



**Universitas Negeri Surabaya  
Fakultas Ilmu Pendidikan  
Program Studi S1 Psikologi**

Kode  
Dokumen

### SEMESTER LEARNING PLAN

Course	KODE	Rumpun MataKuliah	Bobot Kredit	SEMESTER	Tanggal Penyusunan																																
Psikologi Kepribadian I	7320103088		T=3 P=0 ECTS=4.77	2	18 Juli 2024																																
OTORISASI	Pengembang S.P		Koordinator Rumpun matakuliah	Koordinator Program Studi																																	
	.....		.....	Yohana Wuri Satwika, S.Psi., M.Psi.																																	
Model Pembelajaran	Case Study																																				
Program Learning Outcomes (PLO)	PLO program Studi yang dibebankan pada matakuliah																																				
	Program Objectives (PO)																																				
	Matrik PLO-PO																																				
		PO																																			
Deskripsi Singkat Mata Kuliah	Matrik PO pada Kemampuan akhir tiap tahapan belajar (Sub-PO)																																				
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">PO</td> <td colspan="16">Minggu Ke</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>				PO	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PO	Minggu Ke																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
Deskripsi Singkat Mata Kuliah	Mata kuliah ini membahas tentang Mengkaji konsep-konsep kepribadian pra-modern, psikoanalisa Freud, psikologi analitik Jung, psikologi individual Adler, Erik Erikson, Anna Freud, Eric Fromm, Karen Horney, Sullivan, aliran Klenian, Maslow, dan Rogers. Perkuliahandilaksanakan menggunakan teknik ceramah, presentasi, diskusi kelompok, dan penugasan berupa analisis kasus.																																				
Pustaka	Utama :																																				
	<ol style="list-style-type: none"> <li>1. Feist J. ,&amp; Feist G. J. , (2010).Teori Kepribadian Buku I. Alih bahasa Hendriatno. Jakarta:Salemba Humanika</li> <li>2. Hall &amp; Lindzey (1993),Psikologi Kepribadian I: Teori-Teori Psikedinamik (klinis),Yogyakarta: Kanisius</li> <li>3. Alwisol (2004),Psikologi Kepribadian, Malang: UMMPress.</li> </ol>																																				
	Pendukung :																																				
Dosen Pengampu	Dr. Hermien Laksmiwati, M.Psi.																																				
Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]		Materi Pembelajaran [ Pustaka ]	Bobot Penilaian (%)																														
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														
1	Mampu memahami konsep-dasar psikologi kepribadian Definisi, istilah dan tipologi kepribadian	- Dapat menjelaskan pengertian kepribadian, istilah/konsep dalam kepribadian - Dapat menjelaskan berbagai tipologi dan teori kepribadian .	<b>Kriteria:</b> Skor 4 bila dilakukan dengan sangat baik. Skor 3 jika dilakukan dengan baik. Skor 2 jika dilakukan dengan cukup. Skor 1 jika tidak dilakukan.	Small Group Discussion (SGD).Contextual Instruction (CI). 3 X 50			0%																														

2	Mampu memahami Teori Psikoanalitik Klasik	<p>1. Dapat menjelaskan gambaran umum teori psikoanalisa.</p> <p>2. Dapat menjelaskan dinamika kepribadian, mekanisme pertahanan, tahap perkembangan psikoseksual</p>	<p><b>Kriteria:</b></p> <p>1. Lampiran 1. Lembar Observasi Partisipasi Aktif</p> <p>2. Nama Mahasiswa :</p> <p>3. Hari/tanggal :</p> <p>4. Dimensi/Aspek yang dinilai</p> <p>5.1. Keaktifan (kuantitas berpartisipasi)</p> <p>6.2. Organisasi ide/argumen</p> <p>7.3. Ketepatan argumen</p> <p>8.4. Penggunaan Bahasa:</p> <p>9. Ketepatan</p> <p>10. Kejelasan</p> <p>11.4. Sikap dan intonasi selama diskusi/tanya jawab (suara-ekspresi, volume dan intonasi)</p> <p>12. Skor 4 bila sangat baik, Skor 3 jika baik, Skor 2 jika cukup, Skor 1 jika kurang</p>	Small Group Discussion (SGD). Case Study (CS). Contextual Instruction (CI). 3 X 50		0%
3	Mampu memahami Teori Psikoanalitik Klasik	<p>1. Dapat menjelaskan gambaran umum teori psikoanalisa.</p> <p>2. Dapat menjelaskan dinamika kepribadian, mekanisme pertahanan, tahap perkembangan psikoseksual</p>	<p><b>Kriteria:</b></p> <p>1. Lampiran 1. Lembar Observasi Partisipasi Aktif</p> <p>2. Nama Mahasiswa :</p> <p>3. Hari/tanggal :</p> <p>4. Dimensi/Aspek yang dinilai</p> <p>5.1. Keaktifan (kuantitas berpartisipasi)</p> <p>6.2. Organisasi ide/argumen</p> <p>7.3. Ketepatan argumen</p> <p>8.4. Penggunaan Bahasa:</p> <p>9. Ketepatan</p> <p>10. Kejelasan</p> <p>11.4. Sikap dan intonasi selama diskusi/tanya jawab (suara-ekspresi, volume dan intonasi)</p> <p>12. Skor 4 bila sangat baik, Skor 3 jika baik, Skor 2 jika cukup, Skor 1 jika kurang</p> <p>13..</p> <p>14..</p> <p>15. Lampiran 2. Penilaian Kinerja (produk) Tugas/Makalah</p> <p>16. Nama Mahasiswa :</p> <p>17. Hari/tanggal :</p> <p>18. Aspek yang Diamati</p> <p>19. A. Isi</p> <p>20.1. Akurasi konsep/materi</p> <p>21.2. Akurasi contoh pendukung terhadap konsep./materi</p> <p>22.3. Kelengkapan cakupan materi</p> <p>23.4. Keruntutan dalam pembahasan materi</p> <p>24.5. Kedalaman dalam mengelaborasi materi</p> <p>25. B. Penulisan</p> <p>26.6. Penggunaan bahasa yang benar</p> <p>27.7. Kesesuaian dengan sistematika yang ditentukan</p> <p>28.8. Kerapian tata letak</p> <p>29. Rubric: Score 4 if done very well, Score 3 if done well,</p>	Small Group Discussion (SGD). Case Study (CS). Contextual Instruction (CI). 3 X 50		0%

			<p>Score 2 if done adequately, Score 1 if not done</p> <p>30. Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>31. Student name :</p> <p>32. Date and time :</p> <p>33. Present your paper assignment, with the following steps:</p> <p>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37. Rubric:</p> <p>38. Observed Aspects</p> <p>39. A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44. B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
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4	Able to understand Adler's Individual Psychology theory	<ul style="list-style-type: none"> <li>· Can explain the general description of individual psychology theory</li> <li>· Can explain Adler's personality concepts</li> <li>· Can explain abnormal development</li> <li>· Can apply individual psychology theory</li> </ul>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Appendix 1. Active Participation Observation Sheet</li> <li>2. Student name :</li> <li>3. Date and time :</li> <li>4. Dimensions/Aspects assessed</li> <li>5.1. Activity (quantity of participation)</li> <li>6.2. Organization of ideas/arguments</li> <li>7.3. Accuracy of arguments</li> <li>8.4. Language Usage:</li> <li>9. Accuracy</li> <li>10. Clarity</li> <li>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>12. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</li> </ol>	Small Group Discussion (SGD). Case Study (CS). Contextual Instruction (CI). 3 X 50		0%
5	Able to understand Adler's Individual Psychology theory	<ul style="list-style-type: none"> <li>· Can explain the general description of individual psychology theory</li> <li>· Can explain Adler's personality concepts</li> <li>· Can explain abnormal development</li> <li>· Can apply individual psychology theory</li> </ul>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Appendix 1. Active Participation Observation Sheet</li> <li>2. Student name :</li> <li>3. Date and time :</li> <li>4. Dimensions/Aspects assessed</li> <li>5.1. Activity (quantity of participation)</li> <li>6.2. Organization of ideas/arguments</li> <li>7.3. Accuracy of arguments</li> <li>8.4. Language Usage:</li> <li>9. Accuracy</li> <li>10. Clarity</li> <li>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>12. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</li> <li>13..</li> <li>14..</li> <li>15. Appendix 2. Performance Assessment (product) Assignments/Papers</li> <li>16. Student name :</li> <li>17. Date and time :</li> <li>18. Observed Aspects</li> <li>19. A. Contents</li> <li>20.1. Accuracy of concept/material</li> <li>21.2. Accuracy of supporting examples for the concept/material</li> <li>22.3. Completeness of material coverage</li> <li>23.4. Confusion in discussing the material</li> <li>24.5. Depth in elaborating the material</li> <li>25. B. Writing</li> <li>26.6. Correct use of language</li> <li>27.7. Conformity with the specified systematics</li> <li>28.8. Neatness of layout</li> <li>29. Rubric: Score 4 if done very well, Score 3 if done well,</li> </ol>	Small Group Discussion (SGD). Case Study (CS). Contextual Instruction (CI). 3 X 50		0%

			<p>Score 2 if done adequately, Score 1 if not done</p> <p>30. Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>31. Student name :</p> <p>32. Date and time :</p> <p>33. Present your paper assignment, with the following steps:</p> <p>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37. Rubric:</p> <p>38. Observed Aspects</p> <p>39. A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44. B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
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6	Able to understand Jung's Psychoanalytic Theory	<ul style="list-style-type: none"> <li>· Can explain the general description of Jung's analytical psychology theory.</li> <li>· Can explain levels of psyche and personality dynamics</li> <li>· Can explain personality development</li> </ul>	<b>Criteria:</b> 1. Appendix 1. Active Participation Observation Sheet 2. Student name : 3. Date and time : 4. Dimensions/Aspects assessed 5.1. Activity (quantity of participation) 6.2. Organization of ideas/arguments 7.3. Accuracy of arguments 8.4. Language Usage: 9. Accuracy 10. Clarity 11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 12. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Small Group Discussion (SGD). Case Study (CS). Contextual Instruction (CI). 3 X 50			0%
7	Able to understand Jung's Psychoanalytic Theory	<ul style="list-style-type: none"> <li>· Can explain the general description of Jung's analytical psychology theory.</li> <li>· Can explain the levels of the psyche and personality dynamics</li> <li>· Can explain personality development</li> </ul>	<b>Criteria:</b> 1. Appendix 1. Active Participation Observation Sheet 2. Student name : 3. Date and time : 4. Dimensions/Aspects assessed 5.1. Activity (quantity of participation) 6.2. Organization of ideas/arguments 7.3. Accuracy of arguments 8.4. Language Usage: 9. Accuracy 10. Clarity 11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 12. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13.. 14.. 15. Appendix 2. Performance Assessment (product) Assignments/Papers 16. Student name : 17. Date and time : 18. Observed Aspects 19. A. Contents 20.1. Accuracy of concept/material 21.2. Accuracy of supporting examples for the concept/material 22.3. Completeness of material coverage 23.4. Confusion in discussing the material 24.5. Depth in elaborating the material 25. B. Writing 26.6. Correct use of language 27.7. Conformity with the specified systematics 28.8. Neatness of layout 29. Rubric: Score 4 if done very well, Score 3 if done well,	Small Group Discussion (SGD). Case Study (CS). Contextual Instruction (CI). 3 X 50			0%

			<p>Score 2 if done adequately, Score 1 if not done</p> <p>30. Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>31. Student name :</p> <p>32. Date and time :</p> <p>33. Present your paper assignment, with the following steps:</p> <p>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37. Rubric:</p> <p>38. Observed Aspects</p> <p>39. A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44. B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
8	Able to master psychoanalytic, neo-psychoanalytic, and humanistic personality theories. Able to analyze cases based on these theories	<p>1. Able to explain psychoanalytic, neo-psychoanalytic, and humanistic personality theories</p> <p>2. Able to make case analyzes based on these theories</p>	<p><b>Criteria:</b> USS Answer Key</p>	<p>USS 3 X 50 PROBLEMS</p>		0%
9	Able to understand Neofreudian theories: Erik Erikson (Psychosocial Theory)	<p>§ Can explain the general description of psychosocial theory § Can explain personality structure § Can explain personality development.</p>	<p><b>Criteria:</b></p> <p>1. Appendix 1. Active Participation Observation Sheet</p> <p>2. Student name :</p> <p>3. Date and time :</p> <p>4. Dimensions/Aspects assessed</p> <p>5.1. Activity (quantity of participation)</p>	<p>Small Group Discussion (SGD). Case Study (CS). Contextual Instruction (CI). 3 X 50</p>		0%

6.2.Organization of ideas/arguments  
7.3. Accuracy of arguments  
8.4.Language Usage:  
9.Accuracy  
10.Clarity  
11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)  
12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  
13..  
14..  
15.Appendix 2. Performance Assessment (product) Assignments/Papers  
16.Student name :  
17.Date and time :  
18.Observed Aspects  
19.A. Contents  
20.1. Accuracy of concept/material  
21.2. Accuracy of supporting examples for the concept/material  
22.3. Completeness of material coverage  
23.4. Confusion in discussing the material  
24.5. Depth in elaborating the material  
25.B. Writing  
26.6. Correct use of language  
27.7. Conformity with the specified systematics  
28.8. Neatness of layout  
29.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done  
30.Appendix 3. Performance Assessment (Process) Presenting Papers  
31.Student name :  
32.Date and time :  
33.Present your paper assignment, with the following steps:  
34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator  
35.2. Pay attention to questions and input from other participants  
36.3. Answer participants' questions, and respond to/note other participants' input  
37.Rubric:  
38.Observed Aspects  
39.A. Contents  
40.1. Mastery of material  
41.2. Match between the content presented and the content of the paper  
42.3. Slide displays



			<p>(images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44.B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
10	Karen Horney (social psychoanalysis)	<p>§ Can explain the general picture of Horney's theory § Can explain anxiety and conflict § Can explain how to resolve conflict § Can explain intrapsychic conflict Can explain feminine psychology</p>	<p><b>Criteria</b></p> <p>1.Appendix 1. Active Participation Observation Sheet</p> <p>2.Student name :</p> <p>3.Date and time :</p> <p>4.No.</p> <p>5.Dimensions/Aspects assessed</p> <p>6.1.Activity (quantity of participation)</p> <p>7.2.Organization of ideas/arguments</p> <p>8.3. Accuracy of arguments</p> <p>9.4.Language Usage:</p> <p>10.Accuracy</p> <p>11.Clarity</p> <p>12.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</p> <p>13.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>14..</p> <p>15..</p> <p>16.Appendix 2. Performance Assessment (product) Assignments/Papers</p> <p>17.Student name :</p> <p>18.Date and time :</p> <p>19.Observed Aspects</p> <p>20.A. Contents</p> <p>21.1. Accuracy of concept/material</p> <p>22.2. Accuracy of supporting examples for the concept/material</p> <p>23.3. Completeness of material coverage</p> <p>24.4. Confusion in discussing the material</p> <p>25.5. Depth in elaborating the material</p> <p>26.B. Writing</p> <p>27.6. Correct use of language</p> <p>28.7. Conformity with the specified systematics</p> <p>29.8. Neatness of layout</p> <p>30.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done</p>	Cooperative learning (CL)Contextual Instruction (CI). 3 X 50	0%	

			<p>adequately, Score 1 if not done</p> <p>31. Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>32. Student name :</p> <p>33. Date and time :</p> <p>34. Present your paper assignment, with the following steps:</p> <p>35.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>36.2. Pay attention to questions and input from other participants</p> <p>37.3. Answer participants' questions, and respond to/note other participants' input</p> <p>38. Rubric:</p> <p>39. Observed Aspects</p> <p>40. A. Contents</p> <p>41.1. Mastery of material</p> <p>42.2. Match between the content presented and the content of the paper</p> <p>43.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>44.4. Ability to defend arguments</p> <p>45. B. Presentation</p> <p>46.5. Voice quality (volume, voice articulation, intonation)</p> <p>47.6. Demeanor (point of view, effective body movements, calm)</p> <p>48.7. Dress politely and neatly</p> <p>49.8. Correct use of language</p> <p>50.9. Responsive and ready to accept input</p> <p>51. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
11	Able to understand Neofreudian theories: Erich Fromm (Humanistic Psychoanalysis)	§ Can explain the general concept of Fromm's theory. § Can explain human needs. § Can explain Burden of Freedom and Character Orientation Can explain Personality Disorders	<p><b>Criteria:</b></p> <p>1. Appendix 1. Active Participation Observation Sheet</p> <p>2. Student name :</p> <p>3. Date and time :</p> <p>4. Dimensions/Aspects assessed</p> <p>5.1. Activity (quantity of participation)</p> <p>6.2. Organization of ideas/arguments</p> <p>7.3. Accuracy of arguments</p> <p>8.4. Language Usage:</p> <p>9. Accuracy</p> <p>10. Clarity</p> <p>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</p> <p>12..</p>	Cooperative learning (CL) Contextual Instruction (CI). 3 X 50		0%

13. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor

14. Appendix 2. Performance Assessment (product) Assignments/Papers

15. Student name :

16. Date and time :

17. Observed Aspects

18. A. Contents

19.1. Accuracy of concept/material

20.2. Accuracy of supporting examples for the concept/material

21.3. Completeness of material coverage

22.4. Confusion in discussing the material

23.5. Depth in elaborating the material

24. B. Writing

25.6. Correct use of language

26.7. Conformity with the specified systematics

27.8. Neatness of layout

28. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done

29..

30. Appendix 3. Performance Assessment (Process) Presenting Papers

31. Student name :

32. Date and time :

33. Present your paper assignment, with the following steps:

34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator

35.2. Pay attention to questions and input from other participants

36.3. Answer participants' questions, and respond to/note other participants' input

37. Rubric:

38. Observed Aspects

39. A. Contents

40.1. Mastery of material

41.2. Match between the content presented and the content of the paper

42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations

43.4. Ability to defend arguments

44. B. Presentation

45.5. Voice quality (volume, voice articulation, intonation)

46.6. Demeanor (point of view, effective

			<p>body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50..</p> <p>51.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
12	Able to understand Neofreudian theories: Sullivan (Interpersonal Theory)	§ Can explain the general description of interpersonal theory § Can explain personality structure § Can explain personality dynamics § Can perk. Human personality Can explain psychological disorders	<p><b>Criteria:</b></p> <p>1.Appendix 1. Active Participation Observation Sheet</p> <p>2.Student name :</p> <p>3.Date and time :</p> <p>4.Dimensions/Aspects assessed</p> <p>5.1.Activity (quantity of participation)</p> <p>6.2.Organization of ideas/arguments</p> <p>7.3. Accuracy of arguments</p> <p>8.4.Language Usage:</p> <p>9.Accuracy</p> <p>10.Clarity</p> <p>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</p> <p>12..</p> <p>13.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>14.Appendix 2. Performance Assessment (product) Assignments/Papers</p> <p>15.Student name :</p> <p>16.Date and time :</p> <p>17.Observed Aspects</p> <p>18.A. Contents</p> <p>19.1. Accuracy of concept/material</p> <p>20.2. Accuracy of supporting examples for the concept/material</p> <p>21.3. Completeness of material coverage</p> <p>22.4. Confusion in discussing the material</p> <p>23.5. Depth in elaborating the material</p> <p>24.B. Writing</p> <p>25.6. Correct use of language</p> <p>26.7. Conformity with the specified systematics</p> <p>27.8. Neatness of layout</p> <p>28.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>29.Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>30.Student name :</p> <p>31.Date and time :</p> <p>32.Present your paper assignment, with the following steps:</p> <p>33.1. Present your paper in a maximum</p>	Cooperative learning (CL)Contextual Instruction (CI). 3 X 50	0%	

			<p>of 30 minutes along with questions and answers as directed by the moderator</p> <p>34.2. Pay attention to questions and input from other participants</p> <p>35.3. Answer participants' questions, and respond to/note other participants' input</p> <p>36.Rubric:</p> <p>37.Observed Aspects</p> <p>38.A. Contents</p> <p>39.1. Mastery of material</p> <p>40.2. Match between the content presented and the content of the paper</p> <p>41.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>42.4. Ability to defend arguments</p> <p>43.B. Presentation</p> <p>44.5. Voice quality (volume, voice articulation, intonation)</p> <p>45.6. Demeanor (point of view, effective body movements, calm)</p> <p>46.7. Dress politely and neatly</p> <p>47.8. Correct use of language</p> <p>48.9. Responsive and ready to accept input</p> <p>49..</p> <p>50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
13	Able to understand Melanie KLein's Object Relations Theory	§ Can explain the general description of object relations theory § Can explain the psychic life of babies and life positions § Can explain psychological defense mechanisms. § Can explain the internalization process Can explain Klein's theory	<p><b>Criteria:</b></p> <p>1.Appendix 1. Active Participation Observation Sheet</p> <p>2.Student name :</p> <p>3.Date and time :</p> <p>4.Dimensions/Aspects assessed</p> <p>5.1.Activity (quantity of participation)</p> <p>6.2.Organization of ideas/arguments</p> <p>7.3. Accuracy of arguments</p> <p>8.4,Language Usage:</p> <p>9.Accuracy</p> <p>10.Clarity</p> <p>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</p> <p>12..</p> <p>13.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>14.Appendix 2. Performance Assessment (product) Assignments/Papers</p> <p>15.Student name :</p> <p>16.Date and time :</p> <p>17.Observed Aspects</p>	Cooperative learning (CL)Contextual Instruction (CI). 3 X 50		0%

18.A. Contents  
19.1. Accuracy of concept/material  
20.2. Accuracy of supporting examples for the concept/material  
21.3. Completeness of material coverage  
22.4. Confusion in discussing the material  
23.5. Depth in elaborating the material  
24.B. Writing  
25.6. Correct use of language  
26.7. Conformity with the specified systematics  
27.8. Neatness of layout  
28.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done  
29.Appendix 3. Performance Assessment (Process) Presenting Papers  
30.Student name :  
31.Date and time :  
32.Present your paper assignment, with the following steps:  
33.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator  
34.2. Pay attention to questions and input from other participants  
35.3. Answer participants' questions, and respond to/note other participants' input  
36.Rubric:  
37.Observed Aspects  
38.A. Contents  
39.1. Mastery of material  
40.2. Match between the content presented and the content of the paper  
41.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations  
42.4. Ability to defend arguments  
43.B. Presentation  
44.5. Voice quality (volume, voice articulation, intonation)  
45.6. Demeanor (point of view, effective body movements, calm)  
46.7. Dress politely and neatly  
47.8. Correct use of language  
48.9. Responsive and ready to accept input  
49..  
50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done

			adequately, Score 1 if not done.			
14	Able to understand Maslow's Humanistic Theory	§ Can explain the General Description of Maslow's Humanistic Theory § Can explain the Hierarchy of Human Needs Can explain Self-Actualization and its characteristics	<b>Criteria:</b> 1. Appendix 1. Active Participation Observation Sheet 2. Student name : 3. Date and time : 4. No. 5. Dimensions/Aspects assessed 6.1. Activity (quantity of participation) 7.2. Organization of ideas/arguments 8.3. Accuracy of arguments 9.4. Language Usage: 10. Accuracy 11. Clarity 12.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 13. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 14.. 15.. 16. Appendix 2. Performance Assessment (product) Assignments/Papers 17. Student name : 18. Date and time : 19. Observed Aspects 20. A. Contents 21.1. Accuracy of concept/material 22.2. Accuracy of supporting examples for the concept/material 23.3. Completeness of material coverage 24.4. Confusion in discussing the material 25.5. Depth in elaborating the material 26. B. Writing 27.6. Correct use of language 28.7. Conformity with the specified systematics 29.8. Neatness of layout 30. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done 31. Appendix 3. Performance Assessment (Process) Presenting Papers 32. Student name : 33. Date and time : 34. Present your paper assignment, with the following steps: 35.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator 36.2. Pay attention to questions and input from other participants 37.3. Answer	Cooperative learning (CL) Contextual Instruction (CI). 3 X 50		0%

			<p>participants' questions, and respond to/note other participants' input</p> <p>38.Rubric: 39.Observed Aspects 40.A. Contents 41.1. Mastery of material 42.2. Match between the content presented and the content of the paper 43.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations 44.4. Ability to defend arguments 45.B. Presentation 46.5. Voice quality (volume, voice articulation, intonation) 47.6. Demeanor (point of view, effective body movements, calm) 48.7. Dress politely and neatly 49.8. Correct use of language 50.9. Responsive and ready to accept input 51.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
15	Able to understand Rogers' Phenomenological Theory	<p>§ Can explain the general description of Rogers' theory</p> <p>§ Can explain personality structure Can explain personality dynamics</p>	<p><b>Criteria:</b></p> <p>1.Appendix 1. Active Participation Observation Sheet 2.Student name : 3.Date and time : 4.Dimensions/Aspects assessed 5.1. Activeness (quantity of participation) 6.2. Organization of ideas/arguments 7.3. Accuracy of argument 8.4. Use of Language: 9.Accuracy 10.Clarity 11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13.. 14.Appendix 2. Performance Assessment (product) Assignments/Papers 15.Student name : 16.Date and time : 17.Observed Aspects 18.A. Contents 19.1. Accuracy of concept/material 20.2. Accuracy of supporting examples for the concept/material 21.3. Completeness of material coverage 22.4. Confusion in discussing the</p>	Cooperative learning (CL)Contextual Instruction (CI). 3 X 50		0%



			<p>material</p> <p>23.5. Depth in elaborating the material</p> <p>24.B. Writing</p> <p>25.6. Correct use of language</p> <p>26.7. Conformity with the specified systematics</p> <p>27.8. Neatness of layout</p> <p>28.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>29..</p> <p>30.Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>31.Student name :</p> <p>32.Date and time :</p> <p>33.Present your paper assignment, with the following steps:</p> <p>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37.Rubric:</p> <p>38.Observed Aspects</p> <p>39.A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44.B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
16	Complete UAS	able to answer material questions about Erik Erikson, Anna Freud, Eric Fromm, Karen Horney, Sullivan, the Klienian school, Maslow, and Rogers	Criteria: Rubric	WRITTEN TEST 3 X 50		0%

### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.