



Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
SOCIAL PSYCHOLOGY	7320103156	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	2	October 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Vania Ardelia, S.Psi., M.Sc.; Siti Jaro'ah, S.Psi., M.A.		Siti Ina Savira, S.Psi., M.EdCp.			Yohana Wuri Satwika, S.Psi., M.Psi.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	Able to understand various psychological symptoms of individuals, groups, organizations and communities using basic measurement concepts and psychological theories																																																																																																				
	PO - 2	Able to develop alternative problem solving and apply non-clinical psychological interventions to change the behavior of individuals, groups, organizations in accordance with the psychology code of ethics																																																																																																				
	PO - 3	Have the ability to apply the basic principles of data literacy and reporting scientifically and free of plagiarism																																																																																																				
	PO - 4	Have and apply an attitude of social sensitivity, respect for differences, nationalism, independence and entrepreneurship in an academic context																																																																																																				
	PLO-PO Matrix																																																																																																					
		<table border="1" style="margin-left: 40px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4																																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: 40px;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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																
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Short Course Description	This course discusses the meaning, scope and history of social psychology, social psychology research methods, social perception, social attribution, social cognition, self and social identity, attitudes and behavior, persuasion, prejudice, conformity and obedience, aggression, pro-social behavior and altruism, attraction and intimacy, groups, intergroup relations (conflict and peace).
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References	<p>Main :</p> <ol style="list-style-type: none"> Baron, R.A. & Byrne, D. Psikologi sosial (R. Djuwita, Trans. 10th ed. Vol.1). 2016. Erlangga. Baron, R.A. & Byrne, D. Psikologi Sosial (R. Djuwita, Trans. 10th ed. Vol.2). 2016. Erlangga. Branscombe, N.R. & Baron, R.A. Social psychology (14th ed., Global edition). 2017. Pearson. Myers, D.G. & Twenge, J.M. Social psychology (13th ed.).2019. McGraw Hill. Myers, D.G. & Twenge, J.M. Exploring social psychology (8th ed.). 2018. New York: McGraw-Hill. <p>Supporters:</p>
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Supporting lecturer		Nurchayati, S.Psi., M.A., Ph.D. Vania Ardelia, S.Psi., M.Sc. Siti Jaro'ah, S.Psi., M.A.					
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	Mastering the concepts, meaning and scope of social psychology.	<ol style="list-style-type: none"> 1.Students can understand and explain the meaning of social psychology. 2.Students understand the relationship between social psychology and other sciences. 3.Students understand the scope of social psychology studies. 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Contextual instruction (CI) 3 X 50		<p>Material: Social Psychology</p> <p>Bibliography: Baron, RA & Byrne, D. <i>Social psychology</i> (R. Djuwita, Trans. 10th ed. Vol.1). 2016. Erlangga.</p>	2%
2	Mastering the history of social psychology and its various perspectives as well as social psychology research methods.	<ol style="list-style-type: none"> 1.Students are able to explain the history of social psychology and its important figures 2.Students are able to explain the differences between various perspectives in social psychology 3.Students can understand and explain research methods in social psychology 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Contextual instruction (CI) 3 X 50		<p>Material: Social Psychology</p> <p>Bibliography: Baron, RA & Byrne, D. <i>Social psychology</i> (R. Djuwita, Trans. 10th ed. Vol.1). 2016. Erlangga.</p>	3%
3	Mastering the concept of social perception	<ol style="list-style-type: none"> 1.Students can understand and explain the meaning of social perception 2.Students can understand and explain the factors that influence it 3.Students can understand and explain various social perceptions 4.Students can understand and explain the role of social perception in self-recognition and non-verbal communication 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously using the zoom platform and VinesaCase study (CS) 3 X 50		<p>Material: Social Psychology</p> <p>Bibliography: Branscombe, NR & Baron, RA <i>Social psychology</i> (14th ed., Global edition). 2017. Pearson.</p>	3%

4	Mastering the concept of social cognition	<ol style="list-style-type: none"> 1.Students can understand and explain the concept of social perception 2.Students can understand and explain the elements that work in social cognition 3.Students can understand and explain the working process of social cognition 4.Students can understand and explain the relationship between affection and cognition as well as the influence of social cognition on behavior 5.Students can understand and explain the concept of social attribution 6.Students can understand and explain attribution theory 7.Students can understand and explain attribution errors 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously using the zoom platform and VinesaCase Study (CS) 3 X 50		<p>Material: Social Psychology Bibliography: <i>Branscombe, NR & Baron, RA Social psychology (14th ed., Global edition). 2017. Pearson.</i></p>	3%
5	Mastering the concept of personal and social self (social identity)	<ol style="list-style-type: none"> 1.Students can understand and explain the concepts of self-concept, self-schema, self-esteem, self-efficacy 2.Students can understand and explain social identity 3.Students can understand and explain the relationship between affection and cognition as well as the influence of social cognition on behavior 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously using Vinesa and ZoomCase Study (CS) 3 X 50		<p>Material: Social Psychology Bibliography: <i>Branscombe, NR & Baron, RA Social psychology (14th ed., Global edition). 2017. Pearson.</i></p>	3%
6	Mastering the concepts of behavior and attitudes	<ol style="list-style-type: none"> 1.Students can understand and explain the concept of attitude 2.Students can understand and explain attitude formation 3.Students can understand and explain attitudes and their relationship to behavior 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out asynchronously using the VinesaCase study (CS) 3 X 50 platform		<p>Material: Social Psychology Bibliography: <i>Myers, D.G. & Twenge, JM Social psychology (13th ed.).2019. McGraw Hill.</i></p>	3%
7	Master the concept of persuasion and persuasion strategies	<ol style="list-style-type: none"> 1.Students can understand and explain the meaning, elements, processes and several strategies in persuasion. 2.Can explain examples of persuasion. 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously using the Vinesa platform and ZoomCase study (CS) 3 X 50		<p>Material: Social Psychology Bibliography: <i>Myers, D.G. & Twenge, J. M. Exploring social psychology (8th ed.). 2018. New York: McGraw-Hill.</i></p>	3%

8	Midterm Exam (UTS)	Assessment rubric	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Test</p>	Contextual Discussion 3 X 50		<p>Material: Social Psychology Bibliography: <i>Myers, D.G. & Twenge, JM Social psychology (13th ed.).2019. McGraw Hill.</i></p>	20%
9	Mastering the concepts of prejudice, stereotypes and discrimination.	<ol style="list-style-type: none"> 1.Able to explain the meaning of prejudice, stereotypes and discrimination 2.Be able to explain the relationship between prejudice, stereotypes and discrimination 3.Able to explain various types of prejudice 4.Able to explain the sources of prejudice 5.Able to explain ways to overcome prejudice, stereotypes and discrimination 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously using the Vinesa platform and ZoomCase Study (CS) 3 X 50		<p>Material: Social Psychology Bibliography: <i>Myers, D.G. & Twenge, JM Social psychology (13th ed.),2019. McGraw Hill.</i></p>	3%
10	Mastering the concepts of conformity and obedience	Students can understand and explain the processes of conformity and obedience	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously using the Vinesa platform and ZoomCase Study (CS) 3 X 50		<p>Material: Social Psychology References: <i>Baron, RA & Byrne, D. Social Psychology (R. Djuwita, Trans. 10th ed. Vol.2). 2016. Erlangga.</i></p>	5%
11	Mastering the concept of aggression and how to reduce aggression	<ol style="list-style-type: none"> 1.Students can understand and explain the concept of aggression 2.Students can understand and explain theories of aggression 3.Students can understand and explain facts that influence aggression 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously using the Vinesa platform and ZoomCase Study 3 X 50		<p>Material: Social Psychology Bibliography: <i>Branscombe, NR & Baron, RA Social psychology (14th ed., Global edition). 2017. Pearson.</i></p>	5%
12	Mastering the concepts of pro-social behavior and altruism	<ol style="list-style-type: none"> 1.Students can understand and explain the meaning of pro-social behavior and altruism. 2.Can understand and explain pro-social behavior theories. 3.Understand and explain the stages of helping 4.Understand and explain how to increase helping behavior 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously via the Vinesa platform and ZoomCase study (CS) 3 X 50		<p>Material: Social Psychology Bibliography: <i>Myers, D.G. & Twenge, JM Social psychology (13th ed.).2019. McGraw Hill.</i></p>	5%

13	Mastering the concepts of attraction, intimacy, love and friendship	<p>1. Students can understand and explain why feelings of attraction to someone arise and how a close relationship can develop.</p> <p>2. Students can understand and explain romantic relationships, love and marriage</p> <p>3. Students can understand and explain problems in close relationships and how to maintain them</p>	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out asynchronously via the VinesaCase Study (CS) 3 X 50 platform		<p>Material: Social Psychology Bibliography: <i>Branscombe, NR & Baron, RA Social psychology (14th ed., Global edition). 2017. Pearson.</i></p>	5%
14	Mastering the concept of groups, interaction processes within them and the influence on individual behavior	<p>1. Students are able to understand and explain the meaning of groups, the process of their formation, and theories about interaction in groups (group polarization, social facilitation/inhibition, groupthink, social loafing, and deindividuation)</p> <p>2. Students are able to understand and explain the influence of groups on individual behavior</p>	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out asynchronously via VinesaCase Study (CS) 3 X 50 media		<p>Material: Social Psychology Bibliography: <i>Branscombe, NR & Baron, RA Social psychology (14th ed., Global edition). 2017. Pearson.</i></p>	5%
15	Mastering the concept of social group relations and inter-group relations	<p>1. Students are able to understand and explain the meaning of social groups and the process of group formation</p> <p>2. Students are able to understand and explain conflict between groups and</p>	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done</p> <p>Form of Assessment : Participatory Activities</p>	Carried out synchronously using the Vinesa platform and ZoomCase Study (CS) 3 X 50		<p>Material: Social Psychology Bibliography: <i>Branscombe, NR & Baron, RA Social psychology (14th ed., Global edition). 2017. Pearson.</i></p>	2%
16	Final Semester Examination (UAS)	Assessment rubric	<p>Criteria: Assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Contextual Discussion 3 X 50		<p>Material: Social Psychology Bibliography: <i>Branscombe, NR & Baron, RA Social psychology (14th ed., Global edition). 2017. Pearson.</i></p>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Project Results Assessment / Product Assessment	10%
3.	Test	30%
		100%

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.

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.