



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 Guidance	8620702016		T=2	P=0	ECTS=3.18	4	July 18, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
			Kartika Rinakit Adhe, S.Pd., M.Pd.		

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Short Course Description	This course examines the basic concepts of guidance and counseling which include understanding, similarities and differences, objectives and functions of early childhood guidance and counseling. This course covers the basics, principles, scope, approaches and techniques of early childhood guidance and counseling. Discusses the implementation of guidance including planning/programs, management, services, data collection techniques, assessment and discusses handling early childhood problems including child characteristics, child development, child problems, and steps for handling early childhood problems.
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References	Main :	
		<ol style="list-style-type: none"> 1. Prayitno dan Amti. 1994. Dasar-dasar Bimbingan dan Konseling. Jakarta: Depdikbud. 2. Sutadi dan Deliana. Permasalahan Anak Taman Kanak-kanak. Jakarta: Depdikbud. 3. Suyadi. 2009. Buku Pegangan Bimbingan Konseling untuk PAUD. Jogjakarta : DIVA Press. 4. Suyanto, Slamet. 2003. Konsep Dasar Pendidikan Anak Usia Dini. Yogyakarta: UNY. 5. Tim Dosen PPB. 1991. Bimbingan dan Konseling di Sekolah. Yogyakarta: IKIP Yogyakarta. 6. Syaodih, Ernawulan. 2003. Bimbingan di Taman Kanak-kanak. Bandung: Depdiknas. 7. Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment . Missouri: Mosby Elsevier. 8. Hay, William W, dkk. 2011. Current Diagnosis & Treatment Pediatric 20th Edition . New York: Mc Graw Hill Lange. 9. Hairuddin, Enni K. 2014. Membentuk Karakter Anak dari Rumah . Jakarta: Gramedia. 10. Illingworth, Ronald S. 1979. The Normal Child (Some Problems of The Early Years and Their Treatment) . New York: Churchill Livingstone. 11. Jinan. 2011. Alhamdulillah Anaku Nakal . Jakarta: Filla Press. 12. Penn, Hellen. 2005. Understanding Early Childhood . USA: Open University Press.
	Supporters:	

Supporting lecturer	Mallevi Agustin Ningrum, S.Pd., M.Pd.
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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 basic concepts of guidance and counseling	Students can explain the basic concepts of guidance and counseling	Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation 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 2 X 50			0%
2	Understanding the meaning, scope, objectives and function of AUD guidance	Students can understand the meaning, scope, objectives and function of AUD guidance	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 2 X 50			0%
3	Understanding the implementation of AUD guidance	Students can explain the implementation of AUD guidance	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 2 X 50			0%
4	Understanding the implementation of AUD guidance	Students can explain the implementation of AUD guidance	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 2 X 50			0%

5	Understanding the implementation of AUD guidance	Students can explain the implementation of AUD guidance	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 2 X 50			0%
6	Understanding the implementation of AUD guidance	Students can explain the implementation of AUD guidance	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 2 X 50			0%
7	Understanding of identifying problems experienced by young children	Students are able to understand the steps to identify problems experienced by young children	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 2 X 50			0%
8	Understanding of identifying problems experienced by young children	Students are able to understand the steps to identify problems experienced by young children	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 2 X 50			0%

9	Working on USS questions	Students can work on USS 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	Written exam 2 X 50			0%
10	Understanding of case management and analysis of the problems of hyperactive and difficult-to-eat children	Students can analyze the problems of children who are hyperactive and have trouble eating	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, Humanistic 2 X 50			0%
11	Understanding case handling and analysis of the problems of children bullying and being lazy at school	Students can analyze the problem of bullying in children and being lazy at school	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, Humanistic 2 X 50			0%
12	Understanding of case management and analysis of the problems of left-handed and stuttering children	Students can analyze the problems of left-handed and stuttering children	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, Humanistic 2 X 50			0%

13	Understanding case handling and analysis of the problems of shy children and tantrums	Students can analyze the problems of shy children and tantrums	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, Humanistic 2 X 50			0%
14	Understanding case handling and analysis of the problems of aggressive and spoiled children	Students can analyze the problems of aggressive and spoiled children	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	Collaborative, Humanistic 2 X 50			0%
15	Understanding case handling and analysis of children's problems with powerful behavior and difficulty concentrating	Students can analyze children's problems with controlling behavior and difficulty concentrating	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	Collaborative, Humanistic 2 X 50			0%
16	Able to do US questions	Students are able to work on 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 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.