SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Children's Education in the Family	8620702080	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 2, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-6	Able to make the right decisions based on analysis of information and data, and able to provide guidance in choosing various alternative solutions in providing early childhood education.
	PLO-8	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development
	Program Objectives (PO)	
	PO - 1	Through this course, students can master the concept of family and design family education programs
	PLO-PO Matrix	

P.O	PLO-1	PLO-2	PLO-6	PLO-8
PO-1	✔	✔	✔	✔

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	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Short Course Description	This course examines the nature, function, role, types of families in shaping children's development, educational models in the family, as well as studying parental behavior and attitudes that support and inhibit children's growth and development to formulate parenting patterns that suit the child's needs and determine the steps to apply it to children. The strategies used are through lecture methods, case studies, group discussions and problem based learning.

References	**Main :**	

1. Christina, Ani. 2013. Sekolah Menjadi Orang Tua . Sidoarjo: Filla Press.
2. Hairuddin, Enni K. 2014. Membentuk Karakter Anak dari Rumah . Jakarta: Gramedia.
3. Lestari, Sri. 2012. Psikologi Keluarga: Penanaman Nilai dan Penanganan Konflik dalam Keluarga Edisi Pertama . Jakarta: Prenada Media Group.
4. Mahfud, Choirul. 2013. Pendidikan Multikultural . Yogyakarta: Pustaka Pelajar.
5. Ningrum, Mallevi Agustin. 2016. Pola Pengasuhan Anak Usia Dini . Surabaya: Unesa University Press.
6. Ningrum, Mallevi Agustin. 2017. Permasalahan dan Bimbingan AUD . Surabaya: Unesa University Press.
7. Syarbini, Amirulloh. 2014. Model Pendidikan Karakter dalam Keluarga . Jakarta: Gramedia.

Supporters:

		Supporting lecturer	Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dewi Komalasari, S.Pd., M.Pd. Mallevi Agustin Ningrum, S.Pd., M.Pd. Dhian Gowinda Luh Safitri, S.Pd., M.Ed. Melia Dwi Widayanti, 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 of the family	Students can explain the nature of the family	**Criteria:** 1. Score 3 = Students are able to listen and understand the lecturer's explanation very well 2. Score 2 = Students are able to listen and understand the lecturer's explanation well 3. Score 1 = Students are unable to listen and understand the lecturer's explanation well **Form of Assessment** : Participatory Activities	Collaborative and Group Discussion 2 X 50	Collaborative and Group Discussion 2x50	**Material:** The nature of the family **Reference:** *Brooks, Jane. 2011. The Process of Parenting. Yogyakarta: Student Library.*	2%
2	Understanding the meaning of education and the process of children in the family	Students can understand the meaning of education and the process of children in the family	**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 **Form of Assessment** : Participatory Activities	Collaborative & Lecture 2 X 50	Collaborative & Lecture 2x50	**Material:** The meaning of education in the family **Reference:** *Lestari, Sri. 2012. Family Psychology: Instilling Values and Handling Conflict in the Family First Edition. Jakarta: Prenada Media Group.*	3%
3	Understanding the functions, roles and responsibilities of the family	Students can explain the functions, roles and responsibilities of the family	**Criteria:** 1. 3 = Students are able to listen and understand the lecturer's explanation very well 2. 2 = Students are able to listen and understand the lecturer's explanation well 3. 1 = Students are unable to listen and understand the lecturer's explanation well **Form of Assessment** : Participatory Activities	Scientific and Group Discussion 2 X 50	Scientific and Group Discussion 2x50	**Material:** The role of family values **References:** *Lestari, Sri. 2012. Family Psychology: Instilling Values and Handling Conflict in the Family First Edition. Jakarta: Prenada Media Group.*	2%

4	Understanding traditional family types and their influence on children's growth and development	Students can explain traditional family types, the meaning of traditional family types and their influence on children's 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 **Form of Assessment** : Participatory Activities	Humanistics and Discussion 2 X 50	Humanistics and Discussion 2x50	**Material:** Family types **Reader:** *Mahfud, Choirul. 2013. Multicultural Education. Yogyakarta: Student Library.*	3%
5	Understanding effective communication between parents and children	Students can explain effective communication between parents and 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 **Form of Assessment** : Portfolio Assessment	Scientific and Lecture 2 X 50	Scientific and Lecture 2x50	**Material:** Communication in the family **Reference:** *Brooks, Jane. 2011. The Process of Parenting. Yogyakarta: Student Library.*	5%
6	Understanding sex education in the family	Students can understand sex education in the family	**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 **Form of Assessment** : Portfolio Assessment	Collaborative and Group Discussion 2 X 50	Collaborative and Group Discussion 2x50	**Material:** Sex education in the family **Reader:** *Mother Rezky. 2010. Be A Smart Parent Creative Ways to Parent Super Nany's Children. Yogyakarta: Galangpress.*	5%
7	Analyzing parenting models based on cultural diversity in Indonesia	Students can analyze parenting models based on cultural diversity in Indonesia	**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 **Form of Assessment** : Participatory Activities	Collaborative, Humanistic and 2 X 50 group discussions	Collaborative, Humanistic and 2x50 Group Discussions	**Material:** Childcare in Indonesia **Reference:** *Mahfud, Choirul. 2013. Multicultural Education. Yogyakarta: Student Library.*	10%

8	Analyzing parenting models based on cultural diversity in Indonesia	Students can analyze parenting models based on cultural diversity in Indonesia	**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 **Form of Assessment** : Participatory Activities, Tests	Collaborative, Humanistic 2 X 50	Collaborative, Humanistic 2x50	**Material:** Childcare in Indonesia **Reference:** *Benokraitis, Nijole V. 2011. Marriages & Families. New York: Pearson.*	15%
9	Understanding the material from meetings 1 to 8	Students understand the material from meetings 1 to 8	**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 **Form of Assessment** : Participatory Activities, Tests	Written Exam 2 X 50	Written Exam 2x50	**Material:** Summary of material 1-7 **References:** *Lestari, Sri. 2012. Family Psychology: Instilling Values and Handling Conflict in the Family First Edition. Jakarta: Prenada Media Group.*	2%
10	Analyzing parenting models based on cultural diversity abroad	Students can analyze parenting models based on cultural diversity abroad	**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 **Form of Assessment** : Participatory Activities	Collaborative, humanistic and 2 X 50 Group Discussion	Collaborative, humanistic and 2x50 Group Discussion	**Material:** Childcare Abroad **References:** *Hernandez, Hilda. 1989. Multicultural Education: A Teacher's Guide to Linking Context, Process, and Content. New Jersey & Ohio: Practice Hall.*	3%

11	Analyzing parenting models based on cultural diversity abroad	Students can analyze parenting models based on cultural diversity abroad	**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 **Form of Assessment** : Participatory Activities, Portfolio Assessment	Collaborative, humanistic and bright 2 X 50	Collaborative, humanistic and 2x50 lectures	**Material:** Childcare Abroad **References:** *Hernandez, Hilda. 1989. Multicultural Education: A Teacher's Guide to Linking Context, Process, and Content. New Jersey & Ohio: Practice Hall.*	5%
12	Understanding parenting programs (parental involvement with PAUD institutions)	Students can understand parenting programs (parental involvement with PAUD institutions)	**Criteria:** 1.3 = Students are able to plan and create work very well 2.2 = Students are able to plan and create work well 3.1 = Students do not plan and produce their work well **Form of Assessment** : Participatory Activities, Portfolio Assessment	Collaborative, humanistic and 2 X 50 group discussions	Collaborative, humanistic and 2x50 group discussions	**Material:** Parenting program at PAUD institutions **Reader:** *Bunda Rezky. 2010. Be A Smart Parent Creative Ways to Parent Super Nany's Children. Yogyakarta: Galangpress.*	5%
13	Understanding parenting programs (parental involvement with PAUD institutions)	Students can understand parenting programs (parental involvement with PAUD institutions)	**Criteria:** 1.3 = Students are able to plan and create work very well 2.2 = Students are able to plan and create work well 3.1 = Students do not plan and produce their work well **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Collaborative, humanistic and 2 X 50 lectures	Collaborative, humanistic and 2x50 lectures	**Material:** Parenting program at PAUD institutions **Reader:** *Bunda Rezky. 2010. Be A Smart Parent Creative Ways to Parent Super Nany's Children. Yogyakarta: Galangpress.*	5%
14	Understanding parenting programs (parental involvement with PAUD institutions)	Students can understand parenting programs (parental involvement with PAUD institutions)	**Criteria:** 1.3 = Students are able to plan and create work very well 2.2 = Students are able to plan and create work well 3.1 = Students do not plan and produce their work well **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Collaborative, humanistic and 2 X 50 lectures	Collaborative, humanistic and 2x50 lectures	**Material:** Parenting program at PAUD institutions **Reader:** *Bunda Rezky. 2010. Be A Smart Parent Creative Ways to Parent Super Nany's Children. Yogyakarta: Galangpress.*	10%

No	Weekly Learning Outcomes (Sub-PO)	Indicators	Criteria & Forms of Assessment	Learning Methods (Offline)	Learning Methods (Online)	Learning Materials & References	Weight
15	Understanding parenting programs (parental involvement with PAUD institutions)	Students can understand parenting programs (parental involvement with PAUD institutions)	**Criteria:** 1.3 = Students are able to plan and create work very well 2.2 = Students are able to plan and create work well 3.1 = Students do not plan and produce their work well **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment	Collaborative, humanistic and 2 X 50 group discussions	Collaborative, humanistic and 2x50 group discussions	**Material:** Parenting program at PAUD institutions **Reader:** *Bunda Rezky. 2010. Be A Smart Parent Creative Ways to Parent Super Nany's Children. Yogyakarta: Galangpress.*	10%
16	Understanding the material from meetings 10 to 15	Students understand the material from meetings 10 to 15	**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 **Form of Assessment** : Test	Scientific and mini research 2 X 50		**Material:** Summary of overall material **References:** *Ningrum, Mallevi Agustin. 2017. AUD Problems and Guidance. Surabaya: Unesa University Press.*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	47.33%
2.	Project Results Assessment / Product Assessment	10.83%
3.	Portfolio Assessment	15%
4.	Practical Assessment	3.33%
5.	Test	23.5%
		99.99%

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.