



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Introduction to Psychology	7320102151	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	August 8, 2022
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																
	Program Objectives (PO)																
	PO - 1	understand the definition, scope, basic concepts and fields of study of psychology															
	PO - 2	understand research methods and scientific approaches in the field of psychological studies															
	PO - 3	understand the concepts of sensation and perception as well as human mental processes															
	PO - 4	understand the concept of consciousness and underlying mental processes															
	PO - 5	understand the learning process and mental processes															
	PO - 6	understand the concept of memory and its mechanisms															
	PO - 7	understand thought processes, intelligence, and language and mental processes															
	PO - 8	understand motivation and emotions and mental processes															
	PO - 9	understand gender, sex, and sexuality, and their mental processes															
	PO - 10	understand the concept of personality and mental processes															
	PO - 11	understand the concept of personality and mental processes															
	PO - 12	understand the scope of social psychology and its field of study															
	PO - 13	understand the scope and psychology of industry and organizations and their fields of study															
	PO - 14	understand the concept of psychological disorders and their mechanisms based on a psychological approach															
	PO - 15	able to analyze mental processes and individual behavior based on a psychological approach															
PLO-PO Matrix																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> <tr><td>PO-6</td></tr> <tr><td>PO-7</td></tr> <tr><td>PO-8</td></tr> <tr><td>PO-9</td></tr> <tr><td>PO-10</td></tr> <tr><td>PO-11</td></tr> <tr><td>PO-12</td></tr> <tr><td>PO-13</td></tr> <tr><td>PO-14</td></tr> <tr><td>PO-15</td></tr> </tbody> </table>	P.O	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12	PO-13	PO-14	PO-15
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PO-12																	
PO-13																	
PO-14																	
PO-15																	

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																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																
PO-11																
PO-12																
PO-13																
PO-14																
PO-15																

Short Course Description This course discusses the scope and various schools in psychology as well as the main themes in psychology, namely the process of sensation and perception, motivation, memory, intelligence, thinking, consciousness, and personality.

References

Main :

- King, L. A. 2020. The science of psychology: An appreciative view . McGraw-Hill Education.

Supporters:

- Feldman, R. S., & Bishop, J. (2017). Development across the life span (p. 724). Upper Saddle River, NJ: Prentice Hall.

Supporting lecturer Dr. Hermien Laksmiwati, M.Psi.
Ni Wayan Sukmawati Puspitadewi, S.Psi., M.Psi.
Siti Ina Savira, S.Psi., M.EdCp.

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	1.Students are able to analyze individual behavior in examples of everyday phenomena 2.Students are able to explain the relationship between behavior and mental processes in examples of everyday phenomena	1.Able to give examples of psychological phenomena in everyday life 2.Able to identify mental processes and behavior from everyday phenomena from a psychological perspective	Criteria: Score 4: very good Score 3: good Score 2: fair Score 1: poor Form of Assessment : Participatory Activities	Small Group Discussion (SGD) 1 X 50	discussion on the vinesa 1x50 forum	Material: scope of psychological studies Bibliography: King, LA 2020. The science of psychology: An appreciative view. McGraw-Hill Education. Material: research in psychology Bibliography: King, LA 2020. The science of psychology: An appreciative view. McGraw-Hill Education.	5%

2	<p>1.can identify scientific approaches in explaining everyday phenomena</p> <p>2.can provide examples of methods for understanding individual behavior and mental processes</p>	<p>1.can explain the scientific approach in psychology</p> <p>2.can explain basic research methods and examples of scientific studies in psychology</p>	<p>Criteria: Score 4: very good Score 3: good Score 2: fair Score 1: poor</p> <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion/ case study 85 minutes	Watch a 15 minute video showing examples of psychological research via Vinesa	<p>Material: basic research methods in psychology Reference: <i>King, LA 2020. The science of psychology: An appreciative view. McGraw-Hill Education.</i></p>	5%
3	Students are able to analyze individual mental processes based on sensation and perception processes	Able to explain the mechanisms of individual mental processes	<p>Criteria: Score 4: very good Score 3: good Score 2: fair Score 1: poor</p> <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion/ case study 80 minutes	20 minute video	<p>Material: sensation and perception Bibliography: <i>King, LA 2020. The science of psychology: An appreciative view. McGraw-Hill Education.</i></p>	3%
4	Students are able to understand the concepts of consciousness and awareness	<p>1.Able to explain the concept of consciousness and the framework of consciousness</p> <p>2.able to explain the relationship between consciousness and human behavior</p>	<p>Criteria: 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less</p> <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion/case study 80 minutes	20 minute video	<p>Material: concept of consciousness; mindfulness framework Bibliography: <i>King, LA 2020. The science of psychology: An appreciative view . McGraw-Hill Education.</i></p>	2%
5	Students are able to analyze the mental processes of individual learning behavior based on a psychological perspective	<p>1.can provide examples of explanations of mental processes from the formation of individual behavior</p> <p>2.can analyze learning behavior based on psychological theory</p>	<p>Criteria: 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: Poor</p> <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion/case study 80 minutes	20 minute learning video	<p>Material: definition of learning; learning and non-learning characteristics; learning mechanisms Bibliography: <i>King, LA 2020. The science of psychology: An appreciative view . McGraw-Hill Education.</i></p>	5%
6	Students are able to understand memory processes based on memory theories	<p>1.Able to explain memory processes</p> <p>2.able to explain memory theories</p>	<p>Criteria: 1.Score 4: very good 2.Score 2: good 3.Score 2: sufficient 4.Score 1: less</p> <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion/case study 80 minutes	20 minute learning video	<p>Material: memory mechanisms; memory theory; short-term memory and long-term memory Bibliography: <i>King, LA 2020. The science of psychology: An appreciative view . McGraw-Hill Education.</i></p>	5%
7	Students are able to understand thought processes, intelligence and language	<p>1.Able to understand the concept of intelligence</p> <p>2.Able to understand the definition of thinking</p> <p>3.Able to understand language definitions</p>	<p>Criteria: 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: Poor</p> <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion/case study 80 minutes	20 minute learning video	<p>Material: definition of thinking; intelligence theory; and learning gains Bibliography: <i>King, LA 2020. The science of psychology: An appreciative view . McGraw-Hill Education.</i></p>	5%

8	master meeting material 1-7	demonstrate mastery of 1. definition, functionalism vs structuralism, and the scope of psychology2. scientific approach in psychology3. perceptual sensation4. memory5. awareness6. learn7. thinking, intelligence, and language	Criteria: 1.excellent: 85-100 2.good : 75-84 3.enough: 65-74 4.less <65	written test 0	100 minute online written test	Material: meeting materials 1-7 References: King, LA 2020. <i>The science of psychology: An appreciative view.</i> McGraw-Hill Education.	10%
9	Understand the concepts of motivation and emotion	1.can explain the definition of motivation 2.can explain the definition of emotion 3.can explain motivation theories 4.can explain emotional theories	Criteria: 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: poor Form of Assessment : Participatory Activities	Small Group Discussion/case study 80 minutes	20 minute learning video	Material: definition of motivation and emotion; theories of motivation and emotion Bibliography: King, LA 2020. <i>The science of psychology: An appreciative view . McGraw-Hill Education.</i>	5%
10	Students are able to understand gender, sex and sexuality.	Able to explain gender, sex and sexuality, as well as the differences between them.	Criteria: 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less Form of Assessment : Participatory Activities	Small Group Discussion/case study 20 minutes	20 minute learning video	Material: definitions of gender, sex and sexuality Reference: King, LA 2020. <i>The science of psychology: An appreciative view.</i> McGraw-Hill Education.	5%
11	Students are able to understand the concept of personality in psychology	Able to explain the psychodynamic perspective in explaining personality	Criteria: 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less Form of Assessment : Participatory Activities	Small Group Discussion/case study 80 minutes	20 minute learning video	Material: definition of personality; psychodynamic approach Bibliography: King, LA 2020. <i>The science of psychology: An appreciative view . McGraw-Hill Education.</i>	4%
12	Students are able to understand the scope and field of study of social psychology	1.Able to explain the definition of social psychology 2.Able to explain the scope of social psychology	Criteria: 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less Form of Assessment : Participatory Activities	Small Group Instruction/case study 80 minutes	20 minute learning video	Material: humanistic and social cognitive approaches. Reference: King, LA 2020. <i>The science of psychology: An appreciative view.</i> McGraw-Hill Education.	5%
13	Students are able to understand the scope and field of study of industrial and organizational psychology	1.Able to explain the definition of industrial and organizational psychology 2.Able to explain the scope and field of industrial and organizational studies	Criteria: 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less Form of Assessment : Participatory Activities	Small Group Discussion/case study 80 minutes	20 minute learning video	Material: definition of personality; Personality theories in psychology Bibliography: King, LA 2020. <i>The science of psychology: An appreciative view.</i> McGraw-Hill Education.	5%

14	<p>1. understand the concept of psychological disorders</p> <p>2. understand the characteristics of psychological disorders</p> <p>3. understand psychological approaches that explain psychological disorders</p>	<p>1. can explain the concepts and terms in psychological disorders</p> <p>2. can explain the basis for classifying psychological disorders based on DSM and ICD as well as PPDGJ</p>	<p>Criteria:</p> <p>1. Score 4: very good</p> <p>2. Score 3: good</p> <p>3. Score 2: sufficient</p> <p>4. Score 1: less</p> <p>Form of Assessment : Participatory Activities</p>	Small Group Discussion/case study 80 minutes	20 minute learning video	<p>Material: psychological disorders; basis for classifying psychological disorders; History of classifying psychological disorders</p> <p>References:</p>	0%
15	<p>1. master psychological theories and approaches to explain behavior and underlying mental processes</p> <p>2. able to analyze individual behavior and mental processes based on psychological theories/approaches</p>	<p>1. able to identify individual behavior from everyday phenomena</p> <p>2. able to identify individual mental processes from everyday phenomena</p> <p>3. able to explain the behavior of everyday phenomena and the underlying mental processes based on psychological theories and approaches</p>	<p>Criteria:</p> <p>1. Good</p> <p>2. Enough</p> <p>3. not enough</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	small group discussion/case study 80 minutes	20 minute learning video	<p>Material: psychological approach</p> <p>Bibliography: <i>King, LA 2020. The science of psychology: An appreciative view. McGraw-Hill Education.</i></p>	10%
16	master meeting material 1-15	demonstrate mastery of meeting material 1-15	<p>Criteria:</p> <p>1. Very good = A</p> <p>2. Good = A-</p> <p>3. Fair = B to C</p> <p>4. Less = C- to D</p> <p>5. Fail = E</p> <p>Form of Assessment : Test</p>	written test 0	100 minute online written test	<p>Material: all material in this RPS</p> <p>Reference: <i>King, LA 2020. The science of psychology: An appreciative view. McGraw-Hill Education.</i></p>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54%
2.	Project Results Assessment / Product Assessment	10%
3.	Test	30%
		94%

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.

