



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Personality and Social Development	8420702081		T=2	P=0	ECTS=3.18	7	July 18, 2024																																										
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator																																										
				Dr. Nuansa Bayu Segara, 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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
Short Course Description	This course discusses the basic concepts of personality and personality development of a teacher which includes basic concepts of education, basic concepts of personality, the ability to know oneself through character, self-concept, talent, intelligence, attitudes and behavior, the ability to develop professional teachers through teacher competence, teacher ethics, classroom management, and problem solving skills by effective teachers. Lectures are carried out using a system of discussions, case studies and presentations																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 1. Arend, Richard I. Belajar Untuk Mengajar. Buku I. 2013. Jakarta: Salemba Empat. 2. Criuckshank, Donald R., Bainer Jenkins, Deborah., and Kim K Metcalf. Perilaku Mengajar. Buku I. 2014. Jakarta. Salemba Empat 3. Criuckshank, Donald R., Bainer Jenkins, Deborah., and Kim K Metcalf. Perilaku Mengajar. Buku II. 2014. Jakarta. Salemba Empat 4. Feist, Jess., Greorgy J. Feist. Teori Kepribadian. Buku I. 2012. Jakarta: Salemba Humanika. 5. Feist, Jess., Greorgy J. Feist. Teori Kepribadian. Buku II. 2012. Jakarta: Salemba Humanika. 6. Kartini, Kartono. Teori Kepribadian. 2005. Bandung: Mandar Maju. 7. Roesminingsih dan Hadi Susarno, Lamijan. 2013. Teori dan Praktek Pendidikan. Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Unesa 8. Sobur, Alex. Psikologi Umum. 2010. Bandung: Pustaka Setia. 																																																
	Supporters:																																																
Supporting lecturer																																																	
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 and have the ability to recognize basic personality concepts	1. Review personality theory 2. Describe the process of personality development 3. Measure personality according to personality theory 4. Test your own personality	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
2	Understand and have the ability to recognize basic personality concepts	1. Review personality theory 2. Describe the process of personality development 3. Measure personality according to personality theory 4. Test your own personality	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
3	Understand and have the ability to know yourself through character	1. Describe the definition of character 2. Examine how to recognize children's character 3. Explain the principles in building children's character	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 mark 35 2. Correct Correct 3.2 marks 70 3. Correct Correct 4.3 marks 100	Lectures, reading literature, discussions 2 X 50			0%
4	Understand and have the ability to know yourself through character	1. Describe the definition of character 2. Examine how to recognize children's character 3. Explain the principles in building children's character	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 mark 35 2. Correct Correct 3.2 marks 70 3. Correct Correct 4.3 marks 100	Lectures, reading literature, discussions 2 X 50			0%

5	Understand and have the ability to know oneself through self-concept	1. Explain the definition of self-concept 2. Explain the factors that influence self-concept 3. Detail the types of self-concept 4. Explain the obstacles in building self-concept 5. Explain the steps in maintaining self-concept 6. Describe self-concept through Johari Window	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. Correct 4 marks 75 6.5. Correct 5 marks 85 7.6. Correct 6 marks 100	Lectures, reading literature, discussions 2 X 50			0%
6	Understand and have the ability to know oneself through self-concept	1. Explain the definition of self-concept 2. Explain the factors that influence self-concept 3. Detail the types of self-concept 4. Explain the obstacles in building self-concept 5. Explain the steps in maintaining self-concept 6. Describe self-concept through Johari Window	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. Correct 4 marks 75 6.5. Correct 5 marks 85 7.6. Correct 6 marks 100	Lectures, reading literature, discussions 2 X 50			0%
7	Understand and have the ability to know oneself through self-concept	1. Explain the definition of self-concept 2. Explain the factors that influence self-concept 3. Detail the types of self-concept 4. Explain the obstacles in building self-concept 5. Explain the steps in maintaining self-concept 6. Describe self-concept through Johari Window	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. Correct 4 marks 75 6.5. Correct 5 marks 85 7.6. Correct 6 marks 100	Lectures, reading literature, discussions 2 X 50			0%
8	Understand and have the ability to know oneself through self-concept	1. Explain the definition of self-concept 2. Explain the factors that influence self-concept 3. Detail the types of self-concept 4. Explain the obstacles in building self-concept 5. Explain the steps in maintaining self-concept 6. Describe self-concept through Johari Window	Criteria: 1. The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. Correct 4 marks 75 6.5. Correct 5 marks 85 7.6. Correct 6 marks 100	Lectures, reading literature, discussions 2 X 50			0%

9	UTS	UTS		2 X 50			0%
10	Understand and have the ability to know yourself through talent	1. Review the definition of talent 2. Describe the factors that influence the development of talent 3. Identify types of talent 4. Test your own talent	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
11	Understanding and having the ability to know oneself through intelligence	1. Review the definition of intelligence 2. Describe the relationship between intelligence and creativity 3. Identify factors that influence changes in intelligence 4. Test your own intelligence	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
12	Understanding and having the ability to know oneself through intelligence	1. Review the definition of intelligence 2. Describe the relationship between intelligence and creativity 3. Identify factors that influence changes in intelligence 4. Test your own intelligence	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 25 3.2. Correct 2 marks 50 4.3. Correct 3 marks 75 5.4. Correct 4 marks 100	Lectures, reading literature, discussions, Self assessment 2 X 50			0%
13	Understand and have the ability to know oneself through attitudes and behavior	1. Examine the meaning of attitude 2. Identify the process of forming and changing attitudes 3. Describe the relationship between attitudes and values 4. Describe the relationship between attitudes and behavior 5. Analyze attitude measurements	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. correct 4 marks 80 6.5. Correct 5 marks 100	Lectures, reading literature, discussions 2 X 50			0%

14	Understand and have the ability to know oneself through attitudes and behavior	1. Examine the meaning of attitude 2. Identify the process of forming and changing attitudes 3. Describe the relationship between attitudes and values 4. Describe the relationship between attitudes and behavior 5. Analyze attitude measurements	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. correct 4 marks 80 6.5. Correct 5 marks 100	Lectures, reading literature, discussions 2 X 50			0%
15	Understand and have the ability to know oneself through attitudes and behavior	1. Examine the meaning of attitude 2. Identify the process of forming and changing attitudes 3. Describe the relationship between attitudes and values 4. Describe the relationship between attitudes and behavior 5. Analyze attitude measurements	Criteria: 1.The maximum score with all correct answers is: 100 with the following criteria: 2.1. Correct 1 value 20 3.2. Correct 2 marks 40 4.3. Correct 3 marks 60 5.4. correct 4 marks 80 6.5. Correct 5 marks 100	Lectures, reading literature, discussions 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

