



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

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>										
PSYCHOLOGICAL EXPERIMENT DESIGN	7320102169	Study Program Elective Courses	T=3	P=0	ECTS=4.77	5	July 18, 2024										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>											
	Dr. Miftakhul Jannah, M.Si.		Dr. Damajanti Kusuma Dewi			Yohana Wuri Satwika, S.Psi., M.Psi.											
<b>Learning model</b>	Project Based Learning																
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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
<b>Short Course Description</b>	This course discusses experimental psychology which includes history, characteristics, design, internal and external validity, code of ethics for experimental research, data analysis and reporting of psychological experimental research. In-depth study of the material is also carried out through preparing simple experimental designs and conducting experiments in the fields of educational, developmental, social, industrial & organizational and clinical psychology.																
<b>References</b>	<b>Main :</b>																
	1. Seniati, L., Yulianto, A., Setiadi, B. N. 2005. Psikologi Eksperimen. Jakarta : Indeks 2. Latipun. 2006. Psikologi Eksperimen. Malang : UMM Press 3. Jannah, M., 2016. Psikologi Eksperimen. Surabaya : Unesa University Press																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	Dr. Miftakhul Jannah, S.Psi., M.Si., Psikolog																
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	Applying the learning contract. Understanding the outline of material regarding experimental psychology	1.Can understand and apply learning contracts 2.Can understand and explain the outline of material regarding experimental psychology	<b>Criteria:</b> Active in class. Able to create experimental designs. Able to carry out simple experiments. Able to make reports on experimental results	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) 3 X 50			0%
2	Mastering concepts, science. scientific methods and experiments in the field of psychology.	Can explain concepts about science, scientific methods and experiments in the field of psychology.	<b>Criteria:</b> Active in class. Able to create experimental designs. Able to carry out simple experiments. Able to make reports on experimental results	Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Discovery Learning (DL) 3 X 50			0%
3	Understand the history of experimental psychology	Can explain the history of experimental psychology	<b>Criteria:</b> Active in class. Able to create experimental designs. Able to carry out simple experiments. Able to make reports on experimental results	Small Group Discussion (SGD) Discovery Learning (DL) 3 X 50			0%
4	Understand material regarding experimental characteristics	Can explain the characteristics of the experiment	<b>Criteria:</b> Active in class. Able to create experimental designs. Able to carry out simple experiments. Able to make reports on experimental results	Discovery Learning(DL) 3 X 50			0%
5	Mastering material about experimental stages	Can explain the stages of an experiment: preparation, implementation, reporting.	<b>Criteria:</b> Active in class Able to create experimental stages.	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50			0%
6	Mastering the concept of internal validity and external validity of experiments	Students are able to explain and differentiate between internal validity and external validity of experiments	<b>Criteria:</b> Active in class Able to create designs to increase the internal and external validity of experiments	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50			0%

7	Understand the research code of ethics	Can understand and explain the research code of ethics	<b>Criteria:</b> Active in class Able to understand the research code of ethics	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50			0%
8	UTS	UTS	<b>Criteria:</b> UTS evaluation results	UTS 3 X 50			0%
9	Mastering data analysis techniques	1.Understand data analysis techniques 2.Apply data analysis techniques	<b>Criteria:</b> Active in class Able to analyze experimental data	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50			0%
10	Mastering the basic concepts of experimental design	1.Able to explain the basics of experimental design 2.able to choose the right design for an experiment based on the subject and treatment	<b>Criteria:</b> Active in class. Able to create experimental designs	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50			0%

11	Mastering one-group experimental design	understand and apply one-group experimental designs	<b>Criteria:</b> 1.Activeness in class. Able to create a one-group experimental design 2.Able to carry out simple experiments in one group	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50		0%
12	Understand the concept of experimental design I: two groups	Can understand and apply experimental design I: two groups	<b>Criteria:</b> Active in class. Able to create experimental designs	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50		0%
13	Mastering the experimental design concept I: Between and within subjects	Can explain and apply experimental design I: between and within subjects	<b>Criteria:</b> Active in class. Able to create experimental designs	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50		0%
14	Understand the concept of experimental design I: factorial	Can understand experimental design I: factorial design	<b>Criteria:</b> Active in class. Able to design factorial design experiments	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50		0%

15	Understand the concept of experimental design I: quasi-experiment and one case/subject	understand and apply experimental design I: quasi and one case/subject	<b>Criteria:</b> Active in class. Able to create experimental designs	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50			0%
16	Experimental research results report	able to design experimental reports	<b>Criteria:</b> Active in class. Able to create experimental designs. Able to carry out simple experiments. Able to make reports on experimental results	Contextual Instruction (CI) Problem Based Learning and Inquiry (PBL) Small Group Discussion (SGD) Problem Based Learning and Inquiry (PBL) Role-Play and Simulation (RPS) Case Study (CS) Discovery Learning (DL) 3 X 50			0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

**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.

