



**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																																										
Social and Emotional Development	8612202102		T=2	P=0	ECTS=4.48	1 July 18, 2024																																										
AUTHORIZATION		SP Developer	Course Cluster Coordinator		Study Program Coordinator																																											
			Neni Mariana, S.Pd., M.Sc., Ph.D.																																											
Learning model	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
	PO Matrix at the end of each learning stage (Sub-PO)																																															
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Short Course Description	This course discusses aspects that influence the emotional and social development that occurs at the child's developmental stage. He also discusses some of the problems that may arise in this stage of development and how to overcome them. The subject of the study includes theories of social emotional development, factors that influence development, various contemporary social and emotional problems in child development and evaluation of social emotional development. More specifically, this course discusses children's emotional lives and also how they interact and form relationships with other people.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Dachlan, A. M., Erfansyah, N. F., & Taseman. (2019). Perkembangan sosial emosional anak-anak usia dini . Yogyakarta: Deepublish. 2. Mashar, R. (2019). Emosi anak usia dini dan strategi pengembangannya . Jakarta: Gramedia. 3. Ndari, S. S., Vinayastri, A., & Masykuroh, K. (2018). Metode perkembangan sosial dan emosi anak usia dini. Tasikmalaya: Edu Publihser. 4. Palintan, T. A. (2020). Membangun kecerdasan emosi dan sosial anak sejak usia dini . Bogor: Lindan Bestari. 5. Smith, P. K., & Hart, C. H. (Eds.). (2011). The Wiley-Blackwell handbook of childhood social development (2nd ed.). Malden: Blackwell Publishing. 																																															
	Supporters:																																															
Supporting lecturer	Dr. Miftakhul Jannah, S.Psi., M.Si.,Psikolog Nurchayati, S.Psi., M.A., Ph.D.																																															
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	Students are able to understand the rules for implementing lectures. 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	Carried out synchronously using the V-nesa platform and zoom meeting 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	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Carried out synchronously using the Vinesa platform and zoom Case study 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 adequately; score 1 if not done	Carried out synchronously using the Vinesa platform and Zoom 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	Carried out synchronously using the V-nesa platform and zoom meeting 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	Carried out asynchronously using the Vinesa Case study 2 X 50 platform			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	Carried out asynchronously using the Vinesa Case study 2 X 50 platform			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	Carried out asynchronously using the Vinesa Case study 2 X 50 platform			0%
8				2 X 50			0%
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	Carried out asynchronously using the Vinesa Case study 2 X 50 platform			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	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done	Carried out synchronously using the Vinesa platform and Zoom 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	Carried out synchronously using the Vinesa platform and Zoom 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	Carried out synchronously using the Vinesa platform and ZoomCase study 2 X 50			0%
13	Students are able to recognize forms of aggressive behavior in children Students are able to analyze the causes of aggressive behavior in children 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 2.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	Carried out synchronously using the Vinesa platform and zoomCase 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	Carried out synchronously using the Vinesa platform and zoomCase 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	Carried out synchronously using the Vinesa platform and zoomCase study 2 X 50			0%
16				2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

