



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

Document  
Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																														
Basic Concepts of Early Childhood Education	8620703039	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	1	June 1, 2022																																																																																														
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																																															
	Melia Dwi Widayanti, M.Pd		Dr. Yes Matheos Lasarus Malaikosa, M.Pd.	Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																															
<b>Learning model</b>	Case Studies																																																																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																		
	<b>PLO-4</b>	Develop yourself continuously and collaborate.																																																																																																	
	<b>PLO-5</b>	Mastering pedagogical skills in early childhood learning based on national cultural values																																																																																																	
	<b>PLO-7</b>	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.																																																																																																	
	<b>Program Objectives (PO)</b>																																																																																																		
	<b>PO - 1</b>	Able to understand and master the basic concepts of Early Childhood Education																																																																																																	
	<b>PO - 2</b>	Able to understand the holistic integrative concept in the implementation of PAUD																																																																																																	
	<b>PO - 3</b>	Able to determine the appropriate philosophy for implementing PAUD																																																																																																	
	<b>PLO-PO Matrix</b>																																																																																																		
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-4</th> <th>PLO-5</th> <th colspan="2">PLO-7</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td colspan="2">✓</td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> <td colspan="2">✓</td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td>✓</td> <td colspan="2">✓</td> </tr> </tbody> </table>				P.O	PLO-4	PLO-5	PLO-7		PO-1	✓	✓	✓		PO-2	✓	✓	✓		PO-3	✓	✓	✓																																																																											
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																		
	<table border="1" style="width: 100%; text-align: center;"> <thead> <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> </thead> <tbody> <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> <tr> <td>PO-3</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> </tbody> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓			✓	✓	✓										PO-2								✓	✓	✓	✓		✓	✓			PO-3			✓	✓								✓			✓	✓
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<b>Short Course Description</b>	Study of; The nature of early childhood and early childhood education, the basis for organizing PAUD, forms of educational services for early childhood, past and present PAUD programs, curriculum principles in PAUD, principles of early childhood learning, patterns of child development, the role of LPTK in preparing educators PAUD, the role of educators in PAUD, development of multiple intelligences, learning models in PAUD, as well as the views of experts in the field of PAUD and its implementation in learning. The learning strategies used in this course are lectures, group discussions, case studies, and problem-based learning.																																																																																																		
<b>References</b>	<b>Main :</b>																																																																																																		
	<ol style="list-style-type: none"> <li>1. Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. Early Childhood Education. USA: Sage Publication, Inc.</li> <li>2. Neaum, Sally. 2013. Child Development For Early Years Students and Practitioners. USA: Sage Publication, Inc.</li> <li>3. Sujiono, Yuliani Nurani. 2013. Konsep Dasar PAUD. Jakarta: Indeks</li> <li>4. Mendikbud. 2014. Permendikbud No 137 Tahun 2014 Tentang Standar PAUD. Jakarta: Mendikbud</li> <li>5. Mendikbud. 2014. Permendikbud No 146 Tahun 2014 Tentang Kurikulum PAUD. Jakarta: Mendikbud</li> </ol>																																																																																																		
	<b>Supporters:</b>																																																																																																		

	<ol style="list-style-type: none"> <li>Fitri, R. (2017). Metakognitif pada proses belajar anak dalam kajian neurosains. JP (Jurnal Pendidikan): Teori Dan Praktik, 2(1), 56-64.</li> <li>Fitri, R. (2016). Developing Early Childhood Discipline Approach to Restitution. Jurnal TEKPEN, 1(2).</li> <li>Hasibuan, R., Fitri, R., &amp; Dewi, U. (2022). STEAM-Based Learning Media: Assisting in Developing Children's Skills. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(6), 6863-6876.</li> </ol>						
<b>Supporting lecturer</b>	Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dewi Komalasari, S.Pd., M.Pd. Mallevi Agustin Ningrum, 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	Able to understand the nature of early childhood education	<ol style="list-style-type: none"> <li>1.Explain the nature of early childhood</li> <li>2.Explain the nature of early childhood education</li> <li>3.Emphasizing the importance of early childhood education</li> <li>4.Expressing the urgency of early childhood education</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.To what extent is the individual or group active in activities?</li> <li>2.Do they participate by providing meaningful contributions, ideas, or resources?</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<p><b>Material:</b> The Nature of Early Childhood Education <b>Reference:</b> Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD Standards. Jakarta: Minister of Education and Culture</p> <hr/> <p><b>Material:</b> The Nature of Early Childhood <b>References:</b> Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. Early Childhood Education. USA: Sage Publications, Inc.</p>	2%
2	Theory of Early Childhood Education	<ol style="list-style-type: none"> <li>1.Presents the theory of early childhood education</li> <li>2.Analyzing the implementation of theory in early childhood education</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.To what extent is the individual or group active in activities?</li> <li>2.Do they participate by providing meaningful contributions, ideas, or resources?</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<p><b>Material:</b> AUD Education Theory <b>Literature:</b> Sujiono, Yuliani Nurani. 2013. Basic Concepts of PAUD. Jakarta: Index</p> <hr/> <p><b>Material:</b> PAUD Implementation Standards <b>Library:</b> Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD Standards. Jakarta: Minister of Education and Culture</p>	3%

3	Understand and analyze PAUD Philosophy	1.Able to understand PAUD philosophy 2.Analyze the PAUD philosophy used in institutions	<b>Criteria:</b> 1.Does the individual or group show initiative in increasing activities/participation? 2.Are they able to think creatively and find new solutions  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<b>Material:</b> AUD Educational Philosophy <b>Bibliography:</b> <i>Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. Early Childhood Education. USA: Sage Publications, Inc.</i>  <b>Material:</b> AUD Educational Philosophy <b>Bibliography:</b> <i>Seefeldt Carol, Barbour Nita. 1994. Early Childhood Education an Introduction. New York: Macmillan College Publishing Company.</i>	2%
4	1.Understanding PAUD Philosophy 2.Analyze the PAUD philosophy used in institutions	1.Able to understand PAUD philosophy 2.Able to analyze the PAUD philosophy used in the institution	<b>Criteria:</b> 1.Does the individual or group show initiative in increasing activities/participation? 2.Are they able to think creatively and find new solutions  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<b>Material:</b> AUD Educational Philosophy <b>Bibliography:</b> <i>Seefeldt Carol, Barbour Nita. 1994. Early Childhood Education an Introduction. New York: Macmillan College Publishing Company.</i>  <b>Material:</b> AUD Education Philosophy <b>Reference:</b> <i>Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD Standards. Jakarta: Minister of Education and Culture</i>	3%

5	<p>1.Understand the concept of Developmentally Appropriate Practice (DAP)</p> <p>2.Analyzing DAP in the child's education process</p>	<p>1.Understand the concept of Developmentally Appropriate Practice (DAP)</p> <p>2.Analyzing the DAP concept in the implementation of PAUD learning</p>	<p><b>Criteria:</b></p> <p>1.Does the individual or group show initiative in increasing activities/participation?</p> <p>2.Are they able to think creatively and find new solutions?</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	<p>Lectures, group discussions, case studies, and problem-based learning 3 X 50</p>	<p>Lectures, group discussions, case studies, and problem-based learning 3 X 50</p>	<p><b>Material:</b> DAP concept <b>Reference:</b> Fitri, R. (2016). <i>Developing Early Childhood Discipline Approach to Restitution</i>. TEKPEN Journal, 1(2).</p> <hr/> <p><b>Material:</b> Implementation of DAP <b>Reference:</b> Hasibuan, R., Fitri, R., &amp; Dewi, U. (2022). <i>STEAM-Based Learning Media: Assisting in Developing Children's Skills</i>. <i>Obsession Journal: Journal of Early Childhood Education</i>, 6(6), 6863-6876.</p>	5%
6	<p>Children, Families and Communities in early childhood education</p>	<p>1.Understanding the Three Education Centers</p> <p>2.Analyzing the Three Education Centers</p>	<p><b>Criteria:</b> Students are able to understand and analyze the Three Education Centers</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	<p>Lectures, group discussions, case studies, and problem-based learning 3 X 50</p>	<p>Lectures, group discussions, case studies, and problem-based learning 3 X 50</p>	<p><b>Material:</b> DAP concept <b>Reference:</b> Fitri, R. (2016). <i>Developing Early Childhood Discipline Approach to Restitution</i>. TEKPEN Journal, 1(2).</p> <hr/> <p><b>Material:</b> DAP Implementation <b>References:</b> Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. <i>Early Childhood Education</i>. USA: Sage Publications, Inc.</p>	5%
7	<p>Early Childhood Education Services</p>	<p>Identifying PAUD Services</p>	<p><b>Criteria:</b> Students are able to identify PAUD services well</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lectures, group discussions, case studies, and problem-based learning 3 X 50</p>	<p>Lectures, group discussions, case studies, and problem-based learning 3 X 50</p>	<p><b>Material:</b> types of PAUD <b>Reader:</b> Minister of Education and Culture. 2014. <i>Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD Standards</i>. Jakarta: Minister of Education and Culture</p>	10%
8	<p>Midterm exam</p>	<p>Students have the ability to take mid-term exams</p>	<p><b>Criteria:</b> Students are able to do the mid-semester exam well and correctly</p> <p><b>Form of Assessment :</b> Test</p>	<p>Summative Test 3 X 50</p>	<p>Summative Test 3 X 50</p>		15%

9	Early Childhood Education Services	Analyzing similarities and differences in PAUD Services	<p><b>Criteria:</b> Students are able to analyze the similarities and differences in PAUD services</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<p><b>Material:</b> PAUD Services</p> <p><b>Reference:</b> <i>Fitri, R. (2016). Developing Early Childhood Discipline Approach to Restitution. TEKPEN Journal, 1(2).</i></p>	2%
10	Integrative Holistic Early Childhood Education Program	<p>1. Includes aspects of Integrative Holistic PAUD</p> <p>2. Have a program that can be implemented</p>	<p><b>Criteria:</b> Students are able to understand the holistic integrative PAUD program well</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<p><b>Material:</b> HI PAUD</p> <p><b>Reader:</b> <i>Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 146 of 2014 concerning the PAUD Curriculum. Jakarta: Minister of Education and Culture</i></p> <hr/> <p><b>Material:</b> Types of HI PAUD</p> <p><b>Reader:</b> <i>Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD Standards. Jakarta: Minister of Education and Culture</i></p>	3%
11	Integrative Holistic Early Childhood Education Program	<p>1. Includes aspects of Integrative Holistic PAUD</p> <p>2. Have a program that can be implemented</p>	<p><b>Criteria:</b> Students are able to understand the holistic integrative PAUD program</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<p><b>Material:</b> HI PAUD</p> <p><b>Reader:</b> <i>Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 146 of 2014 concerning the PAUD Curriculum. Jakarta: Minister of Education and Culture</i></p> <hr/> <p><b>Material:</b> Types of HI PAUD</p> <p><b>Reader:</b> <i>Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD Standards. Jakarta: Minister of Education and Culture</i></p>	5%

12	Technology and Children	1.Articles found relevant to technology and children 2.The analysis provided is able to answer the problem	<b>Criteria:</b> Students are able to analyze children's technological developments well  <b>Form of Assessment :</b> Portfolio Assessment	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<b>Material:</b> Technology and Children in Learning <b>Literature:</b> Hasibuan, R., Fitri, R., & Dewi, U. (2022). STEAM-Based Learning Media: Assisting in Developing Children's Skills. <i>Obsession Journal: Journal of Early Childhood Education</i> , 6(6), 6863-6876.	5%
13	Developmental Aspects Assessment	Formulating the character of early childhood	<b>Criteria:</b> Students are able to formulate early childhood characters well  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<b>Material:</b> Character and Early Childhood Development <b>References:</b> Neaum, Sally. 2013. <i>Child Development For Early Years Students and Practitioners</i> . USA: Sage Publications, Inc.	7%
14	Developmental Aspects Assessment	Formulating the character of early childhood	<b>Criteria:</b> Students are able to formulate early childhood characters well  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<b>Material:</b> Character and Early Childhood Development <b>References:</b> Neaum, Sally. 2013. <i>Child Development For Early Years Students and Practitioners</i> . USA: Sage Publications, Inc.	8%
15	Lecture Resume	Formulating the thoughts of PAUD experts in Learning	<b>Criteria:</b> Students are able to formulate and analyze the thoughts of PAUD experts in learning  <b>Form of Assessment :</b> Participatory Activities	Lectures, group discussions, case studies, and problem-based learning 3 X 50	Lectures, group discussions, case studies, and problem-based learning 3 X 50	<b>Material:</b> Learning in early childhood <b>Reference:</b> Fitri, R. (2017). <i>Metacognition in children's learning processes in neuroscience studies</i> . JP (Journal of Education): Theory and Practice, 2(1), 56-64.	10%
16	Final exams	Students take the final semester exam	<b>Criteria:</b> Students are able to do the final semester exams well and correctly  <b>Form of Assessment :</b> Test	Summative Test 3 X 50	Summative Test 3 X 50		15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		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.