			Document Code
 Universitas Negeri Surabaya **Faculty of Education,** **Early Childhood Education Teacher Education Undergraduate Study Program**			

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Parenting		8620702210		T=2	P=0	ECTS=3.18	5	July 11, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Mallevi Agustin Ningrum, S.Pd., M.Pd.	Prof. Dr. Rachma Hasibuan, M.Kes.	Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1 — Through this course, students can master the concept of positive parenting for young children and design parenting activity programs according to the needs of the 21st century
	PLO-PO Matrix

P.O
PO-1

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																

Short Course Description	Students are taught about the basic concepts of parenting, the essence of parenting, types of parenting (parenting styles), the benefits of parenting, positive parenting, Co-parenting, spiritual parenting, cross-cultural parenting (domestic and foreign), parenting for alpha generation children. Learning activities include lectures using various approaches and project based learning methods, including: lectures, discussions, and practice in preparing parenting programs that suit children's developmental needs.

References	**Main :**

1. Chatib, Munif. 2012. Orangtuanya Manusia: Melejitnya Potensi dan Kecerdasan dengan Menghargai Fitrah Setiap Anak. Bandung: PT Mizan Pustaka.
2. Ashari, Budi. Sentuhan Parenting Seri Pendidikan Orang tua: Bermain Bersama Anak.
3. Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. Genetic Psychology Monographs, 75(1), 43-88.
4. Baumrind, D. (1971). Current patterns of parental authority. Developmental Psychology Monographs, 4(1), 1-107.
5. Baumrind, D. (2013). Is a pejorative view of power assertion in the socialization process justified? Review of General Psychology, 17(4), 420–427. https://doi.org/10.1037/a0033480.
6. Gamble, W.C., Ramakumar, S., & Diaz, A. (2007). Maternal and paternal similarities and differences in parenting: An examination of Mexican-American parents of young children. Early Childhood Research Quarterly, 22, 72–88.
7. Hidayati, F., Kaloeti, D. V. S., & Karyono. (2011). Peran ayah dalam pengasuhan anak. Jurnal Psikologi Undip, 9(1),1-10. https://doi.org/10.14710/jpu.9.1
8. Hoghughi, M. S., & Long, N. (Eds.). (2004). Handbook of parenting: theory and research for practice. Sage.
9. Livingstone, S., & Blum-Ross, A. (2020). Parenting for a digital future: How hopes and fears about technology shape children's lives. Oxford University Press, USA.
10. Deater-Deckard, K. (2008). Parenting stress. Yale University Press.
11. Rinaldi, C. M. , & Howe, N. (2012). Mothers' and fathers' parenting styles and associations with toddlers' externalizing, internalizing, and adaptive behaviors. Early Childhood Research Quarterly, 27, 266– 273. https://doi.org/10.1016/j.ecresq.2011.08.001.
12. Truitt, B. (2020). Birbiglia isn't going by the parenting book. USA Today, 07B-07B.
13. 13. Jolly, J. L., Treffinger, D. J., & Inman, T. F. (2021). Parenting gifted children: The authoritative guide from the National Association for Gifted Children. Routledge.

	Supporters:

1. Tavassolie, T., Dudding, S., Madigan, A. L., Winsler, A., & Thorvardarson, E. (2016). Differences in perceived parenting style between mothers and fathers: Implications for child outcomes and marital conflict. Journal Child Family Studies. https://doi.org/10.1007/s10826-016-0376-y
2. Soge, E. M. T., Kiling-Bunga, B. N., Thoomaszen, F. W., & Kiling, I. Y. (2016). Persepsi ibu terhadap keterlibatan ayah dalam pengasuhan anak usia dini. Intuisi : Jurnal Psikologi Ilmiah, 8(2), 85–92.
3. Kuntoro, I.A., Peterson, C.C., & Slaughter, V. (2017) Culture, parenting, and children's theory of mind development in Indonesia. Journal of Cross Cultural Psychology, 1(21), 1-21. https://doi.org/10.1177/0022022117725404
4. Daniela Teubert & Martin Pinquart. (2010) T.he Association Between Coparenting and Child Adjustment: A Meta-Analysis, Parenting, 10:4, 286-307.
5. Landry, S. H., Smith, K. E., Swank, P. R., Zucker, T., Crawford, A. D., & Solari, E. F. (2012). The effects of a responsive parenting intervention on parent–child interactions during shared book reading. Developmental psychology, 48(4), 969.
6. Ningrum, Mallevi Agustin. (2016). Pola Pengasuhan Anak Usia Dini. Surabaya: Unipress.
7. Ningrum, Mallevi Agustin. (2018). Pendidikan Anak dalam Keluarga. Surabaya: Unipress.

Supporting lecturer	Mallevi Agustin Ningrum, S.Pd., M.Pd.

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	Explaining lecture contracts, knowing and being able to explain basic parenting concepts.	1.Students are able to understand the basic concepts of parenting (C-2). 2.Students are able to show respect for other people's opinions and views (A-5).	**Criteria:** 1.Score 3 = Students are able to listen and understand the lecturer's explanation very well 2.Score 2 = Students are able to listen and understand the lecturer's explanation well 3.Score 1 = Students are unable to listen and understand the lecturer's explanation well **Form of Assessment** : Participatory Activities	Lectures and Discussions 2 X 50		**Material:** Basic parenting concepts **References:** *Hoghughi, MS, & Long, N. (Eds.). (2004). Handbook of parenting: theory and research for practice. Sage.*	2%
2	Know and be able to explain the essence of positive parenting and nurturing	1.Students are able to understand the nature of parenting and positive parenting (C -2). 2.Students are able to analyze a case pattern and conclude the benefits of what has been learned (C -4). 3.Students are able to show respect for other people's opinions and views (A -5).	**Criteria:** 1.Score 3 = Students are able to listen and understand the lecturer's explanation very well 2.Score 2 = Students are able to listen and understand the lecturer's explanation well 3.Score 1 = Students are unable to listen and understand the lecturer's explanation well **Form of Assessment** : Participatory Activities	Lectures, Discussions and Case Studies 2 X 50		**Material:** Positive parenting patterns **References:** *Truitt, B. (2020). Birbiglia isn't going by the parenting book. USA Today, 07B-07B.* **Material:** Differences in parenting patterns of fathers and mothers **References:** *Rinaldi, CM, & Howe, N. (2012). Mothers' and fathers' parenting styles and associations with toddlers' externalizing, internalizing, and adaptive behaviors. Early Childhood Research Quarterly, 27, 266– 273. https://doi.org/....*	2%

3	1. Know and be able to explain co-parenting 2. Able to analyze the application of co-parenting in early childhood care 3. Able to show respect for other people's opinions and views	1. Students are able to understand co-parenting (C -2). 2. Students are able to analyze the application of co-parenting in early childhood care (C - 4). 3. Students are able to show respect for other people's opinions and views (A -5).	**Criteria:** 1.3 = Students are able to identify cases of implementing co-parenting very well 2.2 = Students are able to identify cases of implementing co-parenting well 3.1 = Students are able to identify cases of implementing co-parenting quite well **Form of Assessment** : Participatory Activities	Lectures, Discussions and Case Studies 2 X 50		**Material:** Understanding Co-parenting **Literature:** *Hidayati, F., Kaloeti, DVS, & Karyono. (2011). The role of fathers in child rearing. Undip Psychology Journal, 9(1),1-10. https://doi.org/...*	6%
4	1. Know and be able to explain parenting in the family 2. Able to identify problems that occur in parenting 3. Demonstrate respect for the opinions and views of others	1. Students are able to understand parenting in the family (C -2). 2. Students are able to identify problems that occur in family care (C -4). 3. Students are able to show respect for other people's opinions and views (A -5).	**Criteria:** 1.3 = Students are able to identify cases very well 2.2 = Students are able to identify cases well 3.1 = Students are able to identify cases quite well **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Participatory activities 2 X 50		**Material:** Parenting in the family **References:** *Kuntoro, IA, Peterson, CC, & Slaughter, V. (2017) Culture, parenting, and children's theory of mind development in Indonesia. Journal of Cross Cultural Psychology, 1(21), 1-21. https://doi.org/...*	7%
5	1. Know and be able to explain intergenerational parenting patterns 2. Able to show respect for other people's opinions and views	1. Students are able to analyze intergenerational parenting patterns (C-4). 2. Students are able to show respect for other people's opinions and views (A-5).	**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, Project Results Assessment / Product Assessment	Participatory activities 2 X 50		**Material:** Intergenerational parenting patterns **References:** *Chacko, A., Fabiano, GA, Doctoroff, GL, & Fortson, B. (2018). Engaging fathers in effective parenting for preschool children using shared book reading: A randomized controlled trial. Journal of Clinical Child & Adolescent Psychology, 47(1), 79-93.*	7%
6	1. Know and be able to explain spiritual parenting 2. Able to show respect for other people's opinions and views	1. Students are able to understand spiritual parenting (C-2). 2. Students are able to show respect for other people's opinions and views (A-5).	**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, Project Results Assessment / Product Assessment	Lectures, Discussions and Presentations 2 X 50		**Material:** Spiritual parenting **Reference:** *Jolly, JL, Treffinger, DJ, & Inman, TF (2021). Parenting gifted children: The authoritative guide from the National Association for Gifted Children. Routledge.*	7%

7	Know and be able to explain the results of the initial survey on spiritual parenting that has been carried out	1.Students are able to analyze and reflect on the results of surveys that have been carried out (C-5) 2.Students are able to show respect for other people's opinions and views (A-5)	**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, Project Results Assessment / Product Assessment	Discussion, Team Based Project 2 X 50		**Material:** The influence of religion in parenting **References:** *Landry, SH, Smith, KE, Swank, PR, Zucker, T., Crawford, AD, & Solari, EF (2012). The effects of a responsive parenting intervention on parent–child interactions during shared book reading. Developmental psychology, 48(4), 969.*	7%
8	Students are able to work on USS questions	Students can solve USS questions well	**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	Written Exam 2 X 50		**Material:** USS Questions **Reference:** *Hoghughi, MS, & Long, N. (Eds.). (2004). Handbook of parenting: theory and research for practice. Sage.*	10%
9	1.Know and be able to analyze parenting style in Japan 2.Able to compare parenting styles in Japan with those in Indonesia	1.Students are able to analyze parenting style in Japan (C-5) 2.Students are able to compare parenting styles in Japan with those in Indonesia (C-6)	**Criteria:** 1.3 = Students are able to analyze information very well 2.2 = Students are able to analyze information well 3.1 = Students are able to analyze information well **Form of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment	Discussion and presentation		**Material:** Parenting in Japan **References:** *Rinaldi, CM, & Howe, N. (2012). Mothers' and fathers' parenting styles and associations with toddlers' externalizing, internalizing, and adaptive behaviors. Early Childhood Research Quarterly, 27, 266– 273. https://doi.org/....* **Material:** Childcare in Indonesia **Reference:** *Ningrum, Mallevi Agustin. (2018). Children's Education in the Family. Surabaya: Unipress.*	3%

| 10 | 1. Students are able to analyze parenting style in Germany
2. Students are able to compare parenting styles in Germany and Indonesia | 1. Students are able to analyze parenting style in Germany
2. Students are able to compare parenting styles in Germany and Indonesia | **Criteria:**
1.3 = Students are able to analyze information very well
2.2 = Students are able to analyze information well
3.1 = Students are able to analyze information quite well

Form of Assessment:
Participatory Activities, Project Results Assessment / Product Assessment | Discussion and presentation | | **Material:** Parenting in Indonesia
References: *Kuntoro, IA, Peterson, CC, & Slaughter, V. (2017) Culture, parenting, and children's theory of mind development in Indonesia. Journal of Cross Cultural Psychology, 1(21), 1-21. https://doi.org/...*

Material: Childcare in Germany
References: *Landry, SH, Smith, KE, Swank, PR, Zucker, T., Crawford, AD, & Solari, EF (2012). The effects of a responsive parenting intervention on parent–child interactions during shared book reading. Developmental psychology, 48(4), 969.* | 3% |
| 11 | 1. Able to analyze parenting style in America
2. Able to compare parenting styles in America and Indonesia | 1. Students are able to analyze parenting styles in America
2. Students are able to compare parenting styles in America and Indonesia | **Criteria:**
1.3 = Students are able to analyze information very well
2.2 = Students are able to analyze information well
3.1 = Students are able to analyze information quite well

Form of Assessment:
Participatory Activities, Project Results Assessment / Product Assessment | Discussion and presentation | | **Material:** Childcare in America
References: *Gamble, WC, Ramakumar, S., & Diaz, A. (2007). Maternal and paternal similarities and differences in parenting: An examination of Mexican-American parents of young children. Early Childhood Research Quarterly, 22, 72–88.*

Material: Childcare in Indonesia
Reference: *Ningrum, Mallevi Agustin. (2018). Children's Education in the Family. Surabaya: Unipress.* | 3% |

12	Able to produce parenting activity programs that can be carried out at PAUD institutions	1. Students are able to analyze parenting styles in America 2. Students are able to compare parenting styles in America and Indonesia	**Criteria:** 1.3 = Students are able to produce very good parenting programs 2.2 = Students are able to produce good parenting programs 3.1 = Students are able to produce parenting programs quite well **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Discussion and presentation		**Material:** HI PAUD in PAUD **Library:** *Ningrum, Mallevi Agustin. (2016). Early Childhood Parenting Patterns. Surabaya: Unipress.* **Material:** Parenting Program in PAUD **Reference:** *Truitt, B. (2020). Birbiglia isn't going by the parenting book. USA Today, 07B-07B.*	3%
13	Able to produce parenting activity programs that can be carried out at PAUD institutions	1. Students are able to analyze parenting styles in America 2. Students are able to compare parenting styles in America and Indonesia	**Criteria:** 1.3 = Students are able to produce very good parenting programs 2.2 = Students are able to produce good parenting programs 3.1 = Students are able to produce parenting programs quite well **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion and presentation		**Material:** HI PAUD in PAUD **Library:** *Ningrum, Mallevi Agustin. (2016). Early Childhood Parenting Patterns. Surabaya: Unipress.* **Material:** Parenting Program in PAUD **Reference:** *Truitt, B. (2020). Birbiglia isn't going by the parenting book. USA Today, 07B-07B.*	10%
14	Able to produce parenting activity programs that can be carried out at PAUD institutions	1. Students are able to analyze parenting styles in America 2. Students are able to compare parenting styles in America and Indonesia	**Criteria:** 1.3 = Students are able to produce very good parenting programs 2.2 = Students are able to produce good parenting programs 3.1 = Students are able to produce parenting programs quite well **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion and presentation		**Material:** HI PAUD in PAUD **Library:** *Ningrum, Mallevi Agustin. (2016). Early Childhood Parenting Patterns. Surabaya: Unipress.* **Material:** Parenting Program in PAUD **Reference:** *Truitt, B. (2020). Birbiglia isn't going by the parenting book. USA Today, 07B-07B.*	10%
15	Able to produce parenting activity programs that can be carried out at PAUD institutions	1. Students are able to analyze parenting styles in America 2. Students are able to compare parenting styles in America and Indonesia	**Criteria:** 1.3 = Students are able to produce very good parenting programs 2.2 = Students are able to produce good parenting programs 3.1 = Students are able to produce parenting programs quite well **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion and presentation		**Material:** HI PAUD in PAUD **Library:** *Ningrum, Mallevi Agustin. (2016). Early Childhood Parenting Patterns. Surabaya: Unipress.* **Material:** Parenting Program in PAUD **Reference:** *Truitt, B. (2020). Birbiglia isn't going by the parenting book. USA Today, 07B-07B.*	10%

| 16 | Able to do US questions | Students are able to work on US questions | **Criteria:**
1. Score 3 = Student is able to work on US questions with very good analysis
2. Score 2 = Students are able to work on US questions with good analysis
3. Score 1 = Student is able to work on US questions with fairly good analysis

Form of Assessment:
Test | Writing test | | **Material:** Summary of parenting material
Reader: *Ningrum, Mallevi Agustin. (2018). Children's Education in the Family. Surabaya: Unipress.*

Material: Parenting in the family
References: *Hoghughi, MS, & Long, N. (Eds.). (2004). Handbook of parenting: theory and research for practice. Sage.* | 10% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	20%
		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.