	Universitas Negeri Surabaya **Faculty of Vocational Studies** **D4 Public Administration Study Program**			**Document Code**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Personality Development	6330102051	Compulsory Study Program Subjects	**T=1**	**P=1**	**ECTS=3.18**	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	Have devotion to God Almighty and be able to show a religious attitude
	PLO-8	Able to apply logical, critical, innovative, quality and measurable thinking in carrying out specific work in the field of management and public sector policy
	PLO-10	Able to carry out the formulation, implementation and evaluation of public sector policies
	PLO-14	Mastering knowledge about the concepts and practices of organizations, management and public sector policies
	Program Objectives (PO)	
	PO - 1	Able to utilize IT in tracing sources of information to examine basic personality concepts 2. Have skills related to personality using IT tools 3. Able to make decisions in applying basic concepts of personality development 4. Responsible for learning performance and collaborating in understanding concepts personality development to examine personality development problems
	PLO-PO Matrix	

P.O	PLO-5	PLO-8	PLO-10	PLO-14
PO-1				

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																

Short Course Description	This course discusses the individual as self, being able to understand & define personality, talents, think positively, know and understand the process of positive thinking, be able to understand and define creative and innovative independence, and know the effectiveness of creative and innovative independence. Lectures are conducted for one semester using a problem based learning approach, discussion methods, presentations and assignments. Assessment is through written tests, performance tests and portfolios.

References	**Main :**	
	1. Herlambang, Susatyo. 2011. Personality Development. Gosyen Publishing: Jogjakarta 2. Oetomo, Indayati. 2014. Exelent Work : Seri Kepribadian Unggul. Andi : Jogjakarta 3. Winarti, Euis. 2007. "Pengembangan Kepribadian". Graha Ilmu. Yogyakarta 4. Wisma MM, UGM. 2013. " Table Manner Course ". MM-UGM. Yogyakarta 5. Tracy, Bryan. 2008. " Empowering Others ". Kepmendikbud. 2013. "Kepribadian Pengawas". LPMP DIY. Yogyakarta	
	Supporters:	

Supporting lecturer	Dr. Prasetyo Isbandono, S.Sos., M.Si. Dian Arlupi Utami, S.Sos., M.AP.

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	Able to understand the outline of personality subject learning	1. Understand the outline of personality development 2. Understand the study contract	**Criteria:** The presence and activeness of students during the lecture process **Form of Assessment** : Participatory Activities	The lecture process is carried out face to face, the lecturer explains the outline of the Personality Development 2 X 50 material		**Material:** Introductory material about Personality Development **Reader:** *Herlambang, Susatyo. 2011. Personality Development. Gosyen Publishing: Jogjakarta*	1%
2	Describe and explain Personality Theory	1. Able to explain the meaning of personality 2. Able to explain aspects of personality 3. Able to explain personality theory	**Criteria:** The presence and activeness of students during the lecture process **Form of Assessment** : Participatory Activities	The lecture process is carried out face to face, the lecturer explains the 2 X 50 Personality Theory		**Material:** a. Definition of personality b. Personality aspects c. Personality Theory: physical, physiological, psychological **Bibliography:** *Herlambang, Susatyo. 2011. Personality Development. Gosyen Publishing: Jogjakarta*	1%
3	Explain the concept of self-knowledge	1. Able to explain the concept of self-knowledge 2. Able to explain the concept of self 3. Able to explain how to know yourself 4. Able to explain the history of Personality Development	**Criteria:** Explain self-introduction **Form of Assessment** : Participatory Activities	learning is carried out face to face 2 X 50		**Material:** 1. concept of self-knowledge 2. self-concept 3. how to know yourself 4. history of personality development **Reader:** *Oetomo, Indayati. 2014. Excellent Work: Superior Personality Series. Andi : Jogjakarta*	1%
4	explains personality and the theory behind the emergence of personality	1. Able to explain the meaning of personality 2. Able to explain the terms in personality	**Criteria:** The presence and activeness of students during the lecture process **Form of Assessment** : Participatory Activities	The learning process is carried out face to face and 2 X 50 questions and answers		**Material:** 1. Understanding personality 2. Terms in personality: Personality (personality) Disposition (character) Temprament (temprament) Traits (nature) Habit (habits) Attitude (Attitude) **Library:** *Winarti, Euis. 2007. "Personality Development". Science House. Yogyakarta*	1%
5	Explain the factors that influence personality	Explain the factors that influence personality	**Criteria:** 1. The presence and activeness of students during the lecture process 2. Assignment **Form of Assessment** : Participatory Activities, Portfolio Assessment	Face-to-face learning and questions and answers 2 X 50		**Material:** Explaining the Factors that Influence Personality **Reader:** *Oetomo, Indayati. 2014. Excellent Work: Superior Personality Series. Andi : Jogjakarta*	15%

6	Explain the psychoanalytic paradigm	1. Be able to explain the psychoanalytic paradigm	**Criteria:** Activities Participate in class by either asking or answering **Form of Assessment** : Participatory Activities	Face to face and question and answer 2 X 50		**Material:** psychoanalytic paradigm a. Basic assumptions b. Personality structure c. Self-defense mechanisms **References:** *Winarti, Euis. 2007. "Personality Development". Science House. Yogyakarta*	1%
7	Explain personality dynamics	1. Able to explain personality dynamics. Stages of personality development: Intantile, latent, genital, oral	**Criteria:** The presence and activeness of students during the lecture process **Form of Assessment** : Participatory Activities	Face to face and question and answer 2 X 50		**Material:** personality dynamics Stages of personality development: Intantile, latent, genital, oral **Reader:** *Winarti, Euis. 2007. "Personality Development". Science House. Yogyakarta*	1%
8	Midterm exam	Ability to spell UTS questions	**Criteria:** Attendance and working on UTS questions **Form of Assessment** : Participatory Activities, Tests	Sit in Class 2 X 50		**Material:** meeting material 1-7 **References:**	20%
9	Discussion of material that has been presented as paper material	1. Able to compose papers as discussion material 2. Able to discuss scientifically	**Criteria:** Paper discussion **Form of Assessment** : Participatory Activities	Face to face 2 X 50		**Material:** Discussion Material that has been presented with paper materials. **Readers:** *Tracy, Bryan. 2008. "Empowering Others". Minister of Education and Culture Decree. 2013. "Supervisor Personality". LPMP DIY. Yogyakarta*	1%
10	Course assignments	able to carry out the tasks given	**Criteria:** Activeness and task collection **Form of Assessment** : Participatory Activities	do assignments in class and face to face 2 X 50		**Material:** Course assignments with the theme Personality Development **Reader:** *Herlambang, Susatyo. 2011. Personality Development. Gosyen Publishing: Jogjakarta*	1%

11	Explaining Self-Image Development	Able to explain Self Image Development	**Criteria:** Participation and discussion **Form of Assessment :** Participatory Activities	Direct learning, lectures and 2 X 50 simulations		**Material:** 1. Effective speaking 2. Dress and personal appearance 3. Work attire Appearance **Reader:** *Winarti, Euis. 2007. "Personality Development". Science House. Yogyakarta*	1%
12	1. Explain the material on Handling Difficult Workers 2. Explain the Five Ethics in the World of Work	1. Material on Handling Difficult Workers 2. Five Ethics in the World of Work	**Criteria:** The presence and activeness of students during the lecture process **Form of Assessment :** Participatory Activities	Direct learning, lectures and 2 X 50 simulations		**Material:** 1. Handling Difficult Workers 2. Five Ethics in the World of Work **Library:** *Wisma MM, UGM. 2013. "Table Manner Course". MM UGM. Yogyakarta*	1%
13	1. Explain the material on Handling Difficult Workers 2. Explain the Five Ethics in the World of Work	1. Material on Handling Difficult Workers 2. Five Ethics in the World of Work	**Criteria:** The presence and activeness of students during the lecture process **Form of Assessment :** Participatory Activities, Portfolio Assessment	Direct learning, lectures and 2 X 50 simulations		**Material:** 1. Handling Difficult Workers 2. Five Ethics in the World of Work **Library:** *Wisma MM, UGM. 2013. "Table Manner Course". MM UGM. Yogyakarta*	15%
14	Ethical practices, Excellent Service, Handle complaints	Practice table manners in groups	**Criteria:** Paper according to the material that has been presented, value 0-100 Activeness in discussion 0-100 asking, answering, responding Accuracy of practical material to be demonstrated **Form of Assessment :** Participatory Activities, Practice/Performance	Work Practices/Face to face 2 X 50		**Material:** ethics, excellent service, handling complaints **Library:** *Wisma MM, UGM. 2013. "Table Manner Course". MM UGM. Yogyakarta*	9%
15	Ethical practices, Excellent Service, Handle complaints	Practice table manners in groups	**Criteria:** Paper according to the material that has been presented, value 0-100 Activeness in discussion 0-100 asking, answering, responding Accuracy of practical material to be demonstrated **Form of Assessment :** Participatory Activities	Work Practices/Face to face 2 X 50		**Material:** ethics, excellent service, handling complaints **Library:** *Wisma MM, UGM. 2013. "Table Manner Course". MM UGM. Yogyakarta*	1%
16	Ethical practices, Excellent Service, Handle complaints	Practice table manners in groups	**Criteria:** Paper according to the material that has been presented, value 0-100 Activeness in discussion 0-100 asking, answering, responding Accuracy of practical material to be demonstrated **Form of Assessment :** Participatory Activities	Work Practices/Face to face 2 X 50		**Material:** ethics, excellent service, handling complaints **Library:** *Wisma MM, UGM. 2013. "Table Manner Course". MM UGM. Yogyakarta*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70.5%

2.	Portfolio Assessment	15%
3.	Practice / Performance	4.5%
4.	Test	10%
		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.