



**Universitas Negeri Surabaya  
Faculty of Economics and Business  
Economic Education Undergraduate Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Personality Development *	8720302214		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>																																	
	.....		.....		Dr. Retno Mustika Dewi, S.Pd., M.Pd.																																	
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 100px; height: 30px;">P.O</td></tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">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
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	This course discusses the basic concepts of personality and personality development of a teacher which includes basic concepts of education, basic concepts of personality, the ability to know oneself through character, self-concept, talent, intelligence, attitudes and behavior, the ability to develop professional teachers through teacher competence, teacher ethics, classroom management, and problem solving skills by effective teachers. Lectures are carried out using a system of discussions, case studies and presentations																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Arend, Richard I. Belajar Untuk Mengajar. Buku I. 2013. Jakarta: Salemba Empat</li> <li>2. Criuckshank, Donald R., Bainer Jenkins, Deborah., and Kim K Metcalf. Perilaku Mengajar. Buku I. 2014. Jakarta. Salemba Empat</li> <li>3. Criuckshank, Donald R., Bainer Jenkins, Deborah., and Kim K Metcalf. Perilaku Mengajar. Buku II. 2014. Jakarta. Salemba Empat</li> <li>4. Feist, Jess., Georgy J. Feist. Teori Kepribadian. Buku I. 2012. Jakarta: Salemba Humanika</li> <li>5. Feist, Jess., Georgy J. Feist. Teori Kepribadian. Buku II. 2012. Jakarta: Salemba Humanika</li> <li>6. Kartini, Kartono. Teori Kepribadian. 2005. Bandung: Mandar Maju</li> <li>7. Roesminingsih dan Hadi Susarno, Lamijan. 2013. Teori dan Praktek Pendidikan. Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Unesa</li> <li>8. Sobur, Alex. Psikologi Umum. 2010. Bandung: Pustaka Setia</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Prof. Dr. Susanti, S.Pd., M.Si. Dr. Retno Mustika Dewi, S.Pd., M.Pd. Eka Hendi Andriansyah, S.Pd., M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Understand and have the ability to recognize basic personality concepts	<ol style="list-style-type: none"> <li>1.Examining personality theory</li> <li>2.Describes the process of personality development</li> <li>3.Measuring personality in accordance with personality theory</li> <li>4.Test your own personality</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The maximum score with all correct answers is: 100 with the following criteria</li> <li>2.Correct 1 mark 25 Correct 2 marks 50 Correct 3 marks 75 Correct 4 marks 100</li> </ol>	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
2	Understand and have the ability to know yourself through character	<ol style="list-style-type: none"> <li>1.Describe the definition of character</li> <li>2.Examining how to recognize children's character</li> <li>3.Explain the principles of building children's character</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The maximum score with all correct answers is: 100 with the following criteria:</li> <li>2.Correct 1 mark 35 Correct 2 marks 70 Correct 3 marks 100</li> </ol>	Lectures, reading literature, discussions 2 X 50			0%
3	Understand and have the ability to know oneself through self-concept	<ol style="list-style-type: none"> <li>1.Explain the definition of self-concept</li> <li>2.Describe the factors that influence self-concept</li> <li>3.Detailing the types of self-concept</li> <li>4.Explain the obstacles in building self-concept</li> <li>5.Explain the steps in maintaining self-concept</li> <li>6.Describing self-concept through the Johari Window</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The maximum score with all correct answers is: 100 with the following criteria:</li> <li>2.1. Correct 1 value 20</li> <li>3.2. Correct 2 marks 40</li> <li>4.3. Correct 3 marks 60</li> <li>5.4. Correct 4 marks 75</li> <li>6.5. Correct 5 marks 85</li> <li>7.6. Correct 6 marks 100</li> </ol>	Lectures, reading literature, discussions 4 X 50			0%
4							0%
5	Understand and have the ability to know yourself through talent	<ol style="list-style-type: none"> <li>1.Examining the definition of talent</li> <li>2.Describe the factors that influence talent development</li> <li>3.Identify types of talents</li> <li>4.Test your own talents</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The maximum score with all correct answers is: 100 with the following criteria:</li> <li>2.1. Correct 1 value 25</li> <li>3.2. Correct 2 marks 50</li> <li>4.3. Correct 3 marks 75</li> <li>5.4. Correct 4 marks 100</li> </ol>	Lectures, reading literature, discussions, Self assessment 2 X 50			0%

6	Understanding and having the ability to know oneself through intelligence	<ol style="list-style-type: none"> <li>1.Examining the definition of intelligence</li> <li>2.Explain the relationship between intelligence and creativity</li> <li>3. Identifying factors that influence changes in intelligence</li> <li>4. Test your own intelligence</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The maximum score with all correct answers is: 100 with the following criteria:</li> <li>2. Correct 1 mark 25 Correct 2 marks 50 Correct 3 marks 75 Correct 4 marks 100</li> </ol>	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
7	Understand and have the ability to know oneself through attitudes and behavior	<ol style="list-style-type: none"> <li>1.Examining the meaning of attitude</li> <li>2. Identify the processes of attitude formation and change</li> <li>3.Explain the relationship between attitudes and values</li> <li>4.Explain the relationship between attitudes and behavior</li> <li>5.Analyzing attitude measurements</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The maximum score with all correct answers is: 100 with the following criteria:</li> <li>2. Correct 1 mark 20 Correct 2 marks 40 Correct 3 marks 60 Correct 4 marks 80 Correct 5 marks 100</li> </ol>	Lectures, reading literature, discussions 2 X 50			0%
8	MIDDLE SEMESTER EXAMINATION (UTS)			2 X 50			0%
9	Understand and have the ability to recognize the nature of education	<ol style="list-style-type: none"> <li>1.Explains human nature</li> <li>2.Examining theories about basic educational concepts</li> <li>3.Analyzing educational science and its relevance</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The maximum score with all correct answers is: 100 with the following criteria:</li> <li>2.The maximum score with all correct answers is: 100 with the following criteria:</li> <li>3. Correct 1 mark 35 Correct 2 marks 70 Correct 3 marks 100</li> </ol>	Lectures, discussions and case studies 2 X 50			0%
10	Understand and have the ability to develop professional teachers through teacher competency	Examining teacher competency in PP 74 of 2008	<b>Criteria:</b> Maximum score with all correct answers is: 100	Lectures, reading literature, discussions 2 X 50			0%
11	Understand and have the ability to develop professional teachers through teacher ethics	<ol style="list-style-type: none"> <li>1. Describe teacher ethics.</li> <li>2. Examine theories about effective teachers</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The maximum score with all correct answers is: 100 with the following criteria:</li> <li>2.1. Correct 1 value 50</li> <li>3.2. Correct 2 marks 100</li> </ol>	Reading literature and discussions 2 X 50			0%

12	Understand and have the ability to develop professional teachers through classroom management	1.Explain classroom management 2.Describe how to monitor student behavior 3.Analyze how to respond to wrong behavior 4.Explain how to redefine the learning environment	<b>Criteria:</b> 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	Reading literature, discussions and presentations 4 X 50			0%
13							0%
14	Understand and have the ability to develop professional teachers through problem solving skills	1.Examining theories about the problems teachers face in the classroom 2.Describe the sources of problems in the classroom 3.Identifying problems faced by teachers in the classroom 4.Analyze how to solve problems in the classroom by effective teachers	<b>Criteria:</b> 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	Reading literature, discussions and presentations 4 X 50			0%
15							0%
16	UAS			2 X 50			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.

