

## Universitas Negeri Surabaya Faculty of Social Sciences and Law, Social Sciences Education Undergraduate Study Program

Document Code

## SEMESTER LEARNING PLAN

Courses         CODE         Course Family         Credit Weight         SEMESTER         Compliation Date           Personality and Social Development         9420702081         Image: Top 2         P=0         ECTS=3.18         7         July 18, 2024           AUTHORIZATION         SP Development         Course Cluster Coordinator         Study Program Coordinator         Study Program Coordinator         Image: Top 2         P=0         ECTS=3.18         7         July 18, 2024           AUTHORIZATION         SP Developer         Course Cluster Coordinator         Study Program Coordinator         Image: Top 2         Image: Top	Personality and So         AUTHORIZATION         Learning model       Case         Program Learning Outcomes (PLO)       Program         Short Course Description Description       This conc discussed disc	DN Case Studies PLO study prog	8420702		Course F			T=2	P=0	ECTS=3.1	3 Stud	7 y Progra	<b>Date</b> July 18, 2024	
Developmént       SP Developer       Course Cluster Coordinator       Study Program Coordinator         AUTHORIZATION       SP Developer       Course Cluster Coordinator       Study Program Coordinator         Learning Model       Case Studies       Dr. Nuansa Bayu Segara. S.Pd. M.Pd.         Program Outcomes       PLO study program which is charged to the course       Program Objectives (PO)         PLO-PO Matrix       P.O       PO         PLO-PO Matrix       P.O       PO         PLO-PO Matrix       P.O       PO         PLO-PO Matrix       P.O       PO         PLO-Experiment of a teacher which includes basic concepts of educaton, basic concepts of personality and personality development of a teacher which includes basic concepts of educaton, basic concepts of personality the ability to know oneself through character, self-concept, talent, intelligence, attudes and behavior, the ability to develop professional teachers through teacher competence, teacher ethics discussion management, and prosenality and personality and personality development of a teacher which includes basic concepts of educaton, basic concepts of personality. The ability to know oneself through character, self-concept, talent, intelligence, attudes and behavior, the ability to develop professional teachers through teacher competence, teacher ethics, character, self-concept, talent, intelligence, attudes and personality. The ability to develop professional teachers through teacher competence, teacher ethics, character, self-concept, talent, intelligence, attudes and personality. The ability to ferest teachers through teacher competence, teacher ethic	Development         AUTHORIZATION         Learning       Case         model       Program         Learning       Program         Outcomes       PLO         PLO       Program         Development       PLO         Short       Course         Description       This conc         Course       Description         References       Mair         Supple       Supple	DN Case Studies PLO study prog					Cours				Stud	y Progra		
Coordinator         Learning model       Case Studies         Program Outcomes       PLO study program which is charged to the course       Dr. Nuansa Bayu Segara, S.Pd., M.Pd.         Program Outcomes       PLO study program which is charged to the course       Program Description       PLO         PLO-PO Matrix       PLO-PO Matrix       PLO-PO Matrix       PLO         PLO-PO Matrix       PLO       Week       PLO       Week         PLO-PO matrix       PLO       Week       PLO       Week         Description       This course discusses the basic concepts of personality and personality development of a teacher which includes basic concepts of development of a teacher which includes basic concepts of development of a teacher which includes basic concepts of development of a teacher which includes basic concepts of development of a teacher which includes and behavior, the ability to develop professinal teachers through teacher competence, teacher ethics, teac	Learning model       Case Program Prog Prog Prog         Program Learning Outcomes (PLO)       PLO         Prog       PLO         Prog       PLO         Poor       PLO         Short Course Description       This conc intell class discu         References       Mair         Supp       Supp	Case Studies PLO study prog	SP Deve	loper		•	Cours	e Clu	ster Co	oordinator	Stud Cool	y Progra rdinator	am	
S.P.d., M.P.d.         Learning model       Case Studies         Program Learning Program Objectives (PO)       PLO study program which is charged to the course         Program Objectives (PO)       PLO-PO Matrix         PO Matrix at the end of each learning stage (Sub-PO)       PO         PO Matrix at the end of each learning stage (Sub-PO)       Week         P.O       I <thi< th="">       I       I</thi<>	model Program Learning Outcomes (PLO) PLO Prog Prog PLO PLO PO I Short Course Description References Mair Sup	PLO study prog												
model       Program Learning Outcomes       PLO study program which is charged to the course         Program Objectives (PO)       PLO-PO Matrix         PLO-PO Matrix       P.O         PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         PO       I         I       2         I       2         Intic course discusses the basic concepts of personality and personality development of a teacher which includes basic concepts of personality to develop professional teachers through teachers concept, talent, classroom management, and problem solving skills by effective teachers. Lectures are carried out using a system of discussions, case studies and presentations         References       Main :         1.       1. Arend, Richard I. Belajar/Untuk Mengajar. Buku I. 2013. Jakarta: Salemba Empat.         2. Criuckshank, Donald R., Bainer Jenkins, Deborah., and Kim K Metcalf.Perilaku Mengajar. Buku II. 2014. Jakarta. Salemba Empat.         3. Criuckshank, Donald R., Bainer Jenkins, Deborah., and Kim K Metcalf.Perilaku Mengajar. Buku II. 2012. Jakarta: SalembaHumanika.         5. Feist,Jess., Greorgy J. Feist. Teori Kepribadian. Buku I. 2012. Jakarta: SalembaHumanika.         6. Kartini, Kartono. Teori Kepribadian. 2005. Bandung: Mandar Maju.         7. Roesminingsi dan Hadi Susarno, Lamijan. 2013. Teori dan Praktek Pendidikan. Surabaya: LembagaPengkajian dan Pengembangan Ilmu Pendidikan Unesa         8. Sobur, Alex. Psikologi Umum. 2010. Ba	model Program Learning Outcomes (PLO) PLO Prog Prog PLO PLO PO I Short Course Description References Mair Sup	PLO study prog									Dr.			
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Week-         Final abilities of each learning         Evaluation         Help Learning, Learning methods, Student Assignments, [Estimated time]         Learning materials         Assessment           Week-         Week-         Image: Comparison of the second	Week- each lea	Lembag 8. Sobu											Assessment	
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(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand and have the ability to recognize basic personality concepts	1. Review personality theory 2. Describe the process of personality development 3. Measure personality according to personality theory 4. Test your own personality	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
2	Understand and have the ability to recognize basic personality concepts	1. Review personality theory 2. Describe the process of personality development 3. Measure personality according to personality theory 4. Test your own personality	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
3	Understand and have the ability to know yourself through character	1. Describe the definition of character 2. Examine how to recognize children's character 3. Explain the principles in building children's character	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 mark 35 2. Correct 3.2 marks 70 3. Correct 4.3 marks 100	Lectures, reading literature, discussions 2 X 50			0%
4	Understand and have the ability to know yourself through character	1. Describe the definition of character 2. Examine how to recognize children's character 3. Explain the principles in building children's character	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 mark 35 2. Correct 3.2 marks 70 3. Correct 4.3 marks 100	Lectures, reading literature, discussions 2 X 50			0%

5	Understand and have the ability to know oneself through self- concept	1. Explain the definition of self-concept 2. Explain the factors that influence self- concept 3. Detail the types of self- concept 4. Explain the obstacles in building self- concept 5. Explain the steps in maintaining self-concept 6. Describe self- concept through Johari Window	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. Correct 4 marks 75 6.5. Correct 5 marks 85 7.6. Correct 6 marks 100	Lectures, reading literature, discussions 2 X 50	0%
6	Understand and have the ability to know oneself through self- concept	1. Explain the definition of self-concept 2. Explain the factors that influence self- concept 3. Detail the types of self- concept 4. Explain the obstacles in building self- concept 5. Explain the steps in maintaining self-concept 6. Describe self- concept through Johari Window	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. Correct 4 marks 75 6.5. Correct 5 marks 85 7.6. Correct 6 marks 100	Lectures, reading literature, discussions 2 X 50	0%
7	Understand and have the ability to know oneself through self- concept	1. Explain the definition of self-concept 2. Explain the factors that influence self- concept 3. Detail the types of self- concept 4. Explain the obstacles in building self- concept 5. Explain the steps in maintaining self-concept 6. Describe self- concept through Johari Window	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. Correct 4 marks 75 6.5. Correct 5 marks 85 7.6. Correct 6 marks 100	Lectures, reading literature, discussions 2 X 50	0%
8	Understand and have the ability to know oneself through self- concept	1. Explain the definition of self-concept 2. Explain the factors that influence self- concept 3. Detail the types of self- concept 4. Explain the obstacles in building self- concept 5. Explain the steps in maintaining self-concept 6. Describe self- concept through Johari Window	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. Correct 4 marks 75 6.5. Correct 5 marks 85 7.6. Correct 6 marks 100	Lectures, reading literature, discussions 2 X 50	0%

9	UTS	UTS				0%
10	Understand and have the ability to know yourself through talent	1. Review the definition of talent 2. Describe the factors that influence the development of talent 3. Identify types of talent 4. Test your own talent	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	2 X 50 Lectures, reading literature, discussions, Self assessment 2 X 50		0%
11	Understanding and having the ability to know oneself through intelligence	1. Review the definition of intelligence 2. Describe the relationship between intelligence and creativity 3. Identify factors that influence changes in intelligence 4. Test your own intelligence	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50		0%
12	Understanding and having the ability to know oneself through intelligence	1. Review the definition of intelligence 2. Describe the relationship between intelligence and creativity 3. Identify factors that influence changes in intelligence 4. Test your own intelligence	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50		0%
13	Understand and have the ability to know oneself through attitudes and behavior	1. Examine the meaning of attitude 2. Identify the process of forming and changing attitudes 3. Describe the relationship between attitudes and values 4. Describe the relationship between attitudes and behavior 5. Analyze attitude measurements	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. correct 4 marks 80 6.5. Correct 5 marks 100	Lectures, reading literature, discussions 2 X 50		0%

14	Understand and have the ability to know oneself through attitudes and behavior	1. Examine the meaning of attitude 2. Identify the process of forming and changing attitudes 3. Describe the relationship between attitudes and values 4. Describe the relationship between attitudes and behavior 5. Analyze attitude measurements	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. correct 4 marks 80 6.5. Correct 5 marks 100	Lectures, reading literature, discussions 2 X 50		0%
15	Understand and have the ability to know oneself through attitudes and behavior	1. Examine the meaning of attitude 2. Identify the process of forming and changing attitudes 3. Describe the relationship between attitudes and values 4. Describe the relationship between attitudes and behavior 5. Analyze attitude	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. correct 4 marks 80 6.5. Correct 5 marks 100	Lectures, reading literature, discussions 2 X 50		0%
16						0%

Evaluation Percentage Recap: Case Study

No Evaluation Percentage

## 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.
- 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.
- 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 guantitative or gualitative.
- 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, 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.