



**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 measurements	7320103046		T=3	P=0	ECTS=4.77	4	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>	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																																					
<b>Short Course Description</b>	This course discusses the process of compiling a psychological scale, especially a psychological scale that has maximum performance, which starts from understanding the concept of measuring instruments, the basic assumptions of compiling standard measuring instruments, followed by compiling measuring instruments consisting of the stages of determining psychological attributes, determining measuring areas, determining competence in accordance with the objectives, compiling scale grids, compiling questions, trials, scale validation, scale reliability, and creating norms																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Azwar, Saifuddin. 2000. Tes Prestasi. Fungsi dan Pengembangan Pengukuran Prestasi Belajar . Edisi II. Penerbit: Pustaka Pelajar, Yogyakarta</li> <li>2. Crocker, L. , and Algina, J. (1986). Introduction to Classical and Modern Test Theory . New York: CBS College Publishing.</li> <li>3. Gulliksen, H. (1950). Theory of mental tests . New York: Wiley. Millman, J. , &amp; Greene, J. (1989). The specification and development of tests of achievement and ability . In R. L. Linn (Ed. ), Educational measurement (3rd ed. , pp. 335-366). New York: Macmillan.</li> </ol>																																						
<b>Supporting lecturer</b>	<b>Supporters:</b>																																						
	Dr. Damajanti Kusuma Dewi, S.Psi., M.Si.																																						
<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	Students are able to understand the concept of psychometrics	<ul style="list-style-type: none"> <li>· Able to develop concepts about measurement, assessment and evaluation</li> <li>· Able to identify the differences between measurement, assessment and evaluation</li> <li>· Able to identify measurement, assessment and evaluation activities in everyday life</li> <li>· Able to find the relationship between psychometrics and measurement, assessment and evaluation</li> </ul>		<ul style="list-style-type: none"> <li>· Contextual Instruction 3 X 50</li> </ul>			0%
2	Students are able to understand the concept of classification and data from psychological tests	<ul style="list-style-type: none"> <li>· Able to develop the concept of psychological tests</li> <li>· Able to find the relationship between psychometrics and psychological tests</li> <li>· Able to classify tests based on the characteristics of psychological tests</li> <li>· Able to understand various types of data from psychological tests</li> </ul>		<ul style="list-style-type: none"> <li>· Contextual Instruction 3 X 50</li> </ul>			0%
3	Students are able to understand the concept of preparing psychological tests based on classical assumptions and modern assumptions	<ul style="list-style-type: none"> <li>· Able to understand the preparation of psychological tests based on classical and modern assumptions (Rasch Model)</li> </ul>		<ul style="list-style-type: none"> <li>· Contextual Instruction 3 X 50</li> </ul>			0%
4	Students are able to understand the concept of validity, the assumptions of each validity and apply validity.	<ol style="list-style-type: none"> <li>1. Able to understand the concept of validity</li> <li>2. Able to apply various types of validity</li> </ol>		<ul style="list-style-type: none"> <li>Contextual Instruction 3 X 50</li> </ul>			0%
5	Students are able to understand the concept of reliability, assumptions for each reliability and apply reliability	<ol style="list-style-type: none"> <li>1. Able to understand the concept of reliability</li> <li>2. Able to apply various types of reliability</li> </ol>		<ul style="list-style-type: none"> <li>Contextual Instruction 3 X 50</li> </ul>			0%
6	Students are able to understand the concepts of psychological attributes that fall into the realm of maximal performance	<ul style="list-style-type: none"> <li>· Able to understand the concepts of psychological attributes which are included in the realm of maximal performance</li> </ul>		<ul style="list-style-type: none"> <li>Contextual Instruction Project based learning 3 X 50</li> </ul>			0%

7	Students are able to apply content and competency concepts from measuring instruments that reveal actual capabilities	<ol style="list-style-type: none"> <li>1.Able to understand the concept of the content of tests that measure actual abilities</li> <li>2.Able to understand the concept of competency from tests that measure actual abilities</li> <li>3.Able to apply content concepts to blue prints</li> <li>4.Able to apply the concept of competency to the blue print</li> </ol>		Contextual Instruction Project based learning 3 X 50			0%
8	Students are able to prepare a blue print by considering the concepts of face validity and logic validity	<ol style="list-style-type: none"> <li>1.Able to describe the content of the material in the blue print by considering face validity and logic validity</li> <li>2.Able to describe competency levels in the blue print by considering face validity and logic validity</li> </ol>		Contextual Instruction Project based learning 3 X 50			0%
9	Midterm exam			3 X 50			0%
10	Students are able to write items according to the principles of item writing	Able to apply the principles of item writing		Contextual Project based learning 3 X 50			0%
11	Students are able to write items according to the principles of item writing	Able to apply the principles of item writing		Contextual Project based learning 3 X 50			0%
12	Students are able to apply the first format to the population	Able to distribute measuring instrument formats to the population		Project based learning 3 X 50			0%
13	Students are able to analyze items	<ol style="list-style-type: none"> <li>1.Able to compile try out results in a tabulation</li> <li>2.Able to select items based on: level of item difficulty, item discrimination and item validation, as well as item selection criteria</li> </ol>		Contextual Project based learning 3 X 50			0%

14	Students are able to write items according to the principles of item writing	Able to apply the principles of item writing		Contextual Project based learning 3 X 50			0%
15	Students are able to apply the second format to the population	Able to distribute measuring instrument formats to the population		Strategy for deploying 3 X 50 measuring instruments			0%
16	Students are able to develop actual, new measuring instruments	1.Able to compile try out results in a tabulation 2.Able to select items based on: level of item difficulty, item discrimination and item validation, as well as item selection criteria		Contextual Instruction Project based learning 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.