



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																																																																																			
Playing and AUD Games	8620703013		T=3	P=0	ECTS=4.77	5	July 22, 2022																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Kartika Rinakit Adhe, M. Pd		Nurhenti Dorldina S, M. Sn			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)																																																																																									
	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																																																																																								
	PO - 3	Analyzing pedagogical concepts in early childhood learning																																																																																								
	PLO-PO Matrix																																																																																									
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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;"> <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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Short Course Description	The concept of this course is for students to understand, comprehend, the nature of play, the purpose and benefits of playing, types of play, stages of AUD play and students can design, create, analyze how the steps for implementing play activities are appropriate and appropriate to the characteristics of children. After taking this course, students are expected to be able to design, create and analyze how playing steps are implemented. The methods applied in this course are lectures, questions and answers, discussions, demonstrations and giving assignments. Lectures are carried out using a system of presentations, discussions, project assignments and reflection																																																																																									
References	Main :																																																																																									
	<ol style="list-style-type: none"> Dockett, S. dan Fleer, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt. Drewes, A.A. dan Scafer, C.E. 2010. School Based Play Therapy. New Jersey: John Wiley&Sons Inc. Essa, E.L. 2003. Introduction to Early Childhood Education. Canada: Thomson Delmar Learning Inc. Goldstein, J.H (eds). 1994. Toys, Play, and Child Development. Australia. Cambridge University Press. Harding, J. dan Meldon-Smith, L. 2002. Play in Early Childhood: From Birth to Six Years. New York: Routledge. Johnson, Christie, dan Yawkey. 1999. Play and Early Childhood Development. New York: Longman. Lewis, G dan Beson. 2004. Game for Children. New York: Canada: Thomson Delmar Learning Inc. 																																																																																									
	Supporters:																																																																																									
	<ol style="list-style-type: none"> Widayati, S., & Adhe, K. R. (2020). Media Pembelajaran PAUD. Bandung: PT Remaja Rosdakarya. Nenny Chanidatus Shofiyah, Adhe, K. R., Maulidiyah, E. C., & Simatupang, N. D. (2022). Development encyclopedia book of traditional games in Gresik City on learning my cultural theme in kindergarten. Journal of Early Childhood Care and Education, 5(1) 																																																																																									
Supporting lecturer	Dra. Nurhenti Dorldina Simatupang, M.Sn. Kartika Rinakit Adhe, S.Pd., 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	1.Knowledge of the concept of play · Classical and modern theories of play Definition of play 2.(1) Recreation/release theory (Lazarus&Schaller), (2) Teleology/carriage theory (K. Groos&Roeles), (3) Sublimation theory 3.1. Playing history. 2. Definition of play. 3. Play characteristics.	1.Students understand the concept of play 2.Conceptual (1) Recreation/release theory (Lazarus&Schaller), (2) Teleology/carriage theory (K. Groos&Roeles), (3) Sublimation theory	Criteria: 1.accuracy of analysis 2.neatness of serving 3.Idea creativity 4.communication skills Form of Assessment : Participatory Activities	Offline discussions 3 X 50		Material: play theory References: <i>Dockett, S. and Fleer, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt.</i>	2%
2	1. Understanding the characteristics of play · Types of play · Application of theory in playing 2.'Free' play (unoccupied play) ... 2. Playing alone (independent play) ... Observing play (onlooker play) ... Parallel play (parallel play) ... Associative play. 3.1. Games with and without tools 2. Active and passive games 3. Individual and group games 4. Real/real games and abstraction/fantasy 5. Invasion games, net/wall games, fielding/striking games, target games. 6. Traditional games 7. Modern games	1.Students understand the characteristics of play, types of games, application of play theory 2.'Free' play (unoccupied play) ... 2. Playing alone (independent play) ... Observing play (onlooker play) ... Parallel play (parallel play) ... Associative play.	Criteria: 1.accuracy of analysis, 2.neatness of serving 3.Idea creativity 4.communication skills, Form of Assessment : Participatory Activities	Discussion 3 X 50		Material: characteristics of play, types of games, application of play theory References: <i>Dockett, S. and Fleer, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt.</i>	2%
3	Analyzing play and games in every aspect of child development · Play and cognitive development · Play and physical motor development · Play and language games · Play and social development · Play and emotional development · Play and moral development · Play and creativity development	Students are able to analyze play in every aspect of child development	Criteria: 1.Students are able to analyze play according to six aspects of development 2.Students are able to analyze play according to five aspects of development 3.Students are able to analyze play according to four aspects of development 4.Students are able to analyze play according to three aspects of development Form of Assessment : Participatory Activities	Discussion 3 X 50		Material: analyzing play according to six aspects of development. Reference: <i>Goldstein, JH (eds). 1994. Toys, Play, and Child Development. Australia. Cambridge University Press.</i>	2%

4	Analyzing play and games in every aspect of child development · Play and cognitive development · Play and physical motor development · Play and language games · Play and social development · Play and emotional development · Play and moral development · Play and creativity development	Students are able to analyze play in every aspect of child development	Criteria: Students are able to analyze play according to six aspects of development Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Project Assignment 1 3 X 50		Material: analyzing play according to six aspects of development. Reference: <i>Goldstein, JH (eds). 1994. Toys, Play, and Child Development. Australia. Cambridge University Press.</i>	6%
5	Analysis of the concept of play development	Students are able to analyze the concept of play development	Criteria: accuracy in analysis Form of Assessment : Participatory Activities	Scientific 3 X 50		Material: play concept Reader: <i>Lewis, G and Beson. 2004. Games for Children. New York: Canada: Thomson Delmar Learning Inc.</i>	5%
6	Understanding individual differences in play · Gender factors · Environmental factors · Cultural factors	Students understand individual differences in playing	Criteria: 1.accuracy of analysis 2.neatness of serving 3.Idea creativity 4.communication skills Form of Assessment : Participatory Activities	Discussion 3 X 50		Material: individual differences in play References: <i>Harding, J. and Meldon-Smith, L. 2002. Play in Early Childhood: From Birth to Six Years. New York: Routledge.</i>	2%
7	1.Analysis of children's play environments 2.Analysis of indoor and outdoor play environments	Students are able to analyze the right environment for children to play	Criteria: 1.Students are able to problem orientation, formulate problems, create hypotheses, explore (gather information or data), test hypotheses and make conclusions. 2.Students are able to problem orientation, formulate problems, create hypotheses, explore (gather information or data), test hypotheses 3.Students are able to problem orientation, formulate problems, create hypotheses, explore (gather information or data) 4.Students are able to problem orientation, formulate problems, create hypotheses Form of Assessment : Participatory Activities	Inquiry 3 X 50		Materials: indoor and outdoor play environments References: <i>Johnson, Christie, and Yawkey. 1999. Play and Early Childhood Development. New York: Longman.</i>	2%

8	Students understand the concept of play equipment	<ol style="list-style-type: none"> 1.Play Tools 2.Types of Play Equipment 3.Play Equipment Materials 4.Selecting Play Equipment 5.Educational Game Tools (APE) 	Criteria: project appraisal Form of Assessment : Test	Project Based Learning 3 X 50		Material: UTS Bibliography: <i>Dockett, S. and Flear, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt.</i>	20%
9	<ol style="list-style-type: none"> 1.Analyzing game tools 2.Type of Play using tools 3.This type of playing without using tools 	U.S.S	Criteria: accuracy in analysis Form of Assessment : Participatory Activities	3 X 50 discussion		Material: playing using and without using tools. Reference: <i>Goldstein, JH (eds). 1994. Toys, Play, and Child Development. Australia. Cambridge University Press.</i>	2%
10	<ol style="list-style-type: none"> 1.Analyzing traditional games 2.Types of traditional games 	- Students are able to analyze traditional games according to aspects of child development	Criteria: accuracy in analysis Form of Assessment : Participatory Activities	Discussion 6 X 50		Material: traditional games Reference: <i>Nenny Chanidatus Shofiyah, Adhe, KR, Maulidiyah, EC, & Simatupang, ND (2022). Development encyclopedia book of traditional games in Gresik City on learning my cultural theme in kindergarten. Journal of Early Childhood Care and Education, 5(1)</i>	2%
11	<ol style="list-style-type: none"> 1.Modified traditional gaming practices for AUD 2.traditional games 	- Students are able to modify traditional games	Criteria: <ol style="list-style-type: none"> 1.Students are capable of (1) planning, (2) collecting data, (3) organizing (4) data analysis, and (5) presenting data. 2.Students are capable of (1) planning, (2) collecting data, (3) organizing (4) data analysis 3.Students are capable of (1) planning, (2) collecting data, (3) organizing 4.Students are capable of (1) planning, (2) data collection Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 6 X 50		Material: traditional games Reference: <i>Nenny Chanidatus Shofiyah, Adhe, KR, Maulidiyah, EC, & Simatupang, ND (2022). Development encyclopedia book of traditional games in Gresik City on learning my cultural theme in kindergarten. Journal of Early Childhood Care and Education, 5(1)</i>	15%

12	<p>1. identification of traditional play equipment · Identify the basic needs of children's play equipment needed at each age stage</p> <p>2. identification of traditional game tools</p>	- Students can identify the need for game equipment - Students are able to create game equipment for AUD	<p>Criteria:</p> <p>1. Students are able to problem orientation, formulate problems, create hypotheses, explore (gather information or data), test hypotheses and make conclusions</p> <p>2. Students are able to problem orientation, formulate problems, create hypotheses, explore (gather information or data), test hypotheses</p> <p>3. Students are able to problem orientation, formulate problems, create hypotheses, explore (gather information or data), test hypotheses</p> <p>4. Students are able to problem orientation, formulate problems, create hypotheses</p> <p>Form of Assessment : Portfolio Assessment</p>	inquiry 9 X 50		<p>Material: game tools</p> <p>Reference: Widayati, S., & Adhe, KR (2020). PAUD Learning Media. Bandung: PT Teen Rosdakarya.</p>	2%
13	Teacher involvement in play	- Students know the concept of teacher involvement in play	<p>Criteria: collaborative assessment</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative learning 9 X 50		<p>Material: teacher involvement</p> <p>References: Harding, J. and Meldon-Smith, L. 2002. Play in Early Childhood: From Birth to Six Years. New York: Routledge.</p>	2%
14	Understand the meaning of play in the formation of children's attitudes and character.	Understand the meaning of play in the formation of children's attitudes and character.	<p>Criteria: project appraisal</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 9 X 50		<p>Material: composing games</p> <p>References: Harding, J. and Meldon-Smith, L. 2002. Play in Early Childhood: From Birth to Six Years. New York: Routledge.</p>	15%
15	- Identification of play therapy for AUD - Application of play therapy for children	Students are able to understand the concept of play therapy	<p>Criteria: inquiry assessment</p> <p>Form of Assessment : Participatory Activities</p>	Inquiry 3 X 50		<p>Material: play therapy</p> <p>Reference: Essa, EL 2003. Introduction to Early Childhood Education. Canada: Thomson Delmar Learning Inc.</p>	1%
16	US	US	<p>Criteria: test</p> <p>Form of Assessment : Test</p>	US 3 X 50		<p>Material: uss</p> <p>Reference: Essa, EL 2003. Introduction to Early Childhood Education. Canada: Thomson Delmar Learning Inc.</p>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	33%
3.	Portfolio Assessment	2%
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.