



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 PROBLEMS AND GUIDANCE	8620702155		T=2	P=0	ECTS=3.18	2	July 1, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dhian Gowinda Luh Safitri M.Ed		Muhammad Reza, S.Psi., M.Si.			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Case Studies	
Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-4	Develop yourself continuously and collaborate.
	PLO-8	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development
	Program Objectives (PO)	
	PO - 1	Students understand the nature of AUD problems and guidance
	PO - 2	Students understand normal and inappropriate behavior in early childhood
	PO - 3	Students are able to identify Early Childhood Problems (biological and psychological factors)
	PO - 4	Students are able to identify problems based on family and environmental factors
	PO - 5	Students are able to understand the concept of children's development and readiness for school (School Readiness)
	PO - 6	Students are able to understand the principles of diagnostic assessment.
	PO - 7	Students are able to understand Counseling Guidance Interventions and Approaches
	PO - 8	Students understand the material in meetings 1-7
	PO - 9	Students are able to understand children with behavioral problems
	PO - 10	Students are able to understand the concept of Children with Emotional Problems
	PO - 11	Students are able to understand the concept of Children with Developmental Problems and Learning Difficulties
	PO - 12	Students are able to understand the concept of Bullying and Violence at School
PO - 13	Students are able to understand the concept of Children with Eating and Sleeping Problems	
PO - 14	Students are able to understand the concept of Children with Addiction Problems	
PO - 15	Students are able to understand problem solving strategies in the PAUD environment and foster an inclusive environment	
PO - 16	Students understand meeting material 1-16	
PLO-PO Matrix		

P.O	PLO-2	PLO-4	PLO-8
PO-1			✓
PO-2			✓
PO-3			✓
PO-4			✓
PO-5			✓
PO-6			✓
PO-7			✓
PO-8	✓		
PO-9		✓	
PO-10		✓	
PO-11		✓	
PO-12		✓	
PO-13		✓	
PO-14		✓	
PO-15		✓	
PO-16	✓		

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	✓															
PO-2		✓														
PO-3			✓													
PO-4				✓												
PO-5					✓											
PO-6						✓										
PO-7							✓									
PO-8								✓								
PO-9									✓							
PO-10										✓						
PO-11											✓					
PO-12												✓				
PO-13													✓			
PO-14														✓		
PO-15															✓	
PO-16																✓

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.

References

Main :

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: Depdikbud.
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 Anakku Nakal . Jakarta: Filla Press.
12. Penn, Hellen. 2005. Understanding Early Childhood . USA: Open University Press.

		Supporters:					
		<ol style="list-style-type: none"> 1. Ningrum, Mallevi Agustin. (2016). Pola Pengasuhan Anak Usia Dini. Surabaya: Unipress. 2. Ningrum, Mallevi Agustin. (2018). Pendidikan Anak dalam Keluarga. Surabaya: Unipress. 3. Ningrum, Mallevi Agustin. (2017). Permasalahan dan Bimbingan AUD. Surabaya: Unipress. 					
Supporting lecturer		Muhammad Reza, S.Psi., M.Si. Dr. Achmad Sya'dullah., S.Psi., M.Pd Mallevi Agustin Ningrum, S.Pd., M.Pd. Dr. Yes Matheos Lasarus Malaikosa, M.Pd. Dhian Gowinda Luh Safitri, S.Pd., M.Ed.					
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 Form of Assessment : Participatory Activities	Collaborative 2 X 50		Material: The essence of guidance and counseling in PAUD Library: Syaodih, Ernawulan. 2003. <i>Guidance in Kindergarten.</i> Bandung: Ministry of National Education.	2%
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 Form of Assessment : Participatory Activities	Collaborative 2 X 50		Material: AUD Development Theory Literature: Sutadi and Deliana. <i>Kindergarten Children's Problems.</i> Jakarta: Department of Education and Culture. Material: Identification of normal and abnormal development in early childhood. Reference: Suyadi. 2009. <i>Handbook of Guidance Counseling for PAUD.</i> Jogjakarta : DIVA Press.	3%
3	Students are able to identify problems based on biological and psychological factors	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 Form of Assessment : Participatory Activities	Scientific 2 X 50		Material: Students are able to identify problems based on biological and psychological factors. Reference: Engel, Joyce K. 2006. <i>Pocket Guide Series Pediatric Assessment.</i> Missouri: Mosby Elsevier.	2%

4	Students are able to identify problems based on family and environmental factors	Students can explain the implementation of AUD guidance	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students do not listen to the lecturer's explanation properly</p> <p>Form of Assessment : Participatory Activities</p>	Scientific 2 X 50		<p>Material: Implementation of AUD Guidance</p> <p>References: <i>Penn, Hellen. 2005. Understanding Early Childhood. USA: Open University Press.</i></p>	3%
5	Understanding of (School readiness) Children's readiness to face the school environment.	Students can understand the concept of children's readiness to face the school environment.	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students do not listen to the lecturer's explanation properly</p> <p>Form of Assessment : Portfolio Assessment</p>	Scientific 2 X 50		<p>Material: Children's readiness to face the school environment.</p> <p>Reader: <i>Suyadi. 2009. Handbook of Guidance Counseling for PAUD. Jogjakarta : DIVA Press.</i></p>	5%
6	Students are able to understand the principles of diagnostic assessment.	Students can explain the concept of diagnostic assessment	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students do not listen to the lecturer's explanation properly</p> <p>Form of Assessment : Portfolio Assessment</p>	Scientific 2 X 50		<p>Material: <input type="checkbox"/> Principles of diagnostic assessment.</p> <p>References: <i>Penn, Hellen. 2005. Understanding Early Childhood. USA: Open University Press.</i></p>	5%
7	Students are able to carry out guidance and counseling approaches for early childhood.	Students are able to understand guidance and counseling approaches for early childhood.	<p>Criteria:</p> <p>1.3 = Students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = Students are able to answer and understand the lecturer's questions well</p> <p>3.1 = Student does not answer and understand the question well</p> <p>Form of Assessment : Participatory Activities</p>	Scientific 2 X 50		<p>Material: <input type="checkbox"/> Guidance and counseling approaches for early childhood.</p> <p>References: <i>Prayitno and Amti. 1994. Basics of Guidance and Counseling. Jakarta: Department of Education and Culture.</i></p>	10%

8	Students understand the material in meetings 1-7	Students are able to understand meeting material 1-7	<p>Criteria:</p> <p>1.3 = Students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = Students are able to answer and understand the lecturer's questions well</p> <p>3.1 = Student does not answer and understand the question well</p> <p>Form of Assessment : Test</p>	Scientific 2 X 50			15%
9	Students are able to understand children with behavioral problems	Students are able to work on written questions on material 1 to 8	<p>Criteria:</p> <p>1.3 = Students are able to answer and understand written test questions completely and analyzed</p> <p>2.2 = Students are able to answer and understand written test questions quite completely and analysed</p> <p>3.1 = Student answered and understood the written test questions, but incompletely and not analyzed</p>	Written Exam 2 X 50		<p>Material: Children with Behavioral Problems</p> <p>References: <i>Sutadi and Deliana. Kindergarten Children's Problems. Jakarta: Department of Education and Culture.</i></p>	2%
10	Understanding Children with Emotional Problems	Students can analyze the problems of children with emotional problems	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students do not listen to the lecturer's explanation properly</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative, humanistic 2 X 50		<p>Material: Children with Emotional Problems</p> <p>Literature: <i>Syaodih, Ernawulan. 2003. Guidance in Kindergarten. Bandung: Ministry of National Education.</i></p>	5%
11	Understanding Children with Developmental Problems and Learning Difficulties	Students can analyze the concept of children with developmental problems and learning difficulties	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students do not listen to the lecturer's explanation properly</p> <p>Form of Assessment : Portfolio Assessment</p>	Collaborative, Humanistic 2 X 50		<p>Material: The problem of children being lazy at school.</p> <p>Reader: <i>Ningrum, Mallevi Agustin. (2017). AUD Problems and Guidance. Surabaya: Unipress.</i></p>	5%

12	Understanding of handling the causes, impacts and role of bystanders in cases of child violence	Students can analyze the causes, impacts of bullying and the role of bystanders in cases of child violence	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students do not listen to the lecturer's explanation properly</p> <p>Form of Assessment : Portfolio Assessment</p>	Collaborative, Humanistic 2 X 50		<p>Material: causes, impact and role of bystander bullying in cases of child violence.</p> <p>Reader: <i>Ningrum, Mallevi Agustin. (2017). AUD Problems and Guidance. Surabaya: Unipress.</i></p>	5%
13	Understanding of handling cases of children with eating and sleeping problems	Students can analyze children's problems with eating and sleeping problems	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students do not listen to the lecturer's explanation properly</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative, Humanistic 2 X 50		<p>Material: Children with Eating and Sleeping Problems</p> <p>Reference: <i>Suyadi. 2009. Handbook of Guidance Counseling for PAUD. Jogjakarta : DIVA Press.</i></p>	5%
14	Understanding the handling of cases of children with addiction problems	Students can analyze children's problems with addiction problems	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.1 = Students do not listen to the lecturer's explanation properly</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative, Humanistic 2 X 50		<p>Material: Children with Addiction Problems</p> <p>Literature: <i>Ningrum, Mallevi Agustin. (2018). Children's Education in the Family. Surabaya: Unipress.</i></p>	10%
15	Understanding problem solving strategies in the PAUD environment and fostering an inclusive environment	Students can analyze problem solving strategies in the PAUD environment and foster an inclusive environment	<p>Criteria:</p> <p>1.3 = Students are able to answer and understand the lecturer's questions very well</p> <p>2.2 = Students are able to answer and understand the lecturer's questions well</p> <p>3.1 = Student does not answer and understand the question well</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative, Humanistic 2 X 50		<p>Material: Strategy for solving problems in the PAUD environment and fostering an inclusive environment.</p> <p>Reader: <i>Sutadi and Deliana. Kindergarten Children's Problems. Jakarta: Department of Education and Culture.</i></p>	10%

16	Understanding all material from meetings 1 to 15	Students are able to understand all material from meetings 1 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	Summative Exam 2 X 50			15%
----	--	--	--	--------------------------	--	--	-----

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		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.