

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Education,</b> <b>Early Childhood Education Teacher Education Undergraduate Study</b> <b>Program</b>					<b>Document Code</b>												
<b>SEMESTER LEARNING PLAN</b>																			
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>		<b>Credit Weight</b>		<b>SEMESTER</b>	<b>Compilation Date</b>											
Applied APE *)		8620702007			T=2   P=0   ECTS=3.18		5	July 5, 2022											
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>													
		Sri Widayati		Dewi Komalasari		Kartika Rinakit Adhe, S.Pd., M.Pd.													
<b>Learning model</b>	Project Based Learning																		
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																		
	Program Objectives (PO)																		
PO - 1	Able to analyze APE designs with innovative work according to global needs in the field of early childhood																		
	PLO-PO Matrix																		
	P.O	PO-1																	
	PO-1																		
	PO Matrix at the end of each learning stage (Sub-PO)																		
	P.O		Week																
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	PO-1																		
<b>Short Course Description</b>	This course examines knowledge about various APEs that are appropriate to children's age characteristics so that students are able to design, make and apply them																		
<b>References</b>	<b>Main :</b>																		
		<ol style="list-style-type: none"> <li>1. Dodge Colker Heroman . 2002. The Creative Curriculum For Preschool. Washington, DC : Teaching Strategies INC</li> <li>2. Jackman Hilda L . 2009. Early Education Curriculum. Belmont, CA : Delmar</li> <li>3. Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta : Pustaka Pelajar</li> <li>4. Panduan Badan Standardisasi Nasional SNI IEC 62115-2011.</li> <li>5. Panduan Badan Standardisasi Nasional SNI ISO 8124-2-2010</li> <li>6. Standar Keamanan Mainan Anak 2012</li> </ol>																	
	<b>Supporters:</b>																		
		<ol style="list-style-type: none"> <li>1. Widayati, Sri &amp; Rinakit Adhe, Kartika. 2020. Media Pembelajaran Paud Sumber Belajar Media Pembelajaran, Dan Ape. Bandung: PT Remaja Rosdakarya</li> <li>2. Rahmawati. 2014. PENGARUH MEDIA POP-UP BOOK TERHADAP PENGUASAAN KOSAKATA ANAK USIA 5-6 TAHUN DI TK PUTERA HARAPAN SURABAYA. Jurnal PAUD Teratai 3 (1)</li> </ol>																	
<b>Supporting lecturer</b>	Dewi Komalasari, S.Pd., M.Pd. Sri Widayati, S.Pd., M.Pd. Dr. Ajeng Putri Pratiwi, S.Pd., M.Pd.																		
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>												
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>														
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)												

1	Students are able to analyze the meaning of APE and the types of 2D, 3D, 4D APE tools	Students can answer questions related to the meaning of APE and the types of 2D, 3D, 4D APE	<p><b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture method, question and answer 2 X 50	offline	<p><b>Material:</b> - Understanding APE for children - Types of APE 2D, 3D, 4D - APE for Peabody language skills - APE created by Montessori - Cruissenaire blocks - APE created by Froebel - Large Puzzle - Alphabet Box - Number symbol cards - Pairing cards - Clock puzzle - Photos of color and shape</p> <p><b>Library:</b> <i>Jackman Hilda L . 2009. Early Eucation Curriculum. Belmont, CA : Delmar</i></p>	2%
2	Understanding APE development based on developmental aspects	Students can analyze and explain APE based on developmental aspects	<p><b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture method, question and answer 2 X 50		<p><b>Material:</b> Theory of social/emotional, physical motor, cognitive and language development of AUD - 2013 PAUD Curriculum</p> <p><b>Library:</b> <i>Dodge Colker Heroman. 2002. The Creative Curriculum For Preschool. Washington, DC : Teaching Strategies INC</i></p>	2%
3	Understanding APE 2D Busy Book skills in developing life skills and the five senses	Students can make APE 2D Busy Book	<p><b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project Method 2 X 50		<p><b>Material:</b> - APE applied life skills - APE applied five senses</p> <p><b>Library:</b> <i>Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i></p>	2%
4	Understanding APE 2D Busy Book skills in developing language skills, numerical skills and science	Students can make APE 2D Busy Book	<p><b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Project Method 2 X 50		<p><b>Material:</b> - APE applied language skills - APE applied numerical skills - APE science skills</p> <p><b>Library:</b> <i>Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i></p>	2%

5	Understanding the APE 2D Busy Book assessment	Students can analyze and explain the APE 2D Busy Book assessment	<p><b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	case study 2 X 50		<p><b>Material:</b> - APE assessment of applied life skills - APE assessment of applied five senses - APE assessment of applied language skills - APE assessment of applied numerical skills - APE assessment of science skills</p> <p><b>Library:</b> <i>Rahmawati. 2014. THE INFLUENCE OF POP-UP BOOK MEDIA ON THE VOCABULARY MASTERY OF CHILDREN AGED 5-6 YEARS AT PUTERA HARAPAN KINDERGARTEN, SURABAYA. Teratai PAUD Journal 3 (1)</i></p> <p><b>Materials:</b> - APE assessment of applied life skills - APE assessment of applied five senses - APE assessment of applied language skills - APE assessment of applied numerical skills - APE assessment of science skills</p> <p><b>Library:</b> <i>Pitamic Maja. 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i></p>	8%
6	Can answer questions	Can answer questions	<p><b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	lecture, question and answer, assignment 2 X 50		<p><b>Material:</b> study case questions</p> <p><b>Literature:</b> <i>National Standardization Body Guide SNI IEC 62115-2011.</i></p>	2%
7	Understanding of 3D APE creation skills	Students can understand the skills of making 3D APE	<p><b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	2 X 50 Lecture Method		<p><b>Material:</b> - APE applied life skills - APE applied five senses</p> <p><b>Library:</b> <i>Dodge Colker Heroman. 2002. The Creative Curriculum For Preschool. Washington, DC : Teaching Strategies INC</i></p>	2%
8	Understanding of APE placement skills by area	Students can understand APE placement skills based on area	<p><b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions</p> <p><b>Form of Assessment :</b> Test</p>	2 X 50 Lecture Method		<p><b>Material:</b> APE placement skills based on are</p> <p><b>Reference:</b> <i>Widayati, Sri &amp; Rinakit Adhe, Kartika. 2020. Early Childhood Learning Media Learning Resources Learning Media, And Ape. Bandung: PT Teen Rosdakarya</i></p>	20%

9	Understanding how teachers assess APE and parent involvement in using APE	Students can analyze how teachers assess APE and explain how teachers and parents use APE	<b>Criteria:</b> Depth of analysis of answers, based on data or theory and a systematic structure of language expressions  <b>Form of Assessment :</b> Practice / Performance	problem solving method 2 X 50		<b>Material:</b> how teachers assess APE and parent involvement in using APE <b>Reader:</b> <i>Widayati, Sri &amp; Rinakit Adhe, Kartika. 2020. Early Childhood Learning Media Learning Resources Learning Media, And Ape. Bandung: PT Teen Rosdakarya</i>	2%
10	APE creation skills: market survey by creating instruments	Students can make instruments	<b>Criteria:</b> the instrument is made accordingly  <b>Form of Assessment :</b> Participatory Activities	problem solving method 2 X 50		<b>Material:</b> making instruments <b>Library:</b> <i>Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i>	2%
11	Skills for making APE: questionnaire data collection and questionnaire analysis	Students can analyze questionnaire data	<b>Criteria:</b> Group discussion  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	problem solving method 2 X 50		<b>Material:</b> APE making skills <b>Library:</b> <i>Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i>	15%
12	APE 3D designing skills	Students can create 3D APE	<b>Criteria:</b> Presentation  <b>Form of Assessment :</b> Practice / Performance	Project Method 2 X 50		<b>Material:</b> making 3D APE <b>Library:</b> <i>Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i>	2%
13	APE 3D designing skills	Students can create 3D APE	<b>Criteria:</b> Presentation  <b>Form of Assessment :</b> Practice / Performance	Project Method 2 X 50		<b>Material:</b> making 3D APE <b>Library:</b> <i>Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i>	2%
14	APE product presentation and product testing skills	Students can present applied APE products and develop entrepreneurship	<b>Criteria:</b> Presentation  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Project Method 2 X 50		<b>Material:</b> presentation and testing of APE products <b>Library:</b> <i>Pitamic Maja. 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i>	15%
15	APE product presentation and product testing skills	Students can present applied APE products and develop entrepreneurship	<b>Criteria:</b> Presentation  <b>Form of Assessment :</b> Practice / Performance	Project Method 2 X 50		<b>Material:</b> APE Assessment <b>Literature:</b> <i>Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i>	2%
16	Students are able to answer questions	Case study questions	<b>Criteria:</b> Answer  <b>Form of Assessment :</b> Test	Question 2 X 50		<b>Material:</b> UAS <b>Library:</b> <i>Pitamic Maja . 2013. Teach Me To Do It Myself. Yogyakarta: Student Library</i>	20%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7%
2.	Project Results Assessment / Product Assessment	35%
3.	Practice / Performance	18%
4.	Test	40%
		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.
2. **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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
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.