SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Social Psychology I		7320102112				T=2	P=0	ECTS=3.18	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	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)
	PLO-PO Matrix

	P.O

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

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 and interpersonal attraction.

References	Main :

1. Myers, David.G. 2012. Psikologi Sosial 1, 10th Ed. Jakarta: Penerbit Salemba.
2. Baron, R. & Byrne, S. 2007. Psikologi Sosial 1 . Jakarta: Penerbit Erlangga.
3. Sarwono,Sarlito W. 1995. Psikologi Sosial. Bandung: Rosda Karya.
4. Aronson, E. , Wilson, T. D. , Akert, R. M. 2007. Social Psychology . New York: Prentice Hall
5. Jenny Mercer & Debbie Clayton. 2013. Psikologi Sosial. Jakarta: Erlangga.

Supporters:

Supporting lecturer	Nurchayati, S.Psi., M.A., Ph.D. Muhammad Syafiq, 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	Mastering the concept of the meaning and scope of social psychology	Students can understand and explain the meaning of social psychology. Can understand and explain the relationship between social psychology and other sciences. Can understand and explain the scope of social psychology studies.	**Criteria:** Score 4 if very good Score 3 if good Score 2 if adequate Score 1 if poor	Contextual Instruction (CI) 2 X 50			0%
2	an understanding of the history of social psychology and its various perspectives and social psychology research methods.	1. Students are able to explain the history of social psychology and its important figures. 2. Able to explain the differences between various perspectives in social psychology. 3. Can understand and explain research methods in social psychology	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Contextual Instruction (CI) Small Group Discussion (SGD) 2 X 50			0%
3	Mastering the concept of Social Perception	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 types of social perceptions 4. Students can understand and explain the role of social perception in self-recognition and non-verbal communication	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Group discussion 2 X 50			0%
4	Mastering the concept of social attribution	1. Students can understand and explain the concept of social attribution 2. Students can understand and explain attribution theory 3. Students can understand and explain attribution errors	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Case Study (CS)Contextual Instruction (CI)Small Group Discussion (SGD) 2 X 50			0%

5	Mastering the concept of Social Cognition	Students can understand and explain the concept of social cognition, the elements that work in social cognition, the working process of social cognition, the relationship between affection and cognition and the influence of social cognition on behavior.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Contextual Instruction (CI) 2 X 50			0%
6	Mastering the concept of personal and social self (social identity)	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	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Contextual Instruction (CI) Small group discussion (SGD) 2 X 50			0%
7	Mastering the concept of personal and social self (social identity)	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	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Contextual Instruction (CI) Small Group Discussion (SGD) 2 X 50			0%
8				2 X 50			0%
9	Mastering the concepts of behavior and attitudes	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 in relation to behavior	**Criteria:** Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	· Case Study (CS) · Cooperative Learning (CL) 2 X 50			0%
10	Master the concept of persuasion and persuasion strategies	1. Students can understand and explain the meaning, elements, processes and several strategies in persuasion 2. Can explain examples of persuasion cases	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Case Study (CS) Cooperative Learning (CL) 2 X 50			0%

11	Master the concept of persuasion and persuasion strategies	1. Students can understand and explain the meaning, elements, processes and several strategies in persuasion 2. Can explain examples of persuasion cases	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Case Study (CS) Cooperative Learning (CL) 2 X 50			0%
12	Mastering the concepts of prejudice, stereotypes and discrimination.	1. Understand and explain the meaning of prejudice, stereotypes and discrimination 2. Understand and explain the relationship between prejudice, stereotypes, and discrimination. 3. Understand and explain various types of prejudice. 4. Understand and explain the sources of prejudice. 5. Understand and explain how to overcome prejudice, stereotypes and discrimination.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Role-Play and Simulation (RPS) 2 X 50			0%
13	Mastering the concepts of prejudice, stereotypes and discrimination.	1. Understand and explain the meaning of prejudice, stereotypes and discrimination 2. Understand and explain the relationship between prejudice, stereotypes, and discrimination. 3. Understand and explain various types of prejudice. 4. Understand and explain the sources of prejudice. 5. Understand and explain how to overcome prejudice, stereotypes and discrimination.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Role-Play and Simulation (RPS) 2 X 50			0%

14	Mastering the concepts of attraction (attractiveness), intimacy (Intimacy), and love	1. Students can understand and explain why feelings of attraction to someone arise and how a close relationship can develop. 2. Students can understand and explain romantic relationships, love and marriage 3. Students can understand and explain problems in close relationships and how to maintain them.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Contextual Instruction (CI) Small Group Discussion (SGD) 2 X 50			0%
15	Mastering the concepts of attraction (attractiveness), intimacy (Intimacy), and love	1. Students can understand and explain why feelings of attraction to someone arise and how a close relationship can develop. 2. Students can understand and explain romantic relationships, love and marriage 3. Students can understand and explain problems in close relationships and how to maintain them.	**Criteria:** Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.	Contextual Instruction (CI) Small Group Discussion (SGD) 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.