



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																			
Developmental psychology	7320103150	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	July 17, 2024																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																				
		Qurrotu Ayuni, M.Psi., psikolog	Dr. Mifakhul Jannah, M.Si.			Yohana Wuri Satwika, S.Psi., M.Psi.																																																				
Learning model	Case Studies																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																									
	Program Objectives (PO)																																																									
	PO - 1	Students are able to understand basic concepts: review of the concept of life span, development domain, development period																																																								
	PLO-PO Matrix																																																									
		<table border="1" style="margin: auto;"> <tr><td style="text-align: center;">P.O</td></tr> <tr><td style="text-align: center;">PO-1</td></tr> </table>						P.O	PO-1																																																	
	P.O																																																									
PO-1																																																										
PO Matrix at the end of each learning stage (Sub-PO)																																																										
	<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="text-align: center;">7</td><td style="text-align: center;">8</td><td style="text-align: center;">9</td><td style="text-align: center;">10</td><td style="text-align: center;">11</td><td style="text-align: center;">12</td><td style="text-align: center;">13</td><td style="text-align: center;">14</td><td style="text-align: center;">15</td><td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">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><td></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																										
PO-1																																																										
Short Course Description	This course discusses the meaning, scope and contribution of educational psychology, student development, learning theories, personality aspects that influence learning, learning difficulties, counseling guidance in schools, and classroom management for effective learning. Lectures are carried out using direct learning, independent assignments, and group discussions.																																																									
References	Main :																																																									
	1. 1. Santrock, J. W. (2013). Psikologi Remaja (jilid 1&2). . Jakarta: Esensi Erlangga 2. Papalia, Feldman (2014). Menyelami Perkembangan Manusia (Jilid 2) Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) Adult Development and Aging .New york: Mc Graw Hill.																																																									
	Supporters:																																																									
Supporting lecturer	Satiningsih, S.Psi., M.Si. Muhammad Reza, S.Psi., M.Si. Yohana Wuri Satwika, S.Psi., M.Psi. Fitrania Maghfiroh, M.Psi., Psikolog Qurrota A'yuni Fitriana, S.Psi., 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	<ul style="list-style-type: none"> Understand the characteristics of early childhood development Understand the stages of early childhood development 	<ul style="list-style-type: none"> Students are able to understand and describe the characteristics of early childhood development. Students are able to understand and describe the stages of early childhood development 	<p>Criteria: liveliness</p> <p>Form of Assessment : Participatory Activities</p>	offline 3 X 50		<p>Material: understand the basic concepts of developmental psychology.</p> <p>References: 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i>. . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i>. New York: Mc Graw Hill.</p>	5%
2	Understand the concept of early childhood development theories	Students are able to understand and explain theories of early childhood development from	<p>Criteria: liveliness</p> <p>Form of Assessment : Participatory Activities</p>	Offline 3 X 50		<p>Material: basic theoretical concepts</p> <p>References: 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i>. . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i>. New York: Mc Graw Hill.</p>	5%

3	Understand the meaning, principles, aspects, functions and objectives of intervention.	Students are able to explain the meaning, principles, aspects, functions and objectives of intervention in early childhood	Criteria: liveliness Form of Assessment : Participatory Activities, Practice/Performance	Offline 3 X 50		Material: paradigms in developmental psychology References: 1. Santrock, JW (2013). <i>Adolescent Psychology</i> (volumes 1&2). . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development</i> (Volume 2) Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	5%
4	Understand physical development during the first three years	· Discuss physical development in the first three years.	Criteria: liveliness Form of Assessment : Participatory Activities, Practice/Performance	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology</i> (volumes 1&2). . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development</i> (Volume 2) Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	5%
5	Understand cognitive development during the first three years	· Discuss cognitive development in the first three years.	Criteria: liveliness Form of Assessment : Participatory Activities, Practice/Performance	Offline 3 X 50		Material: development theory References: 1. Santrock, JW (2013). <i>Adolescent Psychology</i> (volumes 1&2). . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development</i> (Volume 2) Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	5%

6	Understanding social emotional development during the first three years	· Discuss social emotional development in the first three years.	Criteria: liveliness Form of Assessment : Participatory Activities, Practice/Performance	offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	5%
7	Understanding the physical development of early childhood	Discuss the physical development of early childhood	Criteria: liveliness Form of Assessment : Participatory Activities, Practice/Performance	3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	2%
8	U.S.S	U.S.S	Criteria: accuracy of answers Form of Assessment : Test	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	20%

9	Understanding cognitive development during early childhood	· Discuss the cognitive development of early childhood	Criteria: liveliness Form of Assessment : Participatory Activities, Practice/Performance	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	3%
10	Understanding the social emotional development of early childhood	· Discuss the social emotional development of early childhood	Criteria: liveliness Form of Assessment : Participatory Activities	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	3%
11	Understanding the physical development of late childhood children	Discuss the physical development of late childhood	Criteria: liveliness Form of Assessment : Participatory Activities	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	3%

12	Understanding cognitive development during late childhood	· Discuss the cognitive development of late childhood	Criteria: liveliness Form of Assessment : Participatory Activities	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	2%
13	Understanding the social emotional development of late childhood	· Discuss the social emotional development of late childhood children	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	2%
14	Understanding Developmental Research	Understanding developmental research	Criteria: liveliness Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	2%

15	Important issues in child development	Important issues in child development	Criteria: liveliness Form of Assessment : Project Results Assessment / Product Assessment	Offline 3 X 50		Material: Library Development Theory : 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	3%
16	Final exams	accuracy of answers	Criteria: correct answer Form of Assessment : Test	Offline 2x50 minutes		Material: meeting material 1-15 References: 1. Santrock, JW (2013). <i>Adolescent Psychology (volumes 1&2)</i> . . Jakarta: The Essence of Erlangga 2. Papalia, Feldman (2014). <i>Exploring Human Development (Volume 2)</i> Jakarta: Salemba Humanika 3. Hoyer, Roodin (2003) <i>Adult Development and Aging</i> . New York: Mc Graw Hill.	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	31.5%
2.	Project Results Assessment / Product Assessment	6%
3.	Practice / Performance	12.5%
4.	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** 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.