

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

Document Code

SEMESTER LEARNING PLAN

Courses Analysis and Facilities *)																		
			CODE				Cour	se Fa	mily		Cree	dit W	eight		SEM	ESTER	Cor Dat	npilation e
racinties j	Design of AUD		8620702002	2			Comp Progr				T=2	P=0	EC.	TS=3.18	•	4	July	22, 2022
AUTHORIZAT	ΓΙΟΝ		SP Develop								y Progr dinator	am						
		Melia Dwi Widayanti, M. Po																
			Melia Dwi W	/idaya	anti, N	1. Pd				Kartik	a Rin	akit A	dhe, I	M. Pd	Kart		kit Adl I.Pd.	ne, S.Pd.,
Learning model	Project Based L	.earnii	ng															
Program	PLO study pro	gram	which is cha	argeo	d to t	he c	ours	е										
Learning Outcomes (PLO)	PLO-7		tering the curri ementation.	iculun	n, lea	rning	theo	ry, lea	rning	g mod	els ar	ıd eaı	ly chil	dhood a	ssessn	ient in n	nanag	ng PAUD
	Program Object	ctives	(PO)															
	PO - 1	imple	to apply logica ementation of icable curriculu	Scier														
	PO - 2		tering pedagog		skills i	n ear	ly chi	Idhoo	d lea	rning								
	PLO-PO Matrix	ζ		<u> </u>														
		1																
			P.O		PL	0-7												
			PO-1															
			PO-2															
							l											
	PO Matrix at th	ie enc	l of each lea	rning	ı stad	ae (S	ub-P	0)										
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			P.0								١	Neek						
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Short Course Description	This course exar done by plannin through appropr aesthetics. Assig	g, stru iate m	icturing, utilizir neans by emp	ng an Dhasiz	d ma zing e	intair enviro	ing a onmei	in env ntal c	/ironi Jualiti	nent t ies su	that is ich a	s con s sec	ducive curity,	e to chil safety	dren's i and fri	ieeds a endlines	nd de s. chi	velopment Idren and
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Course Description	done by planning through appropr aesthetics. Assig	g, stru iate m	icturing, utilizir neans by emp	ng an Dhasiz	d ma zing e	intair enviro	ing a onmei	in env ntal c	/ironi Jualiti	nent t ies su	that is Ich a	s con s sec	ducive curity,	e to chil safety	dren's i and fri	ieeds a endlines	nd de s. chi	velopment Idren and

		2. Kemente	rian Pendidikan, Ke Dasar, Ditjen Pendi		eknologi, (20	ıstaka Egaliter 021). Area Bermain Luar gah. Kementerian Pendid	0	
		3. Kemente	erian Pendidikan, Ke Dasar, Ditjen Pendi		0, (21). Area Bermain dalam gah. Kementerian Pendid	0	
			i Pengembangan Sa an Menengah.	anitasi di Satuan PAUD	. Jakarta: D	irektorat Sekolah Dasar,	Ditjen Pendidika	an Dasar dan
	Sup	 Harper, H Arthur, D Pardee, I Pardee, I Kemente Jakarta : Kemente Direktora 	Kenneth. 2002. Ergol logan W. 2006. Desig Mav. 2005. Equippin Mav. 2005. Creating erian Pendidikan, Ke Direktorat Pembinaa rrian Pendidikan, Kel tt Pembinaan Pendid	nomic Evaluation of The gning Early Childhood F g and Furnishing Early C Playgrounds for Early C ebudayaan, Riset dan an Pendidikan Anak Usia budayaan, Riset dan Tel likan Anak Usia Dini	Kinderzeat (acilities. Loca Childhood Fa Ihildhood Fa Teknoogi. 20 a Dini knoogi. 2014	Industrial Design And Eng Child Seat in a Preschool al Initiatives Support Corp cilities. Coommunity Inves cilities. Local Initiatives sup 14. Pedoman Prasarana . Pedoman Sarana Pendio	Setting. Cornell oration sment Collabbbc pport Corporatio Pendidikan Ar dikan Anak Usia	University prative fo Kids n nak Usia Dini.
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Support lecturer	Kart		, S.Pd., M.Pd. dhe, S.Pd., M.Pd. anti, M.Pd.					
Week-	each lea stage	Ū	Eva	luation	Lea Stude	lelp Learning, urning methods, ent Assignments, estimated time]	Learning materials [References	Assessment Weight (%)
	(Sub-PC	D)	Indicator	Criteria & Form	Offline(<i>offline</i>)	Online (<i>online</i>)]	
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)

	I					
1	1.Students are	Students can	Criteria:	a v ==	Material:	3%
	able to	understand the characteristics	1.Depth of	2 X 50	Definition of	
	understand the	of classrooms,	analysis of	Lecture	PAUD	
	definition of	children's study	answers, based	Method	Facilities	
	facilities and	and play spaces	on data or		Library:	
	infrastructure in	and the	theory and a		Ministry of	
	early childhood	relationship	systematic		Education,	
		between			Culture,	
	education	children's	structure of		Research	
	2.Students are	development and classrooms,	language		and	
	able to analyze	study and play	expressions		Technology.	
	the correlation	spaces	2.Depth of		2014.	
	of development	Spaces	analysis of		Guidelines for	
	with educational		answers based		Early	
	infrastructure		on theory		Childhood	
			3.Depth of		Education	
			analysis of		Facilities.	
			answers		Jakarta:	
			answers		Directorate of	
			Form of		Early	
					Childhood	
			Assessment :		Education	
			Participatory			
			Activities		Development	
					Material:	
					Definition of	
					PAUD	
					Infrastructure	
					Reference:	
					Ministry of	
					Education,	
					Culture,	
					Research	
					and	
					Technology.	
					2014.	
					Guidelines for	
					Early	
					Childhood	
					Education	
					Infrastructure.	
					Jakarta:	
					Directorate of	
					Early	
					Childhood	
					Education	
					Development	
					Material:	
					Correlation of	
					Development	
					and AUD	
					Infrastructure	
					Reference:	
					Arthur,	
					Dogan W.	
					2006.	
					Designing	
					Early	
					Childhood	
					Facilities.	
					Local	
i I					Initiatives	
					Support	
					Corporation	
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L hitudonto		Criteria:	Discussion	Material:	3%
 Students understand the principles of PAUD Facilities and Infrastructure Students understand the need for PAUD facilities and infrastructure 	 Students are able to analyze the principles of early childhood facilities and infrastructure Students are able to analyze the needs for early childhood facilities and infrastructure 	 1.Depth of analysis of answers, based on data or theory 2.Depth of answers based on data 3.Depth of analysis of answers Form of Assessment : Participatory Activities 	and Questions and Answers 2 X 50	Principles of PAUD Facilities Library: Ministry of Education, Culture, Research and Technology. 2014. Guidelines fi Early Childhood Education Developmer Material: Principles of PAUD Infrastructur Library: Ministry of Education, Culture, Research and Technology. 2014. Guidelines fi Early Childhood Education Culture, Research and Technology. 2014. Guidelines fi Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Developmer	or e. of at of of at
				Egalitarian	
 Students understand the concept of interior and exterior of the AUD class Students understand the purpose of the interior and exterior in PAUD 	 Students are able to explain the definition of the interior and exterior of PAUD Students are able to determine the interior and exterior objectives in PAUD 	Criteria: 1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions 2.Depth of analysis of answers based on theory 3.Depth of analysis of answers Form of Assessment : Participatory	Discussion and Questions and Answers 2 X 50	Material:	3%
	 principles of PAUD Facilities and Infrastructure Students understand the need for PAUD facilities and infrastructure I.Students understand the concept of interior and exterior of the AUD class Students understand the purpose of the interior and exterior in 	principles of PAUD Facilities and Infrastructureanalyze the principles of early childhood facilities and infrastructure2.Students understand the need for PAUD facilities and infrastructure2.Students are able to analyze the needs for early childhood facilities and infrastructure1.Students understand the concept of interior and exterior of the AUD class1.Students are able to analyze the needs for early childhood facilities and infrastructure1.Students understand the concept of interior and exterior in PAUD1.Students are able to explain the definition of the interior and exterior objectives in	principles of PAUD Facilities and Unfrastructureanalyze the principles of answers, based on data or theory 2. Depth of analysis of answers based on data or theory 2. Depth of analysis of answers based on data or theory 2. Depth of analysis of answers based on data on data1. Students understand the concept of enterior and exterior or the oncept of interior and exterior or AUD class 2. Students understand the concept of exterior or and exterior or AUD class1. Students are able to analyze the needs for early childhood facilities and infrastructure1. Students understand the concept of exterior or exterior or exterior or the interior and exterior of PAUD1. Students are able to explain the definition of the interior and exterior of PAUD 2. Students and exterior objectives in PAUD1. Students are able to explain the definition of the interior and exterior of PAUD 2. Students and exterior objectives in PAUDCriteria: 1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions 2.Depth of analysis of answers based on theory 3.Depth of analysis of ana	1.Students understand the need for PAUD facilities and infrastructure1.Students are analyze the principles of early childhood facilities and infrastructureCuestions analysis of answers based on data or 3.Depth of analysis of analysis of analysis of analysis of 	I. Studentis understand the concept of exterior in PAUD F aclilies and Infrastructure 1. Studentis understand the carby childhood infrastructure 1. Studentis analyze the early childhood infrastructure 2. Studentis are analyze the early childhood infrastructure 2. Studentis analyze the early childhood infrastructure 2. Studentis analyze the early childhood facilities and infrastructure 2. Studentis analyze the early childhood facilities and infrastructure 2. Studentis analyze the early childhood facilities and infrastructure 2. Studentis entry childhood facilities and infrastructure 2. Studentis entry facilities and explain the explain the explain the interior and explain the inter

4	 Students are able to identify Interior and Exterior Principles in PAUD Students are able to understand the external and exterior elements in PAUD 	 Students are able to analyze and explain the factors in designing clear spaces, study and play spaces. (air conditioning, color, decoration, safety, noise, electricity, lighting and focus points) Students are able to identify interior and exterior elements in PAUD 	Criteria: 1.Depth of analysis of answers, based on data or theory 2.Depth of analysis of answers based on theory 3.Depth of analysis of answers Form of Assessment : Participatory Activities	Discussion and Questions and Answers 2 X 50	Material: Principles and Elements of Interior and Exterior in PAUD Library: Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library	3%
5	 Analyzing the Design of Facilities and Infrastructure in the Montessori model Analyzing the design of facilities and infrastructure in the Reggio Emillia model 	 Students are able to analyze infrastructure designs using the Maria Montessori model Students are able to analyze infrastructure designs using the Reggio Emillia model 	Criteria: 1.Depth of analysis of answers based on data or theory 2.Depth of analysis of answers based on theory 3.Depth of analysis of answers Form of Assessment : Participatory Activities	Discussion 2 X 50	Material: Design of Facilities and Infrastructure in PAUD Library: Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library	3%
6	 Analyzing Facilities and Infrastructure Design in the BCCT model Analyze the design of facilities and infrastructure in the Area model 	 Students are able to analyze infrastructure designs using the BCCT model Students are able to analyze infrastructure designs using the Area model 	Criteria: 1.Depth of analysis of answers based on data or theory 2.Depth of analysis of answers based on theory 3.Depth of analysis of answers Form of Assessment : Participatory Activities	Discussion 2 X 50	Material: Design of Facilities and Infrastructure in PAUD Library: Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library	3%
7	Analyzing the Design of Facilities and Infrastructure in the Angular model	Students are able to identify classroom interior models in institutions	Criteria: 1.Depth of observation results based on data and theory 2.Depth of observation results based on theory 3.Depth of observation results Form of Assessment : Participatory Activities	Discussion 2 X 50	Material: Design of Facilities and Infrastructure in PAUD Library: Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library	3%

8	Midterm Evaluation	Depth of analysis based on data and theory	Criteria: U.S.S Form of Assessment : Test	UTS 2 X 50	Material: PAUD PAUD Facilities and Infrastructure Reference: Ministry of Education, Culture, Research and Technology, (2021). Indoor Play Area. Jakarta: Directorate of Primary Schools, Directorate of Primary Education and Secondary Education and Secondary Education, Culture, Research and Technology. Material: PAUD Facilities and Infrastructure Reader: Maria Alexandra. 2020. Kindergarten Furniture Design, Journal of Industrial Design and Engineering	5%
9	Students understand Learning Centers for AUD	 Students are able to analyze types of learning centers Identify facilities and infrastructure for the learning center 	Criteria: 1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions 2.Depth of analysis of answers, based on data or theory 3.Depth of analysis of answers, based on data 4.Depth of analysis of answers Form of Assessment : Participatory Activities	Discussion 2 X 50	Graphics Material: concept of arranging an outdoor play area Reference: Ministry of Education, Culture, Research and Technology, (2021). Indoor Play Area. Jakarta: Directorate of Primary Schools, Directorate General of Primary Education and Secondary Education, Ministry of Education, Culture, Research and Technology.	3%

10	1.Students understand the concept of a	1.Understand the media and	Criteria: 1.Depth of analysis of	Discussion 2 X 50	Material: Principles of Outdoor Play Areas	3%
	playground area 2.Students understand the principles of the playground area 3.Students understand the media and equipment in the playground area	equipment of the playground area 2.Understand the layout of the playground area 3.Able to analyze the playground area	answers, based on data or theory and a systematic structure of language expressions 2.Depth of analysis of answers based on data 3.Depth of analysis of answers Form of Assessment : Participatory Activities		Reference: Ministry of Education, Culture, Research and Technology, (2021). Indoor Play Area. Jakarta: Directorate of Primary Schools, Directorate General of Primary Education and Secondary Education. Ministry of Education. Ministry of Education. Ministry of Education. Ministry of Education. Ministry of Education. Ministry of Education. Ministry of Education. Culture, Research and Technology.	
11	 Students understand Playground Area Media and Equipment Students understand Playground Area Arrangement Students are able to analyze the Playground Area 	 Understand the media and equipment of the playground area Understand the layout of the playground area Able to analyze the playground area 	Criteria: 1.Depth of analysis of answers, based on data or theory and a systematic structure of language expressions 2.Depth of analysis of answers based on data 3.Depth of analysis of answers Form of Assessment : Participatory Activities	Discussion 2 X 50	Material: Principles of Outdoor Play Areas Reference: Ministry of Education, Culture, Research and Technology, (2021). Indoor Play Area. Jakarta: Directorate of Primary Schools, Directorate of Primary Education and Secondary Education, Ministry of Education, Culture, Research and Directorate General of Primary Education and Secondary Education, Culture, Research and Technology.	3%

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12	Students	1.Able to	Criteria:	discussion	Material:	15%
	understand the	understand	1.Depth of	2 X 50	Arrangemen	: [
	management of	the selection	analysis of		of Outdoor	
	PAUD facilities and infrastructure	of aud	answers, based		Play Areas	1
	lillastructure		on data or		Library:	
		infrastructure			Interior and	
		and	theory and a		Exterior	
		infrastructure	systematic		Design for	
		2.Able to	structure of		Early	
		understand	language		Childhood	
		the	expressions			
		arrangement	2.Depth of		Education.	
					2020.	
		of aud	analysis of		Egalitarian	
		infrastructure	answers based		Library	
		Able to	on data		P	
		understand	3.Depth of		Material:	
		aud	analysis of		Arrangemen	
		infrastructure	answers		and	
			anowers		Maintenance	
		maintenance	Form of			
					of AUD	. 1
			Assessment :		Infrastructure	9
			Project Results		Library:	
			Assessment / Product		Ministry of	
			Assessment		Education,	
					Culture,	1
					Research	
					and	
					Technology,	
					(2021).	
					Outdoor Play	,
						,
					Area.	
					Jakarta:	
					Directorate o	f
					Primary	
					Schools,	
					Directorate	
					General of	
					Primary	
					Education	
					and	
					Secondary	
					Education.	
					Ministry of	
					Education,	
					Culture,	
					Research	
					and	
					Technology	
					recimology	
					Material:	
					Selection of	
					AUD	1
					Infrastructure	2
					Infrastructure	9
					Library:	1
					Ministry of	
					Education,	
						1
					Culture,	
					Research	
					and	1
					Technology.	
					2014.	1
					Guidelines fo	or
					Early	
					Childhood	1
					Education	
					Infrastructure	*.
					Jakarta:	
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13	Students are able	Able to write	Criteria:	Project		Material:	15%
	to design child-	down child-	1.Depth of	2 X 50		Arrangement	
	friendly playground areas	friendly playground	analysis of			of Outdoor	
	areas	design ideas	answers, based		F	Play Areas	
		accigir lacas	on data or		1	_ibrary:	
			theory and a		1	nterior and	
			systematic			Exterior	
			structure of			Design for	
			language			Early	
						Childhood	
			expressions			Education.	
			2.Depth of		4	2020.	
			analysis of			Egalitarian	
			answers based		L	ibrary	
			on data				
			3.Depth of		1	Material:	
			analysis of		A	Arrangement	
			answers		á	and	
					1	Maintenance	
			Form of			of AUD	
			Assessment :			nfrastructure	
			Project Results			_ibrary:	
			Assessment / Product			Ministry of	
			Assessment			Education,	
						Culture,	
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						Technology,	
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						Guidelines for	
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						Education	
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14	Students are able	Able to show	Criteria:	Project	Material:	15%
	to design child- friendly playground	progress on the playground	1.Depth of	2 X 50	Arrangemen	t
	areas	design created	analysis of		of Outdoor	
	41040	accign oreated	answers, based		Play Areas	
			on data or		Library:	
			theory and a		Interior and	
			systematic		Exterior	
			structure of		Design for	
			language		Early	
			expressions		Childhood	
			2.Depth of		Education.	
			analysis of		2020.	
			answers based		Egalitarian	
			on data		Library	
					P	
			3.Depth of		Material:	
			analysis of		Arrangemen	t
			answers		and	
			Farms of		Maintenance	;
			Form of		of AUD	
			Assessment :		Infrastructur	e
			Project Results		Library:	
			Assessment / Product		Ministry of	
			Assessment		Education,	
					Culture,	
					Research	
					and	
					Technology,	
					(2021). Outdoor Pla	,
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					Area.	
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					Jakarta:	
					Directorate	ot
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					Childhood	
					Childhood Education Developmer	

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15	Students are able	Able to present	Criteria:	Project		Aaterial:	15%
	to design child- friendly playground	the results of the playground	1.Depth of	2 X 50		Arrangement	
	areas	created	analysis of			of Outdoor	
		5104104	answers, based			Play Areas	
			on data or			ibrary:	
			theory and a			nterior and	
			systematic			Exterior	
			structure of			Design for	
			language			arly	
						Childhood	
			expressions			Education.	
			2.Depth of			2020.	
			analysis of			Egalitarian	
			answers based		L	.ibrary	
			on data		-		
			3.Depth of		N	Aterial:	
			analysis of		A	Arrangement	
			answers			ind	
					Ν	<i>Naintenance</i>	
			Form of			of AUD	
			Assessment :			nfrastructure	
			Project Results			ibrary:	
			Assessment / Product		٨	Ainistry of	
			Assessment		E	Education,	
						Culture,	
						Research	
						and	
						Fechnology,	
						2021).	
						Dutdoor Play	
						Area.	
						lakarta:	
						Directorate of	
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						Schools,	
						Directorate	
						General of	
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						Education	
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						Education,	
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						Research	
						and .	
					7	Fechnology	
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						Childhood	
						Education Development	

16	End of Semester	Students are	Criteria:	Final	Material: US 5%
	Evaluation	able to answer	US	Exam	Reference:
		the questions	88	Semester	Widayati, S.,
		given	Form of		
		0		2 X 50	& Adhe, KR
			Assessment :		(2020).
			Test		PAUD
					Learning
					Media.
					Bandung: PT
					Teen
					Rosdakarya.
					Material:
					PAUD
					Facilities and
					Infrastructure
					Library:
					Interior and
					Exterior
	1				Design for
					Early
					Childhood
					Education.
					2020.
					Egalitarian
					Library
					Material:
					PAUD
					Facilities and
					Infrastructure
					Reference:
					Ministry of
					Education,
					Culture,
					Research
					and
	1				Technology,
	1				(2021).
					Outdoor Play
					Area.
	1				
	1				Jakarta:
					Directorate of
	1				Primary
					Schools,
	1				Directorate
					General of
	1				
					Primary
	1				Education
					and
	1				Secondary
	1				Education.
	1				
	1				Ministry of
	1				Education,
					Culture,
					Research
					and
	1				Technology
	1	1	1		Lechnology

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Results Assessment / Product Assessment	60%
3.	Test	10%
		100%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and

unbiased. Criteria can be quantitative or qualitative.

- 7. Forms of assessment: test and non-test.
- 8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main
- points and sub-topics. 11. The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.