



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																																																												
AUD Emotional Social Development	8620703201		T=3	P=0	ECTS=4.77	2	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																																																																		
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PO Matrix at the end of each learning stage (Sub-PO)	P.O																																																																		
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 5%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th></th> <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> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>																P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
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Short Course Description	This course examines the nature, understanding and characteristics of AUD's social emotional development, supporting and inhibiting factors for children's social emotional development, the role of maturation and learning stimulation in children's social emotional development, creating children's social emotional development programs and techniques for evaluating the social emotional development of children and students. able to carry out peer teaching for social emotional development.																																																																		
References	Main :																																																																		
	<ol style="list-style-type: none"> 1. Santrock John W . 2009. Perkembangan Anak 2. Jakarta : Erlangga 2. Mashar Riana . 2011. Emosi Anak Usia Dini dan Strategi Pengembangan . Jakarta : Prenada Media 3. Joseph Gail., etc . 2014. Social Emotional Teaching Strategies . USA : Child Care and Head Strad Bureaus 4. Arbega Meley. 2011. Social-Emotional Development In Early Childhood, From Birth Through Age Five . Germany : Vdam Vevlag 5. Madrid Samara., etc . 2014. Reframing the Emotional worlds of the Early Childhood Classroom . London : Taylor & Francis Ltd 6. Ostrosky MM., etc. 2000. Buiding Positive. USA : Child Care and Head Strad Bureaus 																																																																		
Supporting lecturer	Supporters:																																																																		
	Dewi Komalasari, S.Pd., M.Pd. Eka Cahya Maulidiyah, 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	Knowledge of the nature, understanding and characteristics of social emotional development of AUD and recognizing the types of positive emotions and negative emotions	Students can understand the nature, meaning and characteristics of social emotional development of AUD and recognize the types of positive emotions and negative emotions	Criteria: Depth of expression of opinion and analysis	2 X 50 Lecture Method			0%
2	Understanding Social and Emotional Problems in AUD children and factors supporting and inhibiting children's social emotional development	Students can analyze and explain social and emotional problems in AUD children and the supporting and inhibiting factors for children's social emotional development	Criteria: Depth of expression of opinion and analysis	2 X 50 Lecture Method			0%
3	Understanding the importance of social emotional development in AUD and the role of developmental maturation and learning stimulation in children's social emotional development.	Students can analyze and explain the importance of social emotional development in AUD and the role of developmental maturation and learning stimulation in children's social emotional development.	Criteria: Depth of expression of opinion and analysis	2 X 50 Lecture Method			0%
4	Knowledge of the principles of holistic oriented social emotional development	Students can understand the principles of holistic oriented social emotional development	Criteria: Depth of expression of opinion and analysis	2 X 50 Lecture Method			0%
5	Understanding social and emotional development targets in kindergarten and social and emotional development activities in kindergarten.	Students can analyze and explain the targets of social and emotional development in kindergarten and social and emotional development activities in kindergarten.	Criteria: Depth of expression of opinion and analysis	2 X 50 Lecture Method			0%
6	UTS	Students are able to answer questions	Criteria: value 10-100	Written Test 2 X 50			0%
7	Understanding children's social emotional development skills through routine, programmed, spontaneous and exemplary activities and involving parents in children's social emotional development	Students can understand children's social emotional development skills through routine, programmed, spontaneous and exemplary activities and the involvement of parents in children's social emotional development	Criteria: Observation Sheet	Lecture method problem solving method 2 X 50			0%

8	Understanding the characteristic skills for evaluating social emotional development and techniques for evaluating children's social emotional development	Students can understand the characteristic skills of evaluating social emotional development and techniques for evaluating children's social emotional development	Criteria: Depth of expression of opinion and analysis	Lecture Method Problem solving method 2 X 50			0%
9	Skills for creating social emotional development programs for AUD children	Students can create social emotional development program instruments for AUD children	Criteria: group discussion	problem solving method 2 X 50			0%
10	Skills in making evaluations of AUD social emotional development programs	Students can create an evaluation instrument for the AUD social emotional development program		problem solving method 2 X 50			0%
11	Skills for creating social emotional development for AUD children with parental involvement	Students can create social emotional development program instruments for AUD children with the involvement of parents		problem solving method 2 X 50			0%
12	skills in making evaluations of AUD social emotional development programs with the involvement of parents	can create an evaluation instrument for AUD social emotional development programs with the involvement of parents		Problem solving method 2 X 50			0%
13	Peer teaching skills for social emotional development	Students are skilled in peer teaching social emotional development		2 X 50 Demonstration			0%
14	Peer teaching skills for social emotional development	Students are skilled in peer teaching social emotional development		2 X 50 Demonstration			0%
15	Peer teaching skills for social emotional development	Students are skilled in peer teaching social emotional development		2 X 50 Demonstration			0%
16				2 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.

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.