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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Mass Psychology		7320102100	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	August 15, 2023
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
		Vania Ardelia, S.Psi., M.Sc.		Nurchayati, Ph.D.			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	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																
	PLO-PO Matrix																	

P.O
PO-1
PO-2

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																

Short Course Description	This course examines the characteristics of mass behavior, theories of mass psychology and collective behavior, analysis of the dynamics of collective action, and crowd control strategies.

References	Main :	

1. Wijermans, Nanda. (2011). Understanding Crowd Behaviour: Simulating Situated Individuals. Groningen: University of Groningen, The Netherlands
2. Hogg, M. A., & Tindale, S. (2008). Blackwell Handbook of Social Psychology: Group Processes. John Wiley & Sons.

	Supporters:	

1. Understanding Crowd Behaviours: Supporting Evidence (2010). University of Leeds (pg. 56-78)
2. Bon, G. L. (1897). The Crowd: A Study of the Popular Mind. T.F. Unwin.
3. Gailus, M. (2015). Crowds in History. International Encyclopedia of the Social & Behavioral Sciences, 361–366. doi:10.1016/b978-0-08-097086-8.62014-7
4. Drury, J. (2020). Recent developments in the psychology of crowds and collective behaviour. Current Opinion in Psychology. doi:10.1016/j.copsyc.2020.02.0
5. Wahyono (2016). Psikologi Massa (Bab 1 & 2)
6. Stott, Clifford and Drury, John (2016) Contemporary understanding of riots: classical crowd psychology, ideology and the social identity approach. Public Understanding of Science, 26 (1). pp. 2-14. ISSN 0963-6625
7. Stäheli, U., & Savoth, E. (2011). Seducing the Crowd: The Leader in Crowd Psychology. New German Critique, 38(3), 63–77. https://doi.org/10.1215/0094033X-1340048
8. Vilanova, F., Beria, F. M., Costa, . B., & Koller, S. H. (2017). Deindividuation: From Le Bon to the social identity model of deindividuation effects. Cogent Psychology, 4(1), 1308104. https://doi.org/10.1080/23311908.2017.1308104
9. Brantlinger, P. (2016). Bread and Circuses: Theories of Mass Culture As Social Decay. Cornell University Press.
10. Törneke, N., Luciano, C., & Salas, S. V. (2008). Rule-governed behavior and psychological problems. International Journal of Psychology & Psychological Therapy, 8(2), 141–156.
11. Islam, G. (2014). Social Identity Theory (hlm. 1781–1783).
12. Tajfel, H., & Turner, J. C. (2004). The Social Identity Theory of Intergroup Behavior (hlm. 293). Psychology Press. https://doi.org/10.4324/9780203505984-16
13. Drury, J., & Reicher, S. (2000). Collective action and psychological change: The emergence of new social identities. British Journal of Social Psychology, 39(4), 579–604. https://doi.org/10.1348/014466600164642
14. Jenkins, J. C. (2001). Social Movements: Resource Mobilization Theory. International Encyclopedia of the Social & Behavioral Sciences, 14368–14371. doi:10.1016/b0-08-043076-7/01925-2
15. McCarthy, J. D., & work(s):, M. N. Z. R. (1977). Resource Mobilization and Social Movements: A Partial Theory. American Journal of Sociology, 82(6), 1212–1241. http://www.jstor.org/stable/2777934
16. Nojumi, N. (2002). The Theory of Mass Mobilization. Dalam N. Nojumi (Ed.), The Rise of the Taliban in Afghanistan: Mass Mobilization, Civil War, and the Future of the Region (hlm. 11–27). Palgrave Macmillan US. https://doi.org/10.1007/978-0-312-29910-1_2
17. Lasswell, H. D. (1927). The Theory of Political Propaganda. American Political Science Review, 21(3), 627–631. https://doi.org/10.2307/1945515
18. Maulana, I. F. (2020). POLITICAL PROPAGANDA, MASS MOBILIZATION, AND NARRATIVE OF HABIB RIZIEQ SHIHAB IN THE AKBAR 212 REUNION. Al-Balagh : Jurnal Dakwah Dan Komunikasi, 5(2), 251–294. https://doi.org/10.22515/al-balagh.v5i2.2327
19. Hussain, M. N., Tokdemir, S., Agarwal, N., & Al-Khateeb, S. (2018). Analyzing Disinformation and Crowd Manipulation Tactics on YouTube. 2018 IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining (ASONAM), 1092–1095. https://doi.org/10.1109/ASONAM.2018.8508766
20. Wahyono (2016). Psikologi Massa (Bab 3)
21. Raha, M. H., Deb, T., Rahmun, M., Bijoy, S. A., Firoze, A., & Khan, M. A. (2020). CAE: Towards Crowd Anarchism Exploration. 2020 19th IEEE International Conference on Machine Learning and Applications (ICMLA), 559–564. https://doi.org/10.1109/ICMLA51294.2020.00093
22. Reicher, S., Stott, C., Cronin, P., & Adang, O. (2004). An integrated approach to crowd psychology and public order policing. Policing: An International Journal of Police Strategies & Management, 27(4), 558–572. https://doi.org/10.1108/13639510410566271
23. Sarwono. Artikel. Pengendalian Huru-Hara dengan Teori Psikologi Massa
24. Ridwan, S. (2012). MANAJEMEN AMARAH PETUGAS PENGENDALIAN MASSA (DALMAS) POLDA JATIM. Jurnal Psikologi Undip, 11(2), 1–11.
25. Wijermans, N., Conrado, C., Van Steen, M., Martella, C., & Li, J. (2016). A landscape of crowd-management support: An integrative approach. Safety Science, 86, 142–164. https://doi.org/10.1016/j.ssci.2016.02.027
26. Crowd Psychology & Public Order Policing: An Overview of Scientific Theory and Evidence (University of Liverpool)

Supporting lecturer	Nurchayati, S.Psi., M.A., Ph.D. Vania Ardelia, S.Psi., M.Sc.

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 are able to understand the meaning of masses, crowds and collective behavior, as well as the characteristics of mass behavior	Students can understand and be able to explain the meaning of mass, crowd, collective behavior, and characteristics of mass behavior	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) **Form of Assessment** : Participatory Activities, Practice/Performance	Contextual Instruction (CI) Discussion 2 X 50	Contextual Instruction (CI) Discussion 2 X 50	**Material:** Definition of crowd, crowd and collective behavior, as well as characteristics of mass behavior **Reader:** *Wijermans, Nanda. (2011). Understanding Crowd Behavior: Simulating Situated Individuals. Groningen: University of Groningen, The Netherlands* **Material:** The Psychology of Crowd Dynamics **Bibliography:** *Hogg, MA, & Tindale, S. (2008). Blackwell Handbook of Social Psychology: Group Processes. John Wiley & Sons.* **Material:** What is Crowd Behavior **Reference:** *Understanding Crowd Behaviors: Supporting Evidence (2010). University of Leeds (pg. 56-78)* **Material:** Chapter I General Characteristics of Crowds—Psychological Law of Their Mental Unity **References:** *Bon, GL (1897). The Crowd: A Study of the Popular Mind. TF Unwin.*	3%

2	Students are able to understand the definition and scope of mass psychology, including the history of its development and research methods	Students are able to explain the definition and scope of mass psychology as well as the history of its development and research methods	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) Discussion 2 X 50	Contextual Instruction (CI) Discussion	**Material:** Definition and scope of mass psychology, including the history of its development and research methods. **Reference:** *Gailus, M. (2015). Crowds in History. International Encyclopedia of the Social & Behavioral Sciences, 361–366. doi:10.1016/b978-0-08-097086-8.62014-7* **Material:** Definition and scope of mass psychology, including the history of its development and research methods. **Reference:** *Drury, J. (2020). Recent developments in the psychology of crowds and collective behavior. Current Opinion in Psychology. doi:10.1016/j.copsyc.2020.02.0* **Material:** Definition and scope of mass psychology, including the history of its development and research methods. **Reference:** *Wahyono (2016). Mass Psychology (Chapters 1 & 2)*	3%
3	Students are able to understand various perspectives of classical mass psychology theory	Students are able to explain various perspectives on classical theories of mass psychology	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) **Form of Assessment** : Participatory Activities	Contextual Instruction (CI) Discussion 2 X 50	Contextual Instruction (CI) Discussion 2 X 50	**Material:** Classical crowd psychology theory **References:** *Stott, Clifford and Drury, John (2016) Contemporary understanding of riots: classical crowd psychology, ideology and the social identity approach. Public Understanding of Science, 26(1). pp. 2-14. ISSN 0963-6625* **Material:** Classical theory of mass psychology **References:** *Stäheli, U., & Savoth, E. (2011). Seducing the Crowd: The Leader in Crowd Psychology. New German Critique, 38(3), 63–77. https://doi.org/...* **Material:** Classical theory of mass psychology **References:** *Vilanova, F., Beria, FM, Costa, . B., & Koller, S.H. (2017). Deindividuation: From Le Bon to the social identity model of deindividuation effects. Cogent Psychology, 4(1), 1308104. https://doi.org/...*	3%
4	Students are able to understand various perspectives of classical mass psychology theory	Students are able to explain various perspectives on classical theories of mass psychology	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) **Form of Assessment** : Participatory Activities, Tests	Contextual Instruction (CI) Discussion Quiz 2 X 50	Contextual Instruction (CI) Discussion Quiz 2 X 50	**Material:** Classical crowd psychology theory **References:** *Stott, Clifford and Drury, John (2016) Contemporary understanding of riots: classical crowd psychology, ideology and the social identity approach. Public Understanding of Science, 26(1). pp. 2-14. ISSN 0963-6625* **Material:** Classical theory of mass psychology **References:** *Stäheli, U., & Savoth, E. (2011). Seducing the Crowd: The Leader in Crowd Psychology. New German Critique, 38(3), 63–77. https://doi.org/...* **Material:** Classical theory of mass psychology **References:** *Vilanova, F., Beria, FM, Costa, . B., & Koller, S.H. (2017). Deindividuation: From Le Bon to the social identity model of deindividuation effects. Cogent Psychology, 4(1), 1308104. https://doi.org/...*	3%

| 5 | Students are able to understand the perspective of modern social psychology theories about the masses and apply them to analyze case examples | Students are able to explain the perspective of modern social psychology theories about the masses and use them to analyze relevant case examples | **Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Attachment 1. Active Participation Observation Sheet

Form of Assessment : Participatory Activities | Contextual Instruction (CI) Discussion 2 X 50 | Contextual Instruction (CI) Discussion 2 X 50 | **Material:** Modern theory of mass psychology **References:** *Brantlinger, P. (2016). Bread and Circuses: Theories of Mass Culture As Social Decay. Cornell University Press.*

Material: Modern theory of mass psychology **References:** *Törneke, N., Luciano, C., & Salas, SV (2008). Rule-governed behavior and psychological problems. International Journal of Psychology & Psychological Therapy, 8(2), 141–156.*

Material: Modern theory of mass psychology **References:** *Islam, G. (2014). Social Identity Theory (pp. 1781–1783).*

Material: Modern theory of mass psychology **References:** *Tajfel, H., & Turner, JC (2004). The Social Identity Theory of Intergroup Behavior (p. 293). Psychology Press. https://doi.org/...*

Material: Modern theory of mass psychology **References:** *Drury, J., & Reicher, S. (2000). Collective action and psychological change: The emergence of new social identities. British Journal of Social Psychology, 39(4), 579–604. https://doi.org/...*

Material: Modern theory of mass psychology **References:** *Wijermans, Nanda. (2011). Understanding Crowd Behavior: Simulating Situated Individuals. Groningen: University of Groningen, The Netherlands* | 3% |

| 6 | Students are able to understand the perspective of modern social psychology theories about the masses and apply them to the analysis of case examples | Students are able to explain the perspective of modern social psychology theories about the masses and apply them in the analysis of relevant case examples | **Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Attachment 1. Active Participation Observation Sheet

Form of Assessment : Participatory Activities | Contextual Instruction (CI) Discussion 2 X 50 | Contextual Instruction (CI) Discussion 2 X 50 | **Material:** Modern theory of mass psychology **References:** *Brantlinger, P. (2016). Bread and Circuses: Theories of Mass Culture As Social Decay. Cornell University Press.*

Material: Modern theory of mass psychology **References:** *Törneke, N., Luciano, C., & Salas, SV (2008). Rule-governed behavior and psychological problems. International Journal of Psychology & Psychological Therapy, 8(2), 141–156.*

Material: Modern theory of mass psychology **References:** *Islam, G. (2014). Social Identity Theory (pp. 1781–1783).*

Material: Modern theory of mass psychology **References:** *Tajfel, H., & Turner, JC (2004). The Social Identity Theory of Intergroup Behavior (p. 293). Psychology Press. https://doi.org/...*

Material: Modern theory of mass psychology **References:** *Drury, J., & Reicher, S. (2000). Collective action and psychological change: The emergence of new social identities. British Journal of Social Psychology, 39(4), 579–604. https://doi.org/...*

Material: Modern theory of mass psychology **References:** *Wijermans, Nanda. (2011). Understanding Crowd Behavior: Simulating Situated Individuals. Groningen: University of Groningen, The Netherlands* | 3% |
| 7 | Students are able to understand the concepts of mass dynamics and mass mobilization and use them to analyze cases | Students are able to explain the concepts of mass dynamics and mass mobilization and use them to analyze case examples | **Criteria:** Dimensions/aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language, accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)

Form of Assessment : Participatory Activities | Contextual Instruction (CI) Discussion 2 X 50 | Contextual Instruction (CI) Discussion 2 X 50 | **Material:** Mass dynamics and mass mobilization **References:** *Hogg, MA, & Tindale, S. (2008). Blackwell Handbook of Social Psychology: Group Processes. John Wiley & Sons.*

Material: Mass dynamics and mass mobilization **Reference:** *Jenkins, JC (2001). Social Movements: Resource Mobilization Theory. International Encyclopedia of the Social & Behavioral Sciences, 14368–14371. doi:10.1016/b0-08-043076-7/01925-2*

Material: Mass dynamics and mass mobilization **References:** *McCarthy, JD, & work(s):, MNZR (1977). Resource Mobilization and Social Movements: A Partial Theory. American Journal of Sociology, 82(6), 1212–1241. http://www.jstor.org/...*

Material: Mass dynamics and mass mobilization **Reference:** *Nojumi, N. (2002). The Theory of Mass Mobilization. In N. Nojumi (Ed.), The Rise of the Taliban in Afghanistan: Mass Mobilization, Civil War, and the Future of the Region (pp. 11–27). Palgrave Macmillan US. https://doi.org/...* | 3% |

| 8 | Can complete the sub summative exam (USS) | Mastering the subject of understanding and equivalents of the term mass, as well as its types and characteristics, definition and scope of mass psychology, history of development and research methods of mass psychology, classical theories of mass psychology, modern theories of mass psychology, and mass dynamics | **Criteria:** UTS assessment rubric

Form of Assessment : Test | Multiple Choice 2 X 50 | Multiple Choice 2 X 50 | **Material:** Understanding Mass **Literature:** *Wijermans, Nanda. (2011). Understanding Crowd Behavior: Simulating Situated Individuals. Groningen: University of Groningen, The Netherlands* | 20% |
| 9 | Students are able to understand the concepts of mass dynamics and mass mobilization and use them to analyze cases | Students are able to explain the concepts of mass dynamics and mass mobilization and use them to analyze case examples | **Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Attachment 1. Active Participation Observation Sheet

Form of Assessment : Participatory Activities | Case Study Discussion 2 X 50 | Case Study Discussion 2 X 50 | **Material:** Mass dynamics and mass mobilization **References:** *Hogg, MA, & Tindale, S. (2008). Blackwell Handbook of Social Psychology: Group Processes. John Wiley & Sons.*

Material: Mass dynamics and mass mobilization **Reference:** *Jenkins, JC (2001). Social Movements: Resource Mobilization Theory. International Encyclopedia of the Social & Behavioral Sciences, 14368–14371. doi:10.1016/b0-08-043076-7/01925-2*

Material: Mass dynamics and mass mobilization **References:** *McCarthy, JD, & work(s):, MNZR (1977). Resource Mobilization and Social Movements: A Partial Theory. American Journal of Sociology, 82(6), 1212–1241. http://www.jstor.org/...*

Material: Mass dynamics and mass mobilization **Reference:** *Nojumi, N. (2002). The Theory of Mass Mobilization. In N. Nojumi (Ed.), The Rise of the Taliban in Afghanistan: Mass Mobilization, Civil War, and the Future of the Region (pp. 11–27). Palgrave Macmillan US. https://doi.org/...* | 3% |

10	Students are able to analyze cases of mass manipulation and mass propaganda based on relevant theoretical perspectives	Students are able to use relevant theoretical perspectives to analyze cases of mass manipulation and propaganda	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Attachment 1. Active Participation Observation Sheet **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment	Case Study Discussion 2 X 50	Case Study Discussion 2 X 50	**Material:** Mass manipulation and propaganda **Reference:** *Lasswell, HD (1927). The Theory of Political Propaganda. American Political Science Review, 21(3), 627–631. https://doi.org/...* **Material:** Mass manipulation and propaganda **Reference:** *Maulana, IF (2020). POLITICAL PROPAGANDA, MASS MOBILIZATION, AND NARRATIVE OF HABIB RIZIEQ SHIHAB IN THE AKBAR 212 REUNION. Al-Balagh: Journal of Da'wah and Communication, 5(2), 251–294. https://doi.org/...* **Material:** Mass manipulation and propaganda **References:** *Hussain, MN, Tokdemir, S., Agarwal, N., & Al-Khateeb, S. (2018). Analyzing Disinformation and Crowd Manipulation Tactics on YouTube. 2018 IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining (ASONAM) , 1092–1095. https://doi.org/...*	3%
11	Students are able to analyze cases of mass manipulation and mass propaganda based on relevant theoretical perspectives	Students are able to use relevant theoretical perspectives to analyze cases of mass manipulation and propaganda	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Attachment 1. Active Participation Observation Sheet **Form of Assessment** : Participatory Activities	Case Study Discussion 2 X 50	Case Study Discussion 2 X 50	**Material:** Mass manipulation and propaganda **Reference:** *Lasswell, HD (1927). The Theory of Political Propaganda. American Political Science Review, 21(3), 627–631. https://doi.org/...* **Material:** Mass manipulation and propaganda **Reference:** *Maulana, IF (2020). POLITICAL PROPAGANDA, MASS MOBILIZATION, AND NARRATIVE OF HABIB RIZIEQ SHIHAB IN THE AKBAR 212 REUNION. Al-Balagh: Journal of Da'wah and Communication, 5(2), 251–294. https://doi.org/...* **Material:** Mass manipulation and propaganda **References:** *Hussain, MN, Tokdemir, S., Agarwal, N., & Al-Khateeb, S. (2018). Analyzing Disinformation and Crowd Manipulation Tactics on YouTube. 2018 IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining (ASONAM) , 1092–1095. https://doi.org/...*	3%
12	Students are able to apply the concept of mass psychology to analyze cases of mass violence	Students are able to use mass psychology theories and concepts to analyze cases	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Attachment 1. Active Participation Observation Sheet **Form of Assessment** : Participatory Activities	Case Study Discussion 2 X 50	Case Study Discussion 2 X 50	**Material:** Mass anarchy **Reference:** *Wahyono (2016). Mass Psychology (Chapter 3)* **Material:** Mass anarchy **References:** *Raha, MH, Deb, T., Rahmun, M., Bijoy, SA, Firoze, A., & Khan, MA (2020). CAE: Towards Crowd Anarchism Exploration. 2020 19th IEEE International Conference on Machine Learning and Applications (ICMLA) , 559–564. https://doi.org/...* **Material:** Mass anarchists **References:** *Reicher, S., Stott, C., Cronin, P., & Adang, O. (2004). An integrated approach to crowd psychology and public order policing. Policing: An International Journal of Police Strategies & Management, 27(4), 558–572. https://doi.org/...*	3%

13	Students are able to apply the concept of mass psychology to analyze cases of mass violence	Students are able to use mass psychology theories and concepts to analyze cases of mass violence	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Attachment 1. Active Participation Observation Sheet **Form of Assessment** : Participatory Activities, Tests	Case Study Discussion Quiz 2 X 50	Case Study Discussion Quiz 2 X 50	**Material:** Mass anarchy **Reference:** *Wahyono (2016). Mass Psychology (Chapter 3)* **Material:** Mass anarchy **References:** *Raha, MH, Deb, T., Rahmun, M., Bijoy, SA, Firoze, A., & Khan, MA (2020). CAE: Towards Crowd Anarchism Exploration. 2020 19th IEEE International Conference on Machine Learning and Applications (ICMLA) , 559–564. https://doi.org/...* **Material:** Mass anarchists **References:** *Reicher, S., Stott, C., Cronin, P., & Adang, O. (2004). An integrated approach to crowd psychology and public order policing. Policing: An International Journal of Police Strategies & Management, 27(4), 558–572. https://doi.org/...*	9%
14	Students are able to apply mass psychology concepts to develop crowd control strategies	Students are able to use psychological theories and concepts to develop crowd control strategies	**Criteria:** Dimensions/Aspects assessed: (1) activeness (quantity of participation); (2) organization of ideas/arguments; (3) accuracy of argument; (4) use of language: accuracy and clarity; (5) attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) Attachment 1. Active Participation Observation Sheet **Form of Assessment** : Participatory Activities	Project Based Learning Discussion 2 X 50	Project Based Learning Discussion 2 X 50	**Material:** Crowd control strategies **Reference:** *Ridwan, S. (2012). ANGER MANAGEMENT OF JATIM POLDA MASS CONTROL OFFICERS (DALMAS). Undip Psychology Journal, 11(2), 1–11.* **Material:** Crowd control strategies **Reference:** *Sarwono. Article. Riot Control with Mass Psychology Theory* **Material:** Crowd control strategies **References:** *Wijermans, N., Conrado, C., Van Steen, M., Martella, C., & Li, J. (2016). A landscape of crowd-management support: An integrative approach. Safety Science, 86, 142–164. https://doi.org/...* **Material:** Crowd control strategies **Library:** *Crowd Psychology & Public Order Policing: An Overview of Scientific Theory and Evidence (University of Liverpool)*	4%
15	Students are able to apply mass psychology concepts to develop crowd control strategies	Students are able to use psychological theories and concepts to develop crowd control strategies	**Criteria:** Assessment rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Project Based Learning Discussion 2 X 50	Project Based Learning Discussion 2 X 50	**Material:** Crowd control strategies **Reference:** *Sarwono. Article. Riot Control with Mass Psychology Theory* **Material:** Crowd control strategies **Reference:** *Ridwan, S. (2012). ANGER MANAGEMENT OF JATIM POLDA MASS CONTROL OFFICERS (DALMAS). Undip Psychology Journal, 11(2), 1–11.* **Material:** Crowd control strategies **References:** *Wijermans, N., Conrado, C., Van Steen, M., Martella, C., & Li, J. (2016). A landscape of crowd-management support: An integrative approach. Safety Science, 86, 142–164. https://doi.org/...* **Material:** Crowd control strategies **Library:** *Crowd Psychology & Public Order Policing: An Overview of Scientific Theory and Evidence (University of Liverpool)*	4%

| 16 | Completing Final Semester Examination (UAS) Questions | Able to develop a good crowd control strategy | **Criteria:** Assessment rubric

Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment | Project Based Learning 2 X 50 | Project Based Learning 2 X 50 | **Material:** Crowd Control Strategy
References: *Wijermans, Nanda. (2011). Understanding Crowd Behavior: Simulating Situated Individuals. Groningen: University of Groningen, The Netherlands* | 30% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54%
2.	Project Results Assessment / Product Assessment	16.5%
3.	Practice / Performance	3.5%
4.	Test	26%
		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.