



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate
Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Early Childhood Advocacy and Protection	8620716227	Study Program Elective Courses	T=2	P=0	ECTS=3.18	4	February 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-4	Develop yourself continuously and collaborate.
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PLO-8	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development
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Program Objectives (PO)	
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PO - 1	Understand the basic concepts of early childhood advocacy and protection, including children's rights and the principles of their protection.
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PO - 2	Analyze the rights of early childhood contained in various legal instruments and international conventions.
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PO - 3	Discusses the history of early childhood protection advocacy in Indonesia, including its development, achievements and challenges faced.
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PO - 4	Understand the basic concept of child protection, including its meaning, objectives and principles in the context of human rights.
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PO - 5	Identify various forms of violence against children, whether physical, psychological, sexual, or neglect, and their impact on early childhood development.
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PO - 6	Analyzing the potential for violence against children in the family, community and school environment, as well as strategies for preventing and overcoming it.
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PO - 7	Understand the concept of schools and environments that are suitable for children as an effort to protect and develop young children.
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PO - 8	Designing early childhood protection interventions based on understanding concrete cases and effective advocacy strategies.
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PO - 9	Observe the handling and assistance services for children's problems in the field to gain practical and in-depth understanding.
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PO - 10	Develop a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.
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PO - 11	Understand and master Child Protection Advocacy material
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PO - 12	Students observe the handling and assistance services for children's problems in the field to gain practical and in-depth understanding.
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PLO-PO Matrix	
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P.O	PLO-4	PLO-8
PO-1	✓	✓
PO-2	✓	✓
PO-3	✓	✓
PO-4	✓	✓
PO-5	✓	✓
PO-6	✓	✓
PO-7	✓	✓
PO-8	✓	✓
PO-9	✓	✓
PO-10	✓	✓
PO-11	✓	✓
PO-12	✓	✓

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														✓		
PO-11															✓	
PO-12																✓

Short Course Description

This course discusses the concepts, principles and practices of advocacy and protection for early childhood. The main focus is understanding children's rights and efforts to protect them from various forms of exploitation, violence and discrimination. Apart from that, this course also discusses effective advocacy strategies to fight for the rights of early childhood in social, political and legal contexts. Students will learn about legal and policy frameworks related to child protection, as well as best practices in carrying out advocacy to realize the rights of early childhood. Through a combination of theory, case studies and discussions, students will be prepared to become caring and effective advocates in fighting for the welfare of early childhood in society. The strategies used use lecture methods, case studies, discussion groups and project based learning.

References

Main :

- Eleanora, F. N., Ismial, Z., & Ahmad, M. P. L. (2021). Buku Ajar Hukum Perlindungan Anak dan Perempuan. Malang: Madza Media.
- Kurniasari, A. (2019). Dampak kekerasan pada kepribadian anak. Sosio informa, 5(1).
- Pascal*, C. (1992). Advocacy, quality and the education of the young child. Early Years, 13(1), 5-11.

Supporters:

- Smith, A. B. (2007). Children's rights and early childhood education: Links to theory and advocacy. Australasian Journal of Early Childhood, 32(3), 1-8.
- Hollingsworth, H. L., Knight-McKenna, M., & Bryan, R. (2016). Policy and advocacy concepts and processes: Innovative content in early childhood teacher education. Early Child Development and Care, 186(10), 1664-1674.
- Nursshobah, S. F. (2019). Konvensi hak anak dan implementasinya di Indonesia. Jurnal Ilmiah Kebijakan Dan Pelayanan Pekerjaan Sosial (Biyana), 1(2).
- Saroinsong, W. P., Simatupang, N., Khotimah, N., Reza, M., & Nursalim, M. (2020, December). Does Parent Perceived Could Predict Children Social Skill?. In 1st International Conference on Early Childhood Care Education and Parenting (ICECEP 2019) (pp. 138-141). Atlantis Press.

Supporting lecturer

Muhammad Reza, S.Psi., M.Si.
Dhian Gowinda Luh Safitri, S.Pd., M.Ed.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials [References]	Assessment Weight (%)

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Children understand the definition, concept of child protection advocacy and the importance of advocacy in the context of early childhood.	1.Understand the definition and concept of child protection advocacy. 2.Understand the importance of advocacy in the context of early childhood.	Criteria: 1.Active participation 2.assignment Form of Assessment : Participatory Activities	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Material: Definition, concept of child protection advocacy and the importance of advocacy in the context of early childhood. References: <i>Pascal*, C. (1992). Advocacy, quality and the education of young children. Early Years, 13(1), 5-11.</i>	2%
2	Children are able to analyze early childhood rights contained in various legal instruments and international conventions.	1. Understanding the Convention on the Rights of the Child 2. Understanding the role of advocacy in ensuring the rights of early childhood.	Criteria: Active participation Form of Assessment : Participatory Activities	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Material: Convention on the Rights of the Child and the role of advocacy in ensuring the rights of early childhood. References: <i>Nurusshobah, SF (2019). Convention on children's rights and its implementation in Indonesia. Scientific Journal of Social Work Policy and Services (Biyar), 1(2).</i>	3%
3	Children are able to understand the history of early childhood protection advocacy in Indonesia, including its development, achievements and challenges faced.	Development of advocacy for early childhood protection in Indonesia	Criteria: 1.Active participation 2.assignment Form of Assessment : Participatory Activities	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Material: Development of advocacy for early childhood protection in Indonesia and the role of figures and organizations that contribute. References: <i>Eleanora, FN, Ismial, Z., & Ahmad, MPL (2021). Textbook of Law for the Protection of Children and Women. Malang: Madza Media.</i>	2%

4	Children are able to understand the basic concepts of child protection, including the meaning, objectives and principles in the context of human rights.	Understand the basic principles of child protection.	Criteria: Active participation Form of Assessment : Participatory Activities	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Material: Basic concepts of child protection, including its meaning, objectives and principles in the context of human rights. References: <i>Smith, A.B. (2007). Children's rights and early childhood education: Links to theory and advocacy. Australasian Journal of Early Childhood, 32(3), 1-8.</i>	3%
5	Children are able to identify various forms of violence against children, whether physical, psychological, sexual, or neglect, and their impact on early childhood development.	□Definition of violence against children from various points of view.	Criteria: Children are able to identify various forms of violence against children, whether physical, psychological, sexual, or neglect, and their impact on early childhood development. Form of Assessment : Portfolio Assessment	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Material: Forms of violence against children, whether physical, psychological, sexual, or neglect, and their impact on early childhood development. References: <i>Hollingsworth, H.L., Knight-McKenna, M., & Bryan, R. (2016). Policy and advocacy concepts and processes: Innovative content in early childhood teacher education. Early Child Development and Care, 186(10), 1664-1674.</i>	5%
6	Understanding the impact of violence on early childhood	Understanding the impact of violence on early childhood development.	Criteria: Active participation Form of Assessment : Portfolio Assessment	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Material: The impact of violence on early childhood development. References: <i>Kurniasari, A. (2019). The impact of violence on a child's personality. Socio informa, 5(1).</i>	5%

7	Students are able to analyze the potential for violence against children in the family, community and school environment, as well as strategies for preventing and overcoming it.	<input type="checkbox"/> Case Study Related to Child Violence in the Family, Community and School	<p>Criteria: Case Study Related to Child Violence in the Family, Community and School</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	<p>Material: Potential violence against children in the family, community and school environment, as well as strategies for preventing and overcoming it.</p> <p>References: <i>Pascal*, C. (1992). Advocacy, quality and the education of young children. Early Years, 13(1), 5-11.</i></p>	10%
8	Students are able to understand and master Child Protection Advocacy material from meetings 1-7	Do the questions correctly	<p>Criteria: Students are able to answer questions correctly</p> <p>Form of Assessment : Test</p>	Summative test 2 X 50	Summative test 2 X 50	<p>Material: Students are able to understand and master Child Protection Advocacy material.</p> <p>Literature: <i>Eleanora, FN, Ismial, Z., & Ahmad, MPL (2021). Textbook of Law for the Protection of Children and Women. Malang: Madza Media.</i></p>	15%
9	Analyzing the potential for violence against children in the family, community and school environment, as well as strategies for preventing and overcoming it	Able to analyze the potential for violence against children in the family, community and school environment, as well as strategies for preventing and overcoming it	<p>Criteria: Students are able to analyze the potential for violence against children in the family, community and school environment, as well as strategies for preventing and overcoming it</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	<p>Material: Concept of schools and environments that are suitable for children as an effort to protect and develop young children.</p> <p>References: <i>Pascal*, C. (1992). Advocacy, quality and the education of young children. Early Years, 13(1), 5-11.</i></p>	2%
10	Identify social welfare service programs for children	Able to identify social welfare service programs for children	<p>Criteria: Students are able to identify social welfare service programs for children</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	<p>Material: Social welfare service program for children</p> <p>References: <i>Eleanora, FN, Ismial, Z., & Ahmad, MPL (2021). Textbook of Law for the Protection of Children and Women. Malang: Madza Media.</i></p>	3%

11	Designing early childhood protection interventions is based on understanding concrete cases and effective advocacy strategies.	Designing early childhood protection interventions based on understanding concrete cases and effective advocacy strategies.	<p>Criteria: Students are able to design early childhood protection interventions based on an understanding of concrete cases and effective advocacy strategies.</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	<p>Material: Early childhood protection interventions based on understanding concrete cases and effective advocacy strategies.</p> <p>References: <i>Pascal*, C. (1992). Advocacy, quality and the education of young children. Early Years, 13(1), 5-11.</i></p>	5%
12	Observation of handling and assistance services for children's problems in the field to gain practical and in-depth understanding.	Observe the handling and assistance services for children's problems in the field to gain practical and in-depth understanding.	<p>Criteria: Students are able to observe the handling and assistance services for children's problems in the field to gain practical and in-depth understanding.</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	<p>Material: Observation of handling and assistance services for children's problems in the field to gain practical and in-depth understanding.</p> <p>References: <i>Nurusshobah, SF (2019). Convention on children's rights and its implementation in Indonesia. Scientific Journal of Social Work Policy and Services (Biyar), 1(2).</i></p>	5%
13	Students observe the handling and assistance services for children's problems in the field to gain practical and in-depth understanding.	Able to carry out observation activities regarding handling and assistance services for children's problems in the field to gain practical and in-depth understanding.	<p>Criteria: Students are able to carry out observation activities regarding the handling and assistance services for children's problems in the field to gain practical and in-depth understanding.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	<p>Material: Observing the handling and assistance services for children's problems in the field to gain practical and in-depth understanding.</p> <p>References: <i>Eleanora, FN, Ismial, Z., & Ahmad, MPL (2021). Textbook of Law for the Protection of Children and Women. Malang: Madza Media.</i></p>	5%

14	Development of a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.	Develop a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.	<p>Criteria: Students are able to develop a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and problem based learning 2 X 50	<p>Material: Development of a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.</p> <p>References: <i>Hollingsworth, H.L., Knight-McKenna, M., & Bryan, R. (2016). Policy and advocacy concepts and processes: Innovative content in early childhood teacher education. Early Child Development and Care, 186(10), 1664-1674.</i></p>	10%
15	Development of a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.	Develop a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.	<p>Criteria: Students are able to develop a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, discussion groups, and problem based learning 2 X 50	Lectures, case studies, discussion groups, and project based learning 2 X 50	<p>Material: Development of a comprehensive intervention program based on observations of handling and assistance services for child protection problems in the field, taking into account the local context and the needs of early childhood.</p> <p>References: <i>Nurusshobah, SF (2019). Convention on children's rights and its implementation in Indonesia. Scientific Journal of Social Work Policy and Services (Biyana), 1(2).</i></p>	10%

16	Students understand and master all Child Protection Advocacy material	Do the questions correctly	Criteria: Students are able to work on questions correctly Form of Assessment : Test	Summative test 2 X 50	Summative test 2 X 50	Material: Understanding Advocacy and Early Childhood Protection References: Saroinsong, WP, Simatupang, N., Khotimah, N., Reza, M., & Nursalim, M. (2020, December). Does Parent Perception Could Predict Children's Social Skill?. In 1st International Conference on Early Childhood Care Education and Parenting (ICECEP 2019) (pp. 138-141). Atlantis Press.	15%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		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.