



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

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Social Psychology II	7320102114		T=2 P=0 ECTS=3.18	3	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
	.....		.....	Yohana Wuri Satwika, S.Psi., M.Psi.	

<b>Learning model</b>	<b>Case Studies</b>																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																	
	<b>Program Objectives (PO)</b>																																	
	<b>PLO-PO Matrix</b>																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table>	P.O																																
P.O																																		
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

**Short Course Description** This course discusses social interaction and its determining factors, conformity and obedience in various social group phenomena, inter-group relations, aggression and pro-social behavior and several main theories in social psychology.

**References** **Main :**

1. Myers, David G. 2012. Psikologi Sosial 2 , 10 Ed. Jakarta: Penerbit Salemba.
2. Baron, R. & Byrne, S. 2007. Psikologi Sosial 2 . Jakarta: Penerbit Erlangga.
3. Sarwono, Sarlito W. 1998. Teori-Teori Psikologi Sosial. Jakarta: Rajagrafindo.
4. Sears, D. O. , Freedman, J. L, & Peplau, L. A. 2001. Psikologi Sosial. Jilid 1 & 2. (terjemahan). Jakarta : Penerbit Erlangga.
5. Gerungan, WA. 2009. Psikologi Sosial . Jakarta: PT. Refika Aditama
6. Walgito , Bimo. 2003. Psikologi Sosial (suatu Pengantar). Yogyakarta : Andi Offset

**Supporters:**

**Supporting lecturer** Nurchayati, S.Psi., M.A., Ph.D.

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 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	<b>Criteria:</b> 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 influence of social situations and social reality in social interactions

- 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 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

			<p>(images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44.B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
2	Mastering the concept of social interaction	<p>1. Students can understand and be able to explain the meaning of social interaction</p> <p>2. Can understand and be able to explain the factors that underlie the emergence of social interactions</p> <p>3. Can understand and be able to explain the influence of social situations and social reality in social interactions</p>	<p><b>Criteria:</b></p> <p>1. Appendix 1. Active Participation Observation Sheet</p> <p>2. Student name :</p> <p>3. Date and time :</p> <p>4. Dimensions/Aspects assessed</p> <p>5.1. Activity (quantity of participation)</p> <p>6.2. Organization of ideas/arguments</p> <p>7.3. Accuracy of arguments</p> <p>8.4. Language Usage:</p> <p>9. Accuracy</p> <p>10. Clarity</p> <p>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</p> <p>12. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>13..</p> <p>14..</p> <p>15. Appendix 2. Performance Assessment (product) Assignments/Papers</p> <p>16. Student name :</p> <p>17. Date and time :</p> <p>18. Observed Aspects</p> <p>19. A. Contents</p> <p>20.1. Accuracy of concept/material</p> <p>21.2. Accuracy of supporting examples for the concept/material</p> <p>22.3. Completeness of material coverage</p> <p>23.4. Confusion in discussing the material</p> <p>24.5. Depth in elaborating the material</p> <p>25. B. Writing</p> <p>26.6. Correct use of language</p> <p>27.7. Conformity with the specified systematics</p> <p>28.8. Neatness of layout</p> <p>29. Rubric: Score 4 if done very well, Score 3 if done well,</p>	Cooperative learning (CL) Contextual Instruction (CI) 2 X 50		0%

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

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12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor  
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14..  
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19.A. Contents  
20.1. Accuracy of concept/material  
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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  
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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.

			<p>intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
4	Mastering the concept of groups, interaction processes within them, and the influence on individual behavior	<p>1. Students are able to understand and explain the meaning of groups, the process of their formation, and theories about interactions in groups: group polarization, social facilitation/inhibition, groupthink, social loafing, and deindividuation.</p> <p>2. Able to understand and explain the influence of groups on individual behavior</p>	<p><b>Criteria:</b></p> <p>1. Appendix 1. Active Participation Observation Sheet</p> <p>2. Student name :</p> <p>3. Date and time :</p> <p>4. Dimensions/Aspects assessed</p> <p>5.1. Activity (quantity of participation)</p> <p>6.2. Organization of ideas/arguments</p> <p>7.3. Accuracy of arguments</p> <p>8.4. Language Usage:</p> <p>9. Accuracy</p> <p>10. Clarity</p> <p>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</p> <p>12. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</p> <p>13..</p> <p>14..</p> <p>15. Appendix 2. Performance Assessment (product) Assignments/Papers</p> <p>16. Student name :</p> <p>17. Date and time :</p> <p>18. Observed Aspects</p> <p>19. A. Contents</p> <p>20.1. Accuracy of concept/material</p> <p>21.2. Accuracy of supporting examples for the concept/material</p> <p>22.3. Completeness of material coverage</p> <p>23.4. Confusion in discussing the material</p> <p>24.5. Depth in elaborating the material</p> <p>25. B. Writing</p> <p>26.6. Correct use of language</p> <p>27.7. Conformity with the specified systematics</p> <p>28.8. Neatness of layout</p> <p>29. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>30. Appendix 3. Performance Assessment (Process) Presenting Papers</p>	Cooperative learning (CL) Contextual Instruction (CI) 2 X 50		0%

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(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  
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Performance  
Assessment  
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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  
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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	<ol style="list-style-type: none"> <li>Students are able to understand and explain the meaning of social groups and the process of group formation</li> <li>Able to understand and explain intergroup conflict and conflict resolution</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Appendix 1. Active Participation Observation Sheet</li> <li>Student name :</li> <li>Date and time :</li> <li>Dimensions/Aspects assessed</li> <li>1. Activity (quantity of participation)</li> <li>2. Organization of ideas/arguments</li> <li>3. Accuracy of arguments</li> <li>4. Language Usage:</li> <li>Accuracy</li> <li>Clarity</li> <li>4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</li> <li>..</li> <li>..</li> <li>Appendix 2. Performance Assessment (product) Assignments/Papers</li> <li>Student name :</li> <li>Date and time :</li> <li>Observed Aspects</li> <li>A. Contents</li> <li>1. Accuracy of concept/material</li> <li>2. Accuracy of supporting examples for the concept/material</li> <li>3. Completeness of material coverage</li> <li>4. Confusion in discussing the material</li> <li>5. Depth in elaborating the material</li> <li>B. Writing</li> <li>6. Correct use of language</li> <li>7. Conformity with the specified systematics</li> <li>8. Neatness of layout</li> <li>Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</li> <li>Appendix 3. Performance Assessment</li> </ol> <p>(Process) Presenting Papers</p> <ol style="list-style-type: none"> <li>Student name :</li> <li>Date and time :</li> <li>Present your paper assignment, with the following steps:</li> <li>1. Present your paper in a maximum of 30 minutes along with questions and answers as directed</li> </ol>	Cooperative learning (CL) Contextual Instruction (CI) 2 X 50		0%

			<p>answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37. Rubric:</p> <p>38. Observed Aspects</p> <p>39. A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44. B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
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			<p>for the concept/material</p> <p>22.3. Completeness of material coverage</p> <p>23.4. Confusion in discussing the material</p> <p>24.5. Depth in elaborating the material</p> <p>25.B. Writing</p> <p>26.6. Correct use of language</p> <p>27.7. Conformity with the specified systematics</p> <p>28.8. Neatness of layout</p> <p>29.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>30.Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>31.Student name :</p> <p>32.Date and time :</p> <p>33.Present your paper assignment, with the following steps:</p> <p>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37.Rubric:</p> <p>38.Observed Aspects</p> <p>39.A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44.B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
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8	Can complete the sub summative exam (USS)	Mastering the subject of social interaction, conformity, compliance and obedience, phenomena in groups and relationships between groups.	<b>Criteria:</b> Rubric	Written test 2 X 50		0%
9	Mastering the concept of aggression and how to reduce aggression	<ol style="list-style-type: none"> <li>1. Students can understand and explain the concept of aggression</li> <li>2. Students can understand and explain theories of aggression</li> <li>3. Students can understand and explain facts that influence aggression</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Appendix 1. Active Participation Observation Sheet</li> <li>2. Student name :</li> <li>3. Date and time :</li> <li>4. Dimensions/Aspects assessed</li> <li>5.1. Activity (quantity of participation)</li> <li>6.2. Organization of ideas/arguments</li> <li>7.3. Accuracy of arguments</li> <li>8.4. Language Usage:</li> <li>9. Accuracy</li> <li>10. Clarity</li> <li>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>12. Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</li> <li>13..</li> <li>14..</li> <li>15. Appendix 2. Performance Assessment (product) Assignments/Papers</li> <li>16. Student name :</li> <li>17. Date and time :</li> <li>18. Observed Aspects</li> <li>19. A. Contents</li> <li>20.1. Accuracy of concept/material</li> <li>21.2. Accuracy of supporting examples for the concept/material</li> <li>22.3. Completeness of material coverage</li> <li>23.4. Confusion in discussing the material</li> <li>24.5. Depth in elaborating the material</li> <li>25. B. Writing</li> <li>26.6. Correct use of language</li> <li>27.7. Conformity with the specified systematics</li> <li>28.8. Neatness of layout</li> <li>29. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</li> <li>30. Appendix 3. Performance Assessment (Process) Presenting Papers</li> <li>31. Student name :</li> <li>32. Date and time :</li> <li>33. Present your paper assignment, with the following steps:</li> <li>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</li> <li>35.2. Pay attention to questions and input</li> </ol>	Cooperative learning (CL) Contextual Instruction (CI) 2 X 50		0%

			<p>from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37.Rubric:</p> <p>38.Observed Aspects</p> <p>39.A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44.B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
10	Mastering the concepts of Pro Social Behavior and altruism	<ol style="list-style-type: none"> <li>1.Students can understand and explain: prosocial behavior and altruism</li> <li>2.Can understand and explain: theories about prosocial behavior</li> <li>3.Understand and explain the factors that influence pro social behavior</li> <li>4.Understand and explain the stages of helping</li> <li>5.Understand and explain how to increase helping behavior</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Appendix 1. Active Participation Observation Sheet</li> <li>2.Student name :</li> <li>3.Date and time :</li> <li>4.Dimensions/Aspects assessed</li> <li>5.1.Activity (quantity of participation)</li> <li>6.2.Organization of ideas/arguments</li> <li>7.3. Accuracy of arguments</li> <li>8.4,Language Usage:</li> <li>9.Accuracy</li> <li>10.Clarity</li> <li>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</li> <li>13..</li> <li>14..</li> <li>15.Appendix 2. Performance Assessment (product) Assignments/Papers</li> <li>16.Student name :</li> <li>17.Date and time :</li> <li>18.Observed Aspects</li> <li>19.A. Contents</li> <li>20.1. Accuracy of concept/material</li> <li>21.2. Accuracy of supporting examples</li> </ol>	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%

			<p>for the concept/material</p> <p>22.3. Completeness of material coverage</p> <p>23.4. Confusion in discussing the material</p> <p>24.5. Depth in elaborating the material</p> <p>25.B. Writing</p> <p>26.6. Correct use of language</p> <p>27.7. Conformity with the specified systematics</p> <p>28.8. Neatness of layout</p> <p>29.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>30.Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>31.Student name :</p> <p>32.Date and time :</p> <p>33.Present your paper assignment, with the following steps:</p> <p>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37.Rubric:</p> <p>38.Observed Aspects</p> <p>39.A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44.B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
11	Mastering the concepts of Pro	1.Students can understand and explain: prosocial	<p><b>Criteria:</b></p> <p>1.Appendix 1. Active Participation</p>	Cooperative learning (CL)Contextual		0%

	Social Behavior and altruism	<p>behavior and altruism</p> <ol style="list-style-type: none"> <li>2.Can understand and explain: theories about prosocial behavior</li> <li>3.Understand and explain the factors that influence pro social behavior</li> <li>4.Understand and explain the stages of helping</li> <li>5.Understand and explain how to increase helping behavior</li> </ol>	<p>Observation Sheet</p> <ol style="list-style-type: none"> <li>2.Student name :</li> <li>3.Date and time :</li> <li>4.Dimensions/Aspects assessed</li> <li>5.1.Activity (quantity of participation)</li> <li>6.2.Organization of ideas/arguments</li> <li>7.3. Accuracy of arguments</li> <li>8.4,Language Usage:</li> <li>9.Accuracy</li> <li>10.Clarity</li> <li>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>12.Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor</li> <li>13..</li> <li>14..</li> <li>15.Appendix 2. Performance Assessment (product) Assignments/Papers</li> <li>16.Student name :</li> <li>17.Date and time :</li> <li>18.Observed Aspects</li> <li>19.A. Contents</li> <li>20.1. Accuracy of concept/material</li> <li>21.2. Accuracy of supporting examples for the concept/material</li> <li>22.3. Completeness of material coverage</li> <li>23.4. Confusion in discussing the material</li> <li>24.5. Depth in elaborating the material</li> <li>25.B. Writing</li> <li>26.6. Correct use of language</li> <li>27.7. Conformity with the specified systematics</li> <li>28.8. Neatness of layout</li> <li>29.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</li> <li>30.Appendix 3. Performance Assessment (Process) Presenting Papers</li> <li>31.Student name :</li> <li>32.Date and time :</li> <li>33.Present your paper assignment, with the following steps:</li> <li>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</li> <li>35.2. Pay attention to questions and input from other participants</li> <li>36.3. Answer participants' questions, and respond to/note other participants' input</li> <li>37.Rubric:</li> </ol>	Instruction (CI) 2 X 50		
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			<p>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.</p>			
12	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	<p><b>Criteria:</b>  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</p>	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%



			<p>25.B. Writing</p> <p>26.6. Correct use of language</p> <p>27.7. Conformity with the specified systematics</p> <p>28.8. Neatness of layout</p> <p>29.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>30.Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>31.Student name :</p> <p>32.Date and time :</p> <p>33.Present your paper assignment, with the following steps:</p> <p>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37.Rubric:</p> <p>38.Observed Aspects</p> <p>39.A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44.B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50.Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
13	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	<p><b>Criteria:</b></p> <p>1.Appendix 1. Active Participation Observation Sheet</p> <p>2.Student name :</p> <p>3.Date and time :</p> <p>4.Dimensions/Aspects assessed</p> <p>5.1.Activity (quantity of participation)</p> <p>6.2.Organization of ideas/arguments</p>	Cooperative learning (CL)Contextual Instruction (CI) 2 X 50		0%

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 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,

			<p>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.</p>			
14	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	<p><b>Criteria:</b> 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</p>	Cooperative learning (CL) Contextual Instruction (CI) 2 X 50		0%

			<p>adequately, Score 1 if not done</p> <p>30. Appendix 3. Performance Assessment (Process) Presenting Papers</p> <p>31. Student name :</p> <p>32. Date and time :</p> <p>33. Present your paper assignment, with the following steps:</p> <p>34.1. Present your paper in a maximum of 30 minutes along with questions and answers as directed by the moderator</p> <p>35.2. Pay attention to questions and input from other participants</p> <p>36.3. Answer participants' questions, and respond to/note other participants' input</p> <p>37. Rubric:</p> <p>38. Observed Aspects</p> <p>39. A. Contents</p> <p>40.1. Mastery of material</p> <p>41.2. Match between the content presented and the content of the paper</p> <p>42.3. Slide displays (images, diagrams, photos, videos, material flow) support presentations</p> <p>43.4. Ability to defend arguments</p> <p>44. B. Presentation</p> <p>45.5. Voice quality (volume, voice articulation, intonation)</p> <p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
15	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	<p><b>Criteria:</b></p> <p>1. Appendix 1. Active Participation Observation Sheet</p> <p>2. Student name :</p> <p>3. Date and time :</p> <p>4. Dimensions/Aspects assessed</p> <p>5.1. Activity (quantity of participation)</p> <p>6.2. Organization of ideas/arguments</p> <p>7.3. Accuracy of arguments</p> <p>8.4. Language Usage:</p> <p>9. Accuracy</p> <p>10. Clarity</p> <p>11.4. Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</p> <p>12. Score 4 if very</p>	Cooperative learning (CL) Contextual Instruction (CI) 2 X 50		0%

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,  
photos, videos,  
material flow)  
support  
presentations

43. 4. Ability to defend  
arguments

44. B. Presentation

45. 5. Voice quality  
(volume, voice  
articulation,  
intonation)

			<p>46.6. Demeanor (point of view, effective body movements, calm)</p> <p>47.7. Dress politely and neatly</p> <p>48.8. Correct use of language</p> <p>49.9. Responsive and ready to accept input</p> <p>50. Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done.</p>			
16	Completing Final Semester Examination (UAS) Questions	master the application of social psychology theories studied in MK Social Psychology 2 in analyzing real cases in relevant society and providing alternative problem solutions	<p><b>Criteria:</b> Assessment rubric</p>	2 X 50 Written Exam Questions		0%

#### Evaluation Percentage Recap: Case Study

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.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.