



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																		
Analysis and Design of AUD Facilities *)	8620702002	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 22, 2022																																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																			
	Melia Dwi Widayanti, M. Pd		Kartika Rinakit Adhe, M. Pd			Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																			
Learning model	Project Based Learning																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																								
	PLO-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.																																																																							
	Program Objectives (PO)																																																																								
	PO - 1	Able to apply logical, critical, creative, systematic and innovative thinking in the context of the development and implementation of Science and Technology in the scientific field of early childhood education according to the applicable curriculum																																																																							
	PO - 2	Mastering pedagogical skills in early childhood learning																																																																							
	PLO-PO Matrix																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td colspan="6">PLO-7</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						P.O	PLO-7						PO-1							PO-2																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</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>PO-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>PO-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> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓	✓						✓	✓	✓			✓			PO-2				✓	✓	✓	✓	✓				✓	✓		✓	✓
P.O	Week																																																																								
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PO-1	✓	✓	✓						✓	✓	✓			✓																																																											
PO-2				✓	✓	✓	✓	✓				✓	✓		✓	✓																																																									
Short Course Description	This course examines knowledge about preparing a learning environment both inside and outside this course in practice, this is done by planning, structuring, utilizing and maintaining an environment that is conducive to children's needs and development through appropriate means by emphasizing environmental qualities such as security, safety and friendliness. children and aesthetics. Assignments are given to develop identity, responsibility and independence in the form of project based learning																																																																								
References	Main :																																																																								

1. Desain Interior dan Eksterior Pendidikan Anak Usia Dini. 2020. Pustaka Egaliter
2. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, (2021). Area Bermain Luar Ruangan. Jakarta: Direktorat Sekolah Dasar, Ditjen Pendidikan Dasar dan Pendidikan Menengah. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi
3. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, (2021). Area Bermain dalam Ruangan. Jakarta: Direktorat Sekolah Dasar, Ditjen Pendidikan Dasar dan Pendidikan Menengah. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.
4. Panduan Pengembangan Sanitasi di Satuan PAUD. Jakarta: Direktorat Sekolah Dasar, Ditjen Pendidikan Dasar dan Pendidikan Menengah.
5. Maria Alexandra. 2020. Kindergarten Furniture Design. Journal of Industrial Design And Engineering Graphic
6. Harper, Kenneth. 2002. Ergonomic Evaluation of The Kinderzeat Child Seat in a Preschool Setting. Cornell University
7. Arthur, Dogan W. 2006. Designing Early Childhood Facilities. Local Initiatives Support Corporation
8. Pardee, Mav. 2005. Equipping and Furnishing Early Childhood Facilities. Coommunity Invesment Collabborative fo Kids
9. Pardee, Mav. 2005. Creating Playgrounds for Early Childhood Facilities. Local Initiatives support Corporation
10. Kementerian Pendidikan, Kebudayaan, Riset dan Teknoogi. 2014. Pedoman Prasarana Pendidikan Anak Usia Dini. Jakarta : Direktorat Pembinaan Pendidikan Anak Usia Dini
11. Kementerian Pendidikan, Kebudayaan, Riset dan Teknoogi. 2014. Pedoman Sarana Pendidikan Anak Usia Dini. Jakarta : Direktorat Pembinaan Pendidikan Anak Usia Dini

Supporters:

1. Widayati, S., & Adhe, K. R. (2020). Media Pembelajaran PAUD. Bandung: PT Remaja Rosdakarya.

Supporting lecturer

Dewi Komalasari, S.Pd., M.Pd.
Kartika Rinakit Adhe, S.Pd., M.Pd.
Melia Dwi Widayanti, M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	<p>1.Students are able to understand the definition of facilities and infrastructure in early childhood education</p> <p>2.Students are able to analyze the correlation of development with educational infrastructure</p>	<p>Students can understand the characteristics of classrooms, children's study and play spaces and the relationship between children's development and classrooms, study and play spaces</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	<p>2 X 50 Lecture Method</p>		<p>Material: Definition of PAUD Facilities Library: <i>Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Development</i></p> <hr/> <p>Material: Definition of PAUD Infrastructure Reference: <i>Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development</i></p> <hr/> <p>Material: Correlation of Development and AUD Infrastructure Reference: <i>Arthur, Dogan W. 2006. Designing Early Childhood Facilities. Local Initiatives Support Corporation</i></p>	3%
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2	<p>1.Students understand the principles of PAUD Facilities and Infrastructure</p> <p>2.Students understand the need for PAUD facilities and infrastructure</p>	<p>1.Students are able to analyze the principles of early childhood facilities and infrastructure</p> <p>2.Students are able to analyze the needs for early childhood facilities and infrastructure</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Depth of analysis of answers, based on data or theory 2.Depth of analysis of answers based on data 3.Depth of analysis of answers <p>Form of Assessment : Participatory Activities</p>	<p>Discussion and Questions and Answers 2 X 50</p>	<p>Material: Principles of PAUD Facilities Library: <i>Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development</i></p> <hr/> <p>Material: Principles of PAUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Development</i></p> <hr/> <p>Material: PAUD Facilities and Infrastructure Needs Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p>	3%
3	<p>1.Students understand the concept of interior and exterior of the AUD class</p> <p>2.Students understand the purpose of the interior and exterior in PAUD</p>	<p>1.Students are able to explain the definition of the interior and exterior of PAUD</p> <p>2.Students are able to determine the interior and exterior objectives in PAUD</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	<p>Discussion and Questions and Answers 2 X 50</p>	<p>Material: Concept and purpose of interior and exterior in PAUD Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p>	3%

4	<p>1.Students are able to identify Interior and Exterior Principles in PAUD</p> <p>2.Students are able to understand the external and exterior elements in PAUD</p>	<p>1.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)</p> <p>2.Students are able to identify interior and exterior elements in PAUD</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	Discussion and Questions and Answers 2 X 50		<p>Material: Principles and Elements of Interior and Exterior in PAUD</p> <p>Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p>	3%
5	<p>1.Analyzing the Design of Facilities and Infrastructure in the Montessori model</p> <p>2.Analyzing the design of facilities and infrastructure in the Reggio Emilia model</p>	<p>1.Students are able to analyze infrastructure designs using the Maria Montessori model</p> <p>2.Students are able to analyze infrastructure designs using the Reggio Emilia model</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	Discussion 2 X 50		<p>Material: Design of Facilities and Infrastructure in PAUD</p> <p>Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p>	3%
6	<p>1.Analyzing Facilities and Infrastructure Design in the BCCT model</p> <p>2.Analyze the design of facilities and infrastructure in the Area model</p>	<p>1.Students are able to analyze infrastructure designs using the BCCT model</p> <p>2.Students are able to analyze infrastructure designs using the Area model</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	Discussion 2 X 50		<p>Material: Design of Facilities and Infrastructure in PAUD</p> <p>Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p>	3%
7	Analyzing the Design of Facilities and Infrastructure in the Angular model	Students are able to identify classroom interior models in institutions	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Depth of observation results based on data and theory 2.Depth of observation results based on theory 3.Depth of observation results <p>Form of Assessment : Participatory Activities</p>	Discussion 2 X 50		<p>Material: Design of Facilities and Infrastructure in PAUD</p> <p>Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p>	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 Facilities and Infrastructure Reference: <i>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.</i> Material: PAUD Facilities and Infrastructure Reader: <i>Maria Alexandra. 2020. Kindergarten Furniture Design. Journal of Industrial Design and Engineering Graphics</i>	5%
9	Students understand Learning Centers for AUD	1. Students are able to analyze types of learning centers 2. 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		Material: concept of arranging an outdoor play area Reference: <i>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.</i>	3%

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

12	Students understand the management of PAUD facilities and infrastructure	<p>1. Able to understand the selection of aud infrastructure and infrastructure</p> <p>2. Able to understand the arrangement of aud infrastructure</p> <p>3. Able to understand aud infrastructure maintenance</p>	<p>Criteria:</p> <p>1. Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p>2. Depth of analysis of answers based on data</p> <p>3. Depth of analysis of answers</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion 2 X 50		<p>Material: Arrangement of Outdoor Play Areas Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p> <hr/> <p>Material: Arrangement and Maintenance of AUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Primary Schools, Directorate General of Primary Education and Secondary Education. Ministry of Education, Culture, Research and Technology</i></p> <hr/> <p>Material: Selection of AUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development</i></p>	15%
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13	Students are able to design child-friendly playground areas	Able to write down child-friendly playground design ideas	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project 2 X 50		<p>Material: Arrangement of Outdoor Play Areas Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p> <hr/> <p>Material: Arrangement and Maintenance of AUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Primary Schools, Directorate General of Primary Education and Secondary Education. Ministry of Education, Culture, Research and Technology</i></p> <hr/> <p>Material: Selection of AUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development</i></p>	15%
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14	Students are able to design child-friendly playground areas	Able to show progress on the playground design created	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project 2 X 50		<p>Material: Arrangement of Outdoor Play Areas Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p> <hr/> <p>Material: Arrangement and Maintenance of AUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Primary Schools, Directorate General of Primary Education and Secondary Education. Ministry of Education, Culture, Research and Technology</i></p> <hr/> <p>Material: Selection of AUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development</i></p>	15%
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15	Students are able to design child-friendly playground areas	Able to present the results of the playground created	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project 2 X 50		<p>Material: Arrangement of Outdoor Play Areas Library: <i>Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library</i></p> <hr/> <p>Material: Arrangement and Maintenance of AUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Primary Schools, Directorate General of Primary Education and Secondary Education. Ministry of Education, Culture, Research and Technology</i></p> <hr/> <p>Material: Selection of AUD Infrastructure Library: <i>Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development</i></p>	15%
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16	End of Semester Evaluation	Students are able to answer the questions given	Criteria: US Form of Assessment : Test	Final Exam Semester 2 X 50		Material: US Reference: Widayati, S., & Adhe, KR (2020). PAUD Learning Media. Bandung: PT Teen Rosdakarya. <hr/> Material: PAUD Facilities and Infrastructure Library: Interior and Exterior Design for Early Childhood Education. 2020. Egalitarian Library <hr/> Material: PAUD Facilities and Infrastructure Reference: Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Primary Schools, Directorate General of Primary Education and Secondary Education. Ministry of Education, Culture, Research and Technology	5%
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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

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** 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.
- 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.