



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

Document Code

**SEMESTER LEARNING PLAN**

| <b>Courses</b>                         | <b>CODE</b>  | <b>Course Family</b>   | <b>Credit Weight</b>              | <b>SEMESTER</b>  | <b>Compilation Date</b>                |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|--|--|-----------------------------------|--|--|-----------------------------------|-----------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Recruitment and selection              | 7320102124   |  | T=2 P=0 ECTS=3.18                 | 7  | July 18, 2024                          |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                   | <b>SP Developer</b>  |  | <b>Course Cluster Coordinator</b> |  | <b>Study Program Coordinator</b>       |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | .....  |  | .....                             |  | Yohana Wuri Satwika,<br>S.Psi., M.Psi. |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Learning model</b>                  | Case Studies   |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | PLO study program that is charged to the course  |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | Program Objectives (PO)  |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | PLO-PO Matrix  |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |  | <table border="1" style="margin: auto;"> <tr><td style="width: 30px;">P.O</td></tr> </table> |                                   |  |  |                                   | P.O                   |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| P.O                                    |  |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Short Course Description</b>        | This course discusses various theoretical bases used in selection and recruitment along with the methods used in selection and recruitment. Lectures are carried out using a direct learning system, self-presentation assignments, analysis assignments, and reflection.  |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 15px;">1</td><td style="width: 15px;">2</td><td style="width: 15px;">3</td><td style="width: 15px;">4</td><td style="width: 15px;">5</td><td style="width: 15px;">6</td><td style="width: 15px;">7</td><td style="width: 15px;">8</td><td style="width: 15px;">9</td><td style="width: 15px;">10</td><td style="width: 15px;">11</td><td style="width: 15px;">12</td><td style="width: 15px;">13</td><td style="width: 15px;">14</td><td style="width: 15px;">15</td><td style="width: 15px;">16</td> </tr> </table> |  |                                   |  |  | P.O                               | Week                  |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O                                    | Week   |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | 1  | 2  | 3                                 | 4  | 5                                      | 6                                 | 7                     | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>References</b>                      | <b>Main :</b>  |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | 1. Berry L. M, and Houston J. P. 1993. Psychology at Work. Madison : Brown & Benchmark.<br>2. Cascio W. F. 1998. Applied Psychology in HRM. Singapore : Prentice Hall Inc3. Klasifikasi Jabatan Indonesia (KJI)  |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | <b>Supporters:</b>   |  |                                   |  |  |                                   |                       |   |   |    |    |    |    |    |    |    |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Ni Wayan Sukmawati Puspitadewi, S.Psi., M.Psi.<br>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 objectives of the recruitment and selection system course and understand the competencies that will be developed | Explain course orientation, learning objectives, learning materials, references used, learning strategies and assessment systems. Students are able to understand the importance of recruitment and selection system courses to develop competency | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | ·<br>Contextual Instruction (CI) ·<br>Small Group Discussion (SGD) ·<br>Self-Directed Learning (SOL)<br>2 X 50 |  |  | 0% |
| 2 | Understand the meaning of recruitment and selection in general  | Explain the meaning of recruitment and selection   | <b>Criteria:</b><br>1.Fill<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Confusion in discussing the material<br>6.5. Depth in elaborating the material<br>7.Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout          | Contextual Instruction (CI)Small Group Discussion (SGD)Self-Directed Learning (SOL)<br>2 X 50                  |  |  | 0% |
| 3 | Understand the processes in selection   | Explain the meaning of recruitment and selection   | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | ·<br>Contextual Instruction (CI) ·<br>Small Group Discussion (SGD) ·<br>Self-Directed Learning (SOL)<br>2 X 50 |  |  | 0% |

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|---|---|--|---|--|--|--|----|
| 4 | Students know and understand the selection processes                    | Explain and apply the process in selection                       | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | ·<br>Contextual Instruction (CI) ·<br>Small Group Discussion (SGD) ·<br>Self-Directed Learning (SOL)<br>2 X 50 |  |  | 0% |
| 5 | Students know and understand the administrative selection process       | Explain and apply the administrative selection process in a case | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | Contextual Instruction (CI)Small Group Discussion (SGD)Self-Directed Learning (SOL)<br>2 X 50                  |  |  | 0% |
| 6 | Able to understand the criteria and predictors in the selection process | Explain the criteria and predictors in the selection process     | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | ·<br>Contextual Instruction (CI) ·<br>Small Group Discussion (SGD) ·<br>Self-Directed Learning (SOL)<br>2 X 50 |  |  | 0% |

|    |  |   |   |   |  |  |    |
|----|--|---|---|---|--|--|----|
| 7  | Able to understand the selection process using psychological tests                       | Explain the selection process using a psychological test and students are able to design a selection process using a psychological test | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | · Small Group Discussion (SGD) · Self-Directed Learning (SOL) · Project Based Learning (PjBL)<br>2 X 50 |  |  | 0% |
| 8  |  |   |   | 2 X 50  |  |  | 0% |
| 9  | Able to understand the selection process using the Job Performance and Assessment Center | Explain the selection process using job performance and the Assessment Center   | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | · Small Group Discussion (SGD) · Self-Directed Learning (SOL) · Project Based Learning (PjBL)<br>2 X 50 |  |  | 0% |
| 10 | Able to understand the selection process using interviews or LGD                         | Designing a selection process using interview and LGD   | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | · Small Group Discussion (SGD) · Self-Directed Learning (SOL) · Project Based Learning (PjBL)<br>2 X 50 |  |  | 0% |

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|----|---|--|---|---|--|--|----|
| 11 | Able to understand the scoring process and interpretation of assessment results | Explain the scoring process and interpretation of assessment results both manually and computerized. | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | · Small Group Discussion (SGD) · Self-Directed Learning (SOL) · Project Based Learning (PjBL)<br>2 X 50 |  |  | 0% |
| 12 | Able to understand the process of reporting selection results                   | Explain the process of reporting selection results.  | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | · Small Group Discussion (SGD) · Self-Directed Learning (SOL) · Project Based Learning (PjBL)<br>2 X 50 |  |  | 0% |
| 13 | Able to understand the job seeker process                                       | Explain and apply the job seeker concept to the selection process and for one's own development.     | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | · Small Group Discussion (SGD) · Self-Directed Learning (SOL) · Project Based Learning (PjBL)<br>2 X 50 |  |  | 0% |

|    |  |  |   |   |  |  |    |
|----|--|--|---|---|--|--|----|
| 14 | Able to evaluate the recruitment and selection process | Evaluate the recruitment and selection process and students are able to design the recruitment and selection process | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | · Small Group Discussion (SGD) · Self-Directed Learning (SOL) · Project Based Learning (PjBL)<br>2 X 50 |  |  | 0% |
| 15 | Able to evaluate the recruitment and selection process | Evaluate the recruitment and selection process and students are able to design the recruitment and selection process | <b>Criteria:</b><br>1.A. Contents<br>2.1. Accuracy of concept/material<br>3.2. Accuracy of supporting examples for the concept/material<br>4.3. Completeness of material coverage<br>5.4. Sequence and discussion of material<br>6.5. Depth in elaborating the material<br>7.B. Writing<br>8.6. Correct use of language<br>9.7. Conformity with the specified systematics<br>10.8. Neatness of layout | · Small Group Discussion (SGD) · Self-Directed Learning (SOL) · Project Based Learning (PjBL)<br>2 X 50 |  |  | 0% |
| 16 |  |  |   | 2 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.