



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Communication Science Bachelor Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
Introduction to Psychology	7020102063		T=2	P=0	ECTS=3.18	1	July 18, 2024										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
			Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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
Short Course Description	This course discusses the nature and scope of psychology, understanding human behavior according to the processes of cognition, affection and conation, as well as human behavioral disorders.																
References	Main :																
	1. King, L.A. 2010. Psikologi Umum. Buku 1. Alih Bahasa Brian Marwendy. Jakarta, Salemba Humanika King, L.A. 2010. Psikologi Umum. Buku 2. Alih Bahasa Brian Marwendy. Jakarta, Salemba Humanika Fieldman, R.S. 2012. Pengantar Psikologi. Buku 1. Alih Bahasa Petty G.G. & Putri N.S. Jakarta, Salemba Humanika Fieldman, R.S. 2012. Pengantar Psikologi. Buku 2. Alih Bahasa Petty G.G. & Putri N.S. Jakarta, Salemba Humanika																
	Supporters:																
Supporting lecturer	Dr. Damajanti Kusuma Dewi, S.Psi., M.Si. Putri Aisyiyah Rachma Dewi, S.Sos., M.Med.Kom.																
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	Students are able to understand the nature and scope of psychology	<ol style="list-style-type: none"> 1. Able to understand several definitions of psychology from several experts 2. Able to understand the areas of psychology discussion 3. Able to find the relationship between psychology and communication science 	Criteria: Score 4: very good Score 3: good Score 2: fair Score 1: poor	Contextual Instruction (CI) Small Group Discussion (SGD) 2 X 50		0%
2	Understand approaches in psychology	<ol style="list-style-type: none"> 1. Able to understand behavioral assumptions according to a biological approach 2. Able to understand behavioral assumptions according to a cognitive approach 3. Able to understand behavioral assumptions according to a psychoanalytic approach 4. Able to understand behavioral assumptions according to a humanistic approach 	Criteria: Score 4: very good Score 3: good Score 2: fair Score 1: poor	Contextual Instruction Small Group Discussion 2 X 50		0%
3	Students are able to understand the sensation process in behavior	<ol style="list-style-type: none"> 1. Able to understand the concept of sensation according to several experts 2. Able to understand the sensation process 3. Able to understand the relationship between sensation and behavior 	Criteria: Score 4: very good Score 3: good Score 2: fair Score 1: poor	Contextual Instruction Small Group Discussion 2 X 50		0%

4	Students are able to understand the concept of perception in behavior	<ol style="list-style-type: none"> 1. Able to understand the concept of perception from several experts 2. Able to understand the perception process 3. Able to understand the relationship between sensation and perception 4. Able to understand the influence of sensation-perception on behavior 	Criteria: <ol style="list-style-type: none"> 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: less 	Contextual Instruction Small Group 2 X 50			0%
5	Students are able to understand the concept of memory in behavior	<ol style="list-style-type: none"> 1. Able to understand the definition of memory from several experts 2. Able to understand memory processes 3. Able to understand the relationship between sensation and memory 4. Able to understand the relationship between perception and memory 5. Able to understand the relationship between sensation-perception and memory and behavior 	Criteria: <ol style="list-style-type: none"> 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: Poor 	Contextual Instruction Small Group Discussion 2 X 50			0%

6	Students are able to understand memory processes based on memory theories	<ol style="list-style-type: none"> 1. Able to understand the assumptions of memory processes based on several memory theories 2. Able to understand memory processes based on the Atkinson-Shiffrin theory 3. Able to understand memory processes based on Craik-Lockhart theory 4. Able to understand memory processes based on Tulving's theory 5. able to understand the differences in memory processes between memory theories 	Criteria: <ol style="list-style-type: none"> 1. Score 4: very good 2. Score 2: good 3. Score 2: sufficient 4. Score 1: less 	Contextual Instruction Small Group Discussion 2 X 50			0%
7	Students are able to understand the concept of human intelligence	<ol style="list-style-type: none"> 1. Able to understand the concept of intelligence according to several experts 2. Able to understand the factors that influence intelligence 3. Able to understand individual characteristics based on IQ level 	Criteria: <ol style="list-style-type: none"> 1. Score 4: very good 2. Score 3: good 3. Score 2: sufficient 4. Score 1: Poor 	Contextual Instruction Small Group Discussion 2 X 50			0%
8	See meetings 1-7	See meetings 1-7		2 X 50			0%

9	Understand the concept of affection in human behavior.	<ol style="list-style-type: none"> 1.Understand the concept of affection from several experts 2.Understand the difference between affection and emotion 3.Understanding the function of affection on behavior 4.Understand differences in affection based on age 5.Understand the various types of affection based on experts 	Criteria: <ol style="list-style-type: none"> 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: poor 	Contextual Instruction Small Group Discussion 2 X 50			0%
10	Students are able to understand assumptions and apply emotional theories.	<ol style="list-style-type: none"> 1.Able to understand the assumptions of James-Lange's theory of emotion 2.Able to understand the assumptions of Canon-Brad's theory of emotion 3.Able to understand the assumptions of Singer's theory of emotion 4.Able to apply the James-Lange theory of emotions in everyday life 5.Able to apply the Canon-Brad theory of emotions in everyday life 6.Able to apply Singer's theory of emotion in everyday life 	Criteria: <ol style="list-style-type: none"> 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less 	Contextual Instruction Small Group Discussion 2 X 50			0%

11	Students are able to understand the concept of motivation in behavior	<ol style="list-style-type: none"> 1.Able to understand the concept of motivation from several experts 2.Able to understand the concept of motive from several experts 3.Able to understand the relationship between motive and motivation 4.Able to understand the motivation process 5.Able to understand the influence of motivation on behavior 	Criteria: <ol style="list-style-type: none"> 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less 	Contextual Instruction Small Group Discussion 2 X 50			0%
12	Students are able to understand the assumptions and application of motivation theories.	<ol style="list-style-type: none"> 1.Able to understand the assumptions of Maslow's motivation theory 2.Able to understand the assumptions of McClelland's motivation theory 3.Able to apply Maslow's theory of motivation in everyday life 4.Able to apply McClelland's motivation theory in everyday life 	Criteria: <ol style="list-style-type: none"> 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less 	Contextual Instruction Small Group Instruction 2 X 50			0%
13	Students are able to understand the concept of personality	<ol style="list-style-type: none"> 1.Able to explain personality concepts from several experts 2.Able to explain the relationship between personality and behavior 	Criteria: <ol style="list-style-type: none"> 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less 	Contextual Instruction Small Group Discussion 2 X 50			0%
14	Students are able to understand individual personality based on personality theory concepts	Understanding the assumptions of psychoanalytic personality theory	Criteria: <ol style="list-style-type: none"> 1.Score 4: very good 2.Score 3: good 3.Score 2: sufficient 4.Score 1: less 	Contextual Instruction Small Group Discussion 2 X 50			0%
15							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.