






Universitas Gadjah Mada
 Faculty of Psychology
 International Undergraduate Program

COURSE OUTLINE

Course Code	Course Name	Semester	Course Status	Course Prerequisite																									
PSI201413	Psychology of Character Educational and Development	4	Mandatory	-																									
Credits	<table border="1"> <thead> <tr> <th>Components*</th> <th>Percentage</th> <th>Credit Weight (SKS)</th> <th>Credit conversion to hours (14 meetings)**</th> </tr> </thead> <tbody> <tr> <td>Lecture/Responsi/Tutorial</td> <td>60%</td> <td>1.2</td> <td>14 hours</td> </tr> <tr> <td>Seminar</td> <td>20%</td> <td>0.4</td> <td>4.6 hours</td> </tr> <tr> <td>Field Project</td> <td>20%</td> <td>0.4</td> <td>4.6 hours</td> </tr> <tr> <td>Total</td> <td>100%</td> <td>2</td> <td>23,33 hours</td> </tr> </tbody> </table>				Components*	Percentage	Credit Weight (SKS)	Credit conversion to hours (14 meetings)**	Lecture/Responsi/Tutorial	60%	1.2	14 hours	Seminar	20%	0.4	4.6 hours	Field Project	20%	0.4	4.6 hours	Total	100%	2	23,33 hours					
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* Does not include structured and individual assignment																													
* *[(Credit weight x 50 minute) x 14 meetings]/60																													
General learning outcomes of the course (CPL)	Attitude & Values (SN)																												
	SN 6	Work together and have social sensitivity and concern for society and the environment																											
	Knowledge Mastery (PP)																												
	PP 1	Mastering the concepts and perspectives of Psychology (concepts and theories)																											
	General Skills (KU)																												
	KU 3	Able to generate ideas and solutions based on Psychology perspective (problem solving)																											
	Course Specific Skills (KK)																												
KK 3	Able to provide alternative information on solving psychological problems to maintain mental health conditions (problem solving, mental health)																												
Specific learning outcomes of the course (CPMK)	CPMK1	Students are able to explain the concepts, theories, and strategies of Character Education.																											
	CPMK2	Students are able to evaluate the practice of character education in Indonesia.																											
	CPMK3	Students are able to have social sensitivity to educational problems and character development.																											
	CPMK4	Students are able to design character education assessments and interventions.																											
Mapping of CPL and CPMK	<table border="1"> <thead> <tr> <th></th> <th>CPMK 1</th> <th>CPMK 2</th> <th>CPMK 3</th> <th>CPMK 4</th> </tr> </thead> <tbody> <tr> <td>SN 6</td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>PP 1</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>KU 3</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> <tr> <td>KK 3</td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </tbody> </table>					CPMK 1	CPMK 2	CPMK 3	CPMK 4	SN 6		X	X	X	PP 1	X				KU 3		X		X	KK 3		X		X
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Course Description	This course aims to equip students with theories about education and character development in the context of school, family, and community. Students will learn about the definition and meaning of character & character education, individual character development, and the application of character education in various contexts. In addition, students will also be trained to evaluate the practice of character education in Indonesia and design assessments and interventions based on the results of the evaluations that have been carried out.																												
Study Materials/Learning Materials	<ul style="list-style-type: none"> • Character & Character Education: An Introduction • Meaning of Character Education • Individual Character Development • Class and School Based Character Education • Character Education: Positive Education Perspective • Family and Community Based Character Education • Indigenous Approach (original Indonesia) in Character Education • Character Education Assessment and Evaluation • Examples of education research & character development • Best-Practices Character education in schools 																												

Assessment Method and its relation to CPMK	Assessment Method	Percentage	CPMK								
			1	2	3	4					
	A1- Participatory Activities	20									
	A1.1- Final Project Presentation	20		X	X	X					
	A2- Final Project Results	40									
	A2.1- Final Project Assessment by Peer	10		X	X	X					
	A2.2- Final Project Assessment by Lecturer	30		X		X					
	A3- Cognitive or Knowledge	40									
	A3.1- Journal Review	10	X	X		X					
	A3.2-Midterm Test	30	X			X					
	TOTAL		100								
References	<ol style="list-style-type: none"> Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2017). Teaching character and virtue in schools. Routledge. Berkowitz, M. W. (2002). The science of character education. Bringing in a new era in character education, 508, 43-63. Kern, M. L., & Wehmeyer, M. L. (2021). The Palgrave handbook of positive education. Koesuma, D.A. (2015). Pendidikan Karakter. Utuh dan Menyeluruh. Yogyakarta: Penerbit PT. Kanisius White, M. A. (2017). Evidence-based Approaches to Positive Education: Implementing a Strategic Framework for Well-being in Schools. Springer. 										
Lecturers (<i>Team Teaching</i>)	<ol style="list-style-type: none"> Dr. Yuli Fajar Susetyo, S.Psi., M.Si., Psikolog Edilburga Wulan Saptandari, M.Psi., Ph.D., Psikolog Sutarimah Ampuni, S.Psi., M.Si., MPsych., Psikolog Bhina Patria, S.Psi., M.A., Dr.rer.pol Elga Andriana, S.Psi., M.Ed., Ph.D (IUP) 										
Integration of Research Activities /PKM Activities in this course	<table border="1"> <thead> <tr> <th>Research Title</th> <th>Name</th> <th>Integration</th> </tr> </thead> <tbody> <tr> <td>Susetyo, Y.F. & Kumara, A. 2012. Orientasi tujuan, atribusi penyebab dan belajar berdasar</td> <td>Dr. Yuli Fajar Susetyo, S.Psi., M.Si., Psikolog</td> <td>Teaching Materials/Discussion</td> </tr> </tbody> </table>					Research Title	Name	Integration	Susetyo, Y.F. & Kumara, A. 2012. Orientasi tujuan, atribusi penyebab dan belajar berdasar	Dr. Yuli Fajar Susetyo, S.Psi., M.Si., Psikolog	Teaching Materials/Discussion
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	<p>regulasi diri pada remaja. Jurnal Psikologi.</p> <p>Susetyo, Y.F. 2019. Faktor personal Kepemimpinan Diri (Self-leadership) pada mahasiswa. Disertasi.</p>			
	<p>Theresia, M., & Purnamaningsih, E. (2019). Pelatihan “Remaja Bijak” terhadap Kecenderungan Perilaku Prosocial Remaja. Gadjah Mada Journal of Professional Psychology (GamaJPP).</p>	<p>Dr. Esti Hayu Purnamaningsih, M.S.</p>		Teaching Materials/Discussion
	<p>Hikmah, A., & Marastuti, A. (2020). Peran Moral Disengagement dan Kepemimpinan Etis terhadap Intensi Korupsi pada Pegawai Negeri Sipil. Gadjah Mada Journal of Psychology (GamaJoP).</p>	<p>Ariana Marastuti, S.Psi., MSW</p>		Teaching Materials/Discussion
	<p>Academic dishonesty in Indonesian college students: An investigation from a moral psychology perspective</p> <p>Developmental Patterns of Prosocial Behaviors in Indonesian Children and Adolescents</p> <p>Prosocial Intentions towards Religious Ingroup and Outgroup Members among Adolescents from Public and Religious Schools</p> <p>Pandemi dan Revitalisasi Karakter Prosocial Bangsa</p>	<p>Sutarimah Ampuni, M.Si, M.Psych</p>		Teaching Materials/Discussion
Authorization	Date of Compilation	Course Coordinator	Head of International Undergraduate Program	Head of study program
	<p>26 January 2022</p>	 <p>Elga Andriana, S.Psi., M.Ed., Ph.D</p>	 <p>Elga Andriana, S.Psi., M.Ed., Ph.D</p>	 <p>Indrayanti, S.Psi., M.Si., Ph.D., Psikolog</p>

RKPM

Meeting	Sub-CPMK (Planned Final Ability)	Assessment Method	Learning materials	Learning methods	Study Time Load	Instructional Media	Libraries and External Learning Resources
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to explain the definition of character and character education (CPMK 1).	Midterm Examination	Character & Character Education: An Introduction	Lecture and discussion	100 minutes	Material Show (PPT)	<ul style="list-style-type: none"> - Koesuma, D.A. (2015). Pendidikan Karakter. Utuh dan Menyeluruh. Yogyakarta: Penerbit PT. Kanisius. (Bab 1) - Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2017). Teaching character and virtue in schools. Routledge (Chapter 2).
2	Able to explain the definition of character and character education (CPMK 1).	Midterm Examination	Meaning of Character Education	Lecture and discussion	100 minutes	Material Show (PPT)	Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2017). Teaching character and virtue in schools. Routledge (Chapter 3).
3	Able to explain the stages of character development in individuals according to their development, especially from infancy to adolescence, and analyze individual development using several theories about character development (CPMK 1)	Midterm Examination	Individual Character Development	Lecture and discussion	100 minutes	Material Show (PPT)	<ul style="list-style-type: none"> - Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2017). Teaching character and virtue in schools. Routledge (Chapter 4). - Berkowitz, M. W. (2002). The science of character education. Bringing in a new era in character education, 508, 43-63.
4	Able to explain classroom and school-based character education strategies, as well as their practice in education in Indonesia (CPMK 1).	Midterm Examination	Class and School Based Character Education	<ul style="list-style-type: none"> - Group discussion - Presentation of discussion results - Lecture 	100 minutes	Material Show (PPT)	<ul style="list-style-type: none"> - Koesuma, D.A. (2015). Pendidikan Karakter. Utuh dan Menyeluruh. Yogyakarta: Penerbit PT. Kanisius - Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2017). Teaching

							character and virtue in schools. Routledge (Chapter 5 & 6).
5	Students are able to explain the school's role in developing character in the perspective of Positive Education based on character strengths (CPMK 1).	Midterm Examination	Character Education: Positive Education Perspective	Flipped learning: Students learn about Martin Seligman's video - Positive Education Face to face (online): Lectures, activities and discussions Student Reflection	(60 minutes of independent work-outside 100 minutes of face-to-face) 75 minutes 15 minutes	Video youtube Material Show (PPT) Activities from PPT	<ul style="list-style-type: none"> - Kern, M. L., & Wehmeyer, M. L. (2021). The Palgrave handbook of positive education. - White, M. A. (2017). Evidence-based Approaches to Positive Education: Implementing a Strategic Framework for Well-being in Schools. Springer. - Martin Seligman - Positive Education https://www.youtube.com/watch?v=igpqyuv6GLw
6	Students are able to explain the role of family and community in character building (CPMK 1).	Midterm Examination	Family and Community Based Character Education	Lecture Synthesis of the results of empirical studies Reflection of personal experience	45 minutes 15 minutes 40 minutes	Material Show (PPT) Poster from the result of empiric research (journal)	<ul style="list-style-type: none"> - Baxter, J., Weston, R., & Qu, L. (2011). Family structure, co-parental relationship quality, post-separation paternal involvement and children's emotional wellbeing. <i>Journal of Family Studies</i>, 17 (2), 86–109. - Conoley, C., Winter-Plum, E., Hawley, K. J., Spaventa-Vancil, K. Z., & Hernandez, R. J. (2015). Integrating positive psychology into family therapy: Positive family therapy. <i>The Counseling Psychologist</i>, 43(5), 703–733. https://doi.org/10.1177/0011000015575392. - Uslu, F., & Gizir, S. (2017). School belonging of adolescents: The role of teacher- student relationships, peer relationships

							<p>and family involvement. <i>Educational Sciences: Theory and Practice</i>, 17 (1), 63–82.</p> <ul style="list-style-type: none"> - Bernard, B. (1991). <i>Fostering resiliency in kids: Protective factors in the family, school, and community</i>. Retrieved from https://files.eric.ed.gov/fulltext/ED335781.pdf. - Murray-Harvey, R., & Slee, P. (2007). Supportive and stressful relationships with teachers, peers and family and their influence on students' social/emotional and academic experience of school. <i>Australian Journal of Guidance & Counselling</i>, 17, 126–147.
7	Students are able to explain indigenous approaches in character education (CPMK 1).	Midterm Examination	Indigenous Approach (original Indonesia) in Character Education	Guest lecturer	100 minutes	Guest lecturer	
Midterm Examination							
8	Students are able to explain various methods of assessment and evaluation in character education (CPMK 1).	Final Project Result	Character Education Assessment and Evaluation	<p>Lecture</p> <p>Synthesis of the results of empirical studies</p> <p>Reflection and discussion</p>	<p>30 minutes</p> <p>45 minutes</p> <p>15 minutes</p>	<p>Material Show (PPT)</p> <p>Journal/Article</p>	<ul style="list-style-type: none"> - Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2017). <i>Teaching character and virtue in schools</i>. Routledge (Chapter 7).
9	Students know examples of education research and character development (CPMK 1)	Final Project Result	Examples of education research & character development	Lectures and discussions	100 minutes	- Sharing about experience on character survey (Pak Fajar)	

						- Prosocial Character (Bu Ampuni)	
10	Students are able to formulate evaluation project plans and design alternative solutions to issues related to Character Education to be studied (CPMK 2, CPMK 3).	Final Project Result	Project Work Assistance		100 minutes	Material Show (PPT)	
11	Students are able to explain the application of Character Education in schools (CPMK 1)	Final Project Result	Best-Practices: Character education in schools	Guest Lecturer	100 minutes	Guest Lecturer	
12	Students are able to evaluate findings in the field using the concepts in Character Education that have been studied and provide alternative solutions (CPMK 2, CPMK 3).	Final Project Result	Project Presentation	Final Project Presentation	100 minutes	The results of the student's final project	
13			Project Presentation		100 minutes		
14			Project Presentation + Wrap Up		100 minutes		

Final Examination