



**Universitas Negeri Surabaya**  
**Faculty of Education**  
**Undergraduate Guidance and Counseling 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>																																	
Basics of Understanding Behavior	8620102052		T=2 P=0 ECTS=3.18	1	July 17, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	Dr. Evi Winingsih, S.Pd., M.Pd.																																		
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin-left: auto; margin-right: 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-left: auto; margin-right: 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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Study of the nature of psychology; history of psychology; human behavior, attention, observation and perception; responses and fantasies; Memory; attitudes and prejudices; motif; intelligence; behavior from a psychoanalytic perspective; behavior in a behavioral perspective; behavior in cognitive and emotional perspectives; behavior in an existential perspective; behavior from a humanistic perspective; behavior in a postmodern perspective.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Ahmadi, A. 2009. Psikologi Umum (Edisi Revisi) . Jakarta: Rineka Cipta.</li> <li>2. Alwisol. 2010. Psikologi Kepribadian (Edisi Revisi) . Malang: UMM Press.</li> <li>3. Desmita. 2011. Psikologi Perkembangan Peserta Didik . Bandung: PT Remaja Rosdakarya.</li> <li>4. Sobur, A. 2011. Psikologi Umum . Bandung: Pustaka Setia.</li> <li>5. Feist &amp; Feist. 2010. Teori Kepribadian. Jakarta: Mc Graw Hill.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Dr. Eko Darminto, M.Si. Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Muhammad Farid Ilhamuddin, S.Pd., 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	Understand the history of psychology	Explaining the history of psychology	<b>Criteria:</b> Active student participation	Cooperative learning 2 X 50			0%																															

2	Understanding Human Behavior	1. Identifying factors that shape behavior 2. Explain the types of behavior	<b>Criteria:</b> according to the rubric	Cooperative learning 2 X 50			0%
3	Understanding Attention, observation, & perception	Explain the concepts of attention, observation and perception	<b>Criteria:</b> according to the rubric	2 X 50			0%
4	Understanding Responses and fantasies	Factors forming and modifying responses and fantasies	<b>Criteria:</b> according to the rubric	Cooperative learning 2 X 50			0%
5	Understanding Memory	Explain the concept of memory,	<b>Criteria:</b> according to the rubric	Cooperative learning 2 X 50			0%
6	Understanding Attitudes and prejudices	Explain the concept of attitudes and prejudices. Factors that form and change attitudes and prejudices	<b>Criteria:</b> according to the rubric	Cooperative learning 2 X 50			0%
7	Understanding Motives	Explain the concepts of attitudes and prejudices	<b>Criteria:</b> according to the rubric	Cooperative learning 2 X 50			0%
8							0%
9	Understand the concept of Intelligence	1. Explain the concept of intelligence 2. Identify types of intelligence	<b>Criteria:</b> according to the rubric	Cooperative learning 2 X 50			0%
10	Understanding the concept of behavior from a psychoanalytic perspective	1. Explain the concept of behavior formation according to psychoanalysis 2. Identifying factors that shape behavior according to psychoanalysis 3. Analyzing healthy and unhealthy behavior according to psychoanalysis	<b>Criteria:</b> according to the rubric	Blended Learning 2 X 50			0%
11	Understand the concept of behavior from a behavioristic perspective	1. Explain the concept of behavior formation according to Behavioristics 2. Identify factors that form behavior according to Behavioristics 3. Analyze healthy and unhealthy behavior according to Behavioristics.	<b>Criteria:</b> according to the rubric	Blended Learning 2 X 50			0%
12	Understand the concept of behavior from a cognitive and emotional perspective	1. Explain the concept of forming behavior according to cognitive and emotional 2. Identify factors that shape behavior according to cognitive and emotional 3. Analyze healthy and unhealthy behavior according to cognitive and emotional	<b>Criteria:</b> according to the rubric	cooperative Learning 2 X 50			0%

13	Understand the concept of behavior from an existential perspective	1. Explain the concept of forming behavior according to existential 2. Identify factors that shape behavior according to existential 3. Analyze healthy and unhealthy behavior according to existential	<b>Criteria:</b> according to the rubric	cooperative Learning 2 X 50			0%
14	Understand the concept of behavior from a humanistic perspective	1. Explain the concept of behavior formation according to Humanism 2. Identify factors that shape behavior according to Humanism 3. Analyze healthy and unhealthy behavior according to Humanism	<b>Criteria:</b> according to the rubric	cooperative Learning 2 X 50			0%
15	Understand the concept of behavior from a postmodern perspective	1. Explain the concept of behavior formation according to Postmodern 2. Identify factors that form behavior according to Postmodern 3. Analyze healthy and unhealthy behavior according to Postmodern	<b>Criteria:</b> according to the rubric	cooperative Learning 2 X 50			0%
16							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.

