



**Universitas Negeri Surabaya
Faculty of Education
Undergraduate Guidance and Counseling Study Program**

Document Code

SEMESTER LEARNING PLAN

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|--|--|---|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Early Childhood Guidance | 8620102025 | | T=2 | P=0 | ECTS=3.18 | 0 | July 17, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | Dr. Evi Winingsih, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <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: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table> | | | | | | | | | | | | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 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 basic concepts of early childhood guidance and counseling theory, the aims and types of early childhood guidance and counseling, types of guidance and counseling services for early childhood, implementation of guidance services in PAUD, making decisions about concepts and theories within the scope relevant early childhood guidance to solve early childhood problems. Lectures are carried out using direct learning, independent assignments, and group discussions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Harlock, Elizabeth (1978). Psikologi Perkembangan, Jakarta: Erlangga Kartono, kartini (1986). Psikologi Anak. Bandung: Alumni . Syaodih, Ernawulan (2005). Bimbingan di taman Kanak-Kanak. Jakarta: Ditjen DIKTI 4. Christiana, Elisabeth (2015) Bimbingan Anak Usia Dini. Surabaya (Tidak Diterbitkan) Ahmad Juntika, Nurihsan, 2003, Dasar-dasr Bimbingan dan Konseling. Bandung. Mutiara Herma J. Peters, Anthony C. Riccio, Joseph J Quaranta. 1968. Guidance in the Elementary School . New York | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dr. Elisabeth Christiana, S.Pd., M.Pd. Dr. Evi Winingsih, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | lecture orientation | Introduction to Early Childhood Guidance and Guidance courses, RPS, college contracts | | Discussion, Lecture 2 X 50 | | | 0% |
| 2 | The Urgency of Guidance and Counseling in Basic Education | Explaining the urgency of Guidance and Counseling in basic education | Criteria: Performance Assessment Rubric (process and product) | Discussion Lectures 2 X 50 | | | 0% |
| 3 | Understand the basic concepts of guidance and counseling | explains the basic concepts of guidance and counseling | Criteria: Presentation assessment rubric | Discussion Lectures 2 X 50 | | | 0% |
| 4 | Understand the functions and principles of Guidance and Counselling | Explain the functions and principles of Guidance and Counselling | Criteria: Performance assessment rubric | 22 Lectures 22 Discussions 2 X 50 | | | 0% |
| 5 | Understand the scope and strategy of Guidance and Counseling Services in PAUD | Explaining the concept of understanding the scope and strategy of guidance and counseling services in PAUD | Criteria: Performance assessment rubric | Discussion Lectures 2 X 50 | | | 0% |
| 6 | Understanding the Application of Guidance and Counseling Principles in PAUD learning | Explaining i Application of Guidance and Counseling Principles in PAUD learning | Criteria: Performance assessment rubric | Giving assignments, group presentations, discussions 2 X 50 | | | 0% |
| 7 | Understanding the characteristics of problems as well as PAUD guidance and counseling | Understanding the characteristics of problems as well as PAUD guidance and counseling | Criteria: Performance assessment rubric | Assignment of 2 X 50 Discussion group presentation assignments | | | 0% |
| 8 | U.S.S | Understand meeting material 2-6 | Criteria: written test answer rubric | written test 2 X 50 | | | 0% |
| 9 | Understanding basic techniques for individual understanding of early childhood | Explaining i Basic techniques for individual understanding of early childhood | Criteria: Performance assessment rubric | Giving 2 X 50 Discussion assignments | | | 0% |
| 10 | Understanding Personal Social Guidance for Early Childhood | Explaining i Personal Social Guidance for Early Childhood | Criteria: Performance Assessment Rubric | Giving assignments 2 X 50 Discussion group presentations | | | 0% |
| 11 | Understanding Tutoring for Early Childhood Children | Understanding Tutoring for Early Childhood Children | Criteria: Performance assessment rubric | Assignment, Group presentation, Discussion 2 X 50 | | | 0% |
| 12 | Understanding Career Guidance for Early Childhood | Explaining Career Guidance for Early Childhood | Criteria: Performance assessment rubric | Assignment, Group presentation, Discussion 2 X 50 | | | 0% |
| 13 | Understanding the Development of Early Childhood Education Guidance and Counseling Programs and Media | Explaining the Development of Early Childhood Education Guidance and Counseling Programs and Media | Criteria: Performance assessment rubric | Disciant *Group presentation *Giving 2 X 50 assignments | | | 0% |
| 14 | Understanding Field Studies in the Implementation of Guidance and Counseling in PAUD | Explaining field studies on the implementation of guidance and counseling in PAUD | Criteria: Performance assessment rubric | Giving Assignments, Group Presentations, Discussions 2 X 50 | | | 0% |

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|----|--------------------------------------|--|--|--|--|--|----|
| 15 | Review of lectures and field results | Explaining lecture reviews and field results | Criteria: Performance assessment rubric | Group presentation, Discussion 2 X 50 | | | 0% |
| 16 | Understand meeting material 2-15 | understand the material for meetings 2-15 | Criteria: written test assessment rubric | written test 2 X 50 | | | 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.**