



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Pancasila and Citizenship Education Undergraduate Study
Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Attitude Assessment	8720502107	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dr. Oksiana Jatningsih, M.Si.		Dr. Oksiana Jatningsih, M.Si.	Maya Mustika Kartika Sari, S.Sos., M.IP.	
Learning model	Project Based Learning				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course				
	Program Objectives (PO)				
	PLO-PO Matrix				
		P.O			
Short Course Description	Study and understanding of the concepts, types, principles and strategies for assessing attitudes and developing instruments for attitudes in order to understand and measure individual attitudes towards something, through learning activities of concept studies, discussions and project assignments.				
References	Main :				
	<ol style="list-style-type: none"> 1. Mueller, Daniel J. 1996. Measuring Social Attitudes. A Handbook for Researchers and Practitioners. (Mengukur Sikap Sosial. Pegangan untuk Peneliti dan Praktisi) Terjemahan oleh Eddy Soewardi Kartawidjaja. 2. Azwar, Saifudin. Sikap Manusia. Teori dan Pengukurannya . Yogyakarta: Pustaka Pelajar. 3. Puskur Depdikbud. 2013. Pengembangan Perangkat Penilaian Afektif . Jakarta: Puskur. 4. Ziv, Anita Konzelm, cs. 2011. Self Evaluation. Affective and Social Grounds of Intentionality. London: Springer. 5. D. Betsy McCoach, Robert K. Gable, dan John P. Madura. 2013. Instrument Development in the Affective Domain. School and Corporate Applications . New York: Springer. 6. Anderson, Lorin W. Dan David R. Krathwohl. 2001. A Taxonomy for Learning, Teaching, and Assessing. A Revision of Bloom 19s Taxonomy of Educational Objectives. New York: Longman. 7. Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar dan Menengah. 2017. Panduan Penilaian oleh Pendidik dan Satuan Pendidikan untuk Sekolah Menengah Pertama . Jakarta: Depdikbud. 8. Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar dan Menengah. 2015. Panduan Penilaian oleh Pendidik dan Satuan Pendidikan untuk Sekolah Menengah Atas. Jakarta: Depdikbud. 				
	Supporters:				
Supporting lecturer	Dr. Oksiana Jatningsih, M.Si. Dr. Harmanto, 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	Explain the concept of attitude	Explain the meaning and relationship between attitudes, values, beliefs and human behavior. Determining the boundaries of the attitude object	Criteria: assessment rubric Form of Assessment : Participatory Activities	Classical. Explaining 4 X 50 Questions and Answers			5%
2	Explain the concept of attitude	Explain the meaning and relationship between attitudes, values, beliefs and human behavior. Determining the boundaries of the attitude object	Criteria: assessment rubric	Classical. Explaining 4 X 50 Questions and Answers			0%
3	Distinguishing various theories of attitudinal organization	Comparing various theories of attitudinal organization	Criteria: assignment assessment rubric Form of Assessment : Participatory Activities	Scientific, pair to share, presentation and discussion 4 X 50			5%
4	Distinguishing various theories of attitudinal organization	Comparing various theories of attitudinal organization	Criteria: assignment assessment rubric	Scientific, pair to share, presentation and discussion 4 X 50			0%
5	Explains the concept of attitude measurement in the 2013 curriculum	Explain the meaning of religious and social attitudes. Describe and formulate indicators of religious and social attitudes	Form of Assessment : Project Results Assessment / Product Assessment	Scientific, group assignment 4 X 50			25%
6	Explains the concept of attitude measurement in the 2013 curriculum	Explain the meaning of religious and social attitudes. Describe and formulate indicators of religious and social attitudes	Form of Assessment : Participatory Activities	Scientific, group assignment 4 X 50			5%
7	Comparing various Attitude Scale constructs in the context of preparing attitude measurement instruments	Explain the differences between various attitude scale constructs	Criteria: assessment rubric Form of Assessment : Participatory Activities	Scientific, explaining, group assignment 2 X 50			5%
8	UTS	UTS	Criteria: assessment rubric	UTS 2 X 50			0%

9	Comparing various Attitude Scale constructs in the context of preparing attitude measurement instruments	Explain the differences between various attitude scale constructs	Criteria: assessment rubric	Cooperative Presentation and discussion 8 X 50			0%
10	Comparing various Attitude Scale constructs in the context of preparing attitude measurement instruments	Explain the differences between various attitude scale constructs	Criteria: assessment rubric	Cooperative Presentation and discussion 8 X 50			0%
11	Comparing various Attitude Scale constructs in the context of preparing attitude measurement instruments	Explain the differences between various attitude scale constructs	Criteria: assessment rubric Form of Assessment : Project Results Assessment / Product Assessment	Cooperative Presentation and discussion 8 X 50			25%
12	Comparing various Attitude Scale constructs in the context of preparing attitude measurement instruments	Explain the differences between various attitude scale constructs	Criteria: assessment rubric	Cooperative Presentation and discussion 8 X 50			0%
13	Design and compile attitude measurement instruments	Designing an attitude assessment instrument. Develop an attitude assessment instrument. Piloting an attitude assessment instrument	Criteria: assignment assessment rubric	Cooperative Discussion Assignment 6 X 50			0%
14	Design and compile attitude measurement instruments	Designing an attitude assessment instrument. Develop an attitude assessment instrument. Piloting an attitude assessment instrument	Criteria: assignment assessment rubric	Cooperative Discussion Assignment 6 X 50			0%
15	Design and compile attitude measurement instruments	Designing an attitude assessment instrument. Develop an attitude assessment instrument. Piloting an attitude assessment instrument	Criteria: assignment assessment rubric Form of Assessment : Project Results Assessment / Product Assessment	Cooperative Discussion Assignment 6 X 50			30%
16	Design and compile attitude measurement instruments	Designing an attitude assessment instrument. Develop an attitude assessment instrument. Piloting an attitude assessment instrument	Criteria: assignment assessment rubric	Cooperative Discussion Assignment 6 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	80%
		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** 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.
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.