



**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>																																																																																			
Self-development	7320102045	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	January 1, 2023																																																																																			
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																				
	Dr. Umi Anugerah Izzati, M.Psi., Psikolog		Dr. Umi Anugerah Izzati, M.Psi., Psikolog			Yohana Wuri Satwika, S.Psi., M.Psi.																																																																																				
<b>Learning model</b>	Project Based Learning																																																																																									
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																									
	<b>Program Objectives (PO)</b>																																																																																									
	<b>PO - 1</b>	Internalize academic values, norms and ethics																																																																																								
	<b>PO - 2</b>	Demonstrate a responsible attitude towards work in their field of expertise independently																																																																																								
	<b>PO - 3</b>	Realizing the character of Faith, Smart, Independent, Honest, Caring and Tough in daily behavior																																																																																								
	<b>PLO-PO Matrix</b>																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>						P.O	PO-1	PO-2	PO-3																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																										
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<b>Short Course Description</b>	This course discusses the nature and scope of self-development and its applications.																																																																																									
<b>References</b>	<b>Main :</b>																																																																																									
	<ol style="list-style-type: none"> <li>1. John Adair and Melanie Allen. (2003). Time management and personal development. London. Thorogood Publishing Ltd.</li> <li>2. Cottrell, S. (2021). Skills for Success Personal Development and Employability 4ed. London: Red Globe Press.</li> <li>3. Leipold, B. (2020). Intentional Self-Development and Positive Ageing How Individuals Select and Pursue Life Goals. New York: Routledge.</li> </ol>																																																																																									
	<b>Supporters:</b>																																																																																									

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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 objectives of the lecture. Students can understand the meaning and dynamics of personality.	1. Students can understand the lecture learning contract for self-development. 2. Students can explain the meaning of personality	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction 2 X 50		<b>Material:</b> Scope of Self-Development <b>References:</b> Cottrell, S. (2021). <i>Skills for Success Personal Development and Employability 4ed.</i> London: Red Globe Press.	5%
2	Students can get to know themselves, so they can know their strengths and weaknesses. Apart from that, students can understand the meaning of feedback and can use it appropriately in order to understand themselves.	1. Students can explain the meaning of self-development 2. Students can explain the goals of self-development 3. Students can explain the process of self-development 4. Students can explain inhibiting factors	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discovery Learning Lectures 2 X 50		<b>Material:</b> Self Development <b>Reference:</b> Hutagalung, I. (2007). <i>Personality Development.</i> Yogyakarta: PT Index.	5%
3	Students can get to know themselves, so they can know their strengths and weaknesses. Apart from that, students can understand the meaning of feedback and can use it appropriately in order to understand themselves.	1. Students can explain self-introduction 2. Students can explain the meaning of feedback 3. Students can explain receiving feedback	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discovery Learning Lectures 2 X 50		<b>Material:</b> Personality <b>Reference:</b> Hutagalung, I. (2007). <i>Personality Development.</i> Yogyakarta: PT Index.	3%

4	Students have a positive attitude in dealing with situations	<ol style="list-style-type: none"> <li>1.Students can understand self-esteem and self-efficacy □</li> <li>2.Students can understand self-esteem and personal self-efficacy</li> <li>3.Students can mention and explain their self-esteem and self-efficacy</li> </ol>	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment		Contextual Instruction Discovery Learning 2 X 50	<b>Material:</b> Self-Esteem and Self-Efficacy <b>Reference:</b> <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	3%
5	Students can get to know themselves, so they can know their strengths and weaknesses	<ol style="list-style-type: none"> <li>1.Students can understand the concept of self-introduction</li> <li>2.Students can understand the process of self-knowledge</li> <li>3.Students are able to discover personal strengths and weaknesses from the self-introduction process</li> </ol>	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction Discovery Learning 2 X 50		<b>Material:</b> Self-Introduction <b>References:</b> <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	3%
6	Students have a positive attitude in dealing with situations	<ol style="list-style-type: none"> <li>1.Students can explain the meaning of a positive attitude</li> <li>2.Students can understand the suitability of attitudes and behavior</li> <li>3.Students are able to differentiate between positive attitudes and negative attitudes</li> </ol>	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction Discovery Learning 2 X 50		<b>Material:</b> Attitudes <b>Literature:</b> <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	5%
7	Students are able to understand the concept of ethics, and are able to demonstrate ethical attitudes and behavior according to situations and conditions.	<ol style="list-style-type: none"> <li>1.Students can explain the meaning of ethics</li> <li>2.Students can understand various types of ethics</li> </ol>	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment		Contextual Instruction Discovery Learning 2 X 50	<b>Material:</b> <b>Literature</b> Ethics : <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	5%
8	UTS	UTS	<b>Criteria:</b> UTS		UTS 2 X 50	<b>Material:</b> Meeting Material 1-7 <b>Reference:</b> <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	20%

9	Students can understand the importance of effective communication with other people and can recognize and be able to be assertive in communication.	<ol style="list-style-type: none"> <li>1.Students can describe the meaning of communication and effective communication</li> <li>2.Students can understand communication ethics</li> <li>3.Students are able to understand listening techniques</li> <li>4.Students can explain communication styles</li> </ol>	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction Discovery Learning 2 X 50		<b>Material:</b> The Art of Communication <b>Reference:</b> <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	3%
10	Students can understand the meaning of the ability to interact between individuals in an effort to develop personal qualities.	<ol style="list-style-type: none"> <li>1.Students can explain the meaning of interpersonal relationships</li> <li>2.Students can understand the factors that influence interpersonal relationships</li> <li>3.Students have the competence to manage conflict in interpersonal relationships</li> <li>4.Students can explain interpersonal development</li> </ol>	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction Discovery Learning 2 X 50		<b>Material:</b> Interpersonal Relations <b>References:</b> <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	3%
11	Students can understand the meaning of motivation and targets in efforts to develop self-quality	<ol style="list-style-type: none"> <li>1.Students can explain the meaning of motivation</li> <li>2.Students can understand various types of motivation</li> <li>3.Students have the competence to increase motivation</li> <li>4.Students are able to make long-term targets</li> <li>5.Students are able to understand strategies for achieving targets</li> </ol>	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment		Contextual Instruction Discovery Learning 2 X 50	<b>Material:</b> Motivation and Target <b>References:</b> <i>Luthans, F. et al. (2021). Organizational Behavior an Evidence-Based Approach 14ed. USA: Information Age Publishing, Inc.</i>	3%
12	Students can understand the importance of managing time so that it is expected to suit the situation and conditions of each individual.	<ol style="list-style-type: none"> <li>1.Students can explain time management</li> <li>2.Students can understand the process of effective time management</li> <li>3.Students have the competence to manage the use of time</li> <li>4.Students can understand the efficiency and effectiveness of time</li> </ol>	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction Discovery Learning 2 X 50		<b>Material:</b> Time Management <b>Reader:</b> <i>John Adair and Melanie Allen. (2003). Time management and personal development. London. Thorogood Publishing Ltd.</i>	3%

13	Students can understand career concepts, career planning, and the career development process	1.Students can explain the meaning of career 2.Students can understand career planning 3.Students can understand career development	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction Discovery Learning 2 X 50		<b>Material:</b> Career Planning <b>Reference:</b> <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	3%
14	Students can understand how to make presentations and are able to make presentations.	1.Students can explain the meaning of presentation skills 2.Students can understand the things that need to be considered in a presentation 3.Students have the competence to make effective presentations	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction Practice 2 X 50		<b>Material:</b> Presentation Skills <b>References:</b> <i>Luthans, F. et al. (2021). Organizational Behavior an Evidence-Based Approach 14ed. USA: Information Age Publishing, Inc.</i>	3%
15	Students can understand how to make presentations and are able to make presentations.	1.Students can explain the meaning of presentation skills 2.Students can understand the things that need to be considered in a presentation 3.Students have the competence to make effective presentations	<b>Criteria:</b> Task  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Contextual Instruction Practice 2 X 50		<b>Material:</b> Presentation Skills <b>References:</b> <i>Luthans, F. et al. (2021). Organizational Behavior an Evidence-Based Approach 14ed. USA: Information Age Publishing, Inc.</i>	3%
16	UAS	UAS	<b>Criteria:</b> UAS		UAS 2 X 50	<b>Material:</b> Meeting Material 9-15 <b>Reference:</b> <i>Hutagalung, I. (2007). Personality Development. Yogyakarta: PT Index.</i>	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	50%
		50%

#### 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.

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.