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# Introduction to Educational Psychology using Personal Communication of Educational Psychology Courses at All Educational Levels, Specifically in Indonesia: Focus Group Discussion

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This opinion piece was generated due to a group discussion in the Program Studi Pendidikan Seni Musik, Fakultas Seni Keagamaan Kristen, Institut Agama Kristen Negeri Ambon's semester one of 2022. This discussion is a counterpoint to the course's preliminary reliance, which looks at how educational psychology is utilized in Indonesia's national education system (i.e., a nine-year compulsory education) at each level of pre-university instruction. These levels include elementary, junior secondary, general secondary, and senior vocational secondary. Therefore, in this introductory, from the level of schooling to senior high school, we summarize each discussion group's perspectives. Each discussion group's points of view are broken down into themes with [3–5] different points of view.

Pratiwi & Makfiah (2022, pp. 35–36) argue that education and science are comprehensive concepts that empower humans who are humane and should be so. Learners and backgrounds surrounding the process, achievements, and development of human resources, although Indonesia still struggles with fluctuations in education systems and programs. Therefore, educators are one of the extensions of the world of education who are always encouraged to develop their professionalism so that the soul and spirituality of students can be stimulated more humanely (Handayani & Kurniawaty, 2022, para. 1–2). Supratman & Rahayu (2022, p. 57) because humanity has implications for many perspectives, including "...rights..and creativity.."

## 1. Opinions on the Educational Psychology Process at the Elementary Education Level

In the elementary-level educational psychology group, according to (MARIA. LAKONAWA et al., personal communication, September 28, 2022), students have divided three topics of discussion, which were divided into character, developmental processes, and what problems occurred in the psychology of education.

- For the first point, incorporate the following traits of [basic education's] psychology of education: Learners find it preferable to engage and study in groups at the most basic level. During the learning process, individuals naturally respond to performing tasks and learning activities simultaneously.



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each learner. Participants added that it is quite vulnerable because it depends on the [pattern and frequency] that is implemented. The process of social and academic healing takes longer when pupils sense anxiety.

· The discussion group members' response to the third point, which deals with the interplay of barriers, was that learners at the basic level tend to be passive in academic and social contexts. Educators must comprehend these trajectories and be critical in expressing personal responses to students in the educational process.

## 2. The perspectives on the educational psychology process at the secondary level

An overview of educational psychology (Eluya. V. M. Andries et al., personal communication, September 28, 2022) looks at five criteria that include biological human existence and behaviour that determine resolution in the form of learning dynamics. The exposure that dominates the group [of this discussion] builds a perspective, namely at the level of discourse on vertical and horizontal relationships that represent humans [as civilized beings], let alone dialectics, so that the age of learners who have started to exist needs social control and personality. Individuals at this age are already prone to asking about life's epistemology, ontology, and axiology.

## 3. Perspectives on Educational Psychology Process in General and Vocational Higher Secondary Education

In general programs and vocational programs at the higher secondary education level, students are quite motivated to explore "broader" and risk the hazard of being destructive rather than constructive (C. Tuwilay et al., personal communication, September 28, 2022). As a result, personality and how it interacts with environmental dynamics will generate paradoxical outcomes.

## Conclusion

Based on the discussion group's perspective received from the focus group discussion, three issues that may be explored in a qualitative frame, i.e. the process of

...empirical in the most recent educational psychology research can be obtained





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types of psychological experiments and interventions in educational psychology and what modern problems are relevant to educational psychology.

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