



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 Theory	8620102177		T=2 P=0 ECTS=3.18	2	July 17, 2024																																																																													
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																																													
		Dr. Evi Winingsih, S.Pd., M.Pd.																																																																													
Learning model	Case Studies																																																																																	
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	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																																
	PO - 2	Mastering the concepts of education, psychology and research to base guidance and counseling services																																																																																
	PLO-PO Matrix																																																																																	
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																		
	<table border="1" style="margin: 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									✓	✓	✓	✓	✓	✓	✓	✓
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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>																																																																																	
References	Main :																																																																																	
	<ol style="list-style-type: none"> 1. Alwisol. 2010. Malang: UMM Press. Psikologi Kepribadian (Edisi Revisi) 2. Feist, J., & Feist, G.J. 2008. Theories of personality. Seven edition. McGraw-Hill, Companies. 3. Fudyartanta, K. 2012. Psikologi Kepribadian Berbagai Pendekatan: Eksistensial, Trait (Sifat), Teori Medan, Faktorial, Stimulus Respon (SR) dan Biobudaya Religius. Yogyakarta: Pustaka Pelajar 4. Ryckman, R.M. 2008. Theories of Personality (ninth edition). USA: Thompson Wadsworth. 5. Semiun, Y. 2013. Teori-teori Kepribadian. Yogyakarta: Kanisius. 6. Schultz, D.P. & Schultz, S.E. 2009. Theories of Personality (sixth edition). Australia: Wadsworth, Engage Learning 7. Suryabrata, S. 2012. Psikologi Kepribadian. Jakarta: PT Raja Grafindo Persada. 8. Yusuf, Syamsu LN & Nurihsan, A.J.. 2008. Teori Kepribadian . Bandung: PT Remaja Rosdakarya. 																																																																																	
	Supporters:																																																																																	
Supporting lecturer	Dr. Retno Tri Hariastuti, M.Pd., Kons.																																																																																	

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 form a positive value towards courses and lectures in personality theory courses	1. Can take part in face-to-face lectures actively 2. Can carry out active independent learning activities 3. Can complete structured assignments well and on time 4. Can make a learning contract to work hard and achieve the best results	Criteria: Each behavior that appears is given a score of one. Every attendance, asking, answering, submitting structured assignments on time is given a score of 1. It is expected that in each lecture students will show each indicator once, so that in 15 meetings the total participation score = 15%2 4 = 60. The level of seriousness in making Commitment is given the highest score of 15. Therefore the highest learning achievement score is 75. Learning achievement value = total score/75%2 100. Form of Assessment : Participatory Activities	Lecture/presentation, question and answer, discussion i, homework 2 X 50		Material: The essence of personality theory: understanding, studies in personality theory, the role of personality in the practice of guidance and counseling. Reference: <i>Alwisol. 2010. Malang: UMM Press. Personality Psychology (Revised Edition)</i>	3%
2	Students have the skills to explain the essence of personality theory, theoretical approaches, and their use in guidance and counseling practice	1. Can define the meaning of personality 2. Can define personality theory 3. Can explain the role of personality theory in the practice of guidance and counseling 4. Can mention the perspective approaches to personality theories included in each perspective approach	Criteria: Each correct answer to a question item is given a score of 1. Form of Assessment : Participatory Activities	Lecture/presentation Question and answer Group discussion Homework 2 X 50		Material: Psychoanalytic personality theory: history of development, concepts and principles, personality development, assessment techniques, examples of case assessments References: <i>Feist, J., & Feist, GJ 2008. Theories of personality. Seventh edition. McGrawi-Hill, Companies.</i>	3%
3	Students have a good understanding of Sigmund Freud's psychoanalytic personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of psychoanalytic personality theory 2. Can mention and explain the concepts and principles in psychoanalytic personality theory 3. Can explain personality development from a psychoanalytic perspective 4. Can mention and explain personality assessment techniques in personality theory psychoanalysis 5. Can apply theoretical concepts and assessment techniques of psychoanalytic theory to understand the client's personality and problems	Criteria: Ability to answer questions correctly. Each correct answer is given a score of 100. Students are expected to be able to answer at least one question correctly Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecture Question and answer practice Group discussion Homework Case study 2 X 50		Material: Psychoanalytic personality theory: history of development, concepts and principles, personality development, assessment techniques, examples of case assessments. Reference: <i>Alwisol. 2010. Malang: UMM Press. Personality Psychology (Revised Edition)</i>	3%

4	Students have a good understanding of Carl Gutav Jung's psychoanalytic personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Jung's personality theory 2. Can mention and explain the concepts and principles in Jung's personality theory 3. Can explain personality development from Jung's perspective 4. Can mention and explain personality assessment techniques in personality theory Jung 5. Can apply theoretical concepts and assessment techniques in Jung's theory to understand the client's personality and problems	<p>Criteria: Each correct answer is given a score of 100. Students are expected to be able to answer only one question correctly.</p> <p>Form of Assessment : Participatory Activities</p>	Lecture Question and answer Practice Group discussion Homework Case study 2 X 50		<p>Material: Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory. References: <i>Ryckman, RM 2008. Theories of Personality (ninth edition). USA: Thompson Wadsworth.</i></p> <hr/> <p>Material: Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory. References: <i>Fudyartanta, K. 2012. Personality Psychology Various Approaches: Existential, Trait, Field Theory, Factorial, Stimulus Response (SR) and Religious Bioculture. Yogyakarta: Student Library</i></p>	5%
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5	Students have a good understanding of Alfred Adler's psychoindividual personality theory and can apply it to understand counselee behavior and problems	1. Can explain the historical development of Adler's personality theory 2. Can mention and explain the concepts and principles in Adler's personality theory 3. Can explain personality development from Adler's perspective 4. Can mention and explain personality assessment techniques in personality theory Adler 5. Can apply theoretical concepts and assessment techniques in Adler's theory to understand the client's personality and problems	<p>Criteria: Each correct answer for each item is given a score of 100. Students are expected to only be able to answer one question correctly</p> <p>Form of Assessment : Participatory Activities</p>	Lecture Question and answer Practice Group discussion Homework Case study 2 X 50		<p>Material: Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory. References: <i>Ryckman, RM 2008. Theories of Personality (ninth edition). USA: Thompson Wadsworth.</i></p> <hr/> <p>Material: Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory. References: <i>Fudyartanta, K. 2012. Personality Psychology Various Approaches: Existential, Trait, Field Theory, Factorial, Stimulus Response (SR) and Religious Bioculture. Yogyakarta: Student Library</i></p>	3%
6	Students who have a good understanding of Gordon Allport's theory of personality traits can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Allport's personality theory 2. Can mention and explain the concepts and principles in Allport's personality theory 3. Can explain personality development from Allport's perspective 4. Can mention and explain personality assessment techniques in personality theory Allport 5. Can apply theoretical concepts and assessment techniques in Allport's theory to understand the client's personality and problems	<p>Criteria: 1.Accuracy 2.Clarity 3.authenticity</p> <p>Form of Assessment : Participatory Activities</p>	Lecture Question and answer Group discussion Practice Homework Case study 2 X 50		<p>Material: Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory. References: <i>Ryckman, RM 2008. Theories of Personality (ninth edition). USA: Thompson Wadsworth.</i></p> <hr/> <p>Material: Personality theories studied from the trait approach are Gordon Allport's trait theory and Eysenc's typology theory. References: <i>Fudyartanta, K. 2012. Personality Psychology Various Approaches: Existential, Trait, Field Theory, Factorial, Stimulus Response (SR) and Religious Bioculture. Yogyakarta: Student Library</i></p>	3%

7	Students have a good understanding of Eysenc's typological personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Eysenc's personality theory 2. Can mention and explain the concepts and principles in Eysenc's personality theory 3. Can explain personality development from Eysenc's perspective 4. Can mention and explain personality assessment techniques in personality theory Eysenc 5. Can apply theoretical concepts and assessment techniques in Eysenc theory to understand the client's personality and problems	Criteria: 1.Authenticity 2.Accuracy 3.Clarity Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture Question and answer Group discussion Practice Homework Case study 2 X 50		Material: The personality theory studied from a humanistic approach is the theory of Abraham Maslow, Carl Rogers, and Carl May Library: <i>Suryabrata, S. 2012. Personality Psychology. Jakarta: PT Raja Grafindo Persada.</i>	3%
8	Students master the skills and indicators from meetings 1 to 7.	Can answer correctly all midterm exam test items	Criteria: 1.Accuracy of argument 2.Language Usage: 3.Accuracy 4.Clarity 5.Authenticity Form of Assessment : Participatory Activities, Tests	UTS 2 X 50		Material: Personality theory: definition, studies in personality theory, the role of personality in the practice of guidance and counseling Library: <i>Alwisol. 2010. Malang: UMM Press. Personality Psychology (Revised Edition)</i>	20%
9	Students have a good understanding of George Kelly's cognitive personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Kelly's personality theory 2. Can mention and explain the concepts and principles in Kelly's personality theory 3. Can explain personality development from Kelly's perspective 4. Can mention and explain personality assessment techniques in personality theory Kelly 5. Can apply theoretical concepts and assessment techniques in Kelly's theory to understand the client's personality and problems	Criteria: 1.Accuracy 2.authenticity 3.Clarity Form of Assessment : Participatory Activities	Lecture Question and answer Group discussion Practice Homework Case study 2 X 50		Material: personality theory from the cognitive approach studied is George Kelly's theory. Reference: <i>Schultz, DP & Schultz, SE 2009. Theories of Personality (sixth edition. Australia: Wadsworth, Engage Learning</i>	5%

10	Students have a good understanding of Abraham Maslow's humanistic personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Maslow's personality theory 2. Can mention and explain the concepts and principles in Maslow's personality theory 3. Can explain personality development from Maslow's perspective 4. Can mention and explain personality assessment techniques in personality theory Maslow 5. Can apply theoretical concepts and assessment techniques in Maslow's theory to understand the client's personality and problems	Criteria: 1.Accuracy of argument 2.Language Usage: 3.Authenticity 4.Clarity Form of Assessment : Participatory Activities	Lecture Question and answer Group discussion Practice Homework Case study 2 X 50		Material: personality theory from the cognitive approach studied is George Kelly's theory. Reference: <i>Schultz, DP & Schultz, SE 2009. Theories of Personality (sixth edition. Australia: Wadsworth, Engage Learning</i>	3%
11	Students have a good understanding of Carl Rogers' humanistic personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Rogers' personality theory 2. Can mention and explain the concepts and principles in Rogers' personality theory 3. Can explain personality development from Maslow's perspective 4. Can mention and explain personality assessment techniques in personality theory Rogers 5. Can apply theoretical concepts and assessment techniques in Rogers' theory to understand the client's personality and problems	Criteria: 1.Accuracy of argument 2.Language Usage: 3.Accuracy 4.Clarity 5.Authenticity Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture Question and answer Group discussion Practice Homework Case study 2 X 50		Material: Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura. References: <i>Semiun, Y. 2013. Personality Theories. Yogyakarta: Kanisius.</i>	3%
12	Students have a good understanding of Carl May's existential-analytic humanistic personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of May's personality theory 2. Can mention and explain the concepts and principles in May's personality theory 3. Can explain personality development from May's perspective 4. Can mention and explain personality assessment techniques in personality theory May 5. Can apply theoretical concepts and assessment techniques in May's theory to understand the client's personality and problems	Criteria: 1.Accuracy of argument 2.Language Usage: 3.Accuracy 4.Clarity 5.Authenticity Form of Assessment : Participatory Activities	Lecture Question and answer Group discussion Practice Homework Case study 2 X 50		Material: Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura. References: <i>Semiun, Y. 2013. Personality Theories. Yogyakarta: Kanisius.</i>	3%

13	Students have a good understanding of BF Skinner's behavioral personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Skinner's personality theory 2. Can mention and explain the concepts and principles in Skinner's personality theory 3. Can explain personality development from Skinner's perspective 4. Can mention and explain personality assessment techniques in personality theory Skinner 5. Can apply theoretical concepts and assessment techniques in Skinner's theory to understand the client's personality and problems	Criteria: 1.Accuracy of answers 2.Clarity 3.Authenticity Form of Assessment : Participatory Activities	Lecture Question and answer Group discussion Example Exercise Homework Case study 2 X 50		Material: Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura. References: Ryckman, RM 2008. <i>Theories of Personality (ninth edition)</i> . USA: Thompson Wadsworth.	4%
14	Students have a good understanding of Jullian Rotter's ERV personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Rotter's personality theory 2. Can mention and explain the concepts and principles in Rotter's personality theory 3. Can explain personality development from Rotter's perspective 4. Can mention and explain personality assessment techniques in personality theory Rotter 5. Can apply theoretical concepts and assessment techniques in Rotter's theory to understand the client's personality and problems	Criteria: 1.Authenticity 2.Accuracy of argument 3.Language Usage: 4.Accuracy 5.Clarity Form of Assessment : Participatory Activities	Lecture Question and answer Group discussion Homework Case study 2 X 50		Material: Personality theories studied from a behavioral approach are the theories of BF Skinner, Jullian Rotter, and Albert Bandura. References: Ryckman, RM 2008. <i>Theories of Personality (ninth edition)</i> . USA: Thompson Wadsworth.	5%
15	Students have a good understanding of Albert Bandura's social-learning personality theory and can apply it to understand the behavior and problems of clients	1. Can explain the historical development of Bandura's personality theory 2. Can mention and explain the concepts and principles in Bandura's personality theory 3. Can explain personality development from Bandura's perspective 4. Can mention and explain personality assessment techniques in personality theory Bandura 5. Can apply theoretical concepts and assessment techniques in Bandura's theory to understand the client's personality and problems	Criteria: 1.Authenticity 2.Accuracy of argument 3.Language Usage: 4.Accuracy 5.Clarity Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture Question and answer Group discussion Homework Case study 2 X 50		Material: Personality theories studied from a contemporary approach are multicultural theory, Big Five theory, and Suryomentaram theory. References: Yusuf, Syamsu LN & Nurihsan, AJ. 2008. <i>Personality Theory</i> . Bandung: PT Teen Rosdakarya.	4%

16	Students have a good understanding of contemporary personality theory and can apply it to understand counselee behavior and problems	1. Can explain the main points of personality theory from a biological perspective 2. Can explain the main points of personality theory from a multicultural perspective 3. Can explain the main points of the Big Five personality theory 4. Can explain the main points of personality theory from positive psychology 5. Can explain the main points of personality theory from Ki Suryomentaram's teachings 6. Can explain the main points of personality theory in the 21st century	Criteria: 1.Authenticity 2.Accuracy of argument 3.Language Usage: 4.Accuracy 5.Clarity Form of Assessment : Participatory Activities, Tests	UAS 2 X 50		Material: Personality theory: definition, studies in personality theory, the role of personality in the practice of guidance and counseling Library: <i>Alwisol. 2010. Malang: UMM Press. Personality Psychology (Revised Edition)</i>	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	68.5%
2.	Project Results Assessment / Product Assessment	1.5%
3.	Portfolio Assessment	5%
4.	Test	25%
		100%

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.