

Universitas Negeri Surabaya Faculty of Education, Psychology Undergraduate Study Program

Document Code

				SE	EME	ST	ER	LE	ARN	IINC	G PL	AN							
Courses			CODE				(Course	Famil	у		Cred	dit W	eight		SEMES	TER	Compila Date	ation
Social Psych	ology II		732010	2114								T=2	P=0	ECTS=	:3.18	3		July 18,	2024
AUTHORIZAT	ΓΙΟΝ		SP Dev	elope	er						Course	e Clus	ter C	oordinat	or	Study F Coordin		am	
																		'uri Satwik , M.Psi.	ka,
Learning model	Case Studies																		
Program Learning	PLO study prog	study program that is charged to the course																	
Outcomes	Program Objec	ogram Objectives (PO)																	
(PLO)	PLO-PO Matrix																		
			P.O																
	PO Matrix at the	e end	of each	ı learı	ning s	tage (Sub-F	PO)											
																			_
		P.O	<u> </u>	1	1	1	1		1	1	Week		ı						_
			1	2	3	4	5	6	7	8	9	10	11	12	13	3 14	15	5 16	
Short Course Description	This course discu group relations, a														s soc	ial group	pher	nomena,	inter-
References	Main :																		
	1. Myers, D 2. Baron, R 3. Sarwono 4. Sears, D 5. Gerunga 6. Walgito,	. & Byrr , Sarlito . O. , Fr n, WA.	ne, S. 20 W. 199 reedmai 2009. P	007. P 98. Te n, J. L sikolo	sikolog ori-Ted , & Pep gi Sosi	gi Sosi ori Psik olau, L. al . Jal	al 2 . J ologi S . A. 200 karta: I	akarta: Sosial. 3 01. Psi PT. Re	Pener Jakarta kologi S fika Ad	bit Erla : Rajaç Sosial. itama	angga. grafindo. Jilid 1 &	•	jema	han). Jak	arta :	Penerbit	Erlan	gga.	
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Supporting lecturer	Nurchayati, S.Psi	., M.A.,	Ph.D.																

iecturei							
Week-	Final abilities of each learning stage	Evaluation		Learn Studen	p Learning, ing methods, t Assignments, imated time]	Learning materials [References	Assessment Weight (%)
	(SuĎ-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)]	. ,
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mastering the concept of social interaction	1. Students can understand and be able to explain the meaning of social interaction 2. Can understand and be able to explain the factors that underlie the emergence of social interactions 3. Can understand and be able to	Criteria: 1.Appendix 1. Active Participation Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of participation) 6.2.Organization of ideas/arguments 7.3. Accuracy of	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50			0%

explain the	arguments	İ	İ	I	l
influence of social	8.4,Language Usage:				
situations and	9.Accuracy				
social reality in	10.Clarity				
social interactions	11.4. Attitude and intonation during				
	discussion/question				
	and answer (voice-				
	expression, volume				
	and intonation)				
	12.Score 4 if very				
	good, score 3 if good, score 2 if				
	adequate, score 1 if				
	poor				
	13				
	14				
	15.Appendix 2.				
	Performance Assessment				
	(product)				
	Assignments/Papers				
	16.Student name :				
	17.Date and time :				
	18.Observed Aspects 19.A. Contents				
	20.1. Accuracy of				
	concept/material				
	21.2. Accuracy of				
	supporting examples				
	for the				
	concept/material 22.3. Completeness of				
	material coverage				
	23.4. Confusion in				
	discussing the				
	material				
	24.5. Depth in				
	elaborating the material				
	25.B. Writing				
	26.6. Correct use of				
	language				
	27.7. Conformity with				
	the specified systematics				
	28.8. Neatness of				
	layout				
	29.Rubric: Score 4 if				
	done very well,				
	Score 3 if done well,				
	Score 2 if done adequately, Score 1				
	if not done				
	30.Appendix 3.				
	Performance				
	Assessment				
	(Process) Presenting Papers				
	31.Student name :				
	32.Date and time :				
	33.Present your paper				
	assignment, with the				
	following steps: 34.1. Present your				
	paper in a maximum				
	of 30 minutes along				
	with questions and				
	answers as directed				
	by the moderator				
	35.2. Pay attention to				
	questions and input				
	from other participants				
	36.3. Answer				
	participants'				
	questions, and				
	respond to/note				
	other participants' input				
	37.Rubric:				
	38.Observed Aspects				
	39.A. Contents				
	40.1. Mastery of				
	material				
	41.2. Match between the content				
	presented and the				
	content of the paper				
	42.3. Slide displays				
	(images diagrams	l	ļ	I	I

		photos, videos, material flow) support presentations 43.4. Ability to defend arguments 44.B. Presentation 45.5. Voice quality (volume, voice articulation, intonation) 46.6. Demeanor (point of view, effective body movements, calm) 47.7. Dress politely and neatly 48.8. Correct use of language 49.9. Responsive and ready to accept input 50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.				
Mastering the concept of social interaction	1.Students can understand and be able to explain the meaning of social interaction 2.Can understand and be able to explain the factors that underlie the emergence of social interactions 3.Can understand and be able to explain the influence of social situations and social reality in social interactions	1.Appendix 1. Active Participation Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%	

			Score 2 if done adequately, Score 1 if not done 30. Appendix 3. Performance Assessment (Process) Presenting Papers 31. Student name: 32. Date and time: 33. Present your paper assignment, with the following steps: 34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator 35.2. Pay attention to questions and input from other participants 36.3. Answer participants questions, and respond to/note other participants input 37. Rubric: 38. Observed Aspects 39. A. Contents 40.1. Mastery of material 41.2. Match between the content presented and the content of the paper 42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations 43.4. Ability to defend arguments 44.B. Presentation 45.5. Voice quality (volume, voice articulation, intonation) 46.6. Demeanor (point of view, effective body movements, calm) 47.7. Dress politely and neatly 48.8. Correct use of language 49.9. Responsive and ready to accept input 50. Rubric: Score 4 if done very well, Score 3 if done well,			
3	Mastering the concepts of conformity and obidience	Students can understand and explain processes in conformity and obidience	Criteria: 1. Appendix 1. Active Participation Observation Sheet 2. Student name: 3. Date and time: 4. Dimensions/Aspects assessed 5.1. Activity (quantity of participation) 6.2. Organization of ideas/arguments 7.3. Accuracy of arguments 8.4, Language Usage: 9. Accuracy 10. Clarity 11.4. Attitude and intonation during discussion/question and answer (voice- expression, volume	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%

and intonation)	,	i i	İ	1
12.Score 4 if very	i l			
good, score 3 if				
good, score 2 if				
adequate, score 1 if				
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15.Appendix 2. Performance				
Assessment				
(product)				
Assignments/Papers				
16.Student name :				
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19.A. Contents				
20.1. Accuracy of				
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for the				
concept/material 22.3. Completeness of				
material coverage				
23.4. Confusion in				
discussing the	ļ			
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24.5. Depth in				
elaborating the	ļ			
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25.B. Writing				
26.6. Correct use of				
language				
27.7. Conformity with				
the specified systematics				
28.8. Neatness of				
layout				
29.Rubric: Score 4 if				
done very well,				
Score 3 if done well,				
Score 2 if done				
adequately, Score 1				
if not done 30.Appendix 3.				
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Assessment				
(Process) Presenting				
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36.3. Answer				
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38.Observed Aspects	ļ			
39.A. Contents				
40.1. Mastery of				
material	ļ			
41.2. Match between				
the content				
presented and the				
content of the paper				
42.3. Slide displays				
(images, diagrams,				
photos, videos,				
material flow)				
support				
presentations 43.4 Ability to defend	ļ			
43.4. Ability to defend arguments				
44.B. Presentation	ļ			
45.5. Voice quality				
(volume, voice				
articulation.	<u> </u>			

	Mactaring the		intonation) 46.6. Demeanor (point of view, effective body movements, calm) 47.7. Dress politely and neatly 48.8. Correct use of language 49.9. Responsive and ready to accept input 50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.	O a sa a si a sa a sa a sa a sa a sa a s		
4	Mastering the concept of groups, interaction processes within them, and the influence on individual behavior	1.Students are able to understand and explain the meaning of groups, the process of their formation, and theories about interactions in groups: group polarization, social facilitation/inhibition, groupthink, social loafing, and deindividuation. 2.Able to understand and explain the influence of groups on individual behavior	Criteria: 1.Appendix 1. Active Participation Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of participation) 6.2.Organization of ideas/arguments 7.3. Accuracy of arguments 8.4,Language Usage: 9.Accuracy 10.Clarity 11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13 14 15.Appendix 2. Performance Assessment (product) Assignments/Papers 16.Student name: 17.Date and time: 18.Observed Aspects 19.A. Contents 20.1. Accuracy of concept/material 21.2. Accuracy of supporting examples for the concept/material 22.3. Completeness of material 24.5. Depth in elaborating the material 25.B. Writing 26.6. Correct use of language 27.7. Conformity with the specified systematics 28.8. Neatness of layout 29.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done 30.Appendix 3. Performance Assessment (Process) Presenting Papers	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%

1 1	i	·	31.Student name :	ı ,	ı	I	ı	1
			32.Date and time: 33.Present your paper assignment, with the following steps: 34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator 35.2. Pay attention to questions and input from other participants 36.3. Answer participants' questions, and respond to/note					
			other participants' input 37.Rubric: 38.Observed Aspects 39.A. Contents 40.1. Mastery of material 41.2. Match between the content presented and the content of the paper 42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations 43.4. Ability to defend arguments 44.B. Presentation 45.5. Voice quality (volume, voice articulation,					
			intonation) 46.6. Demeanor (point of view, effective body movements, calm) 47.7. Dress politely and neatly 48.8. Correct use of language 49.9. Responsive and ready to accept input 50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done					
5	Mastering the concept of groups, interaction processes within them, and the influence on individual behavior	1.Students are able to understand and explain the meaning of groups, the process of their formation, and theories about interactions in groups: group polarization, social facilitation/inhibition, groupthink, social loafing, and deindividuation. 2.Able to understand and explain the influence of groups on individual behavior	adequately, Score 1 Critelian done. 1. Appendix 1. Active Participation Observation Sheet 2. Student name: 3. Date and time: 4. Dimensions/Aspects assessed 5.1. Activity (quantity of participation) 6.2. Organization of ideas/arguments 7.3. Accuracy of arguments 8.4, Language Usage: 9. Accuracy 10. Clarity 11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 12. Score 4 if very good, score 2 if adequate, score 1 if poor 13 14 15. Appendix 2. Performance	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50			0%	

(product)	I	1	ı
(product) Assignments/Papers			
16.Student name :			
17.Date and time :			
18.Observed Aspects 19.A. Contents			
20.1. Accuracy of			
concept/material			
21.2. Accuracy of			
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supporting examples			
for the			
concept/material			
22.3. Completeness of			
material coverage			
23.4. Confusion in			
discussing the			
material			
24.5. Depth in elaborating the			
material			
25.B. Writing			
26.6. Correct use of			
language			
27.7. Conformity with			
the specified			
systematics			
28.8. Neatness of			
layout]		
29. Rubric: Score 4 if]		
done very well,			
Score 3 if done well,			
Score 2 if done			
adequately, Score 1			
if not done]		
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Performance			
Assessment			
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respond to/note			
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input			
37.Rubric:			
38.Observed Aspects]		
39.A. Contents			
40.1. Mastery of			
material			
41.2. Match between			
the content			
presented and the			
content of the paper			
42.3. Slide displays			
(images, diagrams,			
photos, videos, material flow)			
support			
presentations			
43.4. Ability to defend			
arguments			
44.B. Presentation			
45.5. Voice quality			
(volume, voice			
articulation,			
intonation)			
46.6. Demeanor (point			
of view, effective			
body movements,			
calm)			
47.7. Dress politely			
and neatly			
48.8. Correct use of			
language			
49.9. Responsive and			

			ready to accept input 50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.			
6	Mastering the concept of social group relations and inter-group relations	1.Students are able to understand and explain the meaning of social groups and the process of group formation 2.Able to understand and explain intergroup conflict and conflict resolution	Criteria: 1.Appendix 1. Active Participation Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of participation) 6.2.Organization of ideas/arguments 7.3. Accuracy of arguments 8.4,Language Usage: 9.Accuracy 10.Clarity 11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13 14 15.Appendix 2. Performance Assessment (product) Assignments/Papers 16.Student name: 17.Date and time: 18.Observed Aspects 19.A. Contents 20.1. Accuracy of supporting examples for the concept/material 21.2. Accuracy of supporting examples for the concept/material 22.3. Completeness of material coverage 23.4. Confusion in discussing the material 24.5. Depth in elaborating the material 25.B. Writing 26.6. Correct use of language 27.7. Conformity with the specified systematics 28.8. Neatness of layout 29.Rubric: Score 4 if done very well, Score 2 if done adequately, Score 1 if not done 30.Appendix 3. Performance Assessment (Process) Presenting Papers 31.Student name: 32.Date and time: 32.Date and time: 33.Present your paper and adequately, Score 1 if not done 30.Appendix 3. Performance Assessment	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%

7	Mastering the	1.Students are able to	by the moderator 35.2. Pay attention to questions and input from other participants 36.3. Answer participants' questions, and respond to/note other participants' input 37.Rubric: 38.Observed Aspects 39.A. Contents 40.1. Mastery of material 41.2. Match between the content presented and the content of the paper 42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations 43.4. Ability to defend arguments 44.B. Presentation 45.5. Voice quality (volume, voice articulation, intonation) 46.6. Demeanor (point of view, effective body movements, calm) 47.7. Dress politely and neatly 48.8. Correct use of language 49.9. Responsive and ready to accept input 50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 Critefrapt done.	Cooperative		0%
	concept of social group relations and inter-group relations	1.Students are able to understand and explain the meaning of social groups and the process of group formation 2.Able to understand and explain intergroup conflict and conflict resolution	1.Appendix 1. Active Participation Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of participation) 6.2.Organization of ideas/arguments 7.3. Accuracy of arguments 8.4,Language Usage: 9.Accuracy 10.Clarity 11.4. Attitude and intonation during discussion/question and answer (voice- expression, volume and intonation) 12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13 14 15.Appendix 2. Performance Assessment (product) Assignments/Papers 16.Student name: 17.Date and time: 18.Observed Aspects 19.A. Contents 20.1. Accuracy of concept/material 21.2. Accuracy of supporting examples	learning (CL)Contextual Instruction (CI) 2 X 50		570

	for the		1
	concept/material		
	22.3. Completeness of		
	material coverage		
	23.4. Confusion in		
	discussing the		
	material		
	24.5. Depth in		
	elaborating the		
	material		
	25.B. Writing		
	26.6. Correct use of		
	language		
	27.7. Conformity with		
	the specified		
	systematics		
	28.8. Neatness of		
	layout 29.Rubric: Score 4 if		
	done very well, Score 3 if done well,		
	Score 2 if done		
	adequately, Score 1		
1	if not done		
	30.Appendix 3.		
	Performance		
1	Assessment		
1	(Process) Presenting		
	Papers		
	31.Student name :		
	32.Date and time :		
	33.Present your paper		
	assignment, with the		
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	34.1. Present your		
	paper in a maximum		
	of 30 minutes along		
	with questions and		
	answers as directed		
	by the moderator		
	35.2. Pay attention to		
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	participants		
	36.3. Answer		
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	respond to/note		
	other participants'		
	input		
	37.Rubric:		
	38.Observed Aspects		
	39.A. Contents		
	40.1. Mastery of		
	material		
	41.2. Match between		
	the content		
	presented and the		
1	content of the paper		
1			
1	42.3. Slide displays		
1	(images, diagrams,		
1	photos, videos,		
1	material flow)		
1	support		
1	presentations		
1	43.4. Ability to defend		
1	arguments		
	44.B. Presentation		
1	45.5. Voice quality		
1	(volume, voice		
1	articulation,		
1	intonation)		
1	46.6. Demeanor (point		
1	of view, effective		
1	body movements,		
1	calm)		
1	47.7. Dress politely		
1	and neatly		
1	48.8. Correct use of		
1	language		
	49.9. Responsive and		
	ready to accept input		
1	50.Rubric: Score 4 if		
1	done very well,		
1	Score 3 if done well,		
1	Score 2 if done		
1	adequately, Score 1		
	if not done.		
			<u> </u>

8	Can complete the sub summative exam	Mastering the subject of social interaction, conformity, compliance	Criteria: Rubric	Written test 2 X 50		0%
	(USS)	and obedience, phenomena in groups and relationships between groups.				
9	Mastering the concept of aggression and how to reduce aggression	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	Criteria: 1.Appendix 1. Active Participation Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of participation) 6.2.Organization of ideas/arguments 7.3. Accuracy of arguments 8.4,Language Usage: 9.Accuracy 10.Clarity 11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13 14 15.Appendix 2. Performance Assessment (product) Assignments/Papers 16.Student name: 17.Date and time: 17.Date and time: 18.Observed Aspects 19.A. Contents 20.1. Accuracy of concept/material 21.2. Accuracy of supporting examples for the concept/material 22.3. Completeness of material coverage 23.4. Confusion in discussing the material 24.5. Depth in elaborating the material 25.8. Writing 26.6. Correct use of language 27.7. Conformity with the specified systematics 28.8. Neatness of layout 29.Rubric: Score 4 if done very well, Score 3 if done adequately, Score 1 if not done 30.Appendix 3. Performance Assessment (Process) Presenting Papers 31.Student name: 32.Date and time: 32.Date and time: 33.Present your paper ansignment, with the following steps: 34.1. Pries and time: 33.Present your paper ansignment, with the following steps: 34.1. Pries and time: 33.Present your paper ansignment, with the following steps: 34.1. Pries and time: 33.Present your paper ansignment, with the following steps: 34.1. Pries and time: 33.Present your paper ansignment, with the following steps: 34.1. Pries and time: 32.Date and time: 33.Present your paper ansignment, with the following steps: 34.1. Pries and time: 32.Date and time: 33.Present your paper ansignment, with the following steps: 34.1. Pries and time: 32.Date and time: 32.Date and time: 33.Present your paper ansignment and answers and input papers 31.Student name:	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%

10	Mastering the concepts of Pro Social Behavior	1.Students can understand and	participants 36.3. Answer participants' questions, and respond to/note other participants' input 37.Rubric: 38.Observed Aspects 39.A. Contents 40.1. Mastery of material 41.2. Match between the content presented and the content of the paper 42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations 43.4. Ability to defend arguments 44.B. Presentation 45.5. Voice quality (volume, voice articulation, intonation) 46.6. Demeanor (point of view, effective body movements, calm) 47.7. Dress politely and neatly 48.8. Correct use of language 49.9. Responsive and ready to accept input 50.Rubric: Score 4 if done very well, Score 3 if done well, Score 3 if done adequately, Score 1 if not done. Criteria: 1.Appendix 1. Active	Cooperative learning		0%	
	and altruism	explain: prosocial behavior and altruism 2. Can understand and explain: theories about prosocial behavior 3. Understand and explain the factors that influence pro social behavior 4. Understand and explain the stages of helping 5. Understand and explain how to increase helping behavior	Participation Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of participation) 6.2.Organization of ideas/arguments 7.3. Accuracy of arguments 8.4,Language Usage: 9.Accuracy 10.Clarity 11.4. Attitude and intonation during discussion/question and answer (voice- expression, volume and intonation) 12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13 14 15.Appendix 2. Performance Assessment (product) Assignments/Papers 16.Student name: 17.Date and time: 18.Observed Aspects 19.A. Contents 20.1. Accuracy of concept/material 21.2. Accuracy of supporting examples	(CL)Contextual Instruction (CI) 2 X 50			

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			for the concept/material				
			22.3. Completeness of				
			material coverage 23.4. Confusion in				
			discussing the				
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			photos, videos, material flow)				
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			presentations				
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			44.B. Presentation				
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			46.6. Demeanor (point of view, effective				
			body movements,				
			calm)				
			47.7. Dress politely and neatly				
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			50.Rubric: Score 4 if				
			done very well, Score 3 if done well,				
			Score 2 if done				
			adequately, Score 1 if not done.				
11	Mastering the	1 0000000	Criteria:	Cooperative			0%
11	concepts of Pro	1.Students can understand and	1.Appendix 1. Active	learning			0%0
		explain: prosocial	Participation	(CL)Contextual			

behavior and altruism 2. Can understand and explain: theories about prosocial behavior 3. Understand and explain the factors that influence pro social behavior 4. Understand and explain the stages of helping 5. Understand and explain how to increase helping behavior	Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of participation) 6.2.Organization of ideas/arguments 7.3. Accuracy of arguments 8.4,Language Usage: 9.Accuracy 10.Clarity 11.4. Attitude and intonation during discussion/question and answer (voice- expression, volume and intonation) 12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13 14 15.Appendix 2. Performance Assessment (product) Assignments/Papers 16.Student name: 17.Date and time: 18.Observed Aspects 19.A. Contents 20.1. Accuracy of concept/material 21.2. Accuracy of supporting examples for the concept/material 22.3. Completeness of material coverage 23.4. Confusion in discussing the material 25.B. Writing 26.6. Correct use of language 27.7. Conformity with the specified systematics 28.8. Neatness of layout 29.Rubric: Score 4 if done very well, Score 3 if done well, Sc	Instruction (CI) 2 X 50		
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Social Behavior and altruism

12	Mactor the	Able to present the	38.Observed Aspects 39.A. Contents 40.1. Mastery of material 41.2. Match between the content of the paper 42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations 43.4. Ability to defend arguments 44.B. Presentation 45.5. Voice quality (volume, voice articulation, intonation) 46.6. Demeanor (point of view, effective body movements, calm) 47.7. Dress politely and neatly 48.8. Correct use of language 49.9. Responsive and ready to accept input 50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.			004	
	Master the ability to use social psychology theory in analyzing relevant cases that actually occur in people's lives	Able to present the results of case analysis in accordance with relevant theoretical principles of social psychology	Observation Sheet	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%	

J	I	ĺ		25.B. Writing			[
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		ability to use social	results of case analysis in accordance with	1.Appendix 1. Active	learning (CL)Contextual		U70
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Master the ability to use social psychology theory in analyzing relevant cases that actually occur in people's lives	Able to present the results of case analysis in accordance with relevant theoretical principles of social psychology	Criteria: 1.Appendix 1. Active Participation Observation Sheet 2.Student name: 3.Date and time: 4.Dimensions/Aspects assessed 5.1.Activity (quantity of participation) 6.2.Organization of ideas/arguments 7.3. Accuracy of arguments 8.4.Language Usage: 9.Accuracy 10.Clarity 11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor 13 14 15.Appendix 2. Performance Assessment (product) Assignments/Papers 16.Student name: 17.Date and time: 18.Observed Aspects 19.A. Contents 20.1. Accuracy of concept/material 21.2. Accuracy of supporting examples for the concept/material 22.3. Completeness of material coverage 23.4. Confusion in discussing the material 24.5. Depth in elaborating the material 25.B. Writing 26.6. Correct use of language 27.7. Conformity with the specified systematics 28.8. Neatness of layout 29.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done		0%	

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poor			
13			
14			
15.Appendix 2.			
Performance			
Assessment			
(product)			
Assignments/Papers			
16.Student name :			
17.Date and time :			
18.Observed Aspects			
19.A. Contents			
20.1. Accuracy of			
concept/material			
21.2. Accuracy of			
supporting examples			
for the			
concept/material			
22.3. Completeness of			
material coverage			
23.4. Confusion in			
discussing the			
material]		
24.5. Depth in			
elaborating the			
material			
25.B. Writing			
26.6. Correct use of			
language]		
27.7. Conformity with			
the specified			
systematics]		
28.8. Neatness of			
layout			
29.Rubric: Score 4 if			
done very well,			
Score 3 if done well,			
Score 2 if done			
adequately, Score 1			
if not done			
30.Appendix 3.			
Performance			
Assessment			
(Process) Presenting			
Papers			
31.Student name :			
32.Date and time :			
33.Present your paper			
assignment, with the			
following steps:			
34.1. Present your			
paper in a maximum			
of 30 minutes along			
with questions and			
answers as directed			
by the moderator			
35.2. Pay attention to			
questions and input			
from other]		
participants 36.3. Answer			
participants			
questions, and			
respond to/note			
other participants]		
input			
37.Rubric:			
38.Observed Aspects			
39.A. Contents			
40.1. Mastery of			
material			
41.2. Match between]		
the content			
presented and the			
content of the paper			
42.3. Slide displays			
(images, diagrams,			
photos, videos,]		
material flow)			
support			
presentations			
43.4. Ability to defend			
arguments			
44.B. Presentation]		
45.5. Voice quality]		
(volume, voice]		
articulation,			
intonation)			
1	1		

			46.6. Demeanor (point of view, effective body movements, calm) 47.7. Dress politely and neatly 48.8. Correct use of language 49.9. Responsive and ready to accept input 50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.			
16	Completing Final Semester Examination (UAS) Questions	of social psychology theories studied in MK	Criteria: Assessment rubric	2 X 50 Written Exam Questions		0%

Evaluation Percentage Recap: Case Study

Evaluation Percentage Reca						
No	Evaluation	Percentage	-			
		0%				

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.
- 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.
- 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.
- 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.