



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

**Document Code**

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																																				
<b>SOCIAL EMOTIONAL DEVELOPMENT AUD</b>	8620702150	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 2, 2023																																																																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																																					
	Dewi Komalasari, S.Pd., M.Pd.		Mallewi Agustin Ningrum, M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																																					
<b>Learning model</b>	<b>Case Studies</b>																																																																																																										
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																										
	<b>PLO-5</b>	Mastering pedagogical skills in early childhood learning based on national cultural values																																																																																																									
	<b>PLO-7</b>	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.																																																																																																									
	<b>Program Objectives (PO)</b>																																																																																																										
	<b>PO - 1</b>	Students are able to apply logical, critical, systematic and innovative thinking in the context of social emotional development.																																																																																																									
	<b>PO - 2</b>	Students are able to analyze the nature, meaning, characteristics of AUD's social emotional development, supporting and inhibiting factors for children's social emotional development, the role of maturation and learning in children's social emotional development.																																																																																																									
	<b>PO - 3</b>	Students are able to plan, implement, analyze and innovate social emotional development in AUD																																																																																																									
	<b>PO - 4</b>	Able to manage the classroom and a conducive learning environment.																																																																																																									
	<b>PLO-PO Matrix</b>																																																																																																										
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-7</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>						P.O	PLO-5	PLO-7	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓																																																																																					
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																											
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <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>PO-1</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> <tr> <td>PO-2</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> <tr> <td>PO-3</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> <tr> <td>PO-4</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	PO-1	✓	✓	✓														PO-2				✓	✓	✓		✓									PO-3							✓		✓	✓	✓	✓				✓	PO-4													✓	✓	✓	
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<b>Short Course Description</b>	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. The learning strategies used are lecture methods, project based learning, group discussions, simulations.																																																																																																										
<b>References</b>	<b>Main :</b>																																																																																																										

1. Joseph Gail., etc . 2014. Social Emotional Teaching Strategies . USA : Child Care and Head Strad Bureaus
2. Huang, J., Sherraden, M., Kim, Y., & Clancy, M. (2014). Effects of Child Development Accounts on early social-emotional development: An experimental test. JAMA pediatrics, 168(3), 265-271.
3. Dewi, A. R. T., Mayasarokh, M., & Gustiana, E. (2020). Perilaku sosial emosional anak usia dini. Jurnal Golden Age, 4(01), 181-190.

**Supporters:**

1. Madrid Samara., etc . 2014. Reframing the Emotional worlds of the Early Childhood Classroom . London : Taylor & Francis Ltd
2. EC Maulidiyah, M Reza. 2020. Pengembangan Model Pembelajaran Berbasis Interaksionisme Simbolik Untuk Membentuk Karakter Anak Usia Dini. Jurnal Dinamika Penelitian: Media Komunikasi Penelitian
3. EC Maulidiyah. 2016. Theraplay Dalam Kajian Psikologi Sosial Anak. Jurnal CARE (Children Advisory Research and Education)
4. ND Simatupang, S Widayati, KR Adhe, AN Shobah.2021. Jurnal Anak Usia Dini Holistik Integratif (AUDHI

**Supporting lecturer**

Prof. Dr. Hj. Rachma Hasibuan, M.Kes.  
 Dra. Nurhenti Dorlina Simatupang, M.Sn.  
 Dewi Komalasari, S.Pd., M.Pd.  
 Sri Widayati, 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 AUD art development and getting to know the types of AUD art	Students can understand the nature, meaning and characteristics of social emotional development of AUD and recognize the types of positive emotions and negative emotions	<p><b>Criteria:</b> Depth of expression of opinion and analysis</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<p><b>Material:</b> Knowledge of the nature, understanding and characteristics of the development of AUD art and getting to know the types of AUD art.</p> <p><b>Reader:</b> Joseph Gail., etc. 2014. Social Emotional Teaching Strategies. USA : Child Care and Head Strad Bureaus</p>	3%
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	<p><b>Criteria:</b> Depth of expression of opinion and analysis</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<p><b>Material:</b> Understanding Social and Emotional Problems in AUD children and factors supporting and inhibiting children's social emotional development</p> <p><b>References:</b> Huang, J., Sherraden, M., Kim, Y., &amp; Clancy, M. (2014). Effects of Child Development Accounts on early social-emotional development: An experimental test. JAMA pediatrics, 168(3), 265-271.</p>	3%

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.	<b>Criteria:</b> Depth of expression of opinion and analysis  <b>Form of Assessment :</b> Practice / Performance	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<b>Material:</b> definition of children's social emotional development. <b>Reference:</b> <i>Joseph Gail., etc. 2014. Social Emotional Teaching Strategies. USA : Child Care and Head Strad Bureaus</i>	3%
4	early childhood social emotional development program	Students can understand the principles of holistic oriented social emotional development	<b>Criteria:</b> Depth of expression of opinion and analysis  <b>Form of Assessment :</b> Practice / Performance	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<b>Material:</b> AUD social emotional development strategies <b>Reader:</b> <i>Mashar Riana. 2011. Early Childhood Emotions and Development Strategies. Jakarta : Prenada Media</i>	3%
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.	<b>Criteria:</b> Depth of expression of opinion and analysis  <b>Form of Assessment :</b> Practice / Performance	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<b>Material:</b> Understanding the targets of social and emotional development in Kindergarten and social and emotional development activities in Kindergarten. <b>References:</b> <i>Dewi, ART, Mayasarokh, M., &amp; Gustiana, E. (2020). Social emotional behavior of early childhood. Golden Age Journal, 4(01), 181-190.</i>	3%

6	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	<p><b>Criteria:</b> value 10-100</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<p><b>Material:</b> children's problems <b>Reader:</b> <i>Mashar Riana. 2011. Early Childhood Emotions and Development Strategies. Jakarta : Prenada Media</i></p> <hr/> <p><b>Material:</b> social emotional development of early childhood <b>Reference:</b> <i>Arbega Meley. 2011. Social-Emotional Development In Early Childhood, From Birth Through Age Five. Germany : Vdam Vevlag</i></p> <hr/> <p><b>Material:</b> Understanding children's social emotional development skills through routine, programmed, spontaneous and exemplary activities and involving parents in children's social emotional development. <b>Reference:</b> <i>Madrid Samara., etc. 2014. Reframing the Emotional worlds of the Early Childhood Classroom. London : Taylor &amp; Francis Ltd</i></p>	10%
7	Understanding the characteristic skills for evaluating social emotional development and techniques for evaluating children's social emotional development	Students can understand the characteristic skills for evaluating social emotional development and techniques for evaluating children's social emotional development	<p><b>Criteria:</b> Observation Sheet</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<p><b>Material:</b> learning strategies <b>Reader:</b> <i>Mashar Riana. 2011. Early Childhood Emotions and Development Strategies. Jakarta : Prenada Media</i></p>	10%

8	Midterm exam	Students are able to answer questions	<b>Criteria:</b> Depth of expression of opinion and analysis  <b>Form of Assessment :</b> Test	midterm exam 2 X 50	midterm exam 2 X 50	<b>Material:</b> children's problems <b>Reader:</b> <i>Mashar Riana. 2011. Early Childhood Emotions and Development Strategies. Jakarta : Prenada Media</i>  <b>Material:</b> anal social emotional development <b>Reference:</b> <i>Sanrock John W. 2009. Child Development 2. Jakarta: Erlangga</i>	10%
9	Skills for creating social emotional development programs for AUD children	Students can create social emotional development program instruments for AUD children	<b>Criteria:</b> group discussion  <b>Form of Assessment :</b> Practice / Performance	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<b>Material:</b> Skills for creating social emotional development programs for AUD children. <b>Reference:</b> <i>Joseph Gail., etc. 2014. Social Emotional Teaching Strategies. USA : Child Care and Head Strad Bureaus</i>	3%
10	Skills in making evaluations of AUD social emotional development programs	Students can create an evaluation instrument for the AUD social emotional development program	<b>Criteria:</b> group discussion  <b>Form of Assessment :</b> Practice / Performance	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<b>Material:</b> Skills for creating social emotional development programs for AUD children. <b>Reference:</b> <i>Arbega Meley. 2011. Social-Emotional Development In Early Childhood, From Birth Through Age Five. Germany : Vdam Vevlag</i>	3%
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	<b>Criteria:</b> Participation Activities  <b>Form of Assessment :</b> Practice / Performance	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<b>Material:</b> Skills for creating social emotional development for AUD children with parental involvement. <b>Reference:</b> <i>Joseph Gail., etc. 2014. Social Emotional Teaching Strategies. USA : Child Care and Head Strad Bureaus</i>	3%

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	<p><b>Criteria:</b> suitability of the AUD social emotional development program evaluation instrument with parental involvement</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<p><b>Material:</b> skills in making evaluations of AUD social emotional development programs with parental involvement. <b>Reference:</b> Joseph Gail., etc. 2014. <i>Social Emotional Teaching Strategies. USA : Child Care and Head Strad Bureaus</i></p>	6%
13	Peer teaching skills for social emotional development	Students are skilled in peer teaching social emotional development	<p><b>Criteria:</b> suitability of peer teaching abilities for social emotional development</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, project based learning, group discussions, 2 X 50 simulations	Offline Demonstration and case 4 2 X 50	<p><b>Material:</b> Peer teaching skills for social emotional development <b>Library:</b> Madrid Samara., etc. 2014. <i>Reframing the Emotional worlds of the Early Childhood Classroom. London : Taylor &amp; Francis Ltd</i></p>	10%
14	Peer teaching skills for social emotional development	1.Students are skilled in peer teaching social emotional development 2.	<p><b>Criteria:</b> Student performances practice social emotion material</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 X 50 simulations	<p><b>Material:</b> Students skilled in peer teaching social emotional development <b>Library:</b> Madrid Samara., etc. 2014. <i>Reframing the Emotional worlds of the Early Childhood Classroom. London : Taylor &amp; Francis Ltd</i></p>	10%
15	Peer teaching skills for social emotional development	Students are skilled in peer teaching social emotional development	<p><b>Criteria:</b> conformity with peer teaching indicators of social emotional development</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, project based learning, group discussions, 2 X 50 simulations	Lectures, project based learning, group discussions, 2 x 50 simulations	<p><b>Material:</b> Peer teaching skills for social emotional development <b>References:</b></p> <hr/> <p><b>Material:</b> Peer teaching skills for social emotional development <b>Library:</b> Madrid Samara., etc. 2014. <i>Reframing the Emotional worlds of the Early Childhood Classroom. London : Taylor &amp; Francis Ltd</i></p>	10%

16	Final exams	1.Students are able to answer questions 2.	<b>Criteria:</b> completeness of peer teaching criteria for social emotional development  <b>Form of Assessment :</b> Test	Final exam semester 2 X 50	2x50	<b>Material:</b> Peer teaching skills for social emotional development <b>References:</b>  <b>Material:</b> Peer teaching skills for social emotional development <b>Library:</b> <i>Madrid Samara., etc. 2014. Reframing the Emotional worlds of the Early Childhood Classroom. London : Taylor &amp; Francis Ltd</i>	10%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	50%
2.	Practice / Performance	30%
3.	Test	20%
		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** 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.