

1	1. Students are able to understand the rules for implementing lectures 2. Students are able to master concepts in social and emotional development	1. Students are able to carry out their duties and obligations according to the study contract 2. Students are able to explain concepts in social and emotional development	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	1. Done face to face 2. Contextual instructions 2 X 50			0%
2	Students are able to recognize various theories of social and emotional development	Students are able to explain theories of social and emotional development		Carried out synchronously using the Vinesa platform and case study zoom 2 X 50			0%
3	Students are able to analyze the influence of culture on children's socio-emotional development	Students are able to explain the influence of culture on children's socio-emotional development	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done sufficiently; score 1 if not done	1. Carried out synchronously using the Vinesa and Zoom2 platforms. Case study 2 X 50			0%
4	Students are able to understand the process of forming gender identity	Students are able to explain the formation of gender identity	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	1. Carried out synchronously using the Vinesa platform and zoom meeting 2. Contextual instructions 2 X 50			0%
5	Students are able to analyze the influence of children's relationships with siblings on their development	Students are able to explain the influence of a child's relationship with siblings on their development	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case study 2 X 50			0%
6	Students are able to analyze the influence of the relationship between children's social emotional development and their relationships with parents and peers	Students are able to explain the influence of the relationship between children's social emotional development and their relationships with parents and peers	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case study 2 X 50			0%
7	Students are able to analyze the process of forming emotional attachment and bonding	Students are able to explain the process of forming emotional attachment and bonding	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case study 2 X 50			0%
8		Mastering indicators from study materials in meetings 1 - 7	Criteria: Accuracy and authenticity of answers Form of Assessment : Test	UTS 2 X 50			20%

9	Students are able to identify and analyze cases of child temperament and children's social and emotional development	Students are able to explain cases of temperament in children and their social and emotional development	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case study 2 X 50			0%
10	Able to identify and analyze the causes of shy and withdrawn behavior in children	Able to explain the causes of shy and withdrawn behavior in children		Case study 2 X 50			0%
11	Able to explain children's cooperative and competitive behavior	Able to explain children's cooperative and competitive behavior	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case study 2 X 50			0%
12	Students are able to recognize the stages of children's moral development	Students are able to explain the stages of children's moral development	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case study 2 X 50			0%
13	1. Students are able to recognize forms of aggressive behavior in children. Students are able to analyze the causes of aggressive behavior in children 3. Students are able to provide alternative solutions to overcome aggressive behavior in children	1. Students are able to explain forms of aggressive behavior in children. Students are able to explain the causes of aggressive behavior in children 3. Students are able to explain various alternative solutions to overcome aggressive behavior in children	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case study 2 X 50			0%
14	Students are able to analyze the causes and impacts of bullying on children	Students are able to explain the causes and effects of bullying on children	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case Study 2 X 50			0%
15	Students are able to evaluate children's social and emotional development	Students are able to evaluate children's social and emotional development	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Case Study 2 X 50			0%
16				2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Test	20%
		20%

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.