



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																													
JOB ASSESSMENT BASICS	7320102165	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	4	February 27, 2023																																																													
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																														
	Meita Santi Budiani, M.Psi., Psikolog		Dr. Umi Anugerah Izzati, M.Psi., Psikolog	Yohana Wuri Satwika, S.Psi., M.Psi.																																																														
Learning model	Project Based Learning																																																																	
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																	
	Program Objectives (PO)																																																																	
	PO - 1	Understand the meaning and concepts of introductory tests, work tests and maximum performance tests. Sub-CPMK2 Understand the meaning and concepts of introductory tests, work tests and maximum performance tests. Sub-CPMK3 Understand the Pauli and Kraepelin tests Sub-CPMK4 Understand the Pauli and Kraepelin tests Sub-CPMK5 Understand the basic concepts and meanings pauli test norming. Sub-CPMK6 Able to administer the opening and basics of battery tests Sub-CPMK7 Able to administer Pauli and Kraepelin tests and scoring starting from preparation, administration, scoring and norming of Pauli and Kraepelin tests Sub-CPMK8 Able to administer Pauli and Kraepelin tests and scoring starting from preparation, administration, scoring and Pauli and Kraepelin test norming Sub-CPMK9 UTS (Practice Instruction and Assessment) Sub-CPMK10 UTS (Practice Instruction - Assessment) Sub-CPMK11 Understand the measurement of typical performance tests, the meaning and basis of inventory. Sub-CPMK12 Understand the meaning and administration of inventory tests, PAPI Understand the basic concepts and How to measure the 16 PF. Sub-CPMK test																																																																
	PLO-PO Matrix																																																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="15"></td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td colspan="15"></td> </tr> </table>					P.O																PO-1																																												
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PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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Short Course Description	This course discusses the concepts and applications that underlie the creation of Pauli and Inventory test tools, related to the history of test tool creation, the theoretical basis used, as well as administration and scoring. A study that provides students with information regarding how to carry it out, related rules, and the code of ethics related to the use of the Pauli and Inventory test tools. Lectures are carried out using a direct learning system, group discussions, practice carrying out tests, compiling activity reports for the Pauli and Inventory test stages.																																																																	
References	Main :																																																																	
	<ol style="list-style-type: none"> 1. Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc 2. Gregory, I.J., 2004. Psychological Testing, 7th edition. New York: McMillan Company 3. Groth-Marnat, 2009. Handbook of Psychological Assessment 5th edition. New York : John Wiley & Sons, Inc. 4. Sugiyanto, 2004. Informasi Tes. Yogyakarta : Fakultas Psikologi UGM 5. Budiani. 2014. Modul Psikodiagnostika V. Untuk Kalangan Sendiri. 																																																																	
	Supporters:																																																																	
	<ol style="list-style-type: none"> 1. Budiani. 2014. Modul Psikodiagnostika V. Untuk Kalangan Sendiri. 																																																																	
Supporting lecturer	Meita Santi Budiani, S.Psi., M.Psi. Onny Fransinata Anggara, S.Psi., M.Psi., Psikolog Qurrota A'yuni Fitriana, S.Psi., M.Psi., Psikolog.																																																																	
Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)																																																													

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)	[<i>References</i>]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the meaning and concept of introductory tests, work tests and maximum performance tests.	Get the understanding and concept of introductory tests, work tests and maximum performance tests.	Criteria: 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout Form of Assessment : Participatory Activities	- Contextual Instruction - Team Based Project 2 X 50		Material: understanding and concepts of introductory tests, work tests and maximum performance tests. References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i>	3%
2	Understand the meaning and concept of introductory tests, work tests and maximum performance tests.	Get the understanding and concept of introductory tests, work tests and maximum performance tests.	Criteria: 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout Form of Assessment : Participatory Activities	- Contextual Instruction - Team Based Project 2 X 50		Material: understanding and concepts of introductory tests, work tests and maximum performance tests. References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i>	3%

3	Understanding the Pauli and Kraepelin tests	Can explain the Pauli test and be able to practice Pauli scoring	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Contextual Instruction Team Based Project Role Play and Simulation 2 X 50		<p>Material: Pauli and Kraepelin tests</p> <p>References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	3%
4	Understanding the Pauli and Kraepelin tests	Can explain the Pauli test and be able to practice Pauli scoring	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities</p>	Contextual Instruction Team Based Project Role Play and Simulation 2 X 50		<p>Material: Pauli and Kraepelin tests</p> <p>References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	3%
5	Understand the basic concepts and meaning of Pauli test norming.	Can explain the basic concepts and meaning of Pauli test norms.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities</p>	Contextual Instruction Team based project Role Play and Simulation 2 X 50		<p>Material: basic concepts and meaning of Pauli test norming.</p> <p>References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	3%

6	Able to administer opening and basic battery tests	Able to administer opening and basic battery tests	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Case MethodRole Play and Simulation Administration PauliRole Play and Simulation Scoring PauliRole Play and Simulation Pauli Norming 2 X 50		<p>Material: administering the opening and basics of the test battery.</p> <p>Reference: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	5%
7	Able to administer Pauli and Kraepelin tests and scoring starting from preparation, administration, scoring and norming of Pauli and Kraepelin tests	Able to administer Pauli and Kraepelin tests and scoring starting from preparation, administration, scoring and norming of Pauli and Kraepelin tests	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Case MethodRole Play and Simulation Administration PauliRole Play and Simulation Scoring PauliRole Play and Simulation Pauli Norming 2 X 50		<p>Material: Pauli and Kraepelin tests and scoring</p> <p>References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	5%
8	Able to administer Pauli and Kraepelin tests and scoring starting from preparation, administration, scoring and norming of Pauli and Kraepelin tests	Able to administer Pauli and Kraepelin tests and scoring starting from preparation, administration, scoring and norming of Pauli and Kraepelin tests	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Participatory Activities</p>	Case MethodRole Play and Simulation Administration PauliRole Play and Simulation Scoring PauliRole Play and Simulation Pauli Norming 2 X 50		<p>Material: Pauli and Kraepelin tests and scoring</p> <p>References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	5%

9	UTS (Practice Instruction and Assessment)	Able to do practical work well	<p>Criteria: suitability of instruction procedures and test assessments</p> <p>Form of Assessment : Practice / Performance</p>	Practice Instruction and Assessment 2 X 50		<p>Material: test and scoring instruction material</p> <p>Reference: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	5%
10	UTS (Practice Instruction and Assessment)	Able to do practical work well	<p>Criteria: suitability of instruction procedures and test assessments</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Practice Instruction and Assessment 2 X 50		<p>Material: test and scoring instruction material</p> <p>Reference: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	7%
11	Understand typical performance test measurements, the meaning and basis of inventory.	Can explain typical performance test measurements, meaning and basis of inventory.	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Instruction Team Based Project 2 X 50		<p>Material: measurement of typical performance tests, meaning and basis of inventory.</p> <p>References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	3%
12	Understand the meaning and administration of inventory tests, PAPI. Understand the basic concepts and methods of measuring the 16 PF test.	<ol style="list-style-type: none"> 1.Can understand the meaning and administration of inventory and PAPI tests 2.Can explain the basic concepts and methods of measuring the 16 PF test 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Team Based Project Contextual Instruction 2 X 50		<p>Material: understanding and administration of inventory tests</p> <p>References: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	7%

13	Understand the method and meaning of scoring the PAPI and 16 PF tests	Can explain the method and meaning of scoring the PAPI and 16 PF tests	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Contextual Instruction Role Play and Simulation Team Based Project 2 X 50		<p>Material: method and meaning of scoring the PAPI and 16 PF tests.</p> <p>Reference: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	8%
14	Able to apply PAPI and 16 PF administration	Can apply PAPI and 16 PF administration	<p>Criteria:</p> <ol style="list-style-type: none"> 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Contextual Instruction Role Play and Simulation Team Based Project 2 X 50		<p>Material: PAPI administration and 16 PF</p> <p>Reference: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i></p>	10%

15	Able to administer PAPI and 16 PF inventory tests	Able to practice the PAPI Inventory and 16 PF tests	Criteria: 1.A. Contents 2.1. Accuracy of concept/material 3.2. Accuracy of supporting examples for the concept/material 4.3. Completeness of material coverage 5.4. Sequence and discussion of material 6.5. Depth in elaborating the material 7.B. Writing 8.6. Correct use of language 9.7. Conformity with the specified systematics 10.8. Neatness of layout Form of Assessment : Project Results Assessment / Product Assessment	Case method Role Play and Simulation Inventory Administration PAPI and 16 PFRole Play and Simulation Scoring Inventory PAPI and 16 PFRole Play and Simulation Inventory Norming PAPI and 16 PF 2 X 50		Material: administering the PAPI and 16 PF inventory tests. Reference: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i>	10%
16	Final exams	Practical Performance	Criteria: Conformity of practical results with instructions Form of Assessment : Project Results Assessment / Product Assessment	Practical 2x50		Material: Literature: <i>Anastasi, A. & Urbina, S. 2009. Psychological Testing. New Jersey: Prentice. Hall Inc</i>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	60%
3.	Practice / Performance	15%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

