



**Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Personality Development	8620102220	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Bambang Dibyo Wiyono, S.Pd., M.Pd.	Dr. Evi Winingsih, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																		
PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																																		
PLO-6	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																																		
Program Objectives (PO)																																																																																			
PO - 1	Demonstrate a responsible attitude towards work in their field of expertise independently																																																																																		
PO - 2	uses personality theories from various perspective approaches as a conceptual framework for understanding behavior and developing hypotheses about student problems as a basis for designing effective guidance and counseling assistance programs.																																																																																		
PLO-PO Matrix																																																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-6</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>			P.O	PLO-1	PLO-6	PO-1	✓	✓	PO-2	✓	✓																																																																							
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PO-2	✓	✓																																																																																	
PO Matrix at the end of each learning stage (Sub-PO)																																																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓									PO-2									✓	✓	✓	✓	✓	✓	✓	✓
P.O	Week																																																																																		
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PO-2									✓	✓	✓	✓	✓	✓	✓	✓																																																																			

Short Course Description	<p>This course teaches students about personality theories from the psychodynamic approach, trait approach, humanistic approach, cognitive approach, behavioral approach, and contemporary approach and their application to understand the behavior and problems of students (counselees) in the context of guidance and counseling practices at school. Personality theories studied from a psychodynamic approach are the psychoanalytic theory of Sigmund Freud, the psychoanalytic theory of Carl Gustaf Jung, and the individual psychology theory of Alfred Adler. Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory. Personality theories studied from a humanistic approach are those of Abraham Maslow, Carl Rogers, and Carl May. The personality theory from the cognitive approach studied is George Kelly's theory. Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura. Personality theories studied from a contemporary approach are multicultural theory, Big Five theory, and Suryomentaram theory. Lectures are carried out using a combination method of lecture, question and answer, discussion, examples, exercises and homework and are assisted by using multimedia technology as a delivery tool. Assessment of student success is based on participation scores in attending lectures, structured assignment and final assignment scores, UTS and UAS scores.</p>
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References	<p>Main :</p>
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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 I. 2014. Jakarta. Salemba Empat
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Supporters:

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2. Fudyartanta, K. 2012. Psikologi Kepribadian Berbagai Pendekatan: Eksistensial, Trait (Sifat), Teori Medan, Faktorial, Stimulus Respon (SR) dan Biobudaya Religius. Yogyakarta: Pustaka Pelajar
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4. Wiyono, B. D., Nurhidayah, N., Ramli, M., Atmoko, A., & Shafie, M. a. A. (2023). SMIOC Strategic Model to Improve the Achievement Motivation of Students: Literature review. In *Advances in Social Science, Education and Humanities Research/Advances in social science, education and humanities research* (pp. 1341–1350). https://doi.org/10.2991/978-2-38476-152-4_136
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9. *Personality Development: Theoretical, Empirical, and Clinical Investigations of Loewinger's Conception of Ego Development*. (2013). Amerika Serikat: Taylor & Francis.
10. Organizer, R. (n.d.). *Personality Development*. www.academia.edu. [online] Available at: https://www.academia.edu/3771399/Personality_Development [Accessed 11 Sep. 2023]

Supporting lecturer

Dr. Elisabeth Christiana, 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	Explaining the essence of personality theory: understanding, studies in personality theory, the role of personality in the practice of guidance and counseling	Can explain the essence of personality theory: understanding, studies in personality theory, the role of personality in the practice of guidance and counseling	<p>Criteria:</p> <p>1. The maximum score with all correct answers is: 100 with the following criteria</p> <p>2. Correct 1 mark 25 Correct 2 marks 50 Correct 3 marks 75 Correct 4 marks 100</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Case study, Lecture, reading literature, discussion, Self assessment 2 X 50		<p>Material: Cases of school counselors</p> <p>References: Feist, Jess., Gregory J. Feist. <i>Personality Theory. Book II. 2012. Jakarta: Salemba Humanika</i></p>	3%

2	Explaining psychoanalytic personality theory: history of development, concepts and principles, personality development, assessment techniques, examples of case assessments	Can explain psychoanalytic personality theory: history of development, concepts and principles,	<p>Criteria:</p> <ol style="list-style-type: none"> The maximum score with all correct answers is: 100 with the following criteria: Correct 1 mark 35 Correct 2 marks 70 Correct 3 marks 100 <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Case study 2 X 50		<p>Material: Analysis of counselor personality problems Library: Kartini, Kartono. <i>Personality Theory. 2005. Bandung: Mandar Maju</i></p>	3%
3	Explaining psychoanalytic personality theory: history of development, concepts and principles, personality development, assessment techniques, examples of case assessments	Can Explain Psychoanalytic Personality Theory: Development History, Concepts and Principles	<p>Criteria:</p> <ol style="list-style-type: none"> The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 value 20 2. Correct 2 marks 40 3. Correct 3 marks 60 4. Correct 4 marks 75 5. Correct 5 marks 85 6. Correct 6 marks 100 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, reading literature, discussions 4 X 50		<p>Material: designing counselor personality improvement. Reference: <i>Roesminingsih and Hadi Susarno, Lamijan. 2013. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Unesa</i></p>	3%
4	Explaining the personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory.	Can Explain Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory.	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Case studies		<p>Material: Explaining personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory. References: Feist, Jess., Gregory J. Feist. <i>Personality Theory. Book II. 2012. Jakarta: SalembaHumanika</i></p>	3%
5	Explaining the personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory.	Can Explain Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory.	<p>Criteria:</p> <ol style="list-style-type: none"> The maximum score with all correct answers is: 100 with the following criteria: 1. Correct 1 value 25 2. Correct 2 marks 50 3. Correct 3 marks 75 4. Correct 4 marks 100 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Case study 2 X 50		<p>Material: Getting to know talent Reader: Sobur, Alex. <i>General Psychology. 2010. Bandung: PustakaSetia</i></p>	3%

6	Explaining the personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory.	Can Explain Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory.	<p>Criteria:</p> <ol style="list-style-type: none"> The maximum score with all correct answers is: 100 with the following criteria: Correct 1 mark 25 Correct 2 marks 50 Correct 3 marks 75 Correct 4 marks 100 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Case study 2 X 50		<p>Material: Getting to know intelligence Reader: Sobur, Alex. <i>General Psychology</i>. 2010. Bandung: PustakaSetia</p>	3%
7	Explaining the personality theory studied from a humanistic approach is the theory of Abraham Maslow, Carl Rogers, and Carl May	Can explain the personality theory studied from a humanistic approach is the theory of Abraham Maslow, Carl Rogers, and Carl May	<p>Criteria:</p> <ol style="list-style-type: none"> The maximum score with all correct answers is: 100 with the following criteria: Correct 1 mark 20 Correct 2 marks 40 Correct 3 marks 60 Correct 4 marks 80 Correct 5 marks 100 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Case study 2 X 50		<p>Material: Concept of attitudes and behavior References: Feist, Jess., Gregory J. <i>Feist. Personality Theory. Book I</i>. 2012. Jakarta: SalembaHumanika</p>	4%
8	MIDDLE SEMESTER EXAMINATION (UTS)	Students do questions and assignments well and correctly	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	2 X 50		<p>Material: Personality theory References: Feist, Jess., Gregory J. <i>Feist. Personality Theory. Book II</i>. 2012. Jakarta: SalembaHumanika</p>	20%
9	Explaining personality theory from the cognitive approach studied is George Kelly's theory	Can explain personality theory from the cognitive approach studied is George Kelly's theory	<p>Criteria:</p> <ol style="list-style-type: none"> The maximum score with all correct answers is: 100 with the following criteria: The maximum score with all correct answers is: 100 with the following criteria: Correct 1 mark 35 Correct 2 marks 70 Correct 3 marks 100 <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Case study 2 X 50		<p>Material: Basic concepts of education References: Roesminingsih and Hadi Susarno, Lamijan. 2013. <i>Educational Theory and Practice</i>. Surabaya: Institute for the Study and Development of Educational Sciences, Unesa</p>	4%

10	Explaining personality theory from the cognitive approach studied is George Kelly's theory	Can explain personality theory from the cognitive approach studied is George Kelly's theory	<p>Criteria: Maximum score with all correct answers is: 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Case study 2 X 50		<p>Material: Teacher competency References: <i>Roesminingsih and Hadi Susarno, Lamijan. 2013. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Unesa</i></p>	3%
11	Explaining the personality theories studied from the behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura.	Can Explain Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura.	<p>Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 50 3.2. Correct 2 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Case study 2 X 50		<p>Material: Teacher ethics References: <i>Roesminingsih and Hadi Susarno, Lamijan. 2013. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Unesa</i></p>	3%
12	Explaining the personality theories studied from the behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura.	Can Explain Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura.	<p>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</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Case study 4 X 50		<p>Material: Class management References: <i>Roesminingsih and Hadi Susarno, Lamijan. 2013. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Unesa</i></p>	4%
13	Explaining the personality theories studied from the behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura.	Can Explain Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura.	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	experience . work projects 2x50		<p>Material: Educational theory and practice References: <i>Roesminingsih and Hadi Susarno, Lamijan. 2013. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Unesa</i></p>	4%

14	Explaining the personality theories studied from the behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura.	Can Explain Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura.	<p>Criteria:</p> <p>1. The maximum score with all correct answers is: 100 with the following criteria:</p> <p>2.1. Correct 1 value 25</p> <p>3.2. Correct 2 marks 50</p> <p>4.3. Correct 3 marks 75</p> <p>5.4. Correct 4 marks 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Reading literature, discussions and presentations 4 X 50		<p>Material: Behavioral approach</p> <p>Bibliography: Feist, Jess., Gregory J. Feist. <i>Personality Theory. Book I. 2012. Jakarta: SalembaHumanika</i></p>	4%
15	Explaining personality theories studied from a contemporary approach are multicultural theory, Big Five theory, and Suryomentaram theory	Can Explain Personality theories studied from a contemporary approach are multicultural theory, Big Five theory, and Suryomentaram theory	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	experience , work projects 2x50		<p>Material: theories of BF Skinner, Jullian Rotter, and Albert Bandura.</p> <p>References: Feist, Jess., Gregory J. Feist. <i>Personality Theory. Book II. 2012. Jakarta: SalembaHumanika</i></p>	5%
16	UAS	Students do questions and assignments well and correctly	<p>Criteria: The more complete and correct the more perfect the value</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Practice / Performance, Test</p>	2 X 50		<p>Material: Explaining personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory.</p> <p>References: Feist, Jess., Gregory J. Feist. <i>Personality Theory. Book I. 2012. Jakarta: SalembaHumanika</i></p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	3%
2.	Project Results Assessment / Product Assessment	55.17%
3.	Portfolio Assessment	12.17%
4.	Practical Assessment	2%
5.	Practice / Performance	10%
6.	Test	16.67%
		99.01%

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** 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.
- 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.

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.