



**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
Problems with Children and Adolescents	8620102215	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Retno Tri Hariastuti, M.Pd., Kons		.....			Dr. Evi Winingsih, S.Pd., M.Pd.	

<b>Learning model</b>	Case Studies																																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																		
	<b>PLO-7</b> Mastering the concepts and practices of guidance and counseling in various contexts and problems																																																																		
	<b>PLO-9</b> Able to design, implement and utilize the results of needs assessments for guidance and counseling services																																																																		
	<b>Program Objectives (PO)</b>																																																																		
	<b>PO - 1</b> Mastering educational and psychological concepts as a basis for guidance and counseling services																																																																		
	<b>PO - 2</b> Able to design assistance according to the results of an assessment of the needs and problems of children and adolescents																																																																		
	<b>PLO-PO Matrix</b>																																																																		
	<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-7</td> <td>PLO-9</td> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>	P.O	PLO-7	PLO-9	PO-1	✓	✓	PO-2	✓	✓																																																									
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																			
<table border="1" style="margin: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓	✓	✓	✓	✓	✓									PO-2									✓	✓	✓	✓	✓	✓	✓	✓
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PO-2									✓	✓	✓	✓	✓	✓	✓	✓																																																			

<b>Short Course Description</b>	This course provides knowledge about the study of child and adolescent problems and analysis of child and adolescent problems. The study material for the course is the nature of individual development and developmental theories, the characteristics of growth and development as well as understanding the problems that exist in the prenatal and neonatal period, infancy, early childhood, late childhood, puberty and childhood. teenager. The learning procedure used is problem-based learning, the methods used in learning are structured discussions, lecturing, and assignments. Course assessment is carried out through; participatory activities, projects, portfolios, practicals and practicums, and tests.
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Kail, R. V &amp; Cavanaugh, J.C. 2012. Human Development A Life Span View. Michigan York: Wadsworth Publishing.</li> <li>2. Santrock, J.W. 2006. Life Span Development. New York: McGraw-Hill.</li> <li>3. Papalia D.E, dkk. 2008. Human Development. Jakarta: Kencana</li> <li>4. Newman &amp; Newman. 2014. Development Through Life: A Psychosocial Approach. Michigan: Wadsworth Publishing.</li> <li>5. Hurlock, E. B. 1980. Psikologi Perkembangan. Jakarta: Erlangga.</li> <li>6. Skinner, B.F. 2013. Ilmu Pengetahuan dan Perilaku Manusia (Terjemahan). Yogyakarta: PustakaPelajar.</li> </ol> <p><b>Supporters:</b></p>
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1. Hariastuti, R. T. Studi Kepustakaan Tentang Prokrastinasi Akademik Dan Kontrol Diri Siswa Sma. Ejournal. Unesa. Ac. Id, 1243-1250.
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11. Manocha, S. (2020). *Using Behavior Modifications to Teach Responding to Joint Attention to Preschool Children with Autism Spectrum Disorder* (Doctoral dissertation, University of Georgia).
12. Melanson, I. J., & Fahmie, T. A. (2023). Functional analysis of problem behavior: A 40-year review. *Journal of Applied Behavior Analysis*, 56(2), 262-281.

**Supporting lecturer**  
 Dr. Elisabeth Christiana, S.Pd., M.Pd.  
 Prof. Dr. Budi Purwoko, S.Pd., M.Pd.  
 Prof. Dr. Najlatun Naqiyah, M.Pd.  
 Dr. Asieline Wahyu Tri Ardyanti, M.M.

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	Students can prepare for lecture requirements	1. Students understand the context of the course 2. Students can analyze individual development stages	<b>Criteria:</b> Scoring Guidelines  <b>Form of Assessment :</b> Participatory Activities	Problem based learning 2 X 50		<b>Material:</b> individual development <b>References:</b> <i>Kail, R. V &amp; Cavanaugh, JC 2012. Human Development A Life Span View. Michigan York: Wadsworth Publishing.</i>	3%
2	Students master knowledge about individual development	1. Students can explain individual development throughout life starting from the prenatal period, neonates to facing death 2. Students can analyze individual development tasks	<b>Criteria:</b> The more complete and correct the more perfect the value  <b>Form of Assessment :</b> Participatory Activities	Discussion and questions and answers 2 X 50		<b>Material:</b> individual development <b>References:</b> <i>Kail, R. V &amp; Cavanaugh, JC 2012. Human Development A Life Span View. Michigan York: Wadsworth Publishing.</i>	4%
3	Students master problems in children: autism, tantrums, hyperactivity	Students can identify problems in autistic children	<b>Criteria:</b> The more complete and correct the more perfect the value  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Discussion and questions and answers 2 X 50		<b>Material:</b> Problems in children: autism-tantrums-hyperactivity <b>Reference:</b> <i>Newman &amp; Newman. 2014. Development Through Life: A Psychosocial Approach. Michigan: Wadsworth Publishing.</i>	4%

4	Students master problems in children: autism, tantrums, hyperactivity	Students can identify problems in tantrum children	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Discussion and questions and answers 2 X 50		<p><b>Material:</b> Problems in children: autism-tantrums-hyperactivity <b>References:</b> <i>Kail, R. V &amp; Cavanaugh, JC 2012. Human Development A Life Span View. Michigan York: Wadsworth Publishing.</i></p>	4%
5	Problems in children - autism, tantrums, hyperactivity	Students can identify problems in hyperactive children	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Presentation, discussion, question and answer 2 X 50		<p><b>Material:</b> Problems in children: autism-tantrums-hyperactivity <b>Reference:</b> <i>Newman &amp; Newman. 2014. Development Through Life: A Psychosocial Approach. Michigan: Wadsworth Publishing.</i></p>	3%
6	Students master factual knowledge about problems in adolescents	Students can explain various problems in teenagers	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Presentation, discussion, question and answer 2 X 50		<p><b>Material:</b> factual knowledge about problems in teenagers <b>Reference:</b> <i>Sanrock, JW 2006. Life Span Development. New York: McGraw-Hill.</i></p>	4%
7	Students master factual knowledge about problems in adolescents	Students can identify various teenage problems	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, discussion, question and answer 2 X 50		<p><b>Material:</b> factual knowledge about problems in adolescents <b>Reference:</b> <i>Hurlock, EB 1980. Developmental Psychology. Jakarta: Erlangga.</i></p>	4%
8	Students master factual knowledge about problematic issues in society	Students can do UTS	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	UTS 2 X 50	UTS	<p><b>Material:</b> Problems of Children and Adolescents <b>Reference:</b> <i>Sanrock, JW 2006. Life Span Development. New York: McGraw-Hill.</i></p>	20%

9	Students master factual knowledge about problems in adolescents	<ol style="list-style-type: none"> <li>1. Students can explain problems in the family</li> <li>2. Students can identify aggressive teenagers</li> </ol>	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Problem base learning 2 X 50		<p><b>Material:</b> factual knowledge about problems in the family</p> <p><b>Reference:</b> <i>Hurlock, EB 1980. Developmental Psychology. Jakarta: Erlangga.</i></p>	2%
10	Students master factual knowledge about problems in adolescents	<ol style="list-style-type: none"> <li>1. Students can identify adolescent victims of family dysfunction</li> <li>2. Students can identify spoiled children</li> <li>3. Students can identify teenagers who are traumatized</li> </ol>	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Problem base learning 2 X 50		<p><b>Material:</b> factual knowledge about problems in the family</p> <p><b>Reference:</b> <i>Santrock, JW 2006. Life Span Development. New York: McGraw-Hill.</i></p>	3%
11	Students master factual knowledge about social problems	Students can explain social problems, including street gangs, peers, and child labor	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Presentation, discussion, question and answer 2 X 50		<p><b>Material:</b> factual knowledge about social problems</p> <p><b>References:</b> <i>Hurlock, EB 1980. Developmental Psychology. Jakarta: Erlangga.</i></p>	3%
12	Students master factual knowledge about social problems	Students can identify the problem of teenage street gangs	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, discussion, question and answer 2 X 50		<p><b>Material:</b> factual knowledge about social problems</p> <p><b>Reference:</b> <i>Papalia DE, et al. 2008. Human Development. Jakarta: Kencana</i></p>	3%
13	Students master factual knowledge about social problems	<ol style="list-style-type: none"> <li>1. Students can identify social problems in their peers</li> <li>2. Students can identify problems with child labor</li> </ol>	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	presentation, discussion, question and answer 2 X 50		<p><b>Material:</b> factual knowledge about social problems</p> <p><b>Reference:</b> <i>Santrock, JW 2006. Life Span Development. New York: McGraw-Hill.</i></p>	4%
14	Able to carry out target service needs analysis	Students can carry out needs analysis and planning support services for teenagers	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	presentation, discussion, question and answer 2 X 50		<p><b>Material:</b> service target needs analysis</p> <p><b>References:</b> <i>Hurlock, EB 1980. Developmental Psychology. Jakarta: Erlangga.</i></p>	4%
15	Able to carry out target service needs analysis	Students can carry out needs analysis and planning support services for teenagers	<p><b>Criteria:</b> The more complete and correct the more perfect the value</p> <p><b>Form of Assessment :</b> Participatory Activities, Practical Assessment</p>	PBL 2 X 50		<p><b>Material:</b> target service needs analysis</p> <p><b>References:</b> <i>Santrock, JW 2006. Life Span Development. New York: McGraw-Hill.</i></p>	4%

16	Students master factual knowledge about problematic issues in society	Students do questions and assignments well and correctly	<b>Criteria:</b> The more complete and correct the more perfect the value  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	UAS		<b>Material:</b> Problems of Children and Adolescents <b>References:</b> <i>Hurlock, EB 1980. Developmental Psychology. Jakarta: Erlangga.</i>	30%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50.67%
2.	Project Results Assessment / Product Assessment	15.67%
3.	Portfolio Assessment	9%
4.	Practical Assessment	2%
5.	Practice / Performance	7.5%
6.	Test	14.17%
		99.01%

#### 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.