Readings

1. Brameld, Theodore.,(1957), Cultural Foundations of Education, New York Harper & Brothers Publishers,
2. Butler, J. Donald, (1957) Four Philosophies, and Their Practices in Education and Religion., New York, Harpen & Brothers Publisher
3. Dunkin, Michael J., and Biddle, Bruce J., (1974), The Study of Teaching, New York, Holt, Rinehart and Winston
4. Howard, Roy J., (2000), Pengantar Teori-Teori Pemahaman Kontemporer; Hermeneutika, Editor Ahli: Ninuk Kleden – Probonegoro, Jakarta, Yayasan Adikarya IKAPI dan The Ford Foundation
5. Kneller, George F., (1984), Movements of Thought in Modern Education, New York, Chichester, Brisbane, Toronto, Singapore. John Wiley & Sons
6. Madison, G.B. (1990), The Hermeneutics of Postmodernity, Library of congress Cataloging in- Publication Data, United States of America.
7. Power, Edward J., (1982) Philosophy of Education, Studies in Philosophies, Schooling and Education Policies, New Jersey, Prentice-Hall, Inc.
8. Sugiharto, Bambang I., (2002), Foucault dan Postmodernisme, Bandung, Universitas Parahiyangan

Module number SP701	Module name Differential Psychology in Learning		
Course of study M.Ed. in Educational Psychology	Type of course Elective Competency Courses of Study Program	Semester/ Rotation 1 st	
Teaching methods Lecture, structured assignment (individual & group exercise)	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Literature review (30%) Midterm written exam (30%) Final written exam (40%)		ECTS-LP (Workload) 3 (90.6 hours)	
Module coordinator Prof. Dr. Juntika Nurihsan, M. Pd. juntikanurihsan@upi.edu		SWS	
Additional teachers involved Dr. Tina Hayati Dahlan, M.Pd., Psikolog. tinadahlan_psi@upi.edu			
Syllabus 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).			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. Master the basic science of education and mastery of diverse students in learning. (2) 2. Master the principles, planning techniques, management and educational theories to support learning for all diverse students. (2) 3. Master learning models and methods that are inclusive for all students. (2) 4. demonstrate independent, quality, and measurable performance in the implementation of differential psychology. (3) 5. 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. make appropriate decisions in solving educational problems based on the results of information and data analysis from the field study. (6) 7. apply teaching principles that are based on humanitarian, inclusive, and human rights values. (3) 8. recognize the diversity of students' abilities, personalities, and other attributes by using proper assessment techniques and strategies. (2) 9. solve learning problems for diverse students by applying theory and basic principles of critical thinking, and inter- and multi-disciplinary empowerment. (3) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or</p>			

standards; 6) *Create*: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.

Core Readings

1. Abdurahman, M (1995). Program Pendidikan Individual. Jakarta: Depdikbud.
2. Airaisian, Peter, W (1991). Classroom Assessment. New York: McGraw-Hill, Inc.
3. Allan, J. (2003). Productive pedagogies and the challenge of inclusion. *British Journal of Special Education*, 30, 4, 175-179.
4. Booth, T. & Ainscow, M. (2000). *Index for Inclusion: developing learning and participation in schools*. London: Centre for Studies on Inclusive Education.
5. 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.
6. Depdikbud. (2003). UU RI No.20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Jakarta.
7. Depdiknas. (2009). Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 tentang Pendidikan Inklusif Bagi

Module number SP702	Module name Cultural Diversity in Education		
Course of study M.Ed. in Educational Psychology	Type of course Elective Competency Courses of Study Program	Semester/ Rotation 1 st	
Teaching methods Lecture, Structured Assignment, Project- Based Learning, discussion	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Final written exam (50%)		ECTS-LP (Workload) 3 (90.6 hours)	
Module coordinator Yeni Rachmawati, M. Pd., Ph.D yeni_rachmawati@upi.edu		SWS	
Additional teachers involved Dr. Nandang Budiman, M. Si. nandang.budiman@upi.edu			
Syllabus After attending this lecture, students are expected to understand the relationship between culture, psychology, and education from both theoretical and methodological perspectives, to be able to examine the importance of understanding cultural diversity and intercultural relations that are uniquely displayed through human behavior, and to be able to examine the importance of culture in the development of the education system.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. to be polite and respect the opinions of other people and religious people (1). 2. have an awareness of the importance of culture-based education. (1) 3. implement the values of educational psychology according to the rules that apply in society (3). 4. identify and understand the processes and stages of human development from conception to late adulthood (2) 5. skilled at criticizing the issues, challenges, and opportunities of the industrial era 4.0 in the development of culture-based education. (5) 6. skilled at constructing culture-based educational programs in developing cultural intelligence. (5) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u></p> <ol style="list-style-type: none"> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure. 			
Core Readings <ol style="list-style-type: none"> 1. Burr, V. (2002). Gender and social psychology. Routledge. 2. Doyal, L. (2001). Sex, gender, and health: the need for a new approach. <i>Bmj</i>, 323(7320), 1061-1063. 3. Gillis, S., Howie, G., & Munford, R. (Eds.). (2004). Third wave feminism. New York: Palgrave Macmillan. 4. Paechter, C. (2003, January). Masculinities and femininities as communities of practice. In <i>Women's studies international forum</i> (Vol. 26, No. 1, pp. 69-77). Pergamon. 5. Paechter, C. (2006). Masculine femininities/feminine masculinities: Power, identities and gender. <i>Gender and education</i>, 18(3), 253-263. 			

6. Roughgarden, J. (2013). *Evolution's rainbow: Diversity, gender, and sexuality in nature and people*. Univ of California Press.
7. Shields, S. A. (2008). Gender: An intersectionality perspective. *Sex roles*, 59(5-6), 301-311.
8. Walters, M. (2005). *Feminism: A very short introduction* (Vol. 141). Oxford University Press.

Module number SP764	Module name Diagnostics and Strategies for Handling Learning Difficulties	
Course of study M.Ed. in Educational Psychology	Type of course Elective Competency Courses of Study Program	Semester/ Rotation 1 st
Teaching methods Lecture, Project-Based Learning, Structured Assignment (individual & group exercise), discussion, Field Study.	Prerequisites for attendance None	Language English
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Final written exam (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)
Module coordinator Dr. Suherman, M.Pd. suhermanbk@upi.edu		SWS
Additional teachers involved None		
Syllabus This course focuses on the fundamental concept of diagnosing learning difficulties, identifying cases of learning challenges, and understanding the underlying factors that outline learning difficulties, as well as efforts and strategies to address learning difficulties.		
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. apply the roles, duties, and responsibilities of teachers as educators (3). 2. synthesize and apply the basic concepts of diagnostics, learning difficulties, and learning difficulties diagnostics (3). 3. synthesize and apply diagnostic procedures for learning difficulties (3). 4. synthesize and apply the factors that cause learning difficulties (3). 5. synthesize and apply alternative solutions to learning difficulties (3). 6. manage research on diagnostics and strategies for handling learning difficulties whose results can be applied in solving educational psychology problems through an inter- or multidisciplinary approach and get recognition and be published in accredited scientific journals both nationally and internationally (4). <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>		

Core Readings

1. Blair, G.M. (1954). Diagnostic and Remedial Teaching, N. Y: The McMillan, Chapter 1-4
2. Bradfield, J.M. and Merdock, H.S. (1975). Measurement and Evaluation in Education, N.Y: The McMillan.
3. Burton, W.H.(1975). The Guidance of the Learning Activities, N.Y: APPLETON Century-Chapter 20.
4. Lindgren, H.C. (1967). Educational Psychology in the Classroom, N.Y: Wiley and Sons, Chapter 15-16.
5. Makmun, Abin Syamsudin .(2012). Psikologi Kependidikan. Bandung: PT Remaja Rosdakarya.
6. Robinson, F.P. (1964). Effective Study, N.Y: Hapre and Brader, Parts Two and Tree.
7. Ross, C.C. and Stanley, J.C. (1956). Measurement in Today's Schools, N.Y: Prentice Hall, Chapter 12'
8. Sa'ud, Udin Syaafudin & Makmun, Abin Syamsudin .(2014). Perencanaan Pendidikan. Bandung: PT Remaja Rosdakarya.
9. Thorndike R.L and Hagen, E.B. (1959). Measurement and Evaluation in Psychology and Education, N.Y: Wiley and Sons, Chapter 20.

Module number SP766	Module name Positive Psychology in Education		
Course of study M.Ed. in Educational Psychology	Type of course Elective Competency Courses of Study Program	Semester/ Rotation 1 st	
Teaching methods Lecture, Exercise, discussion	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Book Report (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Prof. Dr. A. Juntika Nurihsan, M.Pd. juntikanurihsan@upi.edu		SWS	
Additional teachers involved Dr. Anne Hafina Adiwinata, M.Pd. annehafina@upi.edu			
Syllabus This elective course is designed for master students of the educational psychology program at Postgraduate School UPI. In this course, students are required to strengthen the theory and practice of positive psychology in education. The topics discussed include (1) positive psychology and deconstruction of disease ideology; (2) positive direction in diagnosis and intervention; (3) positive emotions; (4) social construction of self-esteem; (5) the role of personal control in adaptive functioning; (6) setting goals for life and happiness; (7) happiness at work; (8) social-emotional learning; (9) positive responses to loss; (10) pursuing meaningfulness in life; (11) positive psychology for children; (12) psychology of peace; (13) placing positive psychology in a multicultural context; and (14) empathy and altruism.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. Know and master the knowledge of positive psychology and its influence on education (2) 2. Know the role of positive psychology in learning (3). 3. Master strategies in applying positive psychology in order to produce effective pursuits (3) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u></p> <ol style="list-style-type: none"> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure. 			
Core Readings <ol style="list-style-type: none"> 1. Compton, William C. 2005. An Introduction to Positive Psychology . USA: Thomson Learning Academic Resource Center 2. Church, Ellen Booth. 2015. Getting to the Heart of Learning . Lewisville: Gryphon House 3. Snyder, C. R& Lopez Shane J. 2002. Handbook of Positive Psychology . New York: Oxford University Press 4. Diener, Ed & Diener, RB 2016. Happiness: Unlocking the Mysteries of Psychological Wealth . USA: Backwell Publishing. 			

Module number SP501	Module name General Psychology		
Course of study M.Ed. in Educational Psychology	Type of course Prerequisite Courses (Aanvullen)	Semester/ Rotation 1 st	
Teaching methods Lecture, Structured Assignment, Project-Based Learning, discussion	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Group Project (30%) Final written exam (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Hani Yulindrasari, S. Psi., M. Gendst., Ph.D. haniyulindra@upi.edu		SWS	
Additional teachers involved None			
Syllabus The content of the study is as follows: the nature of psychology as a scientific and human endeavor; biological processes and developmental processes; the concepts of nature, nurture, and human development; the concepts of sensation and perception; the concepts of consciousness, learning, remembering, and thinking; the notions of intelligence and personality; the concepts of motivation and emotion; the concepts of self-adjustment, social behavior and social influence; and mental health.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> analyze the findings of field studies using concepts and theories in general psychology as well as previous studies (4). 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 (2) implement general psychology in educational practice (3) implement and explain findings or results in the field to the public (3) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u></p> <ol style="list-style-type: none"> <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure. 			
Core Readings <ol style="list-style-type: none"> Foley, H., & Matlin, M. (2015). Sensation and perception . Psychologypress. Kalat, JW (2016). Introduction to psychology . Nelson Education. Lacasse, JR (2014). After DSM-5: A critical mental health research agenda for the 21st century, p. 5-10. Plotnik, R., & Kouyoumdjian, H. (2013). Introduction to psychology . Cengage Learning. Sansone, C., & Harackiewicz, JM (Eds.). (2000). Intrinsic and extrinsic motivation: The search for optimal motivation and performance . Elsevier. Teo, T. (2009). Philosophical concerns in critical psychology. Critical psychology: An introduction , 2 , 36-54. 			

Module number SP502	Module name Developmental Psychology		
Course of study M.Ed. in Educational Psychology	Type of course Prerequisite Courses (Aanvullen)	Semester/ Rotation 1 st	
Teaching methods Lecture, Project-Based Learning, field-study, discussion	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (30%) Community service (30%) Article (40%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Dr. Tina Hayati Dahlan, M.Pd., Psikolog tinadahlan_psi@upi.edu		SWS	
Additional teachers involved None			
Syllabus This course discusses a comprehensive overview of the psychology of human development from conception to adulthood. It covers the nature of human development, major 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 interview as assessment techniques to identify human development in various settings and contexts.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. understand the uniqueness and universality of human development in various contexts through field studies and studies of previous studies and be able to implement this understanding in educational practice (2). 2. understand the nature of human development, scientific approaches, theoretical perspectives, and findings in the study of human development and their implications in educational practice (2). 3. identify and understand the processes and stages of human development from conception to late adulthood (2). 4. carefully and critically 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 (4) 5. 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 (4). <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u></p> <ol style="list-style-type: none"> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure. 			

Core Readings

1. Beaty, J.C. (1994). *Observing Development of The Young Child*. New York: Macmillan Publishing Company.
2. Fuhrmann, B. S. (1990). *Adolescence, Adolescents, Second Edition*. Glenview: Scott, Foresman/Little, Brown Higher Education.
3. Hurlock, E. (1980). *Psikologi Perkembangan, Suatu Pendekatan Sepanjang Rentang Kehidupan* (edisi 5). Jakarta: Erlangga.
4. Papalia, D.E. & Feldman, R. D. (2014). *Menyelami Perkembangan Manusia Buku 1* (edisi 12). Jakarta: Salemba Humanika.
5. Papalia, D.E. & Feldman, R. D. (2007). *Menyelami Perkembangan Manusia Buku 2* (edisi 12). Jakarta: Salemba Humanika.
6. Santrock, John W. (2011). *Life-Span Development. Perkembangan Masa Hidup Jilid 1* (edisi ke13). Jakarta: Erlangga.
7. Santrock, John W. (2002). *Life-Span Development, Perkembangan Masa Hidup Jilid 2* (edisi ke5). Jakarta: Erlangga.
8. Santrock, John W. (2007). *Perkembangan Anak Jilid 2* (edisi ke11). Jakarta: Erlangga.
9. Santrock, John W. (2007). *Remaja Jilid 2* (edisi 11). Jakarta: Erlangga.
10. Steinberg, Laura. (1993). *Adolescence (3rd edition)*. New York: McGraw-Hill.

2nd Semester

2021/2022

Module number PS703	Module name Pedagogic Studies		
Course of study M.Ed. in Educational Psychology	Type of course Core Competency Course of Postgraduate	Semester/ Rotation 2 nd	
Teaching methods Lecture, Structured Assignment (individual & group exercise), discussion.	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Final written exam (50%)		ECTS-LP (Workload) 3 (90.6 hours)	
Module coordinator Prof. Dr. Sunaryo Kartadinata, M.Pd. sunaryo@upi.edu		SWS	
Additional teachers involved Dr. Suherman, M.Pd. suhermanbk@upi.edu			
Syllabus This course develops students' insights into understanding educational theory and practice from a pedagogical perspective. It covers the following key areas of study: (1) the meaning of education, teaching, and training; (2) education as a science; (3) philosophical anthropology of human nature and education; (4) historical education; (5) psychological development of students; (6) religious foundation and values of educational goals; (7) educational context in various learning environments; (8) educational institutions in cultural and organizational settings; (9) educational principles; (10) a pedagogical perspective on the foundation of educational management; (11) a pedagogical perspective on educational evaluation; and (12) the implications of research findings and empirical evidence on educational theory and practice. Lectures are presented through discussion, analysis, presentation, and reflection. Assessments in this course are conducted through exams and assignments.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. Master knowledge and understanding of pedagogic perspectives on educational problems both philosophical, scientific, and educational praxis in the field (2). 2. Master the basic theoretical principles both philosophically and scientifically in analyzing and solving educational problems from a pedagogical perspective (2). 3. Master the application of theoretical basic principles that can be used as a reference or reference in the framework of a pedagogical perspective on educational practice in the field (3). <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>			

Core Readings

1. Brameld, Theodore.,(1957), Cultural Foundations of Education, New York Harper & Brothers Publishers,
2. Henderson, Stell van Petter., (1959) Introduction to Philosophy of Education, Chicago.The University of Chicago Press
3. Kneller, George F., (1984), Movements of Thought in Modern Education, New York, Chichester, Brisbane, Toronto, Singapore. John Wiley & Sons
4. Langeveld, M.J., (1970), Pedagogik Teoritis Sistematis, Penerjemah Simanjuntak, Bandung, CV. Jemmars,
5. Marsh, Colin.,(2008), Becoming A Teacher, (Knowledge, skills and Issues), Australia, Pearson Education Australia, 4th Edition.
6. Novak, Joseph D., (1979) A Theory of Education, Jthaca, Carnell University Press
7. Soelaeman, MI. (1985), Suatu Telaah Pendekatan Fenomenologis Terhadap Situasi Kehidupan dan Pendidikan dalam Keluarga dan Sekolah, Disertasi, Bandung, Fakultas Pasca Sarjana, Institut Keguruan dan Ilmu Pendidikan
8. Whitehead, Alfred North., (1956), The Aims of Education, England, Willian and Norgate Ltd., (seventh printing).

Module number SP760	Module name Research Methodology in Educational Psychology	
Course of study M.Ed. in Educational Psychology	Type of course Core Competency Course of Study Program	Semester/ Rotation 2 nd
Teaching methods Lecture, structured assignment (individual & group exercise)	Prerequisites for attendance None	Language English
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Proposal research (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)
Module coordinator Hani Yulindasari, S.Psi., M. Gendst., Ph.D. haniyulindra@upi.edu		SWS
Additional teachers involved Dr. Ilfiandra, M.Pd. ilfiandra@upi.edu		
<p>Syllabus</p> <p>The Research Methodology course is classified under the Fundamental Educational Courses (MKLK) category. The purpose of the course is for students to master competencies related to understanding, application, and professional attitudes in conducting scientific research. The scope of the study encompasses the basic concepts of research, problem identification, quantitative-qualitative approaches, instrument development and data analysis, various research methods, and the preparation of research proposals.</p> <p>The main reference for this course is John W. Creswell's "<i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i>" (4th edition), published by Pearson Merrill Prentice Hall in New Jersey in 2012.</p>		
<p>Learning goals and qualifications In this module students learn to:</p> <ol style="list-style-type: none"> 1. understand the basic concepts of research. (2) 2. distinguish the characteristics of the research approach. (4) 3. understand the 5 elements of problem identification and are skilled at formulating problem identification. (2) 4. skilled at compiling literature reviews for educational psychology research topics of interest. (6) 5. understand various research methods and designs and choose the right design for the research topic (2) 6. Familiar with various quantitative-qualitative research instruments and choose the form of instruments and data analysis techniques that are appropriate to the research approach. (1) 7. understand various quantitative-qualitative data analysis techniques and choose analytical techniques that are appropriate to the research topic. (2) 8. understand the elements of a research proposal that qualify as scientific research. (2) 9. have sensitivity to ethical and legal issues in educational psychology research (4) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u></p> <p>1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>		

Core Readings

1. Creswell, W. Jhon. (2012). Educational research: Planning, conducting and evaluating quantitative and qualitative research (fourth edition). Boston: Pearson.
2. Kerlinger, N. Fred (1973). Foundation of behavioural research (second edition). New York: Holt, Rinehart and Winston, Inc.
3. Leary, R Mark. (2008). Introduction to behavioural research methods (fifth edition). Boston: Pearson International Editions
4. Suryabrata, Sumadi. (2013). Metodologi penelitian. Jakarta: PT RajaGrafindo Persada.

Module number SP761	Module name Cognitive Psychology in Learning		
Course of study M.Ed. in Educational Psychology	Type of course Core Competency Course Study Program	Semester/ Rotation 2 nd	
Teaching methods Lecture, structured assignment (individual & group exercise)	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (30%) Self-experiment (30%) Articles (40%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Dr. Tina Hayati Dahlan, M.Pd., Psikolog. tinadahlan_psi@upi.edu		SWS	
Additional teachers involved None			
Syllabus This course examines the definition of cognitive psychology, the history of cognitive psychology development, research methods used in cognitive psychology, and six approaches to cognitive development. Additionally, the material covers cognitive neuroscience, theories of cognitive development from Piaget and Vygotsky, as well as various aspects such as sensation, perception, attention, and awareness; memory and working memory; organization of knowledge in the mind; problem-solving and reflective thinking; judgment and decision-making; reasoning; and intelligence, creativity, and multiple intelligences. During the course, students will also engage in simulations of the thinking process and information processing and study the implementation of cognitive psychology in learning. This course ends with community service activities in the form of training or seminars for teachers on the implementation of cognitive psychology in learning.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. understand and be grateful for thought processes that are very complex and useful for human benefit as a gift from God Almighty (S1). (2) 2. analyze thinking processes, as well as identify and examine problems in learning related to thinking processes using a scientific approach (S6, KU3). (4) 3. master the concepts and theories of cognitive psychology and their implications in educational practice (P1). (2) 4. assess thinking processes in learning through observing learning behavior and analyzing and communicating the results to the community (KU1, KU3) (4). 5. design learning strategies and appropriate assignments to stimulate <i>higher-order thinking skills</i> in learning in order to increase learning effectiveness (P4, KK1). (6) 6. convey knowledge and expand public insight through scientific activities (KU1, KU3). (2) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>			

Core Readings

1. Braisby, N. & Gellatly, A. (2012). *Cognitive Psychology*. Oxford: University Press
2. Dewey, J. (1933). *How We Think: A Restatement of The Relation of Reflective Thinking to The Educative Process*. Lexington: DC Heath and Company.
3. Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice* . New York: Basic Books.

Module number SP762	Module name Theories and Models of Learning		
Course of study M.Ed. in Educational Psychology	Type of course Core Competency Course of Study Program	Semester/ Rotation 2 nd	
Teaching methods Lecture, Structured Assignment, discussion	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Review Book (30%) Review 2 Books (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Dr. Mamat Supriatna, M.Pd. ma2t.supri@upi.edu		SWS	
Additional teachers involved None			
Syllabus This course discusses aspects of learning theories in educational psychology and how these aspects can be transformed into models of teaching that become dynamic interactions in the educational process. The material also includes aspects relevant to learners, learning situations, and educators in the context of achieving educational goals. The structure of learning models, as well as the development and implementation of learning theories and models in various relevant services, are also addressed. This course balances theoretical and fieldwork, which means that from the beginning to the end of the lecture, students are required to carry out practicum in the form of learning simulations in various scenes under the guidance of the lecturer in charge.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. Gain an understanding of the internal factors of students that influence the process and learning outcomes (2) 2. Analyze the environmental factors involved in learning (4). 3. Have knowledge and skills in developing an effective learning process (2). <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u></p> <ol style="list-style-type: none"> 2) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure. 			
Core Readings <ol style="list-style-type: none"> 1. Robert E. Slavin (2006), Educational Psychology, New York: AB.Pearson 2. Joyce, Bruce (2000), Models of Teaching, London: Allyn Bacon 3. Burton WH., (1994), The Guidance of Learning Activities, New York: Apleton Century 4. Sagala, Saiful (2011), Proses dan Makna Pembelajaran, Bandung: Alfabeta. 5. Articles, books, scientific journals, research reports, and electronic media in various sources that are relevant to the course objectives. 			

Module number SP703	Module name Gender in Education		
Course of study M.Ed. in Educational Psychology	Type of course Elective Competency Courses of Study Program	Semester/ Rotation 2 nd	
Teaching methods Lecture, Structured Assignment (individual & group exercise), discussion.	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Journal review (50%)		ECTS-LP (Workload) 3 (90.6 hours)	
Module coordinator Hani Yulindrasari, S.Psi., M. Gendst., Ph.D. haniyulindra@upi.edu		SWS	
Additional teachers involved Vina Adriany, M.Ed., Ph.D. vina@upi.edu			
Syllabus This course discusses various approaches to understanding humans from a gender perspective. The issues will be studied from various perspectives, including bio-physiological, psychological, socio-cultural, and power relations. After attending this course, students will understand that sex and gender are important elements that need to be considered in educational practices to create an equitable education.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. to be polite and respect the opinions of other people and religious people (2). 2. understand the personal and social consequences of gender stereotypes (2) 3. analyze the findings of field studies using concepts and theories in gender and previous studies (4). 4. identify and understand problems from the perspective of Gender in society (3) 5. implement developmental psychology in educational practice (3) 6. understand the history of the struggle for women's rights in the world and in Indonesia (2) 7. understand issues of injustice based on gender differences and gender (2) 8. implement and explain findings or results in the field to the public (2) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>			

Core Readings

1. Doyal, L. (2001). Sex, gender, and health: the need for a new approach. *Bmj*, 323(7320), 1061-1063.
2. Eagly, A. H., Beall, A. E., & Sternberg, R. J. (Eds.). (2005). *The psychology of gender*. Guilford Press.
3. Darwin, M. (2004). Gerakan perempuan di Indonesia dari masa ke masa. *Jurnal Ilmu Sosial dan Ilmu Politik*, 7(3), 283-294.
4. Gillis, S., Howie, G., & Munford, R. (Eds.). (2004). *Third wave feminism*. New York: Palgrave Macmillan.
5. Gorelick, S. (1991). Contradictions of feminist methodology. *Gender & Society*, 5(4), 459-477.
6. Paechter, C. (2006). Masculine femininities/feminine masculinities: Power, identities and gender. *Gender and education*, 18(3), 253-263.
7. Roughgarden, J. (2013). *Evolution's rainbow: Diversity, gender, and sexuality in nature and people*. Univ of California Press.
8. Schippers, M. (2007). Recovering the feminine other: Masculinity, femininity, and gender hegemony. *Theory and society*, 36(1), 85-102.
9. Shields, S. A. (2008). Gender: An intersectionality perspective. *Sex roles*, 59(5-6), 301-311.
10. Walters, M. (2005). *Feminism: A very short introduction* (Vol. 141). Oxford University Press.

Module number PS700	Module name Development of Learning Media	
Course of study M.Ed. in Educational Psychology	Type of course Elective Competency Course of Study Program	Semester/ Rotation 2 nd
Teaching methods Lecture, structured assignment (individual & group exercise)	Prerequisites for attendance None	Language English
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Project (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)
Module coordinator Dr. Cepi Riyana, M.Pd cepi@upi.edu		SWS
Additional teachers involved		
<p>Syllabus</p> <p>This lecture covers: (1) the concept of learning and teaching in the framework of 21st century learning; (2) overview of learning theory in the perspective of psychological science; (3) the nature of learning methodology and media as an Integral part of the learning system; (4) the concepts of learning methodology; (5) types and characteristics of learning methodologies; (5) information processing models; (6) social interaction models; (7) personal model; (8) behaviour modification models; (9) concept of learning media; (10) philosophical and theoretical foundations of learning media; (11) types and characteristics of learning media (media taxonomy); (12) learning media design process (ASSETS model analysis); (13) learning media utilization (ASSURE model analysis); (14) learning media evaluation.</p>		
<p>Learning goals and qualifications In this module students learn to:</p> <ol style="list-style-type: none"> 1. understand the conceptual and theoretical methodologies and media in learning that can support activities and functions as educational staff; (2) 2. apply aspects of Methodology and Media in Learning that can support activities and functions as educational staff; (3) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u></p> <p>1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>		

Core Readings

1. Arief S. Sadiman. (2008). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya* . Jakarta: Rajawali Press
2. Gunter, M. A., Estes, T. H., & Schwab, J. H. (1990). *Instruction: A models approach*. Boston, MA: Allyn & Bacon.
3. Heinich, R. et al. (2002). *Instructional media and technology for learning*, 7th edition. New Jersey: Prentice Hall, Inc. diakses dengan
4. Joyce, B., Weil, M., & Showers, B. (1992). *Models of Teaching*, 4th ed.. Boston: Allyn and Bacon.
5. Robert Heinich, Michael Molenda, James D. Russell (1993). *Instructional Media and the New Technologies of Instruction*. America Publishing
6. R. Gagne. 1999. *Psikologi Belajar (hal.22)*. Jakarta. Rineka Cipta.Sugandi, Achmad, dkk. 2004. *Teori Pembelajaran*. Semarang:UPT MKK UNNES
7. Cepi Riyana (2010) *Teknoogi Informasi dan Komunikasi Dalam Pendidikan*. Raja Grafindo. Bandung.

Module number SP767	Module name Behavior Modification in Education		
Course of study M.Ed. in Educational Psychology	Type of course Elective Competency Courses of Study Program	Semester/ Rotation 2 nd	
Teaching methods Lecture, Structured Assignment (individual & group exercise), discussion. Project-Based Learning.	Prerequisites for attendance General psychology & developmental psychology	Language English	
Type of examination (final grade composition) Groupwork exercise (20%) Draft of behavior modification (30%) Behavior modification research report (50%)		ECTS-LP (Workload) 3 (90.6 hours)	
Module coordinator Dr. Tina Hayati Dahlan, M.Pd., Psikolog tinadahlan_psi@upi.edu		SWS	
Additional teachers involved None			
Syllabus This course begins by discussing the history of behavior modification, the definitions of behavior and behavior modification along with its characteristics, ethical issues and field of application of behavior modification, basic principles and procedures of behavior modification in shaping, improving, and reducing behavior, as well as behavior modification assessment and research. This course is carried out in the form of study, practicum, and exercises as an implementation of the knowledge acquired in the development of behavior modification programs based on the assessment of one's behavior and others in various educational settings.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. understand the dynamics of human behavior as the perfection of God Almighty's creation (2). 2. identify and examine human behavior problems in educational practice (4). 3. master the concepts and theories of behavior modification and their implications in educational practice (6). 4. design, implement, and evaluate behavior modification programs in various educational settings by upholding ethics (6). 5. communicate findings in the field and develop behavior modification programs to the community as a form of concern for society and the environment (3). <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>			

Core Readings

1. Martin, G. and Pear, J. (2007). Behavior Modification. What It is and How to Do It. New Jersey: Pearson Prentice Hall.
2. Miltenberger, RG (2008). Behavior Modification: Principles and Procedures (4th edition). Belmont: Thomson Wadsworth.
3. Sarafino, EP (2012). Applied Behavior Analysis: Principles and Procedures for Modifying Behavior. New Jersey: John Wiley & Sons, Inc.
4. Nilsen, B. (2001). Week by Week Plans for Observing and Recording Young Children (2nd edition). Albany: Thomson Learning.
5. Scientific articles from accredited journals (minimum Sinta 2) or reputable international journals.

Module number SP503	Module name Educational Psychology		
Course of study M.Ed. in Educational Psychology	Type of course Prerequisite Courses (Aanvullen)	Semester/ Rotation 2 nd	
Teaching methods Lecture, structured assignment (individual & group exercise)	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Article (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Dr. Nandang Budiman, M.Sc. nandang.budiman@upi.edu		SWS	
Additional teachers involved None			
Syllabus This course explores the fundamental concepts involved in the study of educational psychology as a discipline. Taking this course during the initial semester is essential as it provides the necessary groundwork for comprehending more advanced courses; therefore, it is very important for students who come from backgrounds outside of pure psychology, educational psychology, and guidance. The substance of the study in this course includes the nature, significance, and benefits of educational psychology in the development of educational theory and praxis, basic concepts of human behaviour in educational situations, motivational dynamics, behavioural and personal growth and development, individual differences, learning processes, learning theories, teaching models, and educational assessment.			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. master the nature, urgency, and benefits of educational psychology in the development of educational theory and practice. (2) 2. master the basic concepts of human behavior in educational situations, dynamics of motivation, behavioral and personal growth and development, and individual differences. (2) 3. master the concepts and principles of the learning process, learning theory, teaching models, and the diagnosis of learning difficulties. (2) 4. skilled at applying the basic principles of educational psychology in educational praxis. (3) 5. skilled at analyzing the dynamics of motivation, behavioral and personal growth and development, and individual differences in the educational process. (4) 6. skilled at applying teaching principles and models in learning. (3) 7. skilled at diagnosing students' learning difficulties. (4) <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.</p>			

Core Readings

1. Bruce Joice (1999) *Models of Teaching*. New Jersey: Pearson
2. Gage, N.L. and Berliner, D.C. (1998). *Educational Psychology*. Boston New York: Houghton Mifflin Company.
3. Makmun, A.S. (2010). *Pedoman Studi Psikologi Pendidikan*. Bandung: UPI Press.
4. Santrock, (2012). *Educational Psychology*. New York: McGraw-Hill Publishers.
5. Slavin, R.E. (2009). *Educational Psychology: Theory and Practice*. New Jersey, Columbus, Ohio: Pearson.
6. Schunk, D.H. (2012). *Learning Theories. An Educational Perspective*. New York: Pearson.

Module number SP504	Module name Theories of Personality		
Course of study M.Ed. in Educational Psychology	Type of course Prerequisite Courses (Aanvullen)	Semester/ Rotation 2 nd	
Teaching methods Lecture, Structured Assignment, discussion	Prerequisites for attendance None	Language English	
Type of examination (final grade composition) Groupwork presentation (20%) Midterm written exam (30%) Book Report (50%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Prof. Dr. Juntika Nurihsan, M.Pd. juntikanurihsan@upi.edu		SWS	
Additional teachers involved Prof. Dr. H. Mubiar Agustin, M.Pd. mubiar@upi.edu			
Syllabus This course serves as a prerequisite for new students in the Educational Psychology Study Program at Sps UPI whose undergraduate background is not in psychology or educational and guidance psychology. This course carries a weight of 3 credits and is delivered in matriculation. The content of this course includes the definition of personality and the early history of personality theory development; personality typology; dimensions of personality theory; personality theory from the perspective of classical and contemporary psychoanalysis; and holistic-humanistic, personal uniqueness, and observational learning theory (social learning theory).			
Learning goals and qualifications In this module students learn to: <ol style="list-style-type: none"> 1. Apply psychological theory in learning, especially in regard to definitions, the early history of the development of personality theory, and perspectives. Psychoanalyst, and able to understand the perspective of holistic-humanistic personality, personal uniqueness, and observational learning theory (social learning) (3). 2. organize educational psychology learning (4). 3. use educational psychology through an inter-educational and multidisciplinary approach to solving educational psychology problems based on educational values and the Indonesian Psychological Code of Ethics. understand the holistic-humanistic personality perspective, personal uniqueness, and observational learning theory (social learning) (3). <p><u>Classification of cognitive skills following Bloom's Taxonomy revised version (2001):</u></p> <ol style="list-style-type: none"> 1) <i>Remember</i>: retrieve relevant knowledge from long-term memory; 2) <i>Understand</i>: construct meaning from instructional messages, including oral, written, and graphic communication; 3) <i>Apply</i>: carry-out or use a procedure in a given situation; 4) <i>Analysis</i>: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) <i>Evaluate</i>: make judgements based on criteria or standards; 6) <i>Create</i>: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure. 			

Core Readings

1. Hall, Calvin S., Lindzey, Gardner., Loehlin, John C., Manosevitz, Martin. (1985). Introduction to Theories of Personality. New York: John Wiley & Sons.
2. Feist Jess, Feist Gregory J. (2010), Teori Kepribadian, Jakarta: Salemba Humanika
3. George C. Boeree. (2004), Personality Theories, Jogjakarta: Primasophi
4. Hogan, Robert. (1997). Handbook of Personality Psychology. New York: Academic Press
5. Pervin Lawrence A, Cervone Daniel, John Oliver P. (2010), Jakarta: Kencana
6. Suryabrata, Sumadi. (2003). Psikologi Kepribadian. Jakarta: PT. Raja Grafindo Persada.

3rd Semester
Odd Semester 2021/2022

Module number SP763	Module name Assessment in Education		
Course of study M.Ed. in Educational Psychology	Type of course Core Competency Courses of Study Program	Semester/ Rotation 3 rd	
Teaching methods Lecture, Project-Based Learning, Structured Assignment (individual & group exercise), discussion	Prerequisites for attendance Applied Statistics	Language English	
Type of examination (final grade composition) Groupwork presentation (30%) Midterm written exam (30%) Developing scale (40%)		ECTS-LP (Workload) 4.5 (135.8 hours)	
Module coordinator Dr. Tina Hayati Dahlan, M.Pd., Psikolog tinadahlan_psi@upi.edu		SWS	
Additional teachers involved Dr. Eka Sakti Yudha, M.Pd. eka_bk@upi.edu			
<p>Syllabus</p> <p>Through this course, students are expected to develop theoretical understanding and practical skills to do assessments in an educational context. This includes understanding the history and concept of assessment; the role and function of assessment; psychological constructs in education; statistical concepts in psychological assessment; validity, reliability, norms, and decision-making; techniques and development of psychological assessments; defining the concept of psychological attributes; and developing and analyzing items and ethical standards in psychological assessment. The lecture approach is student-centered, involving the process of student learning experiences in various activities (exposition-discovery learning and group-individual learning), with the lecturer acting as a facilitator.</p>			
<p>Learning goals and qualifications In this module students learn to:</p> <ol style="list-style-type: none"> 1. Know and master the history, concepts, roles, and functions of educational psychology assessment in the learning context (2). 2. Understand psychological constructs and basic statistical concepts in the development of psychological assessment (2) 3. Understand the concepts of validity, reliability, norms, and decision-making in psychological assessment (2) 4. Apply the validity formula (content, construct) and reliability of a psychological assessment instrument (3) 5. Understand assessment techniques and apply them in the development of educational psychological assessment (2) 6. Identify and determine appropriate psychological attributes for the development of psychological assessments in order to produce effective learning (4) 7. Analyze items (difficulty level and item differentiability) in the psychological assessment instrument set (4) 8. Arrange and develop psychological assessments in education in accordance with ethical standards in psychological assessment (3) 9. Recognize the importance of psychological assessment in education and be responsible for the psychological assessment instruments that are compiled or developed (5) 			
Classification of cognitive skills following Bloom's Taxonomy revised version (2001):			

1) *Remember*: retrieve relevant knowledge from long-term memory; 2) *Understand*: construct meaning from instructional messages, including oral, written, and graphic communication; 3) *Apply*: carry-out or use a procedure in a given situation; 4) *Analysis*: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose; 5) *Evaluate*: make judgements based on criteria or standards; 6) *Create*: put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure.

Core Readings

1. Anastasi, A. (1982). *Psychological Testing*. 5th ed. New York: Macmillan Publishing, Inc.
2. Cohen, RJ, Swerdlik, ME (2005). *Psychological Testing and Assessment: AN Introduction to Test and Measurement*. 6th. New York: McGraw-Hill Companies, Inc.
3. Crocker, L.; Algina, J. (1986). *Introduction to Classical and Modern Test Theory* New York: Hall-Rinrhart and Winston, Inc.
4. Dunn-Rankin, P. (1983). *Scaling Methods*. New Jersey: Lawrence Elbaum Associated, Publisher.
5. Gregory, R J. (2004). *Psychological Testing: History, Principles, and Application*. 4th. Boston: Pearson Education Group, Inc.
6. Groth-Marnat, Gary. (2010). *Handbook of Psychological Assessment*. 5th. (Translation). Yogyakarta: Student Libraries.
7. Howard, L. (1986). *Test Scores and What They Mean*. 4th. Englewood Cliffs. New Jersey: Prentice-Hall.
8. Murphy, KR, Davidshofer, CO (1998). *Psychological Testing: Principles and Application*. 4th. USA: Prentice-Hall International, Inc.

