



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

**Document
Code**

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|-------------------------------------|-------------------------|-----|------|------|------|------|----|----|----|----|----|----|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Industrial and Organizational Psychology | 7320103085 | Compulsory Study Program Subjects | T=3 P=0 ECTS=4.77 | 2 | August 22, 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Dr. Umi Anugerah Izzati, M.Psi, Psikolog | | Dr. Umi Anugerah Izzati, M.Psi, Psikolog | Yohana Wuri Satwika, S.Psi., M.Psi. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 | Explains the scope of PIO, history of PIO | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 | Explain individual differences in terms of knowledge and individual differences in terms of personality in the workplace | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 | Explain work motivation, job satisfaction, work stress, work communication, perceived organizational support, organizational commitment, work engagement, and work involvement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 4 | Prepare PIO research reports | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">P.O</td></tr> <tr><td style="text-align: center;">PO-1</td></tr> <tr><td style="text-align: center;">PO-2</td></tr> <tr><td style="text-align: center;">PO-3</td></tr> <tr><td style="text-align: center;">PO-4</td></tr> </table> | | | | P.O | PO-1 | PO-2 | PO-3 | PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="text-align: center;">P.O</th> <th colspan="16" style="text-align: center;">Week</th> </tr> <tr> <th style="text-align: center;">1</th><th style="text-align: center;">2</th><th style="text-align: center;">3</th><th style="text-align: center;">4</th><th style="text-align: center;">5</th><th style="text-align: center;">6</th><th style="text-align: center;">7</th><th style="text-align: center;">8</th><th style="text-align: center;">9</th><th style="text-align: center;">10</th><th style="text-align: center;">11</th><th style="text-align: center;">12</th><th style="text-align: center;">13</th><th style="text-align: center;">14</th><th style="text-align: center;">15</th><th style="text-align: center;">16</th> </tr> </thead> <tbody> <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></tr> <tr><td style="text-align: center;">PO-2</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> <tr><td style="text-align: center;">PO-3</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> <tr><td style="text-align: center;">PO-4</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> </tbody> </table> | | | | | | | | | | | | | | | | 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 | | | | | | | | | | | | | | | | |
| 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 is a study in the field of psychology which specifically discusses the application of psychology in the industrial and organizational fields including research methods in educational psychology, individual differences, individual personal concepts and their relationship to industry and organizations, relating to work motivation, job satisfaction, stress work, work communication, perceived organizational support, organizational commitment, work engagement, and work involvement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1. Cameron & Spreitzer. 2012. Positive organizational scholarship . Oxford Library of Psychology.
2. Chmiel, Fraccaroli, & Sverke. 2017. An introduction to work and organizational psychology . John Wiley & Sons, Ltd.
3. Clarke, Probst, Guldenmund, & Passmore. 2016. The psychology of occupational safety and workplace health . John Wiley & Sons, Ltd.
4. Dewe & Cooper. 2012. Wellbeing and works towards a balanced agenda . Palgrave Macmillan.
5. Hodgkinson & Ford. 2012. International review of industrial and organizational psychology . John Wiley & Sons, Ltd.
6. Jex & Britt. 2014. Organizational psychology : A scientist-practitioner approach . John Wiley & Sons, Inc.
7. Koppes. 2014. Historical perspectives in industrial and organizational psychology . Psychology Press, Taylor & Francis Group.
8. Ones, Anderson, Viswesvaran, & Sinangil. 2018. The sage handbook of industrial, work and organizational psychology : Personnel psychology and employee performance . SAGE Publications, Ltd.
9. Ones, Anderson, Viswesvaran, & Sinangil. 2018. The handbook of industrial, work and organization psychology : Organizational psychology . SAGE Publications, Ltd
10. Truxillo, Bauer, & Erdogan. 2016. Psychology and work : Perspectives on industrial and organizational psychology . Routledge.
11. Truxillo, Bauer, & Erdogan. 2021. Psychology and work : An introduction to industrial and organizational psychology . Routledge
12. Langton, Robbins, & Judge. 2015. Organizational behavior, concepts, controversies, applications . Pearson.
13. Kreitner & Kinicki. 2010. Organizational behavior . McGraw-Hill.
14. Aamodt. 2015. Industrial organizational psychology : An applied approach . Cengage Learning.
15. Spector. 2012. Industrial and organizational : Psychology research and practice . John Wiley & Sons, Ltd.

Supporters:

1. Marliani, Rosleny. (2015). Psikologi Industri dan Organisasi. Bandung: CV. Pustaka Setia
2. Izzati & Mulyana. 2019. Psikologi industri & organisasi . Penerbit Bintang Surabaya.

Supporting lecturer

Dr. Umi Anugerah Izzati, M.Psi., Psikolog.
Ni Wayan Sukmawati Puspitadewi, S.Psi., M.Psi.
Meita Santi Budiani, S.Psi., M.Psi.
Olievia Prabandini Mulyana, S.Psi., M.Psi 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 | Students can understand the scope of PIO | Students are able to explain the concepts of industrial and organizational psychology | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Rubric: 2. Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done <p>Form of Assessment : Participatory Activities</p> | Contextual Instruction 3 X 50 | | <p>Material: Scope of industrial and organizational psychology</p> <p>Reader: Izzati & Mulyana. 2019. Industrial & organizational psychology. Bintang Surabaya Publishers.</p> <p>Material: Scope of industrial and organizational psychology</p> <p>References: Truxillo, Bauer, & Erdogan. 2021. Psychology and work: An introduction to industrial and organizational psychology. Routledge</p> | 2% |
| 2 | Students are able to understand the history of industrial and organizational psychology | Students can explain the history of industrial and organizational psychology | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Rubric: 2. Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: History of industrial and organizational psychology</p> <p>References: Marliani, Rosleny. (2015). Industrial and Organizational Psychology. Bandung: CV. Faithful Library</p> | 3% |

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| 3 | Students are able to understand individual differences in terms of work knowledge | <ol style="list-style-type: none"> 1. Students can explain individual differences in terms of workplace knowledge 2. Students can explain intelligence 3. Students can explain about talent 4. Students can explain their interests | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Rubric: 2. Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: Individual differences in terms of work knowledge.</p> <p>References: <i>Clarke, Probst, Guldenmund, & Passmore. 2016. The psychology of occupational safety and workplace health. John Wiley & Sons, Ltd.</i></p> | 2% |
| 4 | Students can understand individual differences in terms of personality in the workplace. | <ol style="list-style-type: none"> 1. Students can explain personality 2. Students can explain the dimensions of personality 3. Students can explain values 4. Students have competence regarding various values and personalities | <p>Criteria:</p> <ol style="list-style-type: none"> 1. Rubric: 2. Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: Individual differences in terms of personality in the workplace.</p> <p>Reference: <i>Cameron & Spreitzer. 2012. Positive organizational scholarship. Oxford Library of Psychology.</i></p> <hr/> <p>Material: Individual differences in terms of personality in the workplace</p> <p>References: <i>Chmiel, Fraccaroli, & Sverke. 2017. An introduction to work and organizational psychology. John Wiley & Sons, Ltd.</i></p> <hr/> <p>Material: Individual differences in terms of personality in the workplace.</p> <p>Reference: <i>Hodgkinson & Ford. 2012. International review of industrial and organizational psychology. John Wiley & Sons, Ltd.</i></p> | 3% |

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| 5 | Students can understand work motivation | <ol style="list-style-type: none"> 1.Students can describe the meaning of work motivation 2.Students can explain work motivation theories 3.Students can explain the application of motivation in organizations 4.Students can conduct research in work motivation | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Rubric: 2.Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: Work Motivation Reader: Jex & Britt. 2014. <i>Organizational psychology: A scientist-practitioner approach.</i> John Wiley & Sons, Inc.</p> <hr/> <p>Material: Work Motivation Reference: Koppes. 2014. <i>Historical perspectives in industrial and organizational psychology.</i> Psychology Press, Taylor & Francis Group.</p> | 2% |
| 6 | Students can understand job satisfaction | <ol style="list-style-type: none"> 1.Students can describe the meaning of job satisfaction 2.Students can explain the theory of job satisfaction 3.Students can explain the factors that influence job satisfaction 4.Students can measure job satisfaction | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Rubric: 2.Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: Job Satisfaction Reader: Dewe & Cooper. 2012. <i>Wellbeing and works towards a balanced agenda.</i> Palgrave Macmillan.</p> <hr/> <p>Material: Job Satisfaction Reference: Ones, Anderson, Viswesvaran, & Sinangil. 2018. <i>The sage handbook of industrial, work and organizational psychology: Personnel psychology and employee performance.</i> SAGE Publications, Ltd.</p> | 2% |
| 7 | Students can understand work stress | Students can explain work stress and related theories. | <p>Criteria:</p> <ol style="list-style-type: none"> 1.Rubric: 2.Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: Job Stress References: Truxillo, Bauer, & Erdogan. 2016. <i>Psychology and work: Perspectives on industrial and organizational psychology.</i> Routledge.</p> <hr/> <p>Material: Job Stress Reader: Izzati & Mulyana. 2019. <i>Industrial & organizational psychology.</i> Bintang Surabaya Publishers.</p> | 3% |

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| 8 | UTS | UTS | Criteria: UTS Form of Assessment : Test | UTS 3 X 50 | | Material: Meeting Material 1-7 Reference: <i>Langton, Robbins, & Judge. 2015. Organizational behavior, concepts, controversies, applications. Pearson.</i> | 20% |
| 9 | Students can understand work communication. | Can explain the types and processes of communication in organizations. | Criteria: 1. Rubric: 2. 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 | Cooperative Learning 3 X 50 | | Material: Work Communication Library: <i>Langton, Robbins, & Judge. 2015. Organizational behavior, concepts, controversies, applications. Pearson.</i> Material: Work Communication Reader: <i>Kreitner & Kinicki. 2010. Organizational behavior. McGraw-Hill.</i> | 3% |
| 10 | Students are able to understand perceived organizational support | Students can explain about perceived organizational support | Criteria: 1. Rubric: 2. 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 | Cooperative Learning 3 X 50 | | Material: Perceived Organizational Support References: <i>Jex & Britt. 2014. Organizational psychology: A scientist-practitioner approach. John Wiley & Sons, Inc.</i> Material: Perceived Organizational Support References: <i>Langton, Robbins, & Judge. 2015. Organizational behavior, concepts, controversies, applications. Pearson.</i> | 5% |

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| 11 | Students are able to understand organizational commitment | Can explain organizational commitment | <p>Criteria: 1. Rubric: 2. Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: Organizational commitment References: Chmiel, Fraccaroli, & Sverke. 2017. <i>An introduction to work and organizational psychology.</i> John Wiley & Sons, Ltd.</p> <p>Material: Organizational commitment References: Jex & Britt. 2014. <i>Organizational psychology: A scientist-practitioner approach.</i> John Wiley & Sons, Inc.</p> | 5% |
| 12 | Students are able to understand and explain work engagement | Can explain about work engagement | <p>Criteria: 1. Rubric: 2. Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: Work engagement Reference: Cameron & Spreitzer. 2012. <i>Positive organizational scholarship.</i> Oxford Library of Psychology.</p> <p>Material: Work engagement Reference: Kreitner & Kinicki. 2010. <i>Organizational behavior.</i> McGraw-Hill.</p> | 5% |
| 13 | Students can understand work involvement | Students can explain about work involvement | <p>Criteria: 1. Rubric: 2. Score 4 if done very well Score 3 if done well Score 2 if done adequately Score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p> | Cooperative Learning 3 X 50 | | <p>Material: Work involvement References: Ones, Anderson, Viswesvaran, & Sinangil. 2018. <i>The sage handbook of industrial, work and organizational psychology: Personnel psychology and employee performance.</i> SAGE Publications, Ltd.</p> <p>Material: Job involvement References: Langton, Robbins, & Judge. 2015. <i>Organizational behavior, concepts, controversies, applications.</i> Pearson.</p> | 5% |

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| 14 | Students are able to understand research methods in industrial and organizational psychology | Students can explain research methods in industrial and organizational psychology | Criteria: 1. Rubric: 2. 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 | Cooperative Learning 3 X 50 | | Material: Research methods in industrial and organizational psychology References: Ones, Anderson, Viswesvaran, & Sinangil. 2018. <i>The sage handbook of industrial, work and organizational psychology: Personnel psychology and employee performance.</i> SAGE Publications, Ltd. | 5% |
| 15 | Students are able to report the results of industrial and organizational psychology research articles | Students are able to report the results of industrial and organizational psychology research articles | Criteria: 1. Rubric: 2. 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 | Cooperative Learning 3 X 50 | | Material: Industrial and organizational psychology research articles Library: Cameron & Spreitzer. 2012. <i>Positive organizational scholarship.</i> Oxford Library of Psychology. | 5% |
| 16 | UAS | UAS | Criteria: UAS Form of Assessment : Test | UAS 3 X 50 | | Material: Meeting Material 9-15 Reader: Ones, Anderson, Viswesvaran, & Sinangil. 2018. <i>The sage handbook of industrial, work and organizational psychology: Personnel psychology and employee performance.</i> SAGE Publications, Ltd. | 30% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 50% |
| 2. | 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.