The development of contemporary art education in Indonesia on a psychological basis

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Abstract

This study aims to develop a conceptual framework regarding the psychological and pedagogical basis of learning in art education in Indonesia. This research was developed using a qualitative inquiry method and offers a conceptual basis for the relationship between psychological aspects and learning, and important developments in the relationship between the two, both theoretically and practically in the world's leading arts education institutions. Using this basis, this study offers the idea that in many contexts consideration of aspects of psychology will find momentum, along with its contribution to arts education. In practical terms, psychology makes a significant contribution to the choice of learning experiences and the way teaching is carried out in the classroom. In curriculum planning and preparation, an understanding of psychology is very important for curriculum developers in planning appropriate learning experiences and conditions for learning.

Keywords: Curriculum; contemporary; development; education; psychological basis.

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1. Introduction

Psychologists are concerned with finding and constructing human behavioral patterns to understand and predict behavior. These experts try to find the factors that determine behavior in hereditary characteristics, as a form of environmental influence. What needs to be considered by curriculum developers to enrich decisions about the environment is related to the sequence of stages in development, organizing groups in learning experiences to optimize existing impacts, and the methodology used as a means of achieving knowledge (Yang, 2022).

There are at least two fields of psychology that are used as the basis for curriculum development, namely developmental psychology and learning psychology. Developmental psychology is the study of individual behavior as it relates to its development. Developmental psychology examines the nature, stages, and aspects of development, individual tasks, and other matters relating to individual development. The study of these matters can be used as material for consideration and the basis for curriculum development. Learning psychology is the study of individual behavior in the context of learning. Learning psychology examines the nature of learning and learning theory, as well as various other aspects of individual behavior in learning, all of which can be taken into consideration, as well as the basis for curriculum development (Sukmadinata, 2002).

Print (1993) states the contribution of psychological resources as the basic curriculum is very significant. Psychology sources do not directly provide sources for content in the school curriculum, but provide psychological information, through an understanding of learner and learning procedures. Psychological sources indirectly influence the selection of specific content for students as well as the selection of learning activities for students to acquire content. In general, the purpose of psychology is the study of human behavior. Psychology resources in curriculum development are useful for describing, explaining, predicting, and investigating human behavior. The curriculum requires psychological resources, especially educational psychology, at least in five aspects, namely educational goals, student characteristics, learning processes, teaching methods, and evaluation procedures.

1.1. Purpose of study

Regarding educational goals, knowledge of learning psychology helps curriculum developers design and develop curricula according to the desired goals and objectives. With this background, developers can determine goals and objectives that are suitable for various levels of development and the age of students so that it can be predicted whether a goal can be achieved or not by the level of development. In turn, the formulation of curriculum objectives will have a major influence on the selection of curriculum content. This study aims to develop a conceptual framework for the psychological and pedagogical basis of learning in art education.

2. Materials and Methods

This research was developed using qualitative methods of inquiry and offers a conceptual basis for the relationship between psychological aspects and learning, and important developments in the relationship between the two, both theoretically and practically in the world's leading arts education institutions. Using this basis, this research offers the idea that in many contexts the consideration of aspects of psychology will find momentum, along with its contribution to arts education.

The research was conducted by analyzing the concepts of educational psychology, especially learning psychology and developmental psychology which are generally used as the basis for developing the arts education curriculum. Furthermore, the analysis is carried out on the development of psychological concepts that are influenced by postmodern thinking and their use as the foundation of the art education curriculum, especially since the widespread use of postmodern art as art learning material in various art education institutions.

The hypothesis of this research is how postmodern thinking that develops in the fields of art and psychology affects the psychological foundation used to develop the arts education curriculum. Efforts

to develop an art learning curriculum that is influenced by the development of postmodern thought with all the characteristics it brings can be used as material with appropriate methods and evaluations with a psychological foundation that also adopts postmodern thinking in it.

3. Results

3.1. Psychological basis of orientation, behavior, and learning outcomes

The psychological foundation of art education refers to the psychological foundation of education which is dominated by developmental theory and learning theory views. In the theory of development, there are three theories or approaches to individual development, namely the stage approach, the differential approach, and the impassive approach. Through the phasing approach, individual development is observed based on the stages of development whose characteristics differ from one stage to the next. The differential approach tries to look at individuals based on their differences and similarities. Through these differences and similarities, individuals are categorized and grouped. The last approach is the impassive approach, which tries to see individuals based on their characteristics that are not shared by other individuals (Sukmadinata, 2002; Liang, 2021).

Learning psychology uses learning theories in its study of how individuals learn. In this research study, learning is meant to learn about and through art. The visual arts in question are art that is influenced by postmodern thinking (Kasiyan, 2019; Tröhler, 2020; Urpí, Reparaz & Echarri, 2022). In general, learning can be interpreted as a change in behavior that occurs through experience. All behaviors in the form of cognitive, affective, and psychomotor that occur due to the experience process can be categorized as learning behavior (Sukmadinata, 2002).

Understanding learning is based on certain learning theories (Ciuhan & Iliescu, 2020). According to Bigge and Hunt (1980), there are three clumps of learning theory, namely mental discipline theory, behaviorism, and cognitive Gestalt field. Each family has several variants of learning theory. For example, theistic mental discipline theories, humanistic mental disciplines, naturalism, and apperception are parts of the family of mental discipline learning theories. The stimulus–response (S–R) learning theory or behaviorism learning theory family has variants of the S–R bond, conditioning, and reinforcement theories. The cognitive Gestalt field learning theory cluster which is the development of the psychological configuration theory has a variant of insight learning theory (Sukmadinata, 2002).

The psychological approach used as the basis for the curriculum for fine arts education in the country (Indonesia) develops the developmental theory approaches and the existing learning theory clumps. Various studies in education demonstrate the application of these theories and approaches. Compared to other social sciences, psychology first colored the field of education. Psychology makes a major contribution to exposing views on the human psyche, including students through the discipline of developmental psychology. This view is obtained through intensive experiments so that theoretical and practical learning principles are found. Pedagogic, didactic, and methodical studies of teaching are based on the view of social interactions from a psychological perspective.

Psychological characteristics define the area of study at the individual and small group levels. During the development of social science around the 1950s, this study received less attention because it was seen as too small in scope, and even considered technical. The study of the teaching and learning process in the classroom which is not related to the context of social change is considered unscientific. However, the growing view that the impact of the learning process in the classroom also affects the development of students, both directly and indirectly on sociocultural changes, has increased attention to psychology.

In line with the development of scientific thought and also the need for sociocultural change in various countries, psychology has developed through the discipline of social psychology whose studies collaborated with sociology and social anthropology. The discipline of social psychology is applied to making sociocultural changes in the community groups of newly independent states. By applying the

principles of social psychology in the field, testing is carried out to encourage economic improvement. In this area, the discipline of educational psychology is fresh. By taking a learning study setting that will change the social culture, educational psychology explores progressive thoughts that were developing at that time.

There were many theories of social psychology at that time which turned out to be of many kinds. Psychological theories that emphasize behavioral aspects are called reinforcing factors-oriented theories (such as S–R), then reach educational theories that are oriented towards application in education, as well as cognitive-oriented theories, psychoanalytic theory, and even trans-oriental theories and approaches. The development of the social psychology theory touches on and relates to sociological and anthropological theory. In this way, we can note that borrowing theory in the context of social science is part of the development effort, thus indicating a trend towards the progress of thought at one time or another.

Given the many theories of social psychology and educational psychology, the method most commonly used by experts is a categorization system or grouping based on the same time and orientation. Categorizing as well as conducting studies with the 'theoretical map' system. A categorization system can be used for various purposes. Concerning the study of the field of education, the relevant categorization is the categorization of psychological theory based on the theme, content, and form of the theory.

The S–R group is an early generation of educational psychology discipline based on social psychology. It is the thought of behavior that Waston (1878–1958, as cited by Yudistira & Putra, 2022) asserts are very strong today and is still being applied in the field of education in Indonesia. The thought of behavior that views humans from observable behavior is actually out of date, apart from partial it is also indicated as 'inhuman'. Another character is Ivan Petrovich Pavlov: Edward Lee Thorndike. Pavlov developed the law of reinforcement, while Thorndike discovered the law of effect. There are two views in this group. Hull (1952) views the reinforcing factor as 'meditational' which recognizes only visible behavior, while Skinner (1988) as 'operant' recognizes the existence of a hidden process in the individual (internal) that is different from what is visible (externals). According to this thought-oriented view, reciprocation will give rise to a 'reflex'. The important concepts of this theory are (1) generation (elicitation); discrimination and reinforcement; and other accompanying concepts are drive, need, and generalization.

With the application in the field of education, behavioral orientation is demonstrated by several learning theories, including Miller and Dollard's (1941) artificial learning theory; Bandura and Walter's (1977) replacement process theory; the theory of buying and selling with amplifiers by Homans; Kelley and Thibaut's (1978) theory of interaction outcomes; and the functional theory of authoritarian interaction by Adams and Romney (1959).

Miller and Dollard (1941) put forward a mock theory with four principles in learning, namely the drive which is divided into primary and secondary drives, second, the cue factor, and third, the behavioral factor. The four factors of reward and the four principles will give birth to learning imitations that can show the same behavior: dependent behavior and behavior of copying.

Bandura and Walters' (1977) replacement process theory complements the first theory by offering imaginary findings which are a series of symbolic symbols that describe the stimulation of reciprocal behavior. There are three types of substitute behavior for the existing behavior of the model, namely (1) the effect of modeling that creates new behavior; (2) the effect of inhibiting and removing barriers, namely inhibiting behavior that is not by the model; and (3) the effect of ease, which is to facilitate the behavior that has been learned to repeat itself with the emergence of model behavior. The buying and selling theory is based on economic principles. The relationship will last long when both parties benefit from each other. This principle will work if it is characterized by social characteristics (there are actions and reactions); for every action, there must be a reward; and done in real terms, not just norms or expectations. In this theory, there are five arguments or propositions

put forward, namely (1) the existence of deprivation and saturation, meaning that there is value in the stimuli faced by humans; (2) the presence of reinforcement levels; (3) stimulant control, there are penalties and fees (cost); and (4) emotional behavior.

The theory of learning outcomes from the interaction was proposed by Kelley and Thibaut (1978). This theory relies on interdependence using the concept of 'set'. The set is a series or sequence of behavior, both verbal and motor, to achieve certain goals. Social interaction will only repeat if the participants in the interaction are rewarded for their participation. The last theory in group behavior is the authoritarian interaction functional theory proposed by Adams and Romney (1959). This theory relies on interdependence using the concept of 'set'. The set is a sequence of behavior sequences, both verbal and motor, to achieve certain goals. Social interaction will only repeat if the participants in the interaction are rewarded for their participation. This theory explains where one party has control over the behavior of the other party. This theory is made aware of the assumption that (1) the relationship of authority is asymmetrical because one of the parties has power; (2) the relationship of authority is stable, where both will sit in their respective positions; (3) even though there are rules in society, the reinforcing factor is very large from the first party to the second party or vice versa.

The second group orientation theory is field theory or psyche dynamics. The theory group that places psychological problems is not seen as independent but is organized as a whole. This category of theory, which uses the method of 'construction' or 'classification' or 'genetics', is developed more dynamically because it includes the concept of force, involves a subjective approach, is not tied to socio-historical considerations, and uses language that can be measured. The assumption is that humans are placed in a living environment that is reality (what is perceived) and reality (does not look like ideals or hopes). A changing living environment makes behavior and locomotion also change. For this reason, individuals use their power to encourage, inhibit and fulfill their own and other people's needs and are impersonal. In the use of that force, there is a tension that can be loosened when there is a breakout or saturation. Therefore, conflict studies and aggressive behavior are given top priority.

Three theories support the orientation of the field theory, namely (1) interpersonal relationships; (2) power theory; and (3) cooperation and competition theory. Heider (1958) analyses the theory of interpersonal relationships that places common sense (everyday thinking logic) as seen as the core that regulates individual behavior toward others. By making reciprocal observations, you will gain phenomenal experience and causal experience, while the theory of power has two figures, namely Cartwright (1959). According to Cartwright (1959), the power of an over B in converting X to Y at a time is equal to the maximum power of the forces that can be generated from A to the direction (X and Y) at that time. The maximum power of the power produced by A is the difference between all the powers present in A minus the repulsion coming from B in the opposite direction (from Y to X). What the concept of 'power' means is divided into seven sub-concepts, namely the sub-concept of the actor, the action of the actor, the locus, the direct relationship, the basic motive, the amount, and the time. Meanwhile, French power theory focuses on the influence–influence process in groups, especially about group opinion and change of opinion. This relationship involves three patterns of relationships, namely power relationships, namely power relations, pseudo balance, social influence, and power. In the theory of cooperation and competition, the focus is on influence and cooperation, and competition in small groups. It is said to be cooperation when group members support each other; on the contrary, it becomes competition when group members' goals hinder each other.

Cognitive theory orientations are theories that emphasize central processes (e.g., attitudes, ideas, and expectations) to explain behavior. The difference with the psychoanalytic theory is that it studies deeper processes (for example, unconsciousness) associated with behavior, especially neo-behavior. This theory operationalizes the structural concepts of cognition, response, stimulation, and meaning. Based on these concepts and with a cognitive style calculation, learning is deemed to have four categories, namely (1) reception learning, meaning that students only receive available materials; (2) discovery learning, i.e., students find themselves the material to be studied; (3) remote learning, namely learners memorizing the items they learned; and (4) meaningful learning or interpreting.

Based on these three psychological orientations, the development of this discipline develops with innovation through orientation changes. Learning orientation is interpreted differently according to each point of view. The determination of this point of view is due to the influence of contemporary sciences so it is very useful for educational thinking in Indonesia today and in the future.

The magnitude of the influence of psychology in education shows that the study or attention to the psychological condition of humans is one of the important aspects in the world of education. Likewise in the world of art education, in the art education process, there is an interaction between individual humans and interactions between art educators and students. The psychological conditions of each art educator and student are different due to various factors such as cultural background, genetic factors, and stages in their development.

As in education in general, in fine arts education, there are at least two fields of psychology that are used as the basis for curriculum development, namely developmental psychology and learning psychology. Developmental psychology is used to study individual behavior about their development in artistic activities and studying art (fine arts). Developmental psychology examines the nature, stages, aspects of development, individual tasks, and other matters related to individual development associated with artistic activities and studying art. The study of these matters can be used as material for consideration and the basis for the development of the arts education curriculum (Robbie & Warren, 2021). Learning psychology is a science that contributes to studying individual behavior in the context of learning through art and in art. Learning psychology examines the nature of learning and learning theories, as well as various other aspects of individual behavior in learning through and in art, all of which can be taken into consideration as well as the basis for the development of the arts education curriculum.

The psychological foundation that needs to be considered by fine arts education curriculum developers is its relationship with the sequence or stages in development, group organizing in the learning experience, and the methodology used (Jin & Ye, 2022). As in the context of education in general, the contribution of psychological resources as the foundation of the arts education curriculum is very significant. Psychology sources do not directly provide a source for content in the art education curriculum in schools, but provide psychological information, through the understanding of educators and students and learning procedures. Psychology resources in the development of fine arts education curricula are useful for describing, explaining, predicting, and investigating human behavior. The fine arts education curriculum requires psychological resources, especially educational psychology, at least in five aspects, namely objectives, participant characteristics, learning process, teaching methods, and fine arts education evaluation procedures.

3.2. Postmodern Views of psychological basis in fine arts education

Postmodernism's influence on psychology was stronger when in 1990 several leading universities in the United States, initiated by the Massachusetts Institute of Technology, abolished the Department of Psychology and replaced it with a relatively new discipline, namely the Department of Cognitive Science. The policy was pursued based on the ambition to clean psychology from scientific speculations or pseudo-science. The discussion about psychology is completely reduced and only becomes the area of neuroscience study. The mind, soul, consciousness, and subconscious mind, which used to be the subject of the study of psychology, were thrown away because they were considered poisonous. Protests have been repeatedly addressed to this purely empirical scientific ambition mostly from psychologists who have careers in the field of practice (to differentiate from academic psychologists). The striking difference between academic psychologists and practical psychologists lies in their work and scientific orientation. As the inheritors of modernism, academic psychologists are on the train of the scientific method like the scientists of the natural sciences who preceded it. We know that the development of modern psychology is supported by three main pillars.

First, psychology must be universal. That is, there are some general principles as well as laws of possibility, which can be used as benchmarks for scientific development. For example, the study of

perception, memory, and learning must be able to overcome the curvature of certain socio-historical factors.

Second, based on the empirical method, because it follows the rational considerations of logical empirical philosophy, modern psychology has also felt bound by a belief about truth through the method. In particular, the belief that by using empirical methods, and especially controlled experiments, researchers can obtain absolute truth about the nature of the main problem and the causal networks in which the main problem is brought along.

Third, research as a locomotive of progress, the derivation of previous theoretical assumptions is the final belief of modernists, a belief in the progressive nature of research. As empirical methods are applied to the subject matter of psychology, psychologists are learning more and more about basic character traits. False beliefs can be avoided, and psychologists turn to uphold the truth of neutral and reliable values about various objective segments of the world (Kvale, 2006).

The influence of the three main pillars of the development of psychology is very strong in the scientific tradition until now – especially in the Indonesian scientific climate which is still oriented towards the West. Evidence for this influence is shown by how various kinds of scientific research, from theses to dissertations, are dominated by quantitative research models in which the principles of validity and reliability are ends in themselves. Research activities are only devoted to testing the validity of the theory, not to a reality-sensitive problem-solving orientation. Psychologists from various backgrounds of concentration, who baptized themselves as postmodern psychologists, poured out their brilliant thoughts as a reaction against the domination of modern psychology.

There is a general assumption that the author believes that all branches of psychology studied so far, whether clinical, social, developmental psychology, or others, cannot be separated from the influence of the scientific method. Humans, with all kinds of cultural backgrounds, are forced to submit to only one explanation. Doubts arise when critics question whether we as humans are willing to be likened to mice or chimpanzees that react to anything when given a stimulus as proposed by Pavlov and Watson. These critics will vehemently defend that we are creatures gifted with freedom, unlike animals that only have instincts. Critics of psychology also question the various mental disorders published by the American Psychiatric Association, which are accused of simply building their position for the survival and profit of the pharmaceutical industry. Psychological criticism is also directed at the 'disease' of kleptomania which is considered not a congenital disease because the term only emerged in the 1960s when the hypermarket industry was booming in America. There are still many criticisms of the peculiarities of psychological concepts that seem objective, even though they are born from social constructions. The impact of using coercive scientific methods in psychology has exacerbated the dehumanization process (humans are only controlled experimental objects) and efforts to create new approaches in psychology are increasingly urgent. Postmodern psychologists who criticize psychological concepts that have been believed so far argue that the dominance and influence of the scientific method in psychology can only be reduced if the development of psychology in the future meets certain criteria.

Third, research as a locomotive of progress, a derivative of previous theoretical assumptions is the last belief of modernists, a belief in the progressive nature of research. As empirical methods are applied to psychology subject matter, psychologists learn more about basic character traits. False beliefs can be avoided, and psychologists turn to uphold the truth of neutral and reliable values about various objective segments of the world (Kvale, 2006).

The first criterion is the elimination of a single discourse, which means that there is no definition of any psychological theory that is universal; all theories are formed from a certain socio-historical background. An example is delirium, which America is considered a psychological disorder, while for most Indonesians it is normal. Second, from the discourse of universality to contextual reflection, psychology must be developed from facts and local approaches so that each phenomenon is uniquely preserved. Third, the marginalization of the method, the research method is only a means of

binoculars, not an end in itself. And fourth is to carry out cultural criticism, which means that modern science and technology have contributed to serious problems of humanity that have gone unnoticed because they are considered a natural risk for the modernity of postmodern psychology. Therefore, it must be critical to every universal claim of modern psychology and also always be critical and sensitive to the dynamics of society (Kvale, 2006). However, as a form of correction, the scientific development criteria proposed by postmodern psychologists above are motivated by their scientific activities which are mostly spent in the counseling area. Their meeting with many cases requires them to be more empathetic towards various types of psychological disorders and they are also required to dare to enrich their perspectives, not always referring to mainstream psychology. Postmodern psychology is built on a human philosophy that is not single because every culture and socio-historical background will give birth to a different human character. As a new scientific discourse, postmodern psychology must be prepared to risk itself in the wilderness of scientific traditions. A challenge to the scientific status quo raises the possibility of being enthusiastically accepted among psychological scientists, or, conversely, being underestimated, even being dumped.

This criticism of psychological beliefs certainly affects the psychological foundation that has been used as the basis for the art education curriculum so far. At least postmodern questions some of the beliefs that are used as the basis of art education, such as consideration of children's development and children's artistic development, which have been used as references in the preparation of the art education curriculum so far. However, it is necessary to remember that postmodernism does not mean completely opposing the knowledge beliefs that have been carried by the modern world. Postmodernism opposes the grand narrative and absolute truth of scientific authority. Thus, it does not mean that the theory of development and learning theory which have been used as the basis of educational psychology is completely rejected. What happens is that criticism of the theory is suspected of using a Western perspective, so the contents of these psychological theories need to be examined again. In other words, the foundation of psychology that uses developmental theory or learning theory, according to the postmodern view, must be arranged with attention to the individual context.

In the context of art education in Indonesia, developmental psychology and learning psychology are often used. The consideration of this psychological aspect determines how to study and evaluate art education. The shift in the orientation of the goals of art education from the emphasis on mastery of the skills aspect to the aspect of creative expression implies a paradigm shift in art education to the psychological aspects of development.

Kerchensteiner, William Stern, Cyril Burt, Margaret Meat, Victor Lowenfeld and Brittain, Rhoda Kellogg, Scot, and Langsing are some of the experts who contributed thoughts on the periodicity of children's image development (Kamaril, 1999; Lowenfeld, 1975). Among these experts, the opinions of Viktor Lowenfeld and Brittain are mostly shared by art educators in Indonesia. The reason for choosing the opinion of this figure is because the age division of children is more complete and is seen to be represented according to the level of education in our country, namely ages 7–12 years (elementary education), 13–15 years (junior school) and 16–18 years (high school).

In addition to dividing the period, these experts also managed to categorize them based on the type and nature of the images produced by children. Categorization carried out by these experts is very helpful in determining the method and evaluation of learning. Not only that, this categorization is even used as a diagnostic tool. When a child is found with a different tendency from the subdivision or categorization that has been made, the child or student becomes a 'suspect' who is considered to have advantages or disadvantages in his development. These advantages and disadvantages are especially psychological. The periodization approach and this type of drawing have become the guide for art educators in Indonesia, especially since the introduction of the principle of drawing free expression which is considered the most appropriate to be used as a means of developing children's creativity. Proponents of this approach believe that children will develop optimally if they develop naturally. In fine arts education, supporters of this approach prohibit intervention from adults in the
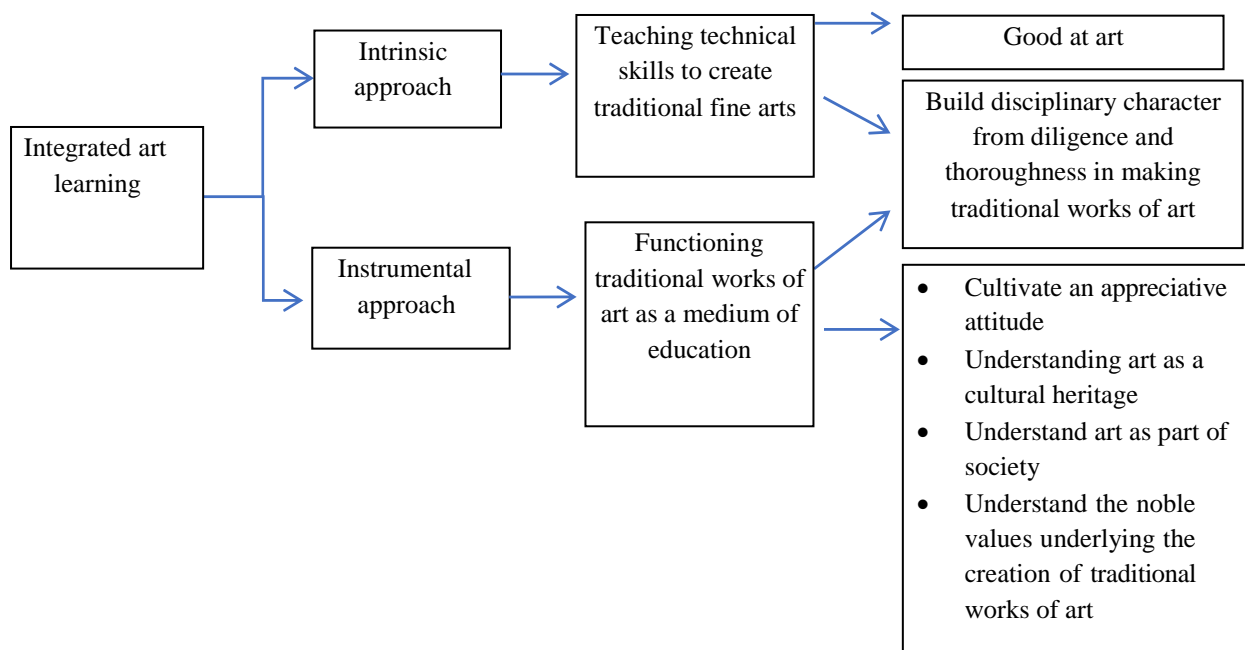
learning process.

The learning approach that tends to give children freedom in creating, however, is not entirely to the reality of art in Indonesia. This type of traditional art that requires mastery of technical skills is less accommodated by this approach. As a result, in the implementation in the field, there is a contradiction between the concepts believed by art educators and the demands for the preservation and development of traditional art. The middle way that has been chosen so far is to provide technical knowledge of artwork skills tailored to the child's level of development. The development of a discipline-based art education approach also does not fully accommodate the interests of the development of traditional art in this country.

The development of postmodern thought in arts should be able to provide a different view. This view does not mean completely against the psychological beliefs that have been used in the visual arts approach but open up opportunities for other approaches that are by the characteristics of the local culture. This means, as described above, that the beliefs of psychologists about the stages of child development in general and specifically in the field of art need to be questioned again. This criticism is not only caused by the diversity of cultural areas but also because of non-conventional phenomena of postmodern art, such as the use of communication and information technology media, the use of finished objects, performing arts, and other forms that require a different approach from the traditional one used so far.

Fine arts learning with an intrinsic approach refers to learning that makes art a learning subject. This approach is also commonly referred to as the narrow approach to distinguish it from a broader range of instrument approaches. The instrumental approach in learning fine arts views art as potential as a tool to develop human potential in general and is not limited to artistic potential (Anges, 2000).

The model used in art education learning is based on coverage and is relevant, an integrated learning model between learning with an intrinsic approach that aims at mastery of art fields/skills with an instrumental approach that aims to develop the potential of students in general (Brewer, 2002). This is illustrated in Figure 1.

Figure 1
Integrated Art Learning Model

Source: Brewer, 2002.

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4. Conclusion

A psychological study of student characteristics is one aspect of educational psychology that tries to gain an understanding of the nature of students, especially in terms of individual and personality differences. The results of this study will help curriculum developers to make more informed choices in making curriculum decisions according to the characteristics of their students. The study of personality can tell us that different individuals or individuals respond to learning experiences in different ways. An effective curriculum in schools can accommodate the various skills and abilities of students.

Psychology's greatest contribution to curriculum development is the understanding of how people learn. Curriculum developers who have an understanding of learning and learning theory are very decisive in developing a suitable curriculum for their students. In particular, an understanding of learning is very important, especially for the selection of effective teaching and learning strategies. Psychology makes a significant contribution to the choice of learning experiences and the way teaching is conducted in the classroom. In planning and preparing the curriculum, understanding psychology is very important for curriculum developers in planning the right learning experiences and conditions for learning. In choosing a learning experience, curriculum developers must understand several learning theories, individual differences between students, motivational strategies, group dynamics, teaching methodologies, and learning styles. Curriculum developers can draw on important psychological resources when selecting learning and/or teaching experiences. Psychological resources can also provide guidelines or references for curriculum developers to evaluate student and teacher performance. Sources and studies of educational psychologists have contributed to knowledge in terms of developing extensive systematic evaluation techniques to measure student learning levels, student attitudes toward teaching and learning processes, and evaluation of teacher effectiveness levels.

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