



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Undergraduate Study Program in Out-of-School Education**

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>											
<b>SOCIAL PSYCHOLOGY</b>	8620502236	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	August 1, 2023											
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>												
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<b>Learning model</b>	<b>Project Based Learning</b>																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																	
	<b>PLO-6</b>	Mastering community empowerment techniques to plan and apply them to non-formal education programs																
	<b>PLO-8</b>	Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education																
	<b>PLO-9</b>	Able to empower the community and apply social entrepreneurship in the management of non-formal education unit institutions																
	<b>PLO-12</b>	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics																
	<b>Program Objectives (PO)</b>																	
	<b>PO - 1</b>	Students can understand and master the concepts of social psychology and group dynamics as a whole and contextually, which includes the concepts, position, history, approaches and methods of social psychology.																
	<b>PO - 2</b>	Students have an understanding of group dynamics in society regarding behavior, social communication, social groups, social perceptions, social identities, social prejudices and social attitudes as well as their relation to the management of non-formal and informal education.																
	<b>PO - 3</b>	Students have a positive attitude to participate in learning well.																
	<b>PLO-PO Matrix</b>																	
			P.O	PLO-6	PLO-8	PLO-9	PLO-12											
		PO-1	✓	✓														
		PO-2		✓	✓													
		PO-3			✓		✓											
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																	
	P.O	Week																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	PO-1	✓			✓	✓		✓	✓						✓			
	PO-2		✓	✓			✓			✓	✓	✓	✓	✓		✓		
	PO-3																	✓
<b>Short Course Description</b>	This course provides an understanding of the concepts, meaning, approaches, methods, historical background of social psychology, personality, social behavior, patterns of application of social psychology theory and group dynamics through explanations, discussions, presentations and assignments. In class, students discuss the results of their learning about social psychology through reading literature from books and media on the internet. Assessment of this course is taken from their active participation during lectures and lectures, as well as assessments during quizzes, mid-semester exams or final semester exams. An indicator of the success of this course is if students are able to apply theories in social psychology learning to examples of social phenomena in society, then examine them in discussions.																	
<b>References</b>	<b>Main :</b>																	
	<ol style="list-style-type: none"> <li>1. Abu Ahmadi. 1988. Psikologi Sosial. Surabaya: PT. Bina Ilmu.</li> <li>2. Santoso, Slamet. 2009. Teori-teori Psikologi Sosial. Bandung: Refika Aditama.</li> <li>3. Santoso, Slamet. 2010. Penerapan Teori Psikologi Sosial. Bandung: Refika Aditama.</li> <li>4. Sarlito Wirawan Sarwono. 2006. Teori Psikologi Sosial. Jakarta: Rajagrafindo Persada.</li> <li>5. Stephen L. Franzoi. 2005. Social Psychology. USA: Mc.Graw Hill Higher Education.</li> <li>6. James A. 1994. Social Psychology. USA: McGraw-Hill Inc.</li> </ol>																	
	<b>Supporters:</b>																	

1. Stangor, Charles. 2011. Principles of Social Psychology. Toronto. Pressbooks.
2. Baron, R. A., Branscombe, N. R., & Byrne, D. 2012. Social Psychology (13th ed.). Boston: Pearson Education.
3. University of Pakistan. 2019. Social Psychology (Handout). Pakistan. Virtual University of Pakistan.

**Supporting lecturer**  
 Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si.  
 Dr. Wiwin Yulianingsih, S.Pd., M.Pd.  
 Desika Putri Mardiani, M.Pd.  
 Monica Widayawari, M.Pd.

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	Students are able to understand lecture orientation well regarding: lecture activities, subject matter, assignment distribution, and assessment of the learning process	Students are able to understand a general overview of the lecture material	<p><b>Criteria:</b> Students are declared successful if they understand the lecture orientation well</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Exposition/explanation Exploration 2 X 50	Exposition/explanation Exploration 2 X 50	<p><b>Material:</b> RPS Social Psychology Course</p> <p><b>Literature:</b></p> <p><b>Material:</b> Social Psychology</p> <p><b>Bibliography:</b> Stephen L. Francoi. 2005. Social Psychology. USA: Mc. Graw Hill Higher Education.</p>	3%
2	Students are able to understand the emergence of the science of Social Psychology	Students are able to describe the nature and position of social psychology	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture Question and answer Reviewing literature 2 X 50	Lecture Question and answer Reviewing literature 2 X 50	<p><b>Material:</b> Concept and position of social psychology</p> <p><b>Reader:</b> Abu Ahmadi. 1988. Social Psychology. Surabaya: PT. Building Knowledge.</p>	3%
3	Students are able to understand the history of the development of social psychology	Students are able to explain the birth of social psychology	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture Question and answer Reviewing literature 2 X 50	Lecture Question and answer Reviewing literature 2 X 50	<p><b>Material:</b> History of the development of social psychology</p> <p><b>Reader:</b> Abu Ahmadi. 1988. Social Psychology. Surabaya: PT. Building Knowledge.</p>	3%
4	Students are able to understand the nature of social psychology related approaches	Students are able to explain the birth of social psychology	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening	<p><b>Material:</b> Social psychology approach</p> <p><b>Bibliography:</b> Santoso, Slamet. 2009. Social Psychology Theories. Bandung: Refika Aditama.</p>	3%
5	Students are able to understand the nature of social psychology related to various methods	Students are able to differentiate and explain social psychology methods	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Social psychology methods</p> <p><b>Bibliography:</b> Stephen L. Francoi. 2005. Social Psychology. USA: Mc. Graw Hill Higher Education.</p>	3%

6	Students are able to understand personality material	Students are able to explain individual and group personalities	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Personality <b>Reader:</b> <i>Sarlito Wirawan Sarwono. 2006. Social Psychological Theory. Jakarta: Rajagrafindo Persada.</i></p>	3%
7	Students are able to understand the socialization material	<ol style="list-style-type: none"> <li>1. Students are able to explain the influence of culture on personality</li> <li>2. Students are able to explain social influences on personality</li> <li>3. Students are able to explain socialization as a process and result</li> </ol>	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Socialization and Society <b>References:</b> <i>Baron, RA, Branscombe, NR, &amp; Byrne, D. 2012. Social Psychology (13th ed.). Boston: Pearson Education.</i></p>	4%
8	Midterm Exam (UTS)	Students are able to create product designs	<p><b>Criteria:</b> Students are declared successful if their score is above 75</p> <p><b>Form of Assessment :</b> Test</p>	PjBL 2 X 50	PjBL	<p><b>Material:</b> UTS <b>Library:</b></p>	20%
9	Students are able to understand human behavior in society	Students are able to explain human behavior in society	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Behavior <b>Reference:</b> <i>Stangor, Charles. 2011. Principles of Social Psychology. Toronto. Pressbooks.</i></p>	4%
10	Students are able to understand social communication	<ol style="list-style-type: none"> <li>1. Students are able to explain the birth of communication</li> <li>2. Students are able to explain the concept of social communication</li> <li>3. Students are able to explain the characteristics of social communication</li> <li>4. Students are able to explain the relationship between communication and social interaction</li> <li>5. Students are able to explain changes in behavior and social communication</li> </ol>	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Social communication <b>Bibliography:</b> <i>James A. 1994. Social Psychology. USA: McGraw-Hill Inc.</i></p>	4%

11	Students are able to understand social groups as patterns of behavior development	<ol style="list-style-type: none"> <li>1.Students are able to explain the background of social groups</li> <li>2.Students are able to explain the definition of social groups</li> <li>3.Students are able to differentiate and explain types of social groups</li> <li>4.Students are able to explain social groups and social behavior</li> <li>5.Students are able to explain the goals of social groups in society</li> </ol>	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Social communication</p> <p><b>Bibliography:</b> James A. 1994. <i>Social Psychology</i>. USA: McGraw-Hill Inc.</p>	4%
12	Students are able to understand social perception as a basis for program implementation	<ol style="list-style-type: none"> <li>1.Students are able to explain the nature of social perception</li> <li>2.Students are able to explain the relationship between perception and social cognition</li> <li>3.Students are able to explain the process of social cognition</li> <li>4.Students are able to explain social cognition and changes in social behavior</li> <li>5.Students are able to explain the benefits of social cognition in the PLS approach</li> </ol>	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Social perception</p> <p><b>References:</b> Baron, RA, Branscombe, NR, &amp; Byrne, D. 2012. <i>Social Psychology (13th ed.)</i>. Boston: Pearson Education.</p>	4%
13	Students are able to understand social identity material as social uniqueness	<ol style="list-style-type: none"> <li>1.Students are able to explain the nature of social identity</li> <li>2.Students are able to explain the definition of social identity</li> <li>3.Students are able to explain the characteristics of social identity</li> <li>4.Students are able to explain the relationship between social identity and culture</li> <li>5.Students are able to explain the influence of social identity on social behavior</li> </ol>	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Social identity</p> <p><b>Reader:</b> Abu Ahmadi. 1988. <i>Social Psychology</i>. Surabaya: PT. Building Knowledge.</p>	4%

14	Students are able to understand social prejudice material as social information	<ol style="list-style-type: none"> <li>1. Students are able to explain the background to the birth of social prejudice</li> <li>2. Students are able to explain the definition of social prejudice</li> <li>3. Students are able to explain the factors that cause social prejudice</li> <li>4. Students are able to explain the influence of social prejudice on social behavior</li> <li>5. Students are able to explain social influence and PLS</li> </ol>	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Social perception</p> <p><b>Reader:</b> Santoso, Slamet. 2010. <i>Application of Social Psychology Theory</i>. Bandung: Refika Aditama.</p>	4%
15	Students are able to understand social attitude material as a process of social interaction	<ol style="list-style-type: none"> <li>1. Students are able to explain the meaning of social attitudes</li> <li>2. Students are able to explain the definition of social attitudes</li> <li>3. Students are able to explain the process of forming social attitudes</li> <li>4. Students are able to explain social attitudes and social behavior</li> <li>5. Students are able to explain the influence of social attitudes on social change</li> </ol>	<p><b>Criteria:</b> Students are declared successful if 75% are able to provide feedback according to the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Questions and Answers Strengthening 2 X 50	Discussion Questions and Answers Strengthening 2 X 50	<p><b>Material:</b> Social attitudes</p> <p><b>Reference:</b> Stephen L. Franzoi. 2005. <i>Social Psychology</i>. USA: Mc. Graw Hill Higher Education.</p>	4%
16		Students are able to explain briefly and clearly related questions on the Final Semester Examination (UAS) test	<p><b>Criteria:</b> Students are declared successful if their score is above 75</p> <p><b>Form of Assessment :</b> Test</p>	PjBL 2 x 50	PjBL	<p><b>Material:</b> Final Semester Examination (UAS)</p> <p><b>Literature:</b></p>	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

#### Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.

7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.