



**Universitas Negeri Surabaya  
Faculty of Education,  
Psychology Undergraduate Study Program**

**Document  
Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																										
<b>FUNDAMENTALS OF COGNITIVE ASSESSMENT</b>	7320102164	Study Program Elective Courses	T=2	P=0	ECTS=3.18	4	July 17, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	Yohana Wuri Satwika, S.Psi., M.Psi. Fitrania Maghfiroh, M.Psi., Psikolog		Dr. Miftakhul Jannah, M.Si., Psikolog			Yohana Wuri Satwika, S.Psi., M.Psi.																																											
<b>Learning model</b>	<b>Case Studies</b>																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																
	<b>Program Objectives (PO)</b>																																																
	<b>PLO-PO Matrix</b>																																																
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> <td colspan="16"></td> </tr> </table>						P.O																																									
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> <td style="width: 20px; height: 20px;">5</td> <td style="width: 20px; height: 20px;">6</td> <td style="width: 20px; height: 20px;">7</td> <td style="width: 20px; height: 20px;">8</td> <td style="width: 20px; height: 20px;">9</td> <td style="width: 20px; height: 20px;">10</td> <td style="width: 20px; height: 20px;">11</td> <td style="width: 20px; height: 20px;">12</td> <td style="width: 20px; height: 20px;">13</td> <td style="width: 20px; height: 20px;">14</td> <td style="width: 20px; height: 20px;">15</td> <td style="width: 20px; height: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	This course discusses the theoretical basics of Intelligence, Talent and Interest Tests which can be carried out individually or classically, along with the assessment of each test according to existing standards and supported by the applicable code of ethics.																																																
<b>References</b>	<b>Main :</b>																																																
	1. Sugiyanto (2004) Informasi Tes, Yogyakarta : Fakultas Psikologi UGM 2. Manual Tes IST, WPPSI,WISC, WB, CFIT, RMB. 3. Anastasi , A. & Urbina, S. (2007). Psychological Testing. New Jersey: Prentice. Hall Inc.																																																
	<b>Supporters:</b>																																																
	1. Manual Test IST, RIMB, WISC, TIKI, Binet																																																
<b>Supporting lecturer</b>	Yohana Wuri Satwika, S.Psi., M.Psi. Fitrania Maghfiroh, M.Psi., Psikolog																																																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																												
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																										

1	Understand the meaning and concept of intelligence tests.	Can explain the meaning and concept of intelligence tests	<p><b>Criteria:</b> Criteria: 1. Participation during lectures is carried out through honest and independent attitude observations with a weight of 20% 2. Products and Results of Assessment Analysis are assessed as assignments with a weight of 30% 3. UTS with a weight of 20% 4. UAS with a weight of 30% Form of Assessment: Participatory Activities</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Contextual Instruction (CI) : Discovery Learning (DL) 2 X 50		<p><b>Material:</b> understanding and concept of intelligence tests <b>References:</b> 1. Sugiyanto (2004) <i>Test Information</i>, Yogyakarta: Faculty of Psychology UGM 2. IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual. 3. Anastasi, A. &amp; Urbina, S. (2007). <i>Psychological Testing</i>. New Jersey: Prentice. Hall Inc.</p>	5%
2	Understand the measurement, meaning and theoretical basis of intelligence tests	Can explain the measurement, meaning and theoretical basis of intelligence tests.	<p><b>Criteria:</b> Criteria: 1. Participation during lectures is carried out through honest and independent attitude observations with a weight of 20% 2. Products and Results of Assessment Analysis are assessed as assignments with a weight of 30% 3. UTS with a weight of 20% 4. UAS with a weight of 30% Form of Assessment: Participatory Activities</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Contextual Instruction (CI) : Discovery Learning (DL) 2 X 50		<p><b>Material:</b> Measurement, meaning and theoretical basis of intelligence tests <b>References:</b> 1. Sugiyanto (2004) <i>Test Information</i>, Yogyakarta: Faculty of Psychology UGM 2. IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual. 3. Anastasi, A. &amp; Urbina, S. (2007). <i>Psychological Testing</i>. New Jersey: Prentice. Hall Inc.</p>	5%
3	Mastering the theory of intelligence	Can explain the theory of intelligence according to Binet, Thorndike, Charles E. Spearman, Thurstone, Philip Ewart Vernon, Raymond B. Catell, Howard Gardner	<p><b>Criteria:</b> Criteria: 1. Participation during lectures is carried out through honest and independent attitude observations with a weight of 20% 2. Products and Results of Assessment Analysis are assessed as assignments with a weight of 30% 3. UTS with a weight of 20% 4. UAS with a weight of 30% Form of Assessment: Participatory Activities</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Contextual Instruction (CI) : Discovery Learning (DL) 2 X 50		<p><b>Material:</b> Theory of intelligence <b>References:</b> 1. Sugiyanto (2004) <i>Test Information</i>, Yogyakarta: Faculty of Psychology UGM 2. IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual. 3. Anastasi, A. &amp; Urbina, S. (2007). <i>Psychological Testing</i>. New Jersey: Prentice. Hall Inc.</p>	5%

4	Mastering the concept of factors that influence intelligence and superior and sub-normal mental abilities	<ol style="list-style-type: none"> <li>1.Can explain the factors that influence intelligence (innate and environmental)</li> <li>2.Can explain superior and subnormal mental abilities</li> </ol>	<p><b>Criteria:</b> Criteria: 1. Participation during lectures is carried out through honest and independent attitude observations with a weight of 20% 2. Products and Results of Assessment Analysis are assessed as assignments with a weight of 30% 3. UTS with a weight of 20% 4. UAS with a weight of 30% Form of Assessment: Participatory Activities</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<ul style="list-style-type: none"> <li>· Contextual Instruction (CI) · Discovery Learning (DL) 2 X 50</li> </ul>		<p><b>Material:</b> Concepts about factors that influence intelligence and superior and sub-normal mental abilities.</p> <p><b>References:</b> 1. Sugiyanto (2004) <i>Test Information</i>, Yogyakarta: UGM Faculty of Psychology 2. IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual. 3. Anastasi, A. &amp; Urbina, S. (2007). <i>Psychological Testing</i>. New Jersey: Prentice. Hall Inc.</p>	5%
5	Mastering the concept of various intelligence tests	<ol style="list-style-type: none"> <li>1.Can mention various types of intelligence tests (children, teenagers and adults, deaf and blind)</li> <li>2.Can explain the classification of intelligence (Raven, Weschler, Binet and TIKI)</li> </ol>	<p><b>Criteria:</b> Criteria: 1. Participation during lectures is carried out through honest and independent attitude observations with a weight of 20% 2. Products and Results of Assessment Analysis are assessed as assignments with a weight of 30% 3. UTS with a weight of 20% 4. UAS with a weight of 30% Form of Assessment: Participatory Activities</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	<ul style="list-style-type: none"> <li>· Contextual Instruction (CI) · Discovery Learning (DL) 2 X 50</li> </ul>		<p><b>Material:</b> Concepts regarding various intelligence tests</p> <p><b>References:</b> 1. Sugiyanto (2004) <i>Test Information</i>, Yogyakarta: Faculty of Psychology UGM 2. IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual. 3. Anastasi, A. &amp; Urbina, S. (2007). <i>Psychological Testing</i>. New Jersey: Prentice. Hall Inc.</p>	10%
6	Mastering the concept of aptitude tests	Can explain the meaning of an aptitude test Can explain the dimensions of talent Can explain the types/types of aptitude tests	<p><b>Criteria:</b> Criteria: 1. Participation during lectures is carried out through honest and independent attitude observations with a weight of 20% 2. Products and Results of Assessment Analysis are assessed as assignments with a weight of 30% 3. UTS with a weight of 20% 4. UAS with a weight of 30% Form of Assessment: Participatory Activities</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	<ul style="list-style-type: none"> <li>· Role Play 2 X 50</li> </ul>		<p><b>Material:</b> Concepts regarding aptitude tests</p> <p><b>References:</b> 1. Sugiyanto (2004) <i>Test Information</i>, Yogyakarta: Faculty of Psychology UGM 2. IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual. 3. Anastasi, A. &amp; Urbina, S. (2007). <i>Psychological Testing</i>. New Jersey: Prentice. Hall Inc.</p>	10%

7	Mastering the concept of interest theory	§ Can explain the meaning of interest tests § Can explain types/types of interest tests	<p><b>Criteria:</b> Criteria: 1. Participation during lectures is carried out through honest and independent attitude observations with a weight of 20% 2. Products and Results of Assessment Analysis are assessed as assignments with a weight of 30% 3. UTS with a weight of 20% 4. UAS with a weight of 30% Form of Assessment: Participatory Activities</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	· Role Play 2 X 50		<p><b>Material:</b> Concepts regarding theory and interest tests <b>References:</b> 1. Sugiyanto (2004) <i>Test Information</i>, Yogyakarta: Faculty of Psychology UGM 2. IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual. 3. Anastasi, A. &amp; Urbina, S. (2007). <i>Psychological Testing</i>. New Jersey: Prentice. Hall Inc.</p>	10%
8	Midterm exam	Suitability of the answer to the question	<p><b>Criteria:</b> suitability of the answer to the question</p> <p><b>Form of Assessment :</b> Test</p>	Offline UTS 2 X 50		<p><b>Material:</b> Mid-semester Examination <b>References:</b> 1. Sugiyanto (2004) <i>Test Information</i>, Yogyakarta: Faculty of Psychology UGM 2. IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual. 3. Anastasi, A. &amp; Urbina, S. (2007). <i>Psychological Testing</i>. New Jersey: Prentice. Hall Inc.</p>	20%
9	Understanding about the CFIT test.	Can explain the meaning and method of measuring the CFIT test	<p><b>Criteria:</b> Performance and suitability when roleplaying</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	Role Play 2 X 50		<p><b>Material:</b> CFIT Test <b>Library:</b> IST, RIMB, WISC, TIKI, Binet Test Manual</p>	5%
10	Understanding the IST test	Can explain the IST test	<p><b>Criteria:</b> performance and suitability during roleplay</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	Role Play 2 X 50		<p><b>Material:</b> IST Test <b>Library:</b> IST Test Manual, RIMB, WISC, TIKI, Binet</p>	5%
11		performance and suitability during roleplay	<p><b>Criteria:</b> performance and suitability during roleplay</p> <p><b>Form of Assessment :</b> Practical Assessment</p>	Roleplay		<p><b>Material:</b> IST Test <b>Library:</b> IST Test Manual, RIMB, WISC, TIKI, Binet</p>	5%
12	Mastering the administration of the Binet intelligence test	Can explain about the BINET test	<p><b>Criteria:</b> performance and suitability during roleplay</p>	· Role play 2 X 50		<p><b>Material:</b> Binet Test <b>Library:</b> IST, RIMB, WISC, TIKI, Binet Test Manual</p>	5%

13	Mastering the administration of the Binet intelligence test	Can explain about the test	<b>Criteria:</b> performance and suitability during roleplay  <b>Form of Assessment :</b> Practical Assessment	Role Play 2 X 50		<b>Material:</b> Binet Test <b>Library:</b> <i>IST, RIMB, WISC, TIKI, Binet Test Manual</i>	5%
14	Understand the meaning and measurement of the WISC test.	Can explain the meaning of the WISC test. Can explain WISC test measurements and scoring.	<b>Criteria:</b> performance and suitability during roleplay	· Role Play 2 X 50		<b>Material:</b> WISC Test <b>Library:</b> <i>IST, RIMB, WISC, TIKI, Binet Test Manual</i>	5%
15	Able to understand and explain the RMIB Test	Can explain the meaning of the RMIB test. Can explain the measurement and scoring of the RMIB test.	<b>Criteria:</b> performance and suitability during roleplay	· Role Play 2 X 50		<b>Material:</b> RMIB Test <b>Library:</b> <i>IST, RIMB, WISC, TIKI, Binet Test Manual</i>	5%
16	Final exams	appropriateness and accuracy of answers	<b>Criteria:</b> suitability and accuracy of answers  <b>Form of Assessment :</b> Practical Assessment, Test	· 2 X 50 Offline Tests		<b>Material:</b> Final Semester Examination <b>References:</b> 1. Sugiyanto (2004) <i>Test Information, Yogyakarta: Faculty of Psychology UGM</i> 2. <i>IST, WPPSI, WISC, WB, CFIT, RMIB Test Manual.</i> 3. Anastasi, A. & Urbina, S. (2007). <i>Psychological Testing. New Jersey: Prentice. Hall Inc.</i>	10%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Practical Assessment	40%
3.	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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.