



Universitas Negeri Surabaya
Faculty of Education,
Bachelor of Primary School Teacher Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																											
General and Developmental Psychology	8620602162		T=2	P=0	ECTS=3.18	0	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																												
			Putri Rachmadyanti, S.Pd., M.Pd.																																												
Learning model	Case Studies																																																	
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		P.O																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
Short Course Description	This course discusses the meaning, scope and contribution of General and Developmental psychology, on student development, learning theories, personality aspects that influence learning and daily life, learning difficulties, counseling guidance at school, classroom management and at home for effective learning.																																																	
References	Main :																																																	
	1. A. Textbook : 1. Rumini, S., dkk. 1998. Psikologi Umum. Yogyakarta : Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta. B. Acuan/referensi : 1. Colman, A. M. 2001. A Dictionary of Psychology. New York: Oxford University Press. 2. Hall, c.S & Lindzey, G. 1993. Psikologi Kepribadian Jilid 1, 2, dan 3. Yogyakarta : Penerbit Kanisius. 3. Moskowitz, M. J. & Orgel, A. R. 1969. General Psychology. Boston : Houghton Mifflin Company. 4. Suryabrata, S. 1995. Psikologi Pendidikan. Jakarta : PT. Raja Grafindo Persada. 5. Walgito, B. 1997. Pengantar Psikologi Umum. Yogyakarta : Andi Offset. 6.. Slavin, Robert E. (2011). <i>Psikologi Pendidikan: Teori dan Praktik edisi ke-9.(Jilid 1 & 2)</i> . Jakarta: PT Indeks. 7. Santrock, J. W. (2013). <i>Psikologi Pendidikan (jilid 1&2)</i> . Jakarta: Salemba Humanika																																																	
	Supporters:																																																	
Supporting lecturer	MAS SUBAGIO Dr. Eko Darminto, M.Si. Dra. Mulyani, M.Pd. Muhammad Syafiq, S.Psi., M.Sc. Dr. Wiryo Nuryono, 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 basic concepts of general and developmental psychology and their role in the field of education	1. Explain the basic concepts of general and developmental psychology (understanding and aspects) 2. Identifying the benefits/contributions of general and developmental psychology in learning development.	Criteria: Completed with a score of 100	Cooperative learning Lectures, questions and answers, discussions 2 X 50			0%
2	Understand individual student development, developmental periodization and developmental tasks	Explain the basic concepts of life span development. Identify developmental periodization and developmental tasks	Criteria: Completed with a score of 100	Lecture Discussion Questions and answers 2 X 50			0%
3	Understanding Psychology in historical trajectories,	- Explaining psychology as part of philosophy, - Definition of psychology according to experts, - Explaining psychology as an independent science - Relationship between psychology and other sciences - Schools in psychology	Criteria: 1.4: the description is correct 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: the description is wrong	Classical, cooperative, pulpit lecture, question and answer, dialogue. 2 X 50			0%
4				10 X 50			0%
5				10 X 50			0%
6				10 X 50			0%
7				10 X 50			0%
8				10 X 50			0%
9				10 X 50			0%
10				10 X 50			0%
11				2 X 50			0%
12				2 X 50			0%
13				2 X 50			0%
14				2 X 50			0%
15				2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.