



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 | | |
| CHILD DEVELOPMENT | 8620703146 | | T=3 P=0 ECTS=4.77 | 1 | July 18, 2024 | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | Study Program Coordinator | | |
| | | | | | Kartika Rinakit Adhe, 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 | | | | | | |
| | | <table border="1" style="margin: auto;"> <tr><td style="width: 100px; height: 30px;">P.O</td></tr> </table> | | | | | P.O |
| P.O | | | | | | | |
| Short Course Description | This course examines the growth and development patterns of AUD in terms of physical, physical, social aspects, problems and treatment. Also discusses neuroscience studies in child development. | | | | | | |
| | | | | | | | |
| References | Main : | | | | | | |
| | <ol style="list-style-type: none"> 1. Hurlock, Elizabeth. 2008. Perkembangan. Jakarta: Airlangga. 2. Benokraitis, Nijole V. 2011. Marriages & Families . New York: Pearson. 3. Santrock, John W. . 2009. Perkembangan Anak Jilid I. Jakarta: Airlangga.. 4. Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment . Missouri: Mosby Elsevier. 5. Byrd-Bredbenner, Carol, dkk. 2009. Wardlaw's Perspectives in Nutrition Eighth Edition . New York: Higher Education. 6. Hay, William W, dkk. 2011. Current Diagnosis & Treatment Pediatric 20th Edition . New York: Mc Graw Hill Lange. 7. Illingworth, Ronald S. 1979. The Normal Child (Some Problems of The Early Years and Their Treatment) . New York: Churchill Livingstone. | | | | | | |
| | Supporters: | | | | | | |
| Supporting lecturer | Dewi Komalasari, S.Pd., M.Pd. Wulan Patria Saroinsong, S.Psi., M.Pd., Ph.D. Mallevi Agustin Ningrum, 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 | Understanding of AUD growth and development patterns | <ol style="list-style-type: none"> 1. Define the meaning of AUD 2. Explain the pattern of growth and development of AUD | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly | Collaborative 3 X 50 | | | 0% |
| 2 | Able to understand the principles of AUD development | <ol style="list-style-type: none"> 1. Discuss the principles of AUD development 2. Emphasizing the importance of AUD's growth and development | Criteria: 1.3 = Students are able to answer and understand the lecturer's questions very well 2.2 = Students are able to answer and understand the lecturer's questions well 3.1 = Student does not answer and understand the question well | Collaborative 3 X 50 | | | 0% |
| 3 | Able to understand prenatal growth and development | <ol style="list-style-type: none"> 1. Analyze prenatal growth stages 2. Analyze the stages of prenatal development | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly | Scientific 3 X 50 | | | 0% |
| 4 | Able to understand prenatal and postnatal development | <ol style="list-style-type: none"> 1. Explain the importance of prenatal development 2. Suggests the importance of postnatal development | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly | Scientific 3 X 50 | | | 0% |
| 5 | Able to understand the growth and development of the AUD brain | <ol style="list-style-type: none"> 1. Suggests the importance of understanding the growth and development of the AUD brain 2. Explain the structure and function of the brain 3. Explaining appropriate stimulation of AUD brain growth and development | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly | Scientific 3 X 50 | | | 0% |

| | | | | | | | |
|---|--|---|---|----------------------|--|--|----|
| 6 | Able to understand perinatal growth and development (when born) | Explain perinatal growth and development (when born) | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly | Scientific 3 X 50 | | | 0% |
| 7 | Able to study the growth and development of children who are given breast milk and formula milk | 1. Identifying the growth and development of children who are breastfed 2. Identifying the growth and development of children who are given formula milk | Criteria: 1.3 = Students are able to answer and understand the lecturer's questions very well 2.2 = Students are able to answer and understand the lecturer's questions well 3.1 = Student does not answer and understand the question well | Scientific 3 X 50 | | | 0% |
| 8 | Able to study the growth and development of children whose parents are busy working and whose parents have a lot of time at home | 1. Explain the growth and development of children whose parents are busy working 2. Explaining the growth and development of children whose parents have a lot of time at home | Criteria: 1.3 = Students are able to answer and understand the lecturer's questions very well 2.2 = Students are able to answer and understand the lecturer's questions well 3.1 = Student does not answer and understand the question well | Scientific 3 X 50 | | | 0% |
| 9 | Able to do USS questions | Working on the USS problem | Criteria: 1.3 = Students are able to answer and understand written test questions completely and analyzed 2.2 = Students are able to answer and understand written test questions quite completely and analysed 3.1 = Student answered and understood the written test questions, but incompletely and not analyzed | Scientific 3 X 50 | | | 0% |

| | | | | | | | |
|----|--|--|---|----------------------------------|--|--|----|
| 10 | Able to study the growth and development of children who are admitted to PAUD institutions and those who are not admitted to PAUD institutions | <ol style="list-style-type: none"> Promote the growth and development of children enrolled in PAUD institutions Bringing attention to the growth and development of children who are not enrolled in PAUD institutions | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation well | Humanistic 3 X 50 | | | 0% |
| 11 | Able to examine the characteristics of physical motor development of AUD, the problems experienced and their treatment | <ol style="list-style-type: none"> Identifying the characteristics of physical motor development of AUD Explain the physical motor problems of AUD Explain the appropriate treatment for physical motor problems with AUD | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation well | Scientific, Humanistic 3 X 50 | | | 0% |
| 12 | Able to examine the characteristics of AUD cognitive development, the problems experienced and their treatment | <ol style="list-style-type: none"> Identifying the cognitive developmental characteristics of AUD Explaining the cognitive problems of AUD Explain the appropriate treatment for AUD cognitive problems | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation well | Scientific, Humanistic 3 X 50 | | | 0% |
| 13 | Able to study the characteristics of AUD language development, the problems experienced and their handling | <ol style="list-style-type: none"> Identifying characteristics of AUD language development Explaining AUD language problems Explain the appropriate treatment for AUD language problems | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation well | Scientific, Humanistic 3 X 50 | | | 0% |
| 14 | Able to examine the characteristics of AUD's social emotional development, the problems experienced and their treatment | <ol style="list-style-type: none"> Identifying the social emotional development characteristics of AUD Explaining the social emotional problems of AUD Explain the appropriate treatment for social emotional problems with AUD | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation well | Scientific, Humanistic 3 X 50 | | | 0% |

| | | | | | | | |
|----|---|---|---|----------------------------------|--|--|----|
| 15 | Able to examine the characteristics of the moral development of AUD religion, the problems experienced and their handling | 1. Identifying the characteristics of the moral development of AUD religion 2. Explaining the moral problems of AUD religion 3. Explaining the appropriate handling of AUD religious moral problems | Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation well | Scientific, Humanistic 3 X 50 | | | 0% |
| 16 | Able to do US questions | Students are able to do US questions | Criteria: 1.3 = Students are able to answer and understand written test questions very well 2.2 = Students are able to answer and understand written test questions well 3.1 = Student is unable to answer and understand written test questions well | Scientific 3 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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** 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.
- 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.