



**Universitas Negeri Surabaya**  
**Fakultas Ilmu Pendidikan**  
**Program Studi S2 Pendidikan Anak Usia Dini**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Pengembangan Sains dan Matematika AUD	8610702014	Mata Kuliah Wajib Program Studi	T=1 P=1 ECTS=4.48	2	16 Februari 2023
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>	<b>Koordinator Program Studi</b>	
	Dr. Nurul Khotimah, S.Pd., M.Pd.		Dr. Nurul Khotimah, S.Pd., M.Pd.	Dr. Ruqoyyah Fitri, S.Ag., M.Pd.	

<b>Model Pembelajaran</b>	Project Based Learning
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<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>
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<b>CPL-7</b>	Mensintesis teori-teori pendidikan dan pembelajaran anak usia dini dan melakukan penelitian anak dengan berbagai pendekatan yang inovatif; (Keterampilan Khusus) (profile 1);
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<b>CPL-8</b>	Mengimplementasikan manajemen mutu dan menerapkan berbagai sumber belajar multi moda untuk mendukung pembelajaran anak usia dini sesuai jiwa eduPioneers yang memiliki keterampilan, semangat, dan visi untuk menciptakan perubahan positif dalam pendidikan anak usia dini di tingkat lokal, nasional, dan internasional. (Keterampilan Khusus) (profile 2 dan 3)
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<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>	
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<b>CPMK - 1</b>	Membuat deskripsi latar belakang pentingnya pendidikan sains dan matematika dalam kurikulum serta praktik pendidikan anak usia dini
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<b>Matrik CPL - CPMK</b>	
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	CPMK	CPL-7	CPL-8	
	CPMK-1	✓	✓	

<b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>	
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		Minggu Ke															
	CPMK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	CPMK-1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<b>Deskripsi Singkat MK</b>	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 desain pembelajaran sains dan matematika anak usia dini dengan menggunakan berbagai jenis serta proses bermain dalam berbagai konteks kehidupan yang nyata, bermakna dan menyenangkan.
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<b>Pustaka</b>	<p><b>Utama :</b></p> <ol style="list-style-type: none"> <li>Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.</li> <li>Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning.</li> <li>Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc.</li> <li>Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press.</li> <li>Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc</li> <li>Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher.</li> <li>Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curricuum for Early Childhood. Washington DC: Teaching Strategies Inc.</li> </ol> <p><b>Pendukung :</b></p>
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Dosen Pengampu		Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dr. Nurul Khotimah, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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	<p>1. Menyimpulkan kedudukan sains dan matematika dalam kurikulum satuan PAUD</p> <p>2. Menggambarkan urgensi pendidikan sains dan matematika</p> <p>3. Memetakan konsep dasar dan Terminologi dalam Pendidikan sains dan matematika AUD</p>		<p><b>Kriteria:</b> Quiz</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipatif</p>	Luring 2x50	Blended Learning Pembelajaran asinkron di Vinesa	<p><b>Materi:</b> 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. 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</p>	5%

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.  
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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

						<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>. Washington DC: Teaching Strategies Inc.</p>
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2	<p>1.Menyimpulkan makna pendidikan sains dan matematika</p> <p>2.Menggambarkan tujuan pendidikan sains dan matematika</p> <p>3.Menganalisis fungsi pendidikan sains dan matematika untuk AUD</p>	Mahasiswa membuat peta konsep makna, tujuan dan fungsi pendidikan sains dan matematika	<p><b>Bentuk Penilaian</b> : Aktifitas Partisipasif</p>	Luring 2x50		<p><b>Materi:</b> 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 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>	5%
3	<p>1.Menganalisis prinsip umum dalam pembelajaran sains dan matematika AUD</p> <p>2.Memetakan lingkup kajian pendidikan sains</p>	Mahasiswa membuat peta konsep prinsip dan lingkup kajian sains dan matematika AUD	<p><b>Bentuk Penilaian</b> : 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</i></p>	5%

dan matematika  
AUD

*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:** Lickup kajian konten 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*

					<p><i>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>	
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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 proces )</p> <p>4.Menyimpulkan kedudukan sains dan matematika sebagai objek (sasaran) asesmen hasil belajar anak usia dini (object of assessment).</p>	Mahasiswa membuat peta konsep kedudukan sains dan matematika dalam 4 perspektif (as tools of development, as content of curriculum, as play and as object of assessment )	<p><b>Bentuk Penilaian</b></p> <p>:</p> <p>Aktifitas Partisipasif</p>	Luring 2x50		<p><b>Materi:</b> 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. 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>. <i>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 Curricuum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.</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</p>	<p>1.Mahasiswa membuat laporan kajian konten dan pembelajaran tentang penyelidikan ilmiah pada anak usia dini</p> <p>2.Mahasiswa</p>	<p><b>Bentuk Penilaian</b></p> <p>:</p> <p>Aktifitas Partisipasif</p>	Luring 2x50		<p><b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten penyelidikan ilmiah anak usia dini (Scientific Inquiry)</p>	5%



makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains fisik (materi) anak usia dini (Physical Science)

membuat laporan kajian konten dan pembelajaran tentang sains fisik (materi) anak usia dini (Physical Science) pada anak usia dini

**Pustaka:** Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.  
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**Materi:** Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains fisik (materi) anak usia dini (Physical Science)

**Pustaka:** Arthur, L., et al. (2001). *Programming and Planning in*

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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>Bentuk Penilaian</b> : Aktifitas Partisipasif</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. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R.</i></p>	5%

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**Materi:** Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sejarah dan pengalaman sains (History and Nature of Science )

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

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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>Bentuk Penilaian</b> : Aktifitas Partisipasif</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. 2nd ed. Harcourt Australia: Pty Limited.</i>  Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New</i></p>	5%

York: Thomas  
Delmar  
Learning. Beaty,  
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New Jersey:  
Pearson  
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(2007). The  
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Grade. Boston:  
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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  
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Washington DC:  
Teaching  
Strategies Inc.

**Materi:** Makna,  
ruang lingkup  
dan tujuan  
konten serta  
pendidikan sains  
dalam konten  
sains bumi dan  
ruang angkasa  
(Earth and  
Spaca Science )  
**Pustaka:** Arthur,  
L., et al. (2001).  
Programming  
and Planning in  
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Settings. 2nd  
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*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.*

**Materi:** Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains dan teknologi (Science and Technology )

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

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8	UJIAN TENGAH SEMESTER	Mahasiswa memformulasikan solusi terhadap permasalahan pembelajaran sains pada satuan PAUD	<b>Bentuk Penilaian</b> : Tes	Luring 2x50		<b>Materi:</b> Studi Kasus Pembelajaran sains pada satuan PAUD <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. 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.</i>	15%
9	1.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pemahaman konsep bilangan pada anak usia	1.Mahasiswa membuat laporan kajian konten dan pembelajaran ttg pemahaman konsep bilangan pada anak usia dini (Number Sense )	<b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk	Luring 2x50		<b>Materi:</b> Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten pemahaman konsep bilangan pada anak usia dini (Number Sense )	5%



dini (Number Sense )  
2. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten geometri pada anak usia dini.

2. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg konten geometri 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.  
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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 geometri pada anak usia dini.

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

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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>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk</p>	Luring 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. Bentzen, Warren</p>	5%	

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**Materi:**  
Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pengumpulan data dan statistic untuk anak usia dini.

**Pustaka:** Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.  
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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>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk</p>	Luring 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. 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</i></p>	5%

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**Materi:** Makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten estimasi (perkiraan).

**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*.

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Trister., Laura  
J.Colker (1999).  
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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  
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William, Chester

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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 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>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk</p>	Luring 2x50		<p><b>Materi:</b> Pendekatan tematik integratif dalam pembelajaran sains dan matematika 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.</i></p> <p><i>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>	5%

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**Materi:**

Pengembangan nama dan ragam main dalam model pembelajaran

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

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**Materi:**  
Pengembangan skenario bermain tematik dan bermain kontinyu (continuum play)  
**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 Curricuum 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.

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

**Materi:** Analisis perkiraan dampak perkembangan berdasarkan skenario bermain

**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.

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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.  
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**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

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5. Menganalisis dampak perkiraan aspek dan indicator perkembangan anak usia dini sesuai dengan standar perkembangan yang dipergunakan
6. Memilih media, bahan dan alat permainan yang sesuai kebutuhan
7. Merencanakan penggunaan metode dan teknik asesmen yang tepat dan sesuai

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**Materi:**  
Pengembangan nama dan ragam main dalam model pembelajaran

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**Materi:**  
Pengembangan skenario bermain tematik dan bermain kontinyu (continuum play)  
**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*.

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

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Washington DC:  
Teaching  
Strategies Inc.

**Materi:** Analisis  
perkiraan  
dampak  
perkembangan  
berdasarkan  
skenario  
bermain

**Pustaka:** Arthur,  
L., et al. (2001).  
*Programming  
and Planning in  
Early Childhood  
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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  
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**Materi:**

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asesmen

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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>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk</p>	<p>Luring 2x50</p>	<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.</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>. Washington DC: Teaching Strategies Inc.</p>	<p>5%</p>
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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>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk</p>	<p>Luring 2x50</p>	<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.</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>. Washington DC: Teaching Strategies Inc.</p>	<p>5%</p>
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16			<b>Bentuk Penilaian</b> : Tes	Luring 2x50	<b>Materi:</b> UAS <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 Curricuum for Early Childhood</i> . Washington DC: Teaching Strategies Inc.	15%
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**Rekap Persentase Evaluasi : Project Based Learning**

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	35%
2.	Penilaian Hasil Project / Penilaian Produk	35%
3.	Tes	30%
		100%

#### Catatan

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 studinya 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. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria 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.