



**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>																																
Introduction to Psychological Testing	7320102044		T=2	P=0	ECTS=3.18	3	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
	.....		.....			Yohana Wuri Satwika, S.Psi., M.Psi.																																	
<b>Learning model</b>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="6"></td> </tr> </table>						P.O																															
	P.O																																						
PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 5%; text-align: center;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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 the basic concepts of psychodiagnostics, the history of psychodiagnostics and its figures, the principles of psychodiagnostics, the classification of psychological test tools, the conditions for using and administering psychological tests, theory and analysis of personality and the application of psychodiagnostics, types of psychological tests , norms and meaning of test scores, ethical issues of psychological testing																																						
<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Anastasi, A., Urbina.1999. Psychological testing. 7th edition. Macmillan Publishing Co.</li> <li>2. Kaplan, R. M., Saccuzo, D. P.1989. Psychological testing. California: Brooks/ Cole Pub. Co.</li> <li>3. Fudyartanta, Ki.2005. Pengantar psikodiagnostik. Yogyakarta: Pustaka Pelajar</li> <li>4. Rahmasari, Diana. 2010. Psikodiagnostik,Sebuah Pengantar. Surabaya. Unesa Press.</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Ni Wayan Sukmawati Puspitadewi, S.Psi., M.Psi. Meita Santi Budiani, S.Psi., M.Psi.																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																

1	Understand the general meaning and specific meaning of psychodiagnostics	1.Can explain the general meaning and specific meaning of psychodiagnostics, so that you can understand its use 2.Psychodiagnostics in the work of a psychologist. 3.Can explain aspects of personality, intelligence, and other aspects of psychological function as the background for collecting data/information in psychodiagnostics	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) 2 X 50			0%
2	Understanding processes in psychodiagnostics	Can explain the processes carried out in psychodiagnostics.	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) Collaborative learning 2 X 50			0%
3	Understand various methods in psychodiagnostics	Can explain various methods and techniques in psychodiagnostics, namely interviews, observation, and the use of psychological test equipment.	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) Collaborative learning 2 X 50			0%
4	Understand the history, rationale, function and classification of tests	Can explain the history of the development of psychological test tools, the rationale behind a psychological test, the function of psychological tests in the field of psychodiagnostics, various types of tests and generally understand these forms based on their classification and the types, uses and implementation of projection tests, types, uses, and implementation of inventory tests.	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) 2 X 50			0%
5	Understand the types of Typical Performance tests and Maximum Performance Tests	Can explain the types, use and implementation of Typical Performance and Maximum Performance Tests	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) 2 X 50			0%
6	Understanding Aptitude, Intelligence, and Interest Tests	Can explain the various types of tests, classification, their use	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
7	Understanding personality tests	Can explain various personality tests, inventories, graphics, inkblots	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
8	Understanding Personality Tests	Can explain various personality tests, inventories, graphics, inkblots	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
9	UTS			2 X 50			0%

10	Understand the requirements for test equipment. Understand test administration	1.Can explain and provide examples regarding the test equipment requirements: Valid, reliable, standard, discriminatory and easy to use 2.Can explain test administration in carrying out psychological tests, understand functional psychograms, and establish test norms in general	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) Collaborative learning Discovery Learning (DL) 2 X 50			0%
11	Understand the procedures for carrying out psychodiagnostics.	Can explain the initial procedures in implementing Psychodiagnostics and the various approaches	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Discovery Learning(DL) 2 X 50			0%
12	Practice opening psychological tests	Can practice carrying out psychological tests by acting as a tester in the opening of psychological tests	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI)Role Play 2 X 50			0%
13	Understand the problems that occur in psychological examinations	Can analyze various problems that can occur in psychological examinations and things that need to be known, namely objectification and qualifications of psychological examinations	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Case study 2 X 50			0%
14	Understanding ethics in psychological examination	1.Can explain ethics in psychological examinations 2.Able to explain ethics in psychological examinations	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI) Discovery Learning (DL) 2 X 50			0%
15	Practicing the implementation of psychological tests	Can practice carrying out psychological tests by acting as a tester in carrying out psychological tests.	<b>Criteria:</b> Can carry out proper test administration according to guidelines	Contextual Instruction (CI)Role Play 2 X 50			0%
16	UAS			2 X 50			0%

#### Evaluation Percentage Recap: Case Study

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.

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.