

	Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Masters Study Program					Document Code																																																																		
SEMESTER LEARNING PLAN																																																																								
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																	
Analysis of legal and child protection policies	8610702015	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	August 22, 2022																																																																	
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																																																																							
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																																						
	Program Objectives (PO)																																																																							
	PO - 1	Students are able to show character, tough, collaborative, adaptive, innovative, inclusive, lifelong learning and have an entrepreneurial spirit and are full of responsibility.																																																																						
	PO - 2	Students are able to demonstrate an attitude of critical thinking to examine legal and child protection policies in local, national and global contexts as an effort to solve various problems and obstacles faced by young children throughout their growth and development.																																																																						
PLO-PO Matrix																																																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																																								
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th> <th style="padding: 5px;">2</th> <th style="padding: 5px;">3</th> <th style="padding: 5px;">4</th> <th style="padding: 5px;">5</th> <th style="padding: 5px;">6</th> <th style="padding: 5px;">7</th> <th style="padding: 5px;">8</th> <th style="padding: 5px;">9</th> <th style="padding: 5px;">10</th> <th style="padding: 5px;">11</th> <th style="padding: 5px;">12</th> <th style="padding: 5px;">13</th> <th style="padding: 5px;">14</th> <th style="padding: 5px;">15</th> <th style="padding: 5px;">16</th> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓			✓							✓				PO-2				✓	✓		✓	✓		✓	✓	✓		✓	✓	✓
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PO-2				✓	✓		✓	✓		✓	✓	✓		✓	✓	✓																																																								
Short Course Description	Examining children's rights and needs, conventions on children's rights, the right to protection and welfare, understanding and forms of violence against children in families and schools and an appropriate environment for children. Social welfare service programs for children, handling and assistance services for child protection problems, development of intervention programs for handling and assistance services for child protection problems in the field.																																																																							
References	Main :																																																																							
	1. Undang-Undang tentang Perlindungan Anak																																																																							
	Supporters:																																																																							
1. Konvensi Hak Anak																																																																								

Supporting lecturer		Prof. Dr. Siti Masitoh, M.Pd. Dr. Miftakhul Jannah, S.Psi., M.Si., Psikolog Dr. Yes Matheos Lasarus Malaikosa, 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		5	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: definition of child protection in the 1945 Constitution, rights that children need to obtain and basic concepts of early childhood protection.</p> <p>Reference: <i>Law on Child Protection</i></p>	0%
2		5	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: definition of early childhood protection and the 1945 constitution concerning early childhood protection</p> <p>Reference: <i>Law on Child Protection</i></p>	5%
3			<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: students know the principles for the rights and protection of early childhood.</p> <p>Reference: <i>Law on Child Protection</i></p>	5%

4		Students are able to understand and explain the national covenant regarding the rights and protection of children	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: Analyze the definition and understand the definition of national and local covenants regarding and protection of early childhood.</p> <p>Reference: <i>Law on Child Protection</i></p> <hr/> <p>Material: analyzing the definition and understanding the definition of national and local covenants regarding the rights of early childhood.</p> <p>Reference: <i>Convention on the Rights of the Child</i></p>	5%
5			<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: definition and characteristics of a world that is suitable for early childhood in accordance with determined policies</p> <p>Reference: <i>Law on Child Protection</i></p>	5%
6		Students are able to understand the specific discussion of the principles of parent participation in children	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: definition and characteristics of good participation from parents and the environment towards children</p> <p>Reference: <i>Law on Child Protection</i></p>	5%

7		Students are able to understand and explain the scope of protection in early childhood	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: definition and characteristics of the scope of child protection and motorization of violations of children's rights</p> <p>Reference: <i>Law on Child Protection</i></p>	5%
8			<p>Criteria:</p> <p>1.3.1 = students are able to answer UTS questions very well</p> <p>2.3.2 = students are able to answer UTS well</p> <p>Form of Assessment : Test</p>	Offline 2x50		<p>Material: UTS Library: <i>Law on Child Protection</i></p>	20%
9			<p>Criteria: 5</p>				0%
10		Students are able to understand and explain the phenomena of children's rights in the fields of education and health, violence and exploitation	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: searching for and solving problems regarding child protection cases in the fields of education and health, violence, exploitation</p> <p>Literature: <i>Law on Child Protection</i></p>	10%
11		students are able to understand and explain the phenomena of children's rights in the fields of child trafficking, poverty, war and socio-cultural political conditions	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Offline 2x50		<p>Material: search for and present cases of child protection in the fields of child trafficking, poverty, war and political, socio-cultural conditions.</p> <p>Reference: <i>Law on Child Protection</i></p>	5%

12		Students are able to understand and explain appropriate early detection in children	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Offline 2x50		<p>Material: definition of early detection and victims of violence in children</p> <p>Reference: <i>Law on Child Protection</i></p> <hr/> <p>Material: examples of early detection and victims of violence in children</p> <p>Reference: <i>Convention on the Rights of the Child</i></p> <hr/> <p>Material: laws governing victims of violence against children.</p> <p>Reference: <i>Law on Child Protection</i></p>	5%
13		Students are able to understand and explain the implementation of education using a children's rights approach	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Offline 2x50		<p>Material: definition of implementing children's rights education and laws governing early childhood rights.</p> <p>Reference:</p>	5%
14		Students are able to understand and explain the role of parents, caregivers, society and teachers in protecting early childhood	<p>Criteria:</p> <p>1.3.1 = students are able to understand and answer questions asked by the lecturer very well</p> <p>2.3.2 = students are able to understand and answer questions asked by the lecturer well</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Offline		<p>Material: looking for examples and cases of violations of care committed by parents, caregivers, the community and teachers in early childhood.</p> <p>Reference: <i>Law on Child Protection</i></p>	10%

15		Students are able to provide good examples of the role of parents, caregivers, the community and teachers in protecting early childhood	Criteria: 1.3.1 = students are able to understand and answer questions asked by the lecturer very well 2.3.2 = students are able to understand and answer questions asked by the lecturer well Form of Assessment : Participatory Activities, Portfolio Assessment	Offline 2x50		Material: finding and solving cases of parents, caregivers, communities and teachers regarding early childhood protection. Reference: <i>Law on Child Protection</i>	4%
16			Criteria: 1.3.1 = students are able to understand and answer questions asked by the lecturer very well 2.3.2 = students are able to understand and answer questions asked by the lecturer well Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Offline 2x50		Material: UAS Library: <i>Law on Child Protection</i> Material: UAS Literature: <i>Convention on the Rights of the Child</i>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	30.35%
2.	Portfolio Assessment	30.35%
3.	Test	38.35%
		99.05%

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.

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.