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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Personnel Psychology		7320102108	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	3	January 2, 2023
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 that is charged to the course**																	
	Program Objectives (PO)																	
	PO - 1	Explain the scope of personnel psychology, HR planning and forecasting																
	PO - 2	Explain the concept of job and competency analysis																
	PO - 3	Explain the concepts of introduction/socialization, placement and dismissal																
	PO - 4	Explain the concepts of performance, coaching and mentoring																
	PLO-PO Matrix																	

P.O
PO-1
PO-2
PO-3
PO-4

PO Matrix at the end of each learning stage (Sub-PO)

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 teaches students about psychological theory in the scope of human resource management which includes job analysis, planning and forecasting, competency, recognition, placement and dismissal, performance, coaching and mentoring.

References	**Main :**

1. Busro, M. (2018). Teori-Teori Manajemen SDM. Jakarta: Penerbit Prenada Media Group
2. Hamali, A. Y. (2016). Pemahaman Manajemen Sumber Daya Manusia: Strategi Mengelola Karyawan. Jakarta: CAPS
3. Mondy. R.W, & Joseph, J.M. (2016). Human Resource Management 14th edition. Penerbit: Pearson Education. USA
4. Hadi, C. & Fattah, H. (2017). Psikologi Industri dan Organisasi (Suatu Pengantar Singkat). Sidoarjo: Zifatama Jawara.

Supporters:

1. Kaswan & Akhyadi. (2015). Pengembangan SDM dari Konsepsi, Paradigma dan Fungsi Sampai Aplikasi. Bandung: Penerbit CV. Alfabeta
2. Loe, A.P. dkk. (2022). Psikologi Industri dan Organisasi (Konsep dan Implementasi). Bandung: Media Sains Indonesia
3. Noe, R.A, etc. (2020). Human Resource Management (Gaining A Competitive Advantage). Penerbit: McGraw-Hill Education. New York
4. Dixit, A.S. (2014). Job Analysis – Relevance and Applicability for Modern Business Environment. Management Journal, 495-502
5. Lancer, N., etc. (2016). Techniques for Coaching and Mentoring second edition. Routledge: New York
6. Taylor, M., Steve, C. (2017). Business Coaching & Mentoring For Dummies, second edition. John Wiley & Sons: New Jersey
7. Priansa, D. J. (2014). Perencanaan & Pengembangan SDM . Bandung: Alfabeta
8. Sahir, S. H, dkk. (2022). Pengantar Manajemen Kinerja. Medan: Yayasan Kita Menulis.

Supporting lecturer	Dr. Umi Anugerah Izzati, M.Psi., Psikolog. Meita Santi Budiani, S.Psi., M.Psi.

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	Understand the scope of personnel psychology	Students can explain the concept of personnel psychology	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) 2 X 50		**Material:** Personnel psychology concepts **References:** *Hadi, C. & Fattah, H. (2017). Industrial and Organizational Psychology (A Short Introduction). Sidoarjo: Zifatama Champion.*	2%
2	Understand HR planning	1.Students can explain the meaning of planning 2.Students can explain the benefits of HR planning 3.Students can explain the objectives of HR planning 4.Students can explain the steps in HR planning 5.Students can explain the HR planning process	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) 2 X 50		**Material:** HR Planning **Reference:** *Priansa, DJ (2014). HR Planning & Development. Bandung: Alphabeta*	3%
3	Understand HR needs forecasting	1.Students can explain the concept of demand forecasting 2.Students can explain demand forecasting methods 3.Students can explain demand forecasting techniques 4.Students can explain determining HR needs 5.Students can explain the analysis of HR availability	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) 2 X 50		**Material:** Forecasting HR needs **Reference:** *Mondy. R.W., & Joseph, J.M. (2016). Human Resource Management 14th edition. Publisher: Pearson Education. USA*	3%
4	Understand planning and forecasting	Students can understand and explain the concept of planning and forecasting needs	**Criteria:** Group Assignment **Form of Assessment** : Project Results Assessment / Product Assessment	Case Study 2 X 50		**Material:** Planning and forecasting **Reference:** *Priansa, DJ (2014). HR Planning & Development. Bandung: Alphabeta*	2%
5	Understand the concept of job analysis	1.Students can explain the meaning of job analysis 2.Students can explain the purpose of job analysis 3.Students can explain the collection of job analysis information 4.Students can explain the job analysis information system	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) 2 X 50		**Material:** Definition and objectives of job analysis **Reader:** *Kaswan & Akhyadi. (2015). HR Development from Conceptions, Paradigms and Functions to Applications. Bandung: CV Publisher. Alphabet*	2%
6	Understand the steps of job analysis, job analysis techniques, job descriptions and specifications	1.Students can explain the steps of job analysis 2.Students can explain job analysis techniques 3.Students can explain job descriptions and specifications	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) 2 X 50		**Material:** Definition and objectives of job analysis **Reader:** *Kaswan & Akhyadi. (2015). HR Development from Conceptions, Paradigms and Functions to Applications. Bandung: CV Publisher. Alphabet*	2%
7	Mastering the concept of job analysis	Students can explain and master the concept of job analysis	**Criteria:** Group Assignment **Form of Assessment** : Participatory Activities	Case Study 2 X 50		**Material:** Concept of job analysis **References:** *Noe, RA, etc. (2020). Human Resource Management (Gaining A Competitive Advantage). Publisher: McGraw-Hill Education. New York*	3%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Test	UTS 2 X 50		**Material:** Meeting Material 1-7 **References:** *Busro, M. (2018). HR Management Theories. Jakarta: Publisher Prenada Media Group*	20%

9	Understand the concept of competency	1.Explain the meaning of competency 2.Explain the types of competencies 3.Explain how to build a competency model 4.Explain how to measure competency	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) 4 X 50		**Material:** Basic concepts of competency **Reference:** *Busro, M. (2018). HR Management Theories. Jakarta: Publisher Prenada Media Group*	3%
10	Understanding competency-based HR	Explain how to measure competency	**Criteria:** Case Study Group Assignment **Form of Assessment** : Project Results Assessment / Product Assessment	Case Study 2 X 50		**Material:** Competency-based HR **Reference:** *Hamali, AY (2016). Understanding Human Resources Management: Strategies for Managing Employees. Jakarta: CAPS*	5%
11	Understand the concepts of introduction/socialization, placement and termination	1.Explain the purpose of the introduction 2.Explain the benefits of recognition 3.Explain the introduction program 4.Explain transfers and promotions 5.Explaining layoffs	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) 2 X 50		**Material:** Concept of introduction/socialization, placement and dismissal **Reference:** *Hamali, AY (2016). Understanding Human Resources Management: Strategies for Managing Employees. Jakarta: CAPS*	5%
12	Mastering introduction/socialization, placement and termination	Explain and master introduction/socialization, placement and termination	**Criteria:** Case Study Group Assignment **Form of Assessment** : Project Results Assessment / Product Assessment	Case Study 2 X 50		**Material:** Introduction/socialization, placement and dismissal **Reference:** *Priansa, DJ (2014). HR Planning & Development. Bandung: Alphabeta*	5%
13	Understand the concept of performance	1.Able to explain the meaning of performance 2.Able to explain the factors that influence performance 3.Able to explain performance improvement strategies	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Self-Directed Learning (SOL) 2 X 50		**Material:** Factors influencing performance and improvement strategies **References:** *Sahir, S. H, et al. (2022). Introduction to Performance Management. Medan: Kita Write Foundation.*	5%
14	Understand the Concept of Coaching and Mentoring	1.Able to explain the meaning of coaching and mentoring 2.Able to explain the concept of coaching 3.Able to explain the concept of mentoring	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Self-Directed Learning (SOL) 2 X 50		**Material:** Coaching and mentoring models **References:** *Lancer, N., etc. (2016). Techniques for Coaching and Mentoring second edition. Routledge: New York* **Material:** Coaching and mentoring models **References:** *Taylor, M., Steve, C. (2017). Business Coaching & Mentoring For Dummies, second edition. John Wiley & Sons: New Jersey*	5%
15	Master coaching and mentoring	1.Can explain and master coaching and mentoring 2.Explain the roles of employees and employers	**Criteria:** Case Study Group Assignment **Form of Assessment** : Project Results Assessment / Product Assessment	Case Study 2 X 50		**Material:** Coaching and mentoring concepts **References:** *Lancer, N., etc. (2016). Techniques for Coaching and Mentoring second edition. Routledge: New York*	5%
16	UAS	UAS	**Criteria:** UAS **Form of Assessment** : Test	UAS 2 X 50		**Material:** Meeting Material 9-15 **References:** *Hamali, AY (2016). Understanding Human Resources Management: Strategies for Managing Employees. Jakarta: CAPS*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	33%
2.	Project Results Assessment / Product Assessment	17%
3.	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.