



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Child development	7320103051		T=3 P=0 ECTS=4.77	1	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Yohana Wuri Satwika, S.Psi., M.Psi.																																		
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	This course discusses the concept of life span development, stages and roles of psychosexual development, stages and roles of psychosocial development, stages and roles of cognitive development, stages and roles of moral development, the process of giving birth and problems, development of newborn babies, physical development and early motor skills at birth, emotional development of babies, physical development in the first three years, cognitive development in the first three years, social emotional development in the first three years, physical development in early childhood, cognitive development in early childhood, social emotional development in early childhood, physical development in early childhood end, cognitive development of late childhood, socioemotional development of late childhood. Lectures are carried out using direct learning and e-learning, independent assignments, and group discussions.																																					
References	Main :																																					
	1. Santrock, J. W. 2013. Psikologi Remaja jilid 1 dan 2. Jakarta: Esensi Erlangga 2. Papalia, Feldman. 2009. Human Development Edisi 10 Buku 1. Jakarta Salemba Humanika 3. Papalia, Feldman. 20 14 . Menyelami Perkembangan Manusia Jilid 2. Jakarta: Salemba Humanika 4. Hoyer, Roodin. 2003. Adult Development and Aging . New York: Mc Graw Hill.																																					
	Supporters:																																					
Supporting lecturer	Satiningsih, S.Psi., M.Si. Meita Santi Budiani, S.Psi., M.Psi. Yohana Wuri Satwika, S.Psi., M.Psi.																																					
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	Understanding basic concepts: review of the concept of life span, development domains, development periods, especially child development	1.Explain the concept of life span 2.Explain the developmental domain 3.Explain the periods of child development 4.Explain the influence on child development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
2	Understanding basic concepts: psychosexual development theory	Explaining the stages of psychosexual development explains the role of each stage of development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
3	Understanding basic concepts: Psychosocial development theory (Erik Eriksson)	Explain the stages of Psychosocial development Explain the role of each stage of development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
4	Understanding basic concepts: Cognitive development theory (Jean Piaget)	Explain the stages of cognitive development. Explain the role of each stage of development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
5	Understanding basic concepts: Moral development theory (Kohlberg)	Explain the stages of Moral development Explain the role of each stage of development	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
6	Understand the development of birth and physical development of the baby	Explaining the process of giving birth and problems Explaining the development of a newborn baby Explaining the physical and motor development of early birth	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
7	Understanding baby's emotional development	Discuss the emotional development of babies	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
8	Understand physical development during the first three years	Discuss physical development in the first three years.	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
9	Midterm exam	Confluence indicators 1-8		Written Exam 3 X 50			0%
10	Understand cognitive development during the first three years	Discuss cognitive development in the first three years.	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) Virtual Learning 3 X 50			0%

11	Understanding social emotional development during the first three years	Studying social emotional development in the first three years.	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) Virtual Learning 3 X 50			0%
12	Understanding the physical development of early childhood	Studying the physical development of early childhood	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
13	Understanding cognitive development during early childhood	Discuss the cognitive development of early childhood	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) Virtual Learning 3 X 50			0%
14	Understanding the social emotional development of early childhood	Studying the social emotional development of early childhood	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
15	Understanding the physical development of late childhood children	Discuss the physical development of late childhood	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			0%
16	Understanding cognitive and socioemotional development during late childhood	Students are able to understand material 9-15	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Small Group Discussion (SGD) 3 X 50			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.

