<table>
<tr><td rowspan="2"></td><td colspan="4">Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education
Undergraduate Study Program</td><td>Document Code</td></tr>
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SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Science Learning Aud	8620702076		**T=2** **P=0** **ECTS=3.18**	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

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

Short Course Description	Assessment of science learning concepts, application, assessment and problems faced. Provision is carried out either through theoretical studies in class, case studies (observations) in the field, as well as simulations/direct practice

References	**Main :**

1. Abbruscato, Josep (1997), Teaching Children Science, : Prentice-Hall.IncUSA
2. Beaty. J. Janice . (1994) Observing Devopment of Young Child. (third Edition). New Jersey: By Prentice-Hall. Inc
3. Estiti B. Hidayat. (2000), Pengetahuan Alam dan Pengembangannya: Pengembangan Sains dasar di LPTK, (editor: Bambang Hidayat dan Sutrisno), Jakarta: Diknas-Dirjen Dikti
4. Holman J. (1986), Science and Technology in Society: General Guide for Teachers, College Lane: ASE (Association for Science Education).
5. Jurgen, Hans (1987), Bergembira Dengan Sains, Bandung: Titian Ilmu
6. Nugraha, Ali (2003), Pengembangan Sains Pada Anak Usia Dini, Jakarta: Dikti-Depdiknas
7. Sembiring RK. (2000), Pengetahuan Alam dan Pengembangannya: Tinjauan Selayang Pandang Perkembangan Sains Dasar di Beberapa Negara (editor: Bambang Hidayat dan Sutrisno), Jakarta: Diknas-Dirjen Dikti

Supporters:

Supporting lecturer	Dra. Mas'udah, M.M.Pd. Dewi Komalasari, S.Pd., M.Pd. Nur Ika Sari Rakhmawati, S.Pd., M.Pd.

Week-	Final abilities of each learning	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [	Assessment Weight (%)

(1)	stage (Sub-PO) (2)	Indicator (3)	Criteria & Form (4)	Offline (*offline*) (5)	Online (*online*) (6)	References] (7)	(8)
1	Mastering the essence of science which includes: scientific concepts, science in life and the advantages and disadvantages of science	1. Explain scientific concepts2. Explain the activities of science in life 3. Identify the strengths and weaknesses of science	**Criteria:** 85 - 100 : Very Good 70 - 85 : Good 60 - 70 : Fair 45 - 60 : Poor	Cognitive Collaborative 2 X 50			0%
2							0%
3	Identifying science and non-science activities	1. Identify science activities2. Identify non-science activities3. Mastering the basic rules in science learning	**Criteria:** 85 - 100 : Very Good 70 - 85 : Good 60 - 70 : Fair 45 - 60 : Poor	Cognitive Collaborative 2 X 50			0%
4	Mastering the area of science learning for children and the principles of science learning	1. Explain the science learning area for children. Explain the principles of science learning	**Criteria:** 85 - 100 : Very Good 70 - 85 : Good 60 - 70 : Fair 45 - 60 : Poor	Cognitive Collaborative 2 X 50			0%
5	Mastering the benefits of learning science for children and basic skills in learning science	1. Explain the benefits of learning science for children. Explains basic skills in science learning	**Criteria:** 85 - 100 : Very Good 70 - 85 : Good 60 - 70 : Fair 45 - 60 : Poor	Cognitive Collaborative 2 X 50			0%
6	Analyze science learning problems in kindergarten and find the right solution	1. Identify science problems in TK2. Find the right science learning solution	**Criteria:** 85 - 100 : Very Good 70 - 85 : Good 60 - 70 : Fair 45 - 60 : Poor	Scientific 2 X 50			0%
7							0%
8							0%
9	U.S.S	U.S.S	**Criteria:** 85 - 100 = Very Good70 - 85 = Good60 - 70 = Fair45 - 60 = Poor	USS 2X50			0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.