		Universitas Negeri Surabaya Faculty of Education, Basic Education Masters Study Program				**Document Code**

SEMESTER LEARNING PLAN

Courses		**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Child development		8612202119	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	January 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 that is charged to the course**		
	Program Objectives (PO)		
	PO - 1	Explain the concept of development and lifelong development	
	PO - 2	Explain developmental periodization and related developmental tasks	
	PO - 3	Explains the developmental characteristics of developmental aspects of each developmental period from the prenatal period to adolescence	
	PO - 4	Resolving problems regarding child development in an interdisciplinary and/or multidisciplinary manner in accordance with local wisdom values in the community	
	PLO-PO Matrix		

P.O
PO-1
PO-2
PO-3
PO-4

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																

Short Course Description	This course teaches students about human development from the prenatal period to adolescence. The study material includes conceptions of development, aspects of development, periodization of development and three developmental tasks, research methods in development, theories of development, factors that influence development, development in each period of development from prenatal to adolescence, various problems. in development, and the application of developmental science to education. Learning is carried out through learning methods that emphasize active student learning, namely case/project based methods. Student success is determined based on participation scores, assignment scores, UTS scores and UAS scores.

References	**Main :**	

1. Papalia, D.E. & Olds, S.W. 1995. Human Development, sixt edition. New York: McGraw-Hill, Inc.
2. Paris, J., Ricardo, A., & Raymond, D. 2019. Child Growth and Development. CA: California Ciommunity Colleges.
3. Shaffer, D.R., & Kipp, K. 2010. Developmental Psychology : Childhood and Adolescence, Eight Edition . Belmont, CA: Wadsworth Cengage Learning.

Supporters:

1. Robinson, M. 2008. Child Development From Birth to Eight Years: A Journey Through The Early Year. NY: McGraw Hill.

Supporting lecturer	Dr. Miftakhul Jannah, S.Psi., M.Si.,Psikolog Prof. Dr. Budi Purwoko, S.Pd., M.Pd. Dr. Umi Anugerah Izzati, M.Psi., Psikolog.

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	1.Understand the structure of lectures for one semester 2.Form a positive attitude towards courses and lectures 3.Understand the concept of development	1.Students are actively involved in taking part in all lecture activities 2.Students can explain the concept of development 3.Students have a plan for the final product that will result from the lecture	**Criteria:** Seriousness Seriousness accuracy **Form of Assessment** : Participatory Activities	Lectures and discussions Project/Problem Based Learning and Inquiry (PBL) 2 X 50		**Material:** Concept of Development **Library:** *Papalia, DE & Olds, SW 1995. Human Development, sixth edition. New York: McGraw-Hill, Inc.*	2%
2	Students understand the concept of development from a biological perspective	1.Students have the ability to: Explain the meaning of development from a biological perspective 2.Explain the factors that influence development based on a biological perspective	**Criteria:** 1.Accuracy of answers 2.Authenticity of answers 3.on time **Form of Assessment** : Participatory Activities	Hands-on learning Case/project based learning 2 X 50		**Material:** The concept of development from a biological perspective. **Reference:** *Papalia, DE & Olds, SW 1995. Human Development, sixth edition. New York: McGraw-Hill, Inc.*	3%
3	Understand developmental theory from a psychodynamic perspective	1.Students are able to: Explain the concept of development from an opticodynamic perspective 2.Explain the factors that influence development based on a psychodynamic perspective 3.Analyzing a developmental case based on a psychodynamic perspective	**Criteria:** 1.Accuracy of answers 2.Authenticity of answers 3.Timeliness of assignment submission **Form of Assessment** : Project Results Assessment / Product Assessment	Direct teaching Case/project based teaching 2 X 50		**Material:** Development from a psychodynamic perspective. **References:** *Papalia, DE & Olds, SW 1995. Human Development, sixth edition. New York: McGraw-Hill, Inc.*	3%
4	Students understand the concept of development from a learning theory perspective	1.Can explain the meaning of development from a learning theory perspective 2.Can explain the factors that influence learning from a learning theory perspective 3.Can analyze a developmental case based on a learning theory perspective	**Criteria:** 1.Accuracy of answers 2.Authenticity of answers 3.timeliness of assignment submission **Form of Assessment** : Participatory Activities	Direct learning Case/project based learning 2 X 50		**Material:** The concept of development from a learning theory perspective. **Reference:** *Papalia, DE & Olds, SW 1995. Human Development, sixth edition. New York: McGraw-Hill, Inc.*	2%
5	Understand developmental concepts from a cognitive perspective	1.Can explain the meaning of development from the perspective of cognitive theory 2.Can explain the factors that influence development based on a cognitive theory perspective 3.Can analyze a developmental case correctly based on a cognitive theory perspective	**Criteria:** 1.Accuracy of answers 2.Authenticity of answers 3.timeliness of assignment submission **Form of Assessment** : Participatory Activities	Hands-on learningCase-based learning 2 X 50		**Material:** Development from a cognitive perspective **References:** *Papalia, DE & Olds, SW 1995. Human Development, sixth edition. New York: McGraw-Hill, Inc.*	2%

			Criteria:			Material:	
6	Understand the factors that influence development based on theory and the results of research that has been carried out	1. Can explain inheritance in influencing development 2. Can explain the role of environmental factors in influencing development 3. Can explain the interaction between congenital and environmental factors in influencing development 4. Can analyze a developmental case and develop a causal model	**Criteria:** 1. Accuracy of answers 2. Authenticity of answers 3. Timeliness of assignment submission **Form of Assessment** : Participatory Activities	Hands-on learning Case-based learning 2 X 50		**Material:** Factors that influence development based on theory and research results that have been carried out. **Reference:** *Papalia, DE & Olds, SW 1995. Human Development, sixth edition. New York: McGraw-Hill, Inc.*	2%
7	Mastering research methods in developmental studies	1. Can include several research methods in development studies 2. Can explain the differences between observation, interview and questionnaire methods in developmental studies 3. Can explain the differences between longitudinal and cross sectional methods 4. Can design a child development research plan	**Criteria:** 1. Accuracy of answers 2. Authenticity of answers 3. Timeliness of assignment submission **Form of Assessment** : Participatory Activities	Hands-on learning 2 X 50 project based learning		**Material:** Research methods in development studies **Reference:** *Papalia, DE & Olds, SW 1995. Human Development, sixth edition. New York: McGraw-Hill, Inc.*	3%
8	Mastering the study material for meetings 1 - 7	Mastering indicators from study materials in meetings 1 - 7	**Criteria:** Accuracy and authenticity of answers **Form of Assessment** : Test	UTS 2 X 50		**Material:** Meeting Materials 1-7 **References:** *Papalia, DE & Olds, SW 1995. Human Development, sixth edition. New York: McGraw-Hill, Inc.*	20%
9	Understand the characteristics of development in the prenatal period	1. Can state the chronological age of the prenatal period 2. Can explain physical-motor abilities in the prenatal period 3. Can explain the development of cognitive aspects during the prenatal period 4. Can explain the development of emotional aspects during the prenatal period 5. Can explain special factors that influence prenatal growth and development 6. Can explain normal and abnormal forms of development in the prenatal period 7. Can analyze a case of prenatal development	**Criteria:** 1. Accuracy and authenticity of answers 2. Timeliness of assignment submission **Form of Assessment** : Participatory Activities	Hands-on learning Case-based learning 2 X 50		**Material:** Developmental characteristics in the prenatal period **References:** *Shaffer, DR, & Kipp, K. 2010. Developmental Psychology: Childhood and Adolescence, Eight Edition. Belmont, CA: Wadsworth Cengage Learning.*	3%

| 10 | Understand the characteristics of development during infancy to toddlerhood (0-2 years) | 1. Can state the chronological age of infancy
2. Can explain the characteristics of the development of physical-motor aspects during toddler-infancy
3. Can explain the characteristics of the development of cognitive aspects during infancy-todlers
4. Can explain the characteristics of the development of social-personality aspects during infancy-todlers
5. Can explain the factors that influence the development of toddlers
6. Can explain the forms of development barriers during infancy-todlers
7. Can analyze a case of infant-todler development | **Criteria:**
1. accuracy and authenticity of answers
2. Timeliness of assignment submission

Form of Assessment : Participatory Activities | Hands-on learning Case-based learning 2 X 50 | | **Material:** Developmental characteristics during infancy to toddlerhood (0-2 years)
References: *Shaffer, DR, & Kipp, K. 2010. Developmental Psychology: Childhood and Adolescence, Eight Edition. Belmont, CA: Wadsworth Cengage Learning.* | 5% |
| 11 | Understand the characteristics of development in the late childhood period (school years) | 1. Can state the chronological age of late childhood
2. Can explain the characteristics of the development of physical-motor aspects in late childhood
3. Can explain the characteristics of the development of cognitive aspects in late childhood
4. Can explain the characteristics of the development of social-personality aspects in late childhood
5. Can explain specific factors that influence development in late childhood
6. Can explain forms of developmental disorders in late childhood
7. Can analyze a case of development in late childhood | **Criteria:**
1. Accuracy and authenticity of answers
2. Timeliness of assignment submission

Form of Assessment : Participatory Activities | Direct learning Case-based learning 2 X 50 | | **Material:** Characteristics of development in the late childhood period (school years)
Reference: *Robinson, M. 2008. Child Development From Birth to Eight Years: A Journey Through The Early Year. NY: McGraw Hill.* | 5% |

12	Understand the characteristics of development during adolescence	1. Can explain adolescent boundaries based on chronological, psychological and sociological age 2. Can explain the signs of the arrival of adolescence 3. Can explain the characteristics of the development of physical-motor aspects during adolescence 4. Can explain the development of cognitive aspects during adolescence 5. Can explain the development of social-personal aspects during adolescence 6. Can explain special factors that influence adolescent development 7. Can explain the forms of developmental disorders in adolescence 8. Can explain various developmental problems during adolescence 9. Can analyze a case of adolescent development	**Criteria:** 1. Accuracy and authenticity of answers 2. Timeliness of assignment submission **Form of Assessment** : Participatory Activities	Hands-on learning Case-based learning 2 X 50		**Material:** Characteristics of development during adolescence **Reference:** *Robinson, M. 2008. Child Development From Birth to Eight Years: A Journey Through The Early Year. NY: McGraw Hill.*	5%
13	Able to use all knowledge about the concepts and characteristics of development from childhood to adulthood to design an innovative learning model in elementary schools	1. Can design a learning model in elementary schools based on a developmental approach 2. Can write an article about learning models in elementary schools based on a developmental approach that meets the rules of scientific work and is free of plagiarism and submit it to a reputable national/international journal.	**Criteria:** Eligibility and authenticity of the product **Form of Assessment** : Project Results Assessment / Product Assessment	Direct learning 2 X 50		**Material:** Designing Learning Models **Literature:** *Shaffer, DR, & Kipp, K. 2010. Developmental Psychology: Childhood and Adolescence, Eight Edition. Belmont, CA: Wadsworth Cengage Learning.*	5%
14	Able to use all knowledge about the concepts and characteristics of development from childhood to adulthood to design an innovative learning model in elementary schools	1. Can design a learning model in elementary schools based on a developmental approach 2. Can write an article about learning models in elementary schools based on a developmental approach that meets the rules of scientific work and is free of plagiarism and submit it to a reputable national/international journal.	**Criteria:** Eligibility and authenticity of the product **Form of Assessment** : Project Results Assessment / Product Assessment	Direct learning 2 X 50		**Material:** Designing Learning Models **Literature:** *Shaffer, DR, & Kipp, K. 2010. Developmental Psychology: Childhood and Adolescence, Eight Edition. Belmont, CA: Wadsworth Cengage Learning.*	5%

| 15 | Able to use all knowledge about the concepts and characteristics of development from childhood to adulthood to design an innovative learning model in elementary schools | 1. Can design a learning model in elementary schools based on a developmental approach
2. Can write an article about learning models in elementary schools based on a developmental approach that meets the rules of scientific work and is free of plagiarism and submit it to a reputable national/international journal. | **Criteria:**
Eligibility and authenticity of the product

Form of Assessment :
Project Results Assessment / Product Assessment | Direct learning
2 X 50 | | **Material:**
Designing Learning Models
Literature:
Shaffer, DR, & Kipp, K. 2010. Developmental Psychology: Childhood and Adolescence, Eight Edition. Belmont, CA: Wadsworth Cengage Learning. | 5% |
| 16 | Mastering study material from meetings 1 to 15 | Can do/answer exam questions correctly | **Criteria:**
Accuracy and authenticity of answers

Form of Assessment :
Test | UAS
2 X 50 | | **Material:**
Meeting Material 9-15
References:
Paris, J., Ricardo, A., & Raymond, D. 2019. Child Growth and Development. CA: California Community Colleges. | 30% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	32%
2.	Project Results Assessment / Product Assessment	18%
3.	Test	50%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.