



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Early Childhood Guidance and Counseling	8620102230	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Elisabeth Chritiana, S.Pd., M.Pd				Dr. Evi Winingsih, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	PLO-6	Mastering the concepts of education, psychology and research to base guidance and counseling services
	PLO-10	Able to carry out guidance and counseling services by selecting relevant methods, techniques and multimedia and paying attention to the needs of service targets originating from socio-cultural diversity

Program Objectives (PO)	
PO - 1	Understand the nature of AUD Guidance and Counseling services
PO - 2	Understanding the development and problems of AUD
PO - 3	Explaining Types of Guidance and Counseling Services
PO - 4	Developing AUD Guidance and Counseling Service Planning
PO - 5	Explaining the role of teachers in implementing AUD guidance and counseling
PO - 6	Explaining Guidance and Counseling Services on children's social and emotional aspects
PO - 7	Explaining Guidance and Counseling Services on children's social and emotional aspects
PO - 8	Explaining Guidance and Counseling Services on children's social and emotional aspects
PO - 9	Explaining game media in AUD Guidance and Counseling Services
PO - 10	Develop a BK AUD service program

PLO-PO Matrix			
	P.O	PLO-6	PLO-10
	PO-1	✓	✓
	PO-2	✓	✓
	PO-3	✓	✓
	PO-4	✓	✓
	PO-5	✓	✓
	PO-6	✓	✓
	PO-7	✓	✓
	PO-8	✓	✓
	PO-9	✓	✓
	PO-10	✓	✓

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
PO-1	✓	✓														
PO-2			✓													
PO-3				✓	✓											
PO-4						✓	✓									
PO-5								✓								
PO-6							✓		✓							
PO-7										✓						
PO-8											✓	✓				
PO-9													✓			
PO-10															✓	✓

Short Course Description This course is a conceptual and practical course. The BK AUD 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. The learning methods used are project based learning, discussion, presentation. Assessment of the success of this course is participatory activities, project assessments, practicums, practicals, and tests.

References

Main :

1. Syaodih,Ernawulan (2005).Bimbingan di taman Kanak-Kanak.Jakarta:Dirjen DIKTI
2. Christiana,Elisabeth (2022)Bimbingan Anak Usia Dini.Surabaya

Supporters:

1. Harlock,Elizabeth (1978).Psikologi Perkembangan,Jakarta:Erlangga
2. Kartono,kartini (1986).Psikologi Anak.Bandung:Alumni
3. Christiana, E. KONSELING INDIVIDU TEKNIK THOUGHT STOPPING UNTUK MENINGKATKAN KEPERCAYAAN DIRI PADA PESERTA DIDIK SEKOLAH MENENGAH PERTAMA Lailatus'adah.
4. Cristiana, E. (2008). Teknik Terapi Bermain pada Anak Usia Sekolah. Jurnal Pendidikan Dasar, 9(1), 81-84.

Supporting lecturer Dr. Elisabeth Christiana, 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)
1	Able to explain the nature of AUD Guidance and Counseling Services	The essence of BK AUD services: 1. Background 2. Definition 3. Objectives of BK AUD 4. Principles of BK AUD 5. Functions of BK AUD in AUD 6. Scope of BK AUD 7. BK AUD services 8. Management of BK AUD	Criteria: accuracy and appropriateness Activeness (quantity of participation) Organization of ideas/arguments Accuracy of arguments Use of Language: Accuracy Clarity Attitude and intonation during discussions/questions Form of Assessment : Participatory Activities	Presentations, discussions and assignments 2x50	Discussing material prepared and discussed by students 2x50	Material: The Essence of Early Childhood Counseling Guidance Services Reference: Christiana, Elisabeth (2022) Early Childhood Guidance. Surabaya	2%
2	Able to explain the nature of AUD Guidance and Counseling Services	The essence of BK AUD services: 1. Background 2. Definition 3. Objectives of BK AUD 4. Principles of BK AUD 5. Functions of BK AUD in AUD 6. Scope of BK AUD 7. BK AUD services 8. Management of BK AUD	Criteria: accuracy and appropriateness Activeness (quantity of participation) Organization of ideas/arguments Accuracy of arguments Use of Language: Accuracy Clarity Attitude and intonation during discussions/questions Form of Assessment : Participatory Activities	Presentations, discussions and assignments 2x50	Discussing material prepared and discussed by students 2x50	Material: The Essence of Early Childhood Counseling Guidance Services Reference: Christiana, Elisabeth (2022) Early Childhood Guidance. Surabaya	2%

3	Able to explain Early Childhood Development and problems	Explaining the Development and Problems of AUD	<p>Criteria: accuracy and appropriateness 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of Language: Accuracy Clarity Attitude and intonation during discussion/questioning</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 2x50	Discussing material prepared and discussed by students	<p>Material: Able to explain the development and problems of early childhood</p> <p>References: <i>Christiana, Elisabeth (2022) Early Childhood Guidance. Surabaya</i></p>	2%
4	Able to explain the types of guidance and counseling services	Explains AUD Guidance and Counseling Services	<p>Criteria: accuracy and suitability 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of Language: Accuracy Clarity Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 4. For product assessment</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation, discussion and assignment regarding Types of BK AUD Services 2x50	Discussing material prepared and discussed by students	<p>Material: Explaining Early Childhood Guidance and Counseling Services</p> <p>References: <i>Harlock, Elizabeth (1978). Developmental Psychology, Jakarta: Erlangga</i></p>	2%
5	Able to explain the types of guidance and counseling services	Explains AUD Guidance and Counseling Services	<p>Criteria: accuracy and suitability 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of Language: Accuracy Clarity Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 4. For product assessment</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation, discussion and assignment regarding Types of BK AUD Services 2x50	Discussing material prepared and discussed by students	<p>Material: Explaining Early Childhood Guidance and Counseling Services</p> <p>References: <i>Harlock, Elizabeth (1978). Developmental Psychology, Jakarta: Erlangga</i></p>	2%
6	Able to prepare Early Childhood Guidance and Counseling Service Planning	prepare AUD Guidance and Counseling Service Planning	<p>Criteria: accuracy and suitability 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of Language: Accuracy Clarity Attitude and intonation during discussion/questioning</p> <p>Form of Assessment : Participatory Activities</p>	Presentations, discussions and assignments 2x50	Discussing material prepared and discussed by students	<p>Material: Able to prepare Early Childhood Guidance and Counseling Service Planning</p> <p>Library: <i>Harlock, Elizabeth (1978). Developmental Psychology, Jakarta: Erlangga</i></p>	2%

7	Able to prepare Early Childhood Guidance and Counseling Service Planning	prepare AUD Guidance and Counseling Service Planning	<p>Criteria: accuracy and suitability 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments Use of Language: Accuracy Clarity Attitude and intonation during discussion/questioning</p> <p>Form of Assessment : Participatory Activities</p>	Presentations, discussions and assignments 2x50	Discussing material prepared and discussed by students	<p>Material: Able to prepare Early Childhood Guidance and Counseling Service Planning Library: <i>Harlock, Elizabeth (1978). Developmental Psychology, Jakarta: Erlangga</i></p>	3%
8	Mastering material 1 to 7	Able to explain guidance and counseling services on children's social and emotional aspects	<p>Criteria: UTS</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	UTS 2X50	UTS	<p>Material: Understanding the nature of Early Childhood Counseling Guidance services References: <i>Christiana, Elisabeth (2022) Early Childhood Guidance. Surabaya</i></p>	20%
9	Able to explain the role of teachers in implementing AUD Guidance and Counseling	Able to explain the role of teachers in implementing Early Childhood Guidance and Counseling	<p>Criteria: accuracy and appropriateness 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of language: Accuracy Clarity Attitude and intonation during discussion/questioning</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments regarding the role of teachers in implementing BK AUD services 2x50	Discussing material prepared and discussed by students	<p>Material: Able to explain the role of teachers in implementing early childhood guidance and counseling. Reference: <i>Cristiana, E. (2008). Play Therapy Techniques for School Age Children. Journal of Elementary Education, 9(1), 81-84.</i></p>	5%
10	Able to explain Guidance and Counseling Services on children's social and emotional aspects	Able to explain Guidance and Counseling Services on children's social and emotional aspects	<p>Criteria: accuracy and appropriateness 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of language: Accuracy Clarity Attitude and intonation during discussion/questioning</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments regarding Guidance and Counseling Services on social and emotional aspects of problems 2x50		<p>Material: Able to explain Guidance and Counseling Services on children's social and emotional aspects of problems. Reference: <i>Cristiana, E. (2008). Play Therapy Techniques for School Age Children. Journal of Elementary Education, 9(1), 81-84.</i></p>	5%

11	Able to explain Guidance and Counseling services on physical aspects of children's problems	Able to explain Guidance and Counseling services on physical aspects of children's problems	<p>Criteria: accuracy and suitability accuracy and suitability 1. Activity (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of Language: Accuracy Clarity Attitude and intonation during discussion/questioning</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments regarding Guidance and Counseling services on physical aspects of children 2x50	Discussing material prepared and discussed by students	<p>Material: Able to explain Guidance and Counseling services on physical aspects of children's problems. Reference: <i>Cristiana, E. (2008). Play Therapy Techniques for School Age Children. Journal of Elementary Education, 9(1), 81-84.</i></p>	5%
12	Able to explain Guidance and Counseling on children's intellectual problems	Able to explain Guidance and Counseling on children's intellectual problems	<p>Criteria: accuracy and appropriateness 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of language: Accuracy Clarity Attitude and intonation during discussion/questioning</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments regarding Guidance and Counseling on children's intellectual problems 2x50	Discussing material prepared and discussed by students	<p>Material: Able to explain Guidance and Counseling on children's intellectual problems References: <i>Christiana, Elisabeth (2022) Early Childhood Guidance. Surabaya</i></p>	5%
13	Able to explain Guidance and Counseling Services on children's spiritual aspects	Able to explain Guidance and Counseling Services on children's spiritual aspects	<p>Criteria: accuracy and appropriateness 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments 4. Use of language: Accuracy Clarity Attitude and intonation during discussion/questioning</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments regarding Guidance and Counseling Services on children's spiritual aspects 2x50	Discussing material prepared and discussed by students	<p>Material: Able to explain Guidance and Counseling Services on children's spiritual aspects. Reference: <i>Christiana, Elisabeth (2022) Early Childhood Guidance. Surabaya</i></p>	5%
14	Able to organize game media in Early Childhood Guidance and Counseling services	Able to organize game media in Early Childhood Guidance and Counseling services	<p>Criteria: accuracy and suitability 1. Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments Use of Language Accuracy Clarity Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 4. For product assessment (written report) consider aspects of report completeness - analysis results - dynamic systems</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 2x50	Discussing material prepared and discussed by students	<p>Material: Able to organize game media in Early Childhood Guidance and Counseling services References: <i>Cristiana, E. (2008). Play Therapy Techniques for School Age Children. Journal of Elementary Education, 9(1), 81-84.</i></p>	5%

15	Able to explain the preparation of guidance and counseling programs in PAUD	Develop a BK AUD service program	<p>Criteria: accuracy and appropriateness Activeness (quantity of participation) 2. Organization of ideas/arguments 3. Accuracy of arguments Use of Language Accuracy Clarity Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 4. For product assessment (written report) consider the completeness aspect reports – results of dynamic system analysis</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentations, discussions and assignments 2x50	Discussing material prepared and discussed by students	<p>Material: Able to explain the preparation of guidance and counseling programs in PAUD Library: <i>Harlock, Elizabeth (1978). Developmental Psychology, Jakarta: Erlangga</i></p>	5%
16	UAS	Able to explain the preparation of guidance and counseling programs in PAUD	<p>Criteria: Project/portfolio results</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	UAS 2x50	UAS	<p>Material: Guidance and Counseling services for Early Childhood References: <i>Harlock, Elizabeth (1978). Developmental Psychology, Jakarta: Erlangga</i></p>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17%
2.	Project Results Assessment / Product Assessment	53%
3.	Practical Assessment	10%
4.	Practice / Performance	20%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.

