

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                             |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------|----------------|----------------------|---------------------------|------|-------|-------|--------|--|---|--------|--|---|--------|--|---|--------|--|---|--------|--|---|--------|--|---|--------|---|--|--------|---|--|--------|---|--|---------|---|--|
|  | <div>Universitas Negeri Surabaya</div> <div>Fakultas Ilmu Pendidikan</div> <div>Program Studi S2 Pendidikan Anak Usia Dini</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                             |                                                                |                |                      | <div>Kode Dokumen</div>   |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| <div>RENCANA PEMBELAJARAN SEMESTER</div>                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                             |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| <div>MATA KULIAH (MK)</div>                                                       | <div>KODE</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <div>Rumpun MK</div>                        | <div>BOBOT (sks)</div>                                         |                | <div>SEMESTER</div>  | <div>Tgl Penyusunan</div> |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| <div>Pendidikan Sains dan Matematika AUD</div>                                    | <div>8610702040</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                             | <div>T=1</div>                                                 | <div>P=1</div> | <div>ECTS=4.48</div> | <div>2</div>              |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| <div>OTORISASI</div>                                                              | <div>Pengembang RPS</div> <div>Dr. Ruqoyyah Fitri, S.Ag., M.Pd.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <div>Koordinator RMK</div> <div>.....</div> | <div>Koordinator Program Studi</div> <div>RUQOYYAH FITRI</div> |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| <div>Model Pembelajaran</div>                                                     | <div>Project Based Learning</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| <div>Capaian Pembelajaran (CP)</div>                                              | <div>CPL-PRODI yang dibebankan pada MK</div> <div>CPL-4</div> <div>Mengembangkan diri secara berkelanjutan dan berkolaborasi.</div> <div>CPL-6</div> <div>Mampu mengomunikasikan ide, hasil pemikiran dan argumen saintifik terkait konsep dan teori PAUD secara bertanggung jawab yang didasarkan pada etika akademik, melalui berbagai media kepada masyarakat akademik dan masyarakat luas; (Keterampilan Umum)</div> <div>Capaian Pembelajaran Mata Kuliah (CPMK)</div> <div>CPMK - 1</div> <div>Membuat deskripsi latar belakang pentingnya pendidikan sains dan matematika dalam kurikulum serta praktik pendidikan anak usia dini</div> <div>CPMK - 2</div> <div>Menganalisis konsep-konsep dasar sains dan matematika untuk AUD berdasarkan prinsip perkembangan anak usia dini</div> <div>CPMK - 3</div> <div>Mengembangkan media pembelajaran sains dan matematika AUD yang kreatif, inovatif, dan sesuai dengan karakteristik anak</div> <div>CPMK - 4</div> <div>Mengomunikasikan ide, hasil pemikiran, dan argumen saintifik terkait pembelajaran sains dan matematika AUD secara lisan, tulisan, atau visual dengan bertanggung jawab dan beretika akademik</div> <div>CPMK - 5</div> <div>Menerapkan strategi pembelajaran sains dan matematika AUD yang berbasis penelitian dan praktik terbaik untuk mendukung kemampuan saintifik awal anak</div> <div>CPMK - 6</div> <div>Berkolaborasi dalam tim akademik dan masyarakat luas untuk menyebarluaskan pengetahuan sains dan matematika AUD melalui berbagai media secara efektif</div> <div>CPMK - 7</div> <div>Menganalisis konsep dasar sains dan matematika untuk AUD melalui refleksi diri dan evaluasi berkelanjutan guna meningkatkan kompetensi pedagogis</div> <div>CPMK - 8</div> <div>Merancang pembelajaran sains dan matematika AUD yang kolaboratif dengan memanfaatkan pendekatan saintifik, media, serta kerja kelompok untuk membangun sinergi antar peserta didik</div> <div>CPMK - 9</div> <div>Mengaplikasikan inovasi pembelajaran sains/matematika AUD berbasis literasi terkini dan hasil penelitian, menunjukkan sikap adaptif terhadap perkembangan keilmuan</div> <div>CPMK - 10</div> <div>Menunjukkan keterampilan kolaborasi dalam komunitas praktisi (guru, orang tua, dan tenaga kependidikan) untuk mendukung pembelajaran sains/matematika AUD yang holistik</div> <div>Matrik CPL - CPMK</div> <table border="1"> <tr> <td>CPMK</td> <td>CPL-4</td> <td>CPL-6</td> </tr> <tr> <td>CPMK-1</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-5</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-6</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-7</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-8</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-9</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-10</td> <td>✓</td> <td></td> </tr> </table> <div>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</div> |                                             |                                                                |                |                      |                           | CPMK | CPL-4 | CPL-6 | CPMK-1 |  | ✓ | CPMK-2 |  | ✓ | CPMK-3 |  | ✓ | CPMK-4 |  | ✓ | CPMK-5 |  | ✓ | CPMK-6 |  | ✓ | CPMK-7 | ✓ |  | CPMK-8 | ✓ |  | CPMK-9 | ✓ |  | CPMK-10 | ✓ |  |
| CPMK                                                                              | CPL-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CPL-6                                       |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-1                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                           |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                           |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                           |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-4                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                           |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-5                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                           |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-6                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                           |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-7                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-8                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-9                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |
| CPMK-10                                                                           | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                             |                                                                |                |                      |                           |      |       |       |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |  |   |        |   |  |        |   |  |        |   |  |         |   |  |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <table><tr><th rowspan="2">CPMK</th><th colspan="16">Minggu Ke</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr><tr><td>CPMK-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></tr><tr><td>CPMK-2</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><tr><td>CPMK-3</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><tr><td>CPMK-4</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><tr><td>CPMK-5</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><tr><td>CPMK-6</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><tr><td>CPMK-7</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><tr><td>CPMK-8</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><tr><td>CPMK-9</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><tr><td>CPMK-10</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> | CPMK                                                                  | Minggu Ke                                                                        |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  | CPMK-5 |  |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | CPMK-6 |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  | CPMK-7 |  |  |  |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  | CPMK-8 |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  | CPMK-9 |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | ✓ | CPMK-10 |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|---|----|----|----|----|----|----|----|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--------|--|--|--|--|--|--|--|--|--|---|---|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--------|--|--|--|--|---|---|---|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|---|---|--|--|--|--------|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|---|---------|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|
| CPMK                 | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
|                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3                                                                     | 4                                                                                | 5                                                | 6                                                                                                                                                                                                                                                                                                                   | 7                   | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-1               | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-2               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                                                     |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-3               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       | ✓                                                                                |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-4               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    | ✓  |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-5               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   | ✓  | ✓  |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-6               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    | ✓  |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-7               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  | ✓                                                | ✓                                                                                                                                                                                                                                                                                                                   | ✓                   |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-8               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    | ✓  | ✓  |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-9               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     | ✓ |   |    |    |    |    |    |    | ✓  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| CPMK-10              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   | ✓ |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| Deskripsi Singkat MK | Sains dan matematika merupakan dua aspek konten pembelajaran dalam kurikulum pendidikan pada anak usia dini. Kedua bidang tersebut harus dipandang dalam tiga perspektif yakni perspektif perkembangan, perspektif aktivitas dan perspetif subject matter atau isi materi pembelajaran. Dari sudut perspektif perkembangan, sains dan matematika merupakan bidang yang dijadikan wahana untuk mengembangkan aspek perkembangan kognitif dan berbagai aspek perkembangan lainnya yang terkait. Dalam perspektif aktivitas (sains and math as activity), kedua bidang merupakan aktivitas atau kegiatan yang hidup dan berada dalam kehidupan sehari-hari anak. Pada perspektif ketiga, sains dan matematika dapat dipandang sebagai materi isi (sains and math as subject matter) kegiatan pembelajaran pada lembaga pendidikan anak usia dini. Mata kuliah ini akan memberikan sejumlah kompetensi yang berkaitan dengan kemampuan mahasiswa memahami, menganalisis, menggunakan dan mengembangkan konsep teoritik tentang pendidikan sains dan matematika pada anak usia dini. Selain itu, mahasiswa juga dapat mengelaborasi berbagai disain pembelajaran sains dan matematika anak usia dini dengan menggunakan berbagai jenis serta proses bermain dalam berbagai konteks kehidupan yang nyata, bermakna dan menyenangkan.                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| Pustaka              | <div>Utama :</div> <div>1. Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005).Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York:Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curricuum for Early Childhood. Washington DC: Teaching Strategies Inc.</div> <div>Pendukung :</div> <div>1. Fitri, R., Mustaji, M., &amp; Bachri, B. (2018, February). Numeric toys media: introducing number sense in early childhood with movement and multisensory cards. In 1st International Conference on Education Innovation (ICEI 2017) (pp. 269-271). Atlantis Press.<br/>2. fitri Anwar, R. (2020). Media Number Sense Untuk Mengenalkan Bilangan Pada Anak Usia Dini Dengan Multisensori. JP (Jurnal Pendidikan): Teori dan Praktik, 5(2), 55-64.<br/>3. An Analysis of Numeracy Activities in Fostering 4c Skills in SIKL Malaysia Pre-School Institutions</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| Dosen Pengampu       | Dr. Ruqoyyah Fitri, S.Ag., M.Pd.<br>Dr. Yes Matheos Lasarus Malaikosa, M.Pd.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                       |                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| Mg Ke-               | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Penilaian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                       | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                                                  | Materi Pembelajaran [ Pustaka ]                                                                                                                                                                                                                                                                                     | Bobot Penilaian (%) |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Indikator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Kriteria & Bentuk                                                     | Luring (offline)                                                                 | Daring (online)                                  |                                                                                                                                                                                                                                                                                                                     |                     |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| (1)                  | (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | (4)                                                                   | (5)                                                                              | (6)                                              | (7)                                                                                                                                                                                                                                                                                                                 | (8)                 |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |
| 1                    | 1.Menyimpulkan kedudukan sains dan matematika dalam kurikulum satuan PAUD<br>2.Menggambarkan urgensi pendidikan sains dan matematika<br>3.Memetakan konsep dasar dan Terminologi dalam Pendidikan sains dan matematika AUD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mendiskripsikan latar belakang pentingnya pendidikan sains dan matematika dalam kurikulum serta praktik pendidikan anak usia dini                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Kriteria:<br>Quiz<br><br>Bentuk Penilaian :<br>Aktifitas Partisipasif | Luring<br>2x50                                                                   | Blended Learning Pembelajaran asinkron di Vinesa | Materi:<br>Kedudukan Sains dan Matematika dalam kurikulum PAUD<br>Pustaka: Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005).Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New | 5%                  |   |   |    |    |    |    |    |    |    |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |        |  |  |  |  |  |  |  |  |  |   |   |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |  |        |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |   |   |  |  |  |        |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |   |         |  |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |

York: Thomas  
 Delmar  
 Learning. Beaty,  
 Janice J. (2010).  
 Observing  
 Development of  
 Young Child.  
 New Jersey:  
 Pearson  
 Education, Inc.  
 Bennett.,  
 William, Chester  
 E. Finn and  
 John T.E. Cribb.,  
 (2007). The  
 Educated Child.  
 New York: The  
 Free Press.  
 Brewer, Jo An.,  
 (2007).  
 Introduction to  
 Early Childhood  
 Education.  
 Preschool  
 through Primary  
 Grade. Boston:  
 Pearson  
 Education, Inc  
 Charlesworth,  
 Rosalind and  
 Karen K. Lind,  
 (1995) Math and  
 Science, New  
 York: Delmar  
 Publisher.  
 Dodge, Diane  
 Trister., Laura  
 J.Colker (1999).  
 The Creative  
 Curriculum for  
 Early Childhood.  
 Washington DC:  
 Teaching  
 Strategies Inc.

---

**Materi:** Urgensi  
 Pendidikan  
 Sains dan  
 Matematika  
 dalam PAUD  
**Pustaka:** Arthur,  
 L., et al. (2001).  
 Programming  
 and Planning in  
 Early Childhood  
 Settings. 2nd  
 ed. Harcourt  
 Australia: Pty  
 Limited.  
 Bentzen, Warren  
 R.  
 (2005). Seeing  
 Young Children:  
 A Guide to  
 Observing and  
 Recording  
 Behavior. 5th  
 edition. New  
 York: Thomas  
 Delmar  
 Learning. Beaty,  
 Janice J. (2010).  
 Observing  
 Development of  
 Young Child.  
 New Jersey:  
 Pearson  
 Education, Inc.  
 Bennett.,  
 William, Chester

E. Finn and John T.E. Cribb., (2007). *The Educated Child*. New York: The Free Press.  
Brewer, Jo An., (2007). *Introduction to Early Childhood Education*.  
*Preschool through Primary Grade*. Boston: Pearson Education, Inc  
Charlesworth, Rosalind and Karen K. Lind, (1995) *Math and Science*, New York: Delmar Publisher.  
Dodge, Diane Trister., Laura J.Colker (1999). *The Creative Curriculum for Early Childhood*. Washington DC: Teaching Strategies Inc.

**Materi:** Konsep Dasar dan Terminologi dalam Pendidikan Sains dan Matematika  
AUD  
**Pustaka:** Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.  
Bentzen, Warren R. (2005). *Seeing Young Children: A Guide to Observing and Recording Behavior*. 5th edition. New York: Thomas Delmar Learning.  
Beaty, Janice J. (2010). *Observing Development of Young Child*. New Jersey: Pearson Education, Inc.  
Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). *The Educated Child*. New York: The Free Press.  
Brewer, Jo An., (2007). *Introduction to Early Childhood*

|  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|--|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  | <p>Education.<br/>Preschool<br/>through Primary<br/>Grade. Boston:<br/>Pearson<br/>Education, Inc<br/>Charlesworth,<br/>Rosalind and<br/>Karen K. Lind,<br/>(1995) Math and<br/>Science, New<br/>York: Delmar<br/>Publisher.<br/>Dodge, Diane<br/>Trister., Laura<br/>J.Colker (1999).<br/>The Creative<br/>Curriculum for<br/>Early Childhood.<br/>Washington DC:<br/>Teaching<br/>Strategies Inc.</p> |  |
|--|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|   |                                                                                                                                                                                                                      |                                                                                                  |                                                                                                                             |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 2 | <p>1.Menyimpulkan makna pendidikan sains dan matematika untuk AUD</p> <p>2.Menggambarkan tujuan pendidikan sains dan matematika untuk AUD</p> <p>3.Menganalisis fungsi pendidikan sains dan matematika untuk AUD</p> | Mahasiswa membuat peta konsep makna, tujuan dan fungsi pendidikan sains dan matematika untuk AUD | <p><b>Kriteria:</b><br/>peta konsep memenuhi 3 aspek materi</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> | Luring<br>2x50 |  | <p><b>Materi:</b><br/>Kedudukan Sains dan Matematika dalam kurikulum PAUD</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar</p> <p>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc</p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> | 5% |
| 3 | <p>1.Menganalisis prinsip umum dalam pembelajaran sains dan matematika AUD</p> <p>2.Memetakan lingkup kajian pendidikan sains dan matematika AUD</p>                                                                 | Mahasiswa membuat peta konsep prinsip dan lingkup kajian sains dan matematika AUD                | <p><b>Kriteria:</b><br/>Petak konsep memenuhi 3 materi</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p>      | Luring         |  | <p><b>Materi:</b> Prinsip pendidikan sains dan matematika anak usia dini</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5% |

|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|--|--|--|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  | <p>Limited.<br/>Bentzen, Warren R.<br/>(2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning.</p> <p>Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett, William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc</p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> <hr/> <p><b>Materi:</b> Ligkup kajian konten sains dan matematika<br/>AUD</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.<br/>Bentzen, Warren R.<br/>(2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar</p> |
|--|--|--|--|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  | <p>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc</p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> |  |
|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                        |                                                                                                                                                                                                            |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 4 | <p>1.Menyimpulkan kedudukan sains dan matematika sebagai sarana atau alat untuk mengembangkan berbagai aspek perkembangan (tools of development)</p> <p>2.Menyimpulkan kedudukan sains dan matematika sebagai konten dalam kurikulum PAUD (content of curriculum in ECE).</p> <p>3.Menyimpulkan kedudukan sains dan matematika sebagai proses bermain anak usia dini (science and math as learning procces )</p> <p>4.Menyimpulkan kedudukan sains dan matematika sebagai objek (sasaran) asesmen hasil belajar anak usia dini (object of assessment).</p> <p>5.Mendesain Media matematikan dan saian yang sesuai dengan karakteristik anak usia dini</p> | Mampu mempresentasikan desain media matematika dan sains yang sesuai dengan karakteristik anak usia dini                                                               | <p><b>Kriteria:</b><br/>kemampuan argumen sesuai teori matematika AUD</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif</p>                                                                      | Luring<br>2x50 |  | <p><b>Materi:</b><br/>Kedudukan Sains dan Matematika dalam kurikulum PAUD</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.</i></p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar</i></p> <p>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child. New Jersey: Pearson Education, Inc.</i></p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child. New York: The Free Press.</i></p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc</i></p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science, New York: Delmar Publisher.</i></p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curricuum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> | 5% |
| 5 | <p>1.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten penyelidikan ilmiah anak usia dini (Scientific Inquiry)</p> <p>2.Menggambarkan makna, ruang lingkup dan tujuan konten serta</p>                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>1.Mahasiswa membuat laporan kajian konten dan pembelajaran tentang penyelidikan ilmiah pada anak usia dini</p> <p>2.Mahasiswa membuat laporan kajian konten dan</p> | <p><b>Kriteria:</b><br/>1.Laporan disusun secara sistematis dengan analisis mendalam terhadap konsep penyelidikan ilmiah yang sesuai dengan karakteristik anak usia dini, menggunakan referensi ilmiah</p> | Luring<br>2x50 |  | <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten penyelidikan ilmiah anak usia dini (Scientific Inquiry)</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5% |

|  |                                                                                             |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>pendidikan sains dalam konten sains fisik (materi) anak usia dini (Physical Science)</p> | <p>pembelajaran tentang sains fisik (materi) anak usia dini (Physical Science) pada anak usia dini</p> | <p>terkini, dan dilengkapi dengan penerapan dalam konteks pembelajaran.</p> <p>2. Laporan menampilkan pemahaman yang tepat tentang konsep sains fisik yang kontekstual untuk anak usia dini, disajikan secara logis dan kreatif, terintegrasi dengan strategi pembelajaran yang sesuai, serta didukung oleh referensi ilmiah yang relevan.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> |  | <p><i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J. Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains fisik (materi) anak usia dini (Physical Science)</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.</i></p> |
|--|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |  | <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning.</p> <p>Beatty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett, William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc</p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> |    |
| 6 | <p>1. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains makhluk hidup (Life Science )</p> <p>2. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sejarah dan pengalaman sains (History and Nature of Science )</p> | <p>1. Mahasiswa membuat laporan kajian konten dan pembelajaran tentang sains makhluk hidup (Life Science) pada anak usia dini</p> <p>2. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg sejarah dan pengalaman sains (History and Nature of Science) pada anak usia dini</p> | <p><b>Kriteria:</b></p> <p>1. Laporan disusun secara sistematis dengan mengkaji konsep life science yang sesuai dengan perkembangan anak usia dini, mengintegrasikan konten dengan pendekatan pembelajaran yang kontekstual dan eksploratif, serta didukung oleh literatur ilmiah mutakhir.</p> <p>2. Laporan memuat pemahaman yang mendalam mengenai sejarah dan hakikat sains dalam konteks anak usia dini, disajikan secara reflektif dan kritis, serta menampilkan rancangan pembelajaran yang</p> | Luring 2x50 |  | <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains makhluk hidup (Life Science )</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New</p>                                                                                                                                                                                                                                                                                                                                                                                                | 5% |

|  |  |  |                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  | <p>menggambarkan proses berpikir ilmiah secara natural sesuai tahapan perkembangan anak.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> |  | <p>York:Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sejarah dan pengalaman sains (History and Nature of Science )</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>.</p> |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             |  | <p>New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education</i>. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p>                                                                                      |    |
| 7 | <p>1.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains dalam perspektif individu dan sosial (Science in personal and social perspective )</p> <p>2.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains bumi dan ruang angkasa (Earth and Spaca Science )</p> <p>3.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains dan teknologi (Science and Technology )</p> | <p>1.Mahasiswa membuat laporan kajian konten dan pembelajaran ttg sains dalam perspektif individu dan sosial (Science in personal and social perspective )</p> <p>2.Mahasiswa membuat laporan kajian konten dan pembelajaran ttg sains bumi dan ruang angkasa (Earth and Spaca Science )</p> <p>3.Mhsw membuat laporan kajian konten dan pembelajaran ttg sains dan teknologi (Science and Technology )</p> | <p><b>Kriteria:</b></p> <p>1.Laporan menunjukkan analisis kritis terhadap hubungan antara sains dan kehidupan individu maupun sosial anak usia dini, disertai penerapan pembelajaran yang membangun kesadaran lingkungan, kesehatan, dan tanggung jawab sosial secara kontekstual.</p> <p>2.Laporan disusun secara terstruktur dengan kajian konsep bumi dan ruang angkasa yang relevan bagi anak usia dini, disertai pengembangan aktivitas pembelajaran yang eksploratif dan berbasis pengalaman konkret, serta referensi ilmiah yang akurat.</p> <p>3.Laporan menggambarkan pemahaman menyeluruh tentang hubungan antara sains dan teknologi dalam kehidupan anak usia dini, dilengkapi dengan desain pembelajaran inovatif yang mengintegrasikan</p> | Luring 2x50 |  | <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains dalam perspektif individu dan sosial (Science in personal and social perspective )</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York:Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and</p> | 5% |

|  |  |  |  |                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|--|--|--|--------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  | <p>teknologi secara tepat guna dan edukatif.</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p> |  | <p>John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> <hr/> <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains bumi dan ruang angkasa (Earth and Spaca Science )</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning.</p> <p>Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to</i></p> |
|--|--|--|--|--------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|--|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  | <p>Early Childhood Education.<br/>Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</p> <hr/> <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains dan teknologi (Science and Technology )</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning.</p> <p>Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc.</p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth,</p> |
|--|--|--|--|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |  |  |                                                                                                                                                                                                                                                 |  |
|--|--|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  | <p><i>Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher.</i></p> <p><i>Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> |  |
|--|--|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



|   |                                                                                                                                                                                                 |                                                                                                                                                                      |                                                                                                                                                                                                                                  |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8 | UJIAN TENGAH SEMESTER                                                                                                                                                                           | Mahasiswa memformulasikan solusi terhadap permasalahan pembelajaran sains pada satuan PAUD                                                                           | <b>Kriteria:</b><br>Mahasiswa mampu mengerjakan Ujian Tengah Semester dengan baik<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Tes                                                            | Luring<br>2x50 |  | <b>Materi:</b> Studi Kasus Pembelajaran sains pada satuan PAUD<br><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i> . 2nd ed. Harcourt Australia: Pty Limited.<br>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i> . 5th edition. New York: Thomas Delmar<br>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i> . New Jersey: Pearson Education, Inc.<br>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i> . New York: The Free Press.<br>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education</i> . <i>Preschool through Primary Grade</i> . Boston: Pearson Education, Inc<br>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i> , New York: Delmar Publisher.<br>Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i> . Washington DC: Teaching Strategies Inc. | 15% |
| 9 | 1. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pemahaman konsep bilangan pada anak usia dini (Number Sense )<br>2. Menggambarkan makna, ruang | 1. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg pemahaman konsep bilangan pada anak usia dini (Number Sense )<br>2. Mahasiswa membuat laporan kajian | <b>Kriteria:</b><br>1. Laporan disusun secara sistematis dengan mengkaji konsep number sense secara komprehensif, relevan dengan karakteristik perkembangan kognitif anak usia dini, serta dilengkapi strategi pembelajaran yang | Luring<br>2x50 |  | <b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten pemahaman konsep bilangan pada anak usia dini (Number Sense )<br><b>Pustaka:</b> Arthur, L., et al. (2001).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5%  |

|  |  |                                                                                                  |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|--|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | lingkup dan tujuan konten serta pendidikan matematika dalam konten geometri pada anak usia dini. | konten dan pembelajaran ttg konten geometri pada anak usia dini. | <p>konkret, bermakna, dan berbasis pengalaman anak.</p> <p>2. Laporan menggambarkan pemahaman mendalam tentang konsep geometri dasar yang sesuai untuk anak usia dini, menyajikan ide-ide pembelajaran yang eksploratif dan kontekstual, serta menggunakan pendekatan visual dan manipulatif yang mendukung keterlibatan aktif anak.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> |  | <p><i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J. Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten geometri pada anak usia dini.</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R.</i></p> |
|--|--|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|    |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|    |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |  | <p>(2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar</p> <p>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education</i>. Preschool through Primary Grade. Boston: Pearson Education, Inc</p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> |    |
| 10 | <p>1. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten aljabar pada anak usia dini.</p> <p>2. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pengumpulan data dan statistic untuk anak usia dini.</p> | <p>1. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg konten aljabar pada anak usia dini.</p> <p>2. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg konten pengumpulan data dan statistic untuk anak usia dini</p> | <p><b>Kriteria:</b></p> <p>1. Laporan menyajikan pemahaman konseptual tentang pengenalan pola, hubungan, dan fungsi sederhana dalam konteks aljabar awal yang sesuai dengan tahap perkembangan anak usia dini, serta mengintegrasikan pendekatan pembelajaran yang konkret dan bermakna.</p> <p>2. Laporan disusun secara runtut dengan mengkaji pengenalan dasar pengumpulan, pengelompokan, dan penyajian data melalui aktivitas bermain yang sesuai untuk anak usia dini, serta</p> | Luring<br>2x50 |  | <p><b>Materi:</b> Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten aljabar pada anak usia dini.</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas</p>                                                                                                                                                                                                                                                                                                                                                    | 5% |

|  |  |  |  |                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  | <p>menampilkan strategi pembelajaran yang eksploratif dan berbasis pengalaman nyata.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> |  | <p><i>Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> <hr/> <p><b>Materi:</b><br/>Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pengumpulan data dan statistic untuk anak usia dini.</p> <p><b>Pustaka:</b> <i>Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child.</i></p> |  |
|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|    |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|    |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |  | <p>New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education</i>. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p>                                                                               |    |
| 11 | <p>1.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten pengukuran pada anak usia dini.</p> <p>2.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika alam konten estimasi (perkiraan).</p> <p>3.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pemecahan masalah pada anak usia dini.</p> | <p>1.Mahasiswa membuat laporan kajian konten dan pembelajaran tentang konten pengukuran untuk anak usia dini</p> <p>2.Mahasiswa membuat laporan kajian konten dan pembelajaran tentang konten estimasi (perkiraan) untuk anak usia dini</p> <p>3.Mhsw membuat laporan kajian konten dan pembelajaran tentang konten pemecahan masalah pada anak usia dini.</p> | <p><b>Kriteria:</b></p> <p>1.Laporan disusun secara terstruktur dengan mengkaji konsep dasar pengukuran yang sesuai untuk anak usia dini, serta menyajikan strategi pembelajaran konkret yang mendorong anak memahami panjang, berat, waktu, dan volume melalui pengalaman langsung.</p> <p>2.Laporan memuat kajian mendalam tentang konsep estimasi yang relevan bagi anak usia dini, serta menyajikan aktivitas pembelajaran kontekstual yang menstimulasi kemampuan anak dalam memperkirakan jumlah, ukuran, dan hasil secara intuitif.</p> <p>3.Laporan menggambarkan pemahaman kritis terhadap konten pemecahan masalah, dikaitkan dengan perkembangan kognitif anak usia dini, serta memuat strategi pembelajaran yang</p> | Luring<br>2x50 |  | <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pengukuran pada anak usia dini.</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning.</p> <p>Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The</i></p> | 5% |

|  |  |  |                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <p>mendorong eksplorasi, berpikir logis, dan pengambilan keputusan sederhana.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> |  | <p><i>Educated Child. New York: The Free Press.</i><br/><i>Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher.</i><br/><i>Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> <hr/> <p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten estimasi (perkiraan).<br/><b>Pustaka:</b> <i>Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.</i><br/><i>Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning.</i><br/><i>Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press.</i><br/><i>Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool</i></p> |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher.

Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.

**Materi:** Makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pemecahan masalah pada anak usia dini.

**Pustaka:** Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.

Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning.

Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc.

Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press.

Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |  | <p>Science, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
| 12 | <ol style="list-style-type: none"> <li>1.Memetakan pengembangan tema dan sub tema</li> <li>2.Menyusun nama dan kegiatan bermain sesuai dengan model pembelajaran yang dipergunakan</li> <li>3.Mengembangkan scenario bermain dengan focus pada scenario bermain konten sains dan matematika serta konten lainnya yang terintegrasi dan kontinum</li> <li>4.Membuat analisis isi materi pada masing - masing scenario pembelajaran, terutama pada konten sains dan matematika</li> <li>5.Menganalisis dampak perkiraan aspek dan indicator perkembangan anak usia dini sesuai dengan standar perkembangan yang dipergunakan</li> <li>6.Memilih media, bahan dan alat permainan yang sesuai kebutuhan</li> <li>7.Merencanakan penggunaan metode dan teknik asesmen yang tepat dan sesuai</li> </ol> | <p>Mahasiswa membuat rancangan kegiatan bermain sains dan matematika dengan menggunakan pendekatan tematik integratif</p> | <p><b>Kriteria:</b></p> <p>Rancangan kegiatan disusun secara sistematis dan kreatif dengan mengintegrasikan konsep sains dan matematika ke dalam tema yang relevan dengan dunia anak, mencerminkan keterpaduan aspek perkembangan, serta menggunakan metode bermain yang eksploratif dan kontekstual sesuai prinsip pembelajaran anak usia dini.</p> <p><b>Bentuk Penilaian :</b></p> <p>Penilaian Hasil Project / Penilaian Produk</p> | Luring<br>2x50 |  | <p><b>Materi:</b></p> <p>Pendekatan tematik integratif dalam pembelajaran sains dan matematika anak usia dini</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning.</p> <p>Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc</p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>.</p> | 5% |



|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  | <p>Washington DC:<br/>Teaching<br/>Strategies Inc.</p> <hr/> <p><b>Materi:</b><br/>Pengembangan<br/>nama dan ragam<br/>main dalam<br/>model<br/>pembelajaran<br/><b>Pustaka:</b> Arthur,<br/>L., et al. (2001).<br/><i>Programming<br/>and Planning in<br/>Early Childhood<br/>Settings</i>. 2nd<br/>ed. Harcourt<br/>Australia: Pty<br/>Limited.<br/>Bentzen, Warren<br/>R.<br/>(2005). <i>Seeing<br/>Young Children:<br/>A Guide to<br/>Observing and<br/>Recording<br/>Behavior</i>. 5th<br/>edition. New<br/>York: Thomas<br/>Delmar<br/>Learning. Beaty,<br/>Janice J. (2010).<br/><i>Observing<br/>Development of<br/>Young Child</i>.<br/>New Jersey:<br/>Pearson<br/>Education, Inc.<br/>Bennett.,<br/>William, Chester<br/>E. Finn and<br/>John T.E. Cribb.,<br/>(2007). <i>The<br/>Educated Child</i>.<br/>New York: The<br/>Free Press.<br/>Brewer, Jo An.,<br/>(2007).<br/><i>Introduction to<br/>Early Childhood<br/>Education</i>.<br/><i>Preschool<br/>through Primary<br/>Grade</i>. Boston:<br/>Pearson<br/>Education, Inc<br/>Charlesworth,<br/>Rosalind and<br/>Karen K. Lind,<br/>(1995) <i>Math and<br/>Science</i>, New<br/>York: Delmar<br/>Publisher.<br/>Dodge, Diane<br/>Trister., Laura<br/>J. Colker (1999).<br/><i>The Creative<br/>Curriculum for<br/>Early Childhood</i>.<br/>Washington DC:<br/>Teaching<br/>Strategies Inc.</p> <hr/> <p><b>Materi:</b><br/>Pengembangan<br/>skenario<br/>bermain tematik<br/>dan bermain<br/>kontinyu<br/>(continuum play)<br/><b>Pustaka:</b> Arthur,</p> |
|--|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.

Bentzen, Warren R. (2005). *Seeing Young Children: A Guide to Observing and Recording Behavior*. 5th edition. New York: Thomas Delmar Learning.

Beaty, Janice J. (2010). *Observing Development of Young Child*. New Jersey: Pearson Education, Inc.

Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). *The Educated Child*. New York: The Free Press.

Brewer, Jo An., (2007). *Introduction to Early Childhood Education. Preschool through Primary Grade*. Boston: Pearson Education, Inc

Charlesworth, Rosalind and Karen K. Lind, (1995) *Math and Science*, New York: Delmar Publisher.

Dodge, Diane Trister., Laura J.Colker (1999). *The Creative Curriculum for Early Childhood*. Washington DC: Teaching Strategies Inc.

**Materi:** Analisis konten sains dan matematika dalam disain pembelajaran

**Pustaka:** Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.

Bentzen, Warren R. (2005). *Seeing Young Children:*

|  |  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--|--|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  |  |  | <p><i>A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J. Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> <hr/> <p><b>Materi:</b> Analisis perkiraan dampak perkembangan berdasarkan skenario bermain</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing</i></p> |  |
|--|--|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|--|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  |  | <p>Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</p> <hr/> <p><b>Materi:</b><br/>Pemilihan dan pengembangan media, bahan dan alat permainan sains dan matematika</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The</p> |  |
|--|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|--|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  |  | <p><i>Educated Child. New York: The Free Press.</i></p> <p><i>Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher.</i></p> <p><i>Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> <hr/> <p><b>Materi:</b><br/>Pemilihan pendekatan dan metode asesmen</p> <p><b>Pustaka:</b> <i>Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press.</i></p> <p><i>Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson</i></p> |  |
|--|--|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                         |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                         |                |  | Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i> , New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i> . Washington DC: Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |
| 13 | <p>1.Memetakan pengembangan tema dan sub tema</p> <p>2.Menyusun nama dan kegiatan bermain sesuai dengan model pembelajaran yang dipergunakan</p> <p>3.Mengembangkan scenario bermain dengan focus pada scenario bermain konten sains dan matematika serta konten lainnya yang terintegrasi dan kontinum</p> <p>4.Membuat analisis isi materi pada masing - masing scenario pembelajaran, terutama pada konten sains dan matematika</p> <p>5.Menganalisis dampak perkiraan aspek dan indicator perkembangan anak usia dini sesuai dengan standar perkembangan yang dipergunakan</p> <p>6.Memilih media, bahan dan alat permainan yang sesuai kebutuhan</p> <p>7.Merencanakan penggunaan metode dan teknik asesmen yang tepat dan sesuai</p> | Mahasiswa membuat rancangan kegiatan bermain sains dan matematika dengan menggunakan pendekatan tematik integratif | <p><b>Kriteria:</b></p> <p>Rancangan kegiatan disusun secara logis dan kreatif dengan mengintegrasikan konsep sains dan matematika dalam tema yang sesuai dengan dunia anak, menggunakan metode bermain yang eksploratif, serta memperhatikan ketercapaian tujuan perkembangan dan karakteristik anak usia dini.</p> <p><b>Bentuk Penilaian :</b></p> <p>Penilaian Hasil Project / Penilaian Produk</p> | Luring<br>2x50 |  | <p><b>Strategies Inc. Materi:</b></p> <p>Pendekatan tematik integratif dalam pembelajaran sains dan matematika anak usia dini</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education</i>. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999).</p> | 5% |

|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  | <p><i>The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> <hr/> <p><b>Materi:</b><br/>Pengembangan nama dan ragam main dalam model pembelajaran</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar</p> <p>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc</p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> <hr/> <p><b>Materi:</b><br/>Pengembangan skenario bermain tematik dan bermain</p> |
|--|--|--|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|--|--|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  |  |  | <p>kontinyu<br/>(continuum play)</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.<br/>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar</p> <p>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc.</p> <p>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education</i>. Preschool through Primary Grade. Boston: Pearson Education, Inc</p> <p>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> <hr/> <p><b>Materi:</b> Analisis konten sains dan matematika dalam disain pembelajaran</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.<br/>Bentzen, Warren</p> |
|--|--|--|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|  |  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|--|--|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  |  | <p>R.<br/>(2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar</p> <p>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson</p> <p>Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press.</p> <p>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson</p> <p>Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher.</p> <p>Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> <p><b>Materi:</b> Analisis perkiraan dampak perkembangan berdasarkan skenario bermain</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited.</p> <p>Bentzen, Warren R.<br/>(2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar</p> |  |
|--|--|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

Learning. Beaty, Janice J. (2010). *Observing Development of Young Child*. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). *The Educated Child*. New York: The Free Press. Brewer, Jo An., (2007). *Introduction to Early Childhood Education. Preschool through Primary Grade*. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) *Math and Science*, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). *The Creative Curriculum for Early Childhood*. Washington DC: Teaching Strategies Inc.

**Materi:**

Pemilihan dan pengembangan media, bahan dan alat permainan sains dan matematika

**Pustaka:** Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R.

(2005). *Seeing Young Children: A Guide to Observing and Recording Behavior*. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). *Observing Development of Young Child*. New Jersey: Pearson Education, Inc. Bennett., William, Chester

E. Finn and John T.E. Cribb., (2007). *The Educated Child*. New York: The Free Press.  
Brewer, Jo An., (2007). *Introduction to Early Childhood Education*.  
Preschool through Primary Grade. Boston: Pearson Education, Inc  
Charlesworth, Rosalind and Karen K. Lind, (1995) *Math and Science*, New York: Delmar Publisher.  
Dodge, Diane Trister., Laura J.Colker (1999). *The Creative Curriculum for Early Childhood*. Washington DC: Teaching Strategies Inc.

**Materi:**  
Pemilihan pendekatan dan metode asesmen  
**Pustaka:** Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.  
Bentzen, Warren R. (2005). *Seeing Young Children: A Guide to Observing and Recording Behavior*. 5th edition. New York: Thomas Delmar Learning.  
Beaty, Janice J. (2010). *Observing Development of Young Child*. New Jersey: Pearson Education, Inc.  
Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). *The Educated Child*. New York: The Free Press.  
Brewer, Jo An., (2007). *Introduction to Early Childhood Education*. Preschool

|  |  |  |  |  |  |                                                                                                                                                                                                                                                                                                       |  |
|--|--|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  | <p><i>through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i></p> |  |
|--|--|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|    |                                                                                                                                                                                                                                  |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 14 | <p>1. Membuat laporan penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan</p> <p>2. Mempresentasikan hasil laporan proyek pembelajaran sains dan matematika melalui media daring</p> | <p>Mempresentasikan video penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan.</p> | <p><b>Kriteria:</b><br/>Presentasi video disampaikan secara sistematis dan komunikatif, menunjukkan keterampilan dalam menerapkan rancangan kegiatan bermain sains dan matematika secara nyata di satuan PAUD, dengan memperhatikan keterlibatan aktif anak, alur kegiatan yang sesuai perkembangan, serta integrasi materi yang relevan dan bermakna.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> | Luring<br>2x50 |  | <p><b>Materi:</b> Video testimoni dan presentasi penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan.</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> | 5% |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

|    |                                                                                                                                                                                                                                  |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                              |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 15 | <p>1. Membuat laporan penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan</p> <p>2. Mempresentasikan hasil laporan proyek pembelajaran sains dan matematika melalui media daring</p> | <p>Mempresentasikan video penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan.</p> | <p><b>Kriteria:</b><br/>Video dan presentasi disajikan secara runtut dan jelas, menampilkan penerapan kegiatan bermain sains dan matematika yang sesuai dengan tahap perkembangan anak, menunjukkan keterlibatan aktif peserta didik, penggunaan media yang tepat, serta refleksi atas efektivitas pelaksanaan kegiatan.</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> | Luring<br>2x50 |  | <p><b>Materi:</b> Video testimoni dan presentasi penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan.</p> <p><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</p> | 5% |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

|    |                                                              |                                                              |                                                                                                                                                                      |                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
|----|--------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 16 | Mahasiswa mampu mengerjakan Ujian Akhir Semester dengan baik | Mahasiswa mampu mengerjakan Ujian Akhir Semester dengan baik | <b>Kriteria:</b><br>Mahasiswa mampu mengerjakan Ujian Akhir Semester dengan baik<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk, Tes | Luring<br>2x50 |  | <b>Materi:</b> UAS<br><b>Pustaka:</b> Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i> . 2nd ed. Harcourt Australia: Pty Limited.<br>Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i> . 5th edition. New York: Thomas Delmar<br>Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i> . New Jersey: Pearson Education, Inc.<br>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i> . New York: The Free Press.<br>Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i> . Boston: Pearson Education, Inc<br>Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i> , New York: Delmar Publisher.<br>Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i> . Washington DC: Teaching Strategies Inc. | 15% |
|----|--------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif                     | 35%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50%        |
| 3. | Tes                                        | 15%        |
|    |                                            | 100%       |

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 25 Juli 2025

Koordinator Program Studi S2  
Pendidikan Anak Usia Dini

**UPM** Program Studi S2  
Pendidikan Anak Usia Dini



RUQOYYAH FITRI  
NIDN 0026037206



NIDN 0007079802

File PDF ini digenerate pada tanggal 7 Desember 2025 Jam 18:55 menggunakan aplikasi RPS-OBE SiDia Unesa

