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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Cultural psychology		7320102081	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	5	August 30, 2022
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**		
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Able to demonstrate social sensitivity, appreciation for diversity, spirit of nationalism, independence and entrepreneurship.
	PO - 2	Able to analyze various psychological symptoms in individuals, groups, organizations and communities using basic psychological theory and assessment concepts
	PO - 3	Able to apply the principles of data literacy and reporting scientific results that are free of plagiarism and based on academic integrity
	PO - 4	Able to develop alternative problem solving and carry out non-clinical psychological interventions to change the behavior of individuals, groups, organizations and society in accordance with the Indonesian psychology code of ethics
	PLO-PO Matrix	

P.O
PO-1
PO-2
PO-3
PO-4

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This course discusses individual behavior and mental processes in a cultural context and how these behaviors and mental processes are shaped and influenced by culture. This discussion covers the meaning and scope of cross-culture, the role and importance of cross-cultural psychology, the influence of culture on human psychological symptoms and the psychological dynamics of cultural contact.
References	**Main :**

1. Matsumoto, D. (Ed.) (2001). The handbook of culture and psychology . Oxford: Oxford University Press.
2. Stevenson, A. (2010). Culture issues in psychology: A student handbook . London: Routledge.
3. Stocking, Jr., George W, (Ed.) (1986). Malinowski, Rivers, Benedict and others: Essays on culture and personality . Madison: The University of Wisconsin Press.
4. Yuniardi, S. (2017). Psikologi lintas budaya . Malang: Penerbit Universitas Muhammadiyah Malang.
5. Matsumoto, D. & Juang, L. (2017). Culture and psychology (6th Ed). Cengange Learning.
6. Heine. S.J. (2020). Cultural psychology (4th International Student Edition). W.W. Norton.
7. Shiraev, E.B. & Levy D.A. (2017). Cross-cultural psychology: Critical thinking and contemporary application (6th Ed). Routledge.

Supporters:	

1. Affifuddin, M.M. & Nooraini, O. (2016). The ruqyah syar'iyyah spiritual method as an alternative for depression treatment. Mediterranean Journal of Social Sciences 7(4): 406-411. doi:10.5901/mjss.2016.v7n4p
2. Berry, J.W. Portinga, Y.H., Segall, M.H., & Dasen, P.R. (2012). Cross-cultural psychology: Research and application (3rd Ed.). Cambridge University Press.
3. Bloch, C. (2008). Moods and emotional cultures: A study of flow and stress in everyday life. In M. Vandekerckhove, C. von Scheve, S. Ismer, S. Jung, & S. Kronast (eds). Regulating emotions: Culture necessity and biological inheritance. pp. 312-333. Blackwell Publishing.
4. Elliott, L., & Taylor, J. (2021). Medical pluralism, sorcery belief and health seeking in Vanuatu: A quantitative and descriptive study. Health Promotion International, 36(3), 722-730. https://doi.org/10.1093/heapro/daaa079
5. Irawanto, D.W., Ramsey, P.L., & Ryan, J.C. (2011). Challenge of leading in Javanese culture. Asian Ethnicity 12(2): 125-139. http://dx.doi.org/10.1080/14631369.2011.571829
6. Nisbett, R.E. & Cohen, D. (1996). Culture of honor: The psychology of violence in the South. Westview.
7. Pamungkas, S., Djatmika, Sumarlam, & Nurkamto, J. (2017). Menafsir perilaku latah coprolalia pada perempuan latah dalam lingkup budaya Matraman: Sebuah kajian sosiopsikolinguistik. Mozaik
8. Phipps, A., Ringrose, J., Renold, E. & Jackson, C. (2017). Rape culture, lad culture, and everyday sexism: Researching, Conceptualizing, and politicizing new mediations of gender and sexual violence. Journal of Gender Studies, 1-8, http://dx.doi.org/10.1080/09589236.2016.1266792.
9. Rutherford, A. (2021). Psychology at the intersections of gender, feminism, history and culture. Cambridge University Press.
10. Siegel, J.T. (1986). Solo in the New Order: Language and hierarchy in an Indonesian city. Princeton University Press.
11. Yeah, K-H. (2019). Asian indigenous psychologies in the global context. Palgrave Macmillan.
12. Yulianto, J.E., Hodgetts, D., King, P. & Liu, J.H. (2022). Navigating tensions in inter-ethnic marriages in Indonesia: Cultural, relational, spatial, and material considerations. International Journal of Intercultural Relations 86: 227-239. https://doi.org/10.1016/j.ijintrel.2021.12.008

Supporting lecturer	Nurchayati, S.Psi., M.A., Ph.D. Muhammad Syafiq, S.Psi., M.Sc. Vania Ardelia, S.Psi., M.Sc. Siti Jaro'ah, S.Psi., M.A.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mastering the basic concepts of the nature of cultural psychology. Understanding the relationship between psychology and culture as well as cultural dimensions	1. Can explain the basic concepts of cultural psychology perspectives 2. Can explain the concept of culture, the relationship between psychology and culture, and the dimensions of culture	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction (CI) 2 X 50	Contextual instruction (CI) 2 X 50	**Material:** Basic concepts of cultural psychology **References:** *Matsumoto, D. & Juang, L. (2017). Culture and psychology (6th Ed). Cengange Learning.* **Material:** Definition and dimensions of culture **Reference:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	1%

2	Mastering the concept of indigenous psychology	Can explain the main differences between the main concepts of mainstream psychology and indigenous psychology	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction (CI) 2 X 50	Contextual instruction (CI) 2 X 50	**Material:** Relationship and differences between mainstream psychology and indigenous psychology. **References:** *Berry, JW Portinga, YH, Segall, MH, & Dasen, PR (2012). Cross-cultural psychology: Research and applications (3rd Ed.). Cambridge University Press.*	3%
3	Understand that interactions between people with different cultures can change and strengthen existing cultures or create new cultures. Be able to understand the application of cross-cultural research to acculturation and contact between cultures and ethnic groups and minorities	Can explain how interactions between humans influence their culture and how culture influences the ways humans interact with one another.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction (CI) 2 X 50	Contextual instruction (CI) 2 X 50	**Material:** Acculturation and intercultural interaction: encounters between nations, between ethnic groups **Reference:** *Matsumoto, D. & Juang, L. (2017). Culture and psychology (6th Ed). Cengange Learning.*	3%
4	Mastering the concept of cultural influence on individual and group social behavior.	Can explain how culture influences individual and group behavior.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction (CI) 2 X 50	Contextual instruction (CI) 2 X 50	**Material:** Culture and social behavior **References:** *Berry, JW Portinga, YH, Segall, MH, & Dasen, PR (2012). Cross-cultural psychology: Research and applications (3rd Ed.). Cambridge University Press.* **Material:** Culture and social behavior **References:** *Matsumoto, D. & Juang, L. (2017). Culture and psychology (6th Ed). Cengange Learning.* **Material:** Culture and social behavior **Reference:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	4%

5	Understand the impacts of different cultures on human development.	Can explain how human development is influenced by culture and how each society responds to the stages of human development differently	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Culture and human development **Reference:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	1%
6	Knowing the relationship between language and cultureKnowing the influence of language on human behavior	1. Can explain the relationship between language and culture 2. Can explain the influence of language on human behavior	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Culture and language **References:** *Berry, JW Portinga, YH, Segall, MH, & Dasen, PR (2012). Cross-cultural psychology: Research and applications (3rd Ed.). Cambridge University Press.*	1%
7	Understanding the relationship between culture and cognitive processes	Can analyze the relationship between and cognitive processes	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Culture and cognitive processes **References:** *Matsumoto, D. & Juang, L. (2017). Culture and psychology (6th Ed). Cengange Learning.*	16%
8	Midterm Exam (UTS)	Answer the question correctly and you will get a mark according to the weight of the question	**Criteria:** Assessment rubric **Form of Assessment** : Test	Midterm Exam (UTS) 2 X 50	Midterm Exam (UTS) 2 X 50	**Material:** Meeting Material 1-7 **References:** *Matsumoto, D. & Juang, L. (2017). Culture and psychology (6th Ed). Cengange Learning.*	20%
9	Mastering the concept of the relationship between culture and personality	Can explain the influence of culture on human consciousness and nature.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction, discussion 2 X 50	Contextual instruction, discussion 2 X 50	**Material:** Culture and personality **References:** *Berry, JW Portinga, YH, Segall, MH, & Dasen, PR (2012). Cross-cultural psychology: Research and applications (3rd Ed.). Cambridge University Press.* **Material:** Culture and personality **Reference:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	3%

10	Understand the influence of culture on human actions in responding to the world around them.	Being able to explain how humans respond to events in their environment is influenced by culture	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. **Form of Assessment** : Participatory Activities	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Emotions and culture **References:** *Berry, JW Portinga, YH, Segall, MH, & Dasen, PR (2012). Cross-cultural psychology: Research and applications (3rd Ed.). Cambridge University Press.* **Material:** Emotions and culture **References:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	3%
11	Understand the interrelationship of culture and various psychopathological problems.	Able to explain the relationship between culture and psychopathology problems.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done **Form of Assessment** : Participatory Activities	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Culture and psychopathology **References:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	3%
12	Understanding the influence of culture on health behavior.	Can explain various health behaviors as a result of cultural influences.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done **Form of Assessment** : Participatory Activities	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Culture and health behavior **References:** *Berry, JW Portinga, YH, Segall, MH, & Dasen, PR (2012). Cross-cultural psychology: Research and applications (3rd Ed.). Cambridge University Press.* **Material:** Culture and health behavior **Reference:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	3%
13	Understanding cases of violence in communities with different cultural backgrounds.	Able to analyze cases of violence in communities with different cultural backgrounds	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done **Form of Assessment** : Participatory Activities	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Culture and violent behavior **Reader:** *Heine. S.J. (2020). Cultural psychology (4th International Student Edition). WW Norton.*	3%

14	Understand various issues and differences in gender roles in various societies with different cultural backgrounds	Can analyze issues and differences in gender roles in various cultures	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done **Form of Assessment** : Participatory Activities, Portfolio Assessment	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Gender and Culture **Reader:** *Heine. S.J. (2020). Cultural psychology (4th International Student Edition). WW Norton.*	3%
15	Understand the influence of culture on organizational behavior and political actions and policies	Can explain how culture influences organizational behavior and a country's policies	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done **Form of Assessment** : Participatory Activities	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	Contextual instruction (CI) Small group discussion (SGD) 2 X 50	**Material:** Organizational culture and behavior **References:** *Berry, JW Portinga, YH, Segall, MH, & Dasen, PR (2012). Cross-cultural psychology: Research and applications (3rd Ed.). Cambridge University Press.* **Material:** Organizational culture and behavior **Reference:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	3%
16	Final Semester Examination (UAS)	Assessment rubric	**Criteria:** Assessment rubric **Form of Assessment** : Test	Final Semester Examination (UAS) 2 X 50	Final Semester Examination (UAS) 2 X 50	**Material:** Meeting Material 9-15 **Reference:** *Yuniardi, S. (2017). Cross-cultural psychology. Malang: Publisher Muhammadiyah University of Malang.*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	48.5%
2.	Portfolio Assessment	1.5%
3.	Test	50%
		100%

Notes
1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.

7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.