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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Early Childhood Development Intervention		7320102016		**T=2**	**P=0**	**ECTS=3.18**	5	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Yohana Wuri Satwika, S.Psi., M.Psi.	

Learning model	**Project Based Learning**
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	The study of the concept of intervention for developmental disorders experienced by early childhood is based on the psychology of the child's development. Lectures are carried out using a direct learning system, presentations and discussions, analysis assignments, reflection, and cooperative learning.
References	**Main :**
	1. 1. Papalia, Diane E. (2014). Menyelami Perkembangan Manusia. Ed. Ke-12. Herarti, Fitriana W., terj. Jakarta: Salemba. Turner, M. (2004) , Psychological Asessment of Dyslexia., Whurr Publisher
	Supporters:
Supporting lecturer	Satiningsih, S.Psi., M.Si. 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	· Understand the characteristics of early childhood development. Understand the stages of early childhood development	· Students are able to understand and describe the characteristics of early childhood development Students are able to understand and describe the stages of early childhood development · Students are able to understand and describe the characteristics of early childhood development Students are able to understand and describe the stages of early childhood development		· Small Group Discussion (SGD) · Contextual Instruction (CI) 2 X 50			0%
2	Understand the concept of early childhood development theories	Students are able to understand and explain theories of early childhood development from		· Small Group Discussion (SGD) · Contextual Instruction (CI) 2 X 50			0%
3	Understand the meaning, principles, aspects, functions and objectives of intervention.	Students are able to explain the meaning, principles, aspects, functions and objectives of intervention		· Contextual Instruction (CI) 2 X 50			0%
4	Understand various intervention methods and techniques	Students are able to describe various intervention methods and techniques		· Contextual Instruction (CI) 2 X 50			0%
5	Understanding physical motor development problems in early childhood and how to intervene	· Students are able to explain physical motor development problems that occur in early childhood Students are able to explain how to intervene in physical motor problems in early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%
6	Understanding physical motor development problems in early childhood and how to intervene	· Students are able to explain physical motor development problems that occur in early childhood Students are able to explain how to intervene in physical motor problems in early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%

7	Understanding social emotional development problems in early childhood and how to intervene	· Students are able to explain social emotional development problems that occur in early childhood Students are able to explain how to intervene in social emotional problems in early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%
8	UTS			2 X 50			0%
9	Understanding social emotional development problems in early childhood and how to intervene	· Students are able to explain social emotional development problems that occur in early childhood Students are able to explain how to intervene in social emotional problems in early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%
10	Understanding cognitive development problems in early childhood and how to intervene	· Students are able to explain cognitive development problems that occur in early childhood. Students are able to explain how to intervene in cognitive development problems in early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%
11	Understanding cognitive development problems in early childhood and how to intervene	· Students are able to explain cognitive development problems that occur in early childhood. Students are able to explain how to intervene in cognitive development problems in early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%
12	Understanding language and speech development problems in early childhood and how to intervene	· Students are able to explain language and speech development problems that occur in early childhood Students are able to explain how to intervene in language and speech development problems in early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%

13	Understand and be able to design game media as an intervention tool for early childhood	· Students understand the principles of early childhood game media. Students are able to design game media as an intervention tool for early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%
14	Understand and be able to design game media as an intervention tool for early childhood	· Students understand the principles of early childhood game media. Students are able to design game media as an intervention tool for early childhood		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%
15	Understand and be able to design early childhood intervention evaluations	· Students understand the principles of evaluating interventions in early childhood. Students are able to create an evaluation plan for early childhood interventions		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%
16	Understand the entire process of early childhood intervention through role play and case studies	Students understand the entire process of early childhood intervention through role plays and case studies		· Cooperative Learning (CL) · Collaborative Learning (CbL) 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.