

		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																																											
Educator Character		8620702029		T=2	P=0	ECTS=3.18	5	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 that is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
Short Course Description	<p>This course examines the insights that underlie educational relationships between teachers and students, understanding of educational ethics and teacher codes of ethics, sensitivity to changes, renewal and science and technology in line with the demands of society, the concept of the teaching profession, professional attitudes of teachers, problems faced by teachers, principles principles that need to be considered in learning, ways to motivate children in learning, understanding the concept of leadership and educational supervision. Lectures are carried out using a system of presentations, discussions, project assignments and reflection.</p>																																																	
References	Main :																																																	
	<ol style="list-style-type: none"> 1. Naskah Akademik Pendidikan Karakter di Perguruan Tinggi. Jakarta : DirjenDiktiLickona,Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam book, 1992----- 2. Hidayatullah, Furqon. Pendidikan Karakter: Membangun Peradaban Bangsa. Surakarta: Yuma Pustaka, 2010. 3. Koesoema, Doni A. Pendidikan Karakter, strategi Mendidik Anak di Zaman Global. Jakarta: Gramedia, 2010 4. Masnipal. Siap Menjadi Guru dan Pengelola PAUD Profesional, Jakarta: 2013 5. Soedarsono, Soemarno. Karakter Mengantar Bangsa dari Gelap Menuju Terang. Jakarta: Pt Elex Media Komputindo, 2009.Zubaedi. 2011. DesainPendidikan Karakter, Konsep dan Aplikasinya dalam Lembaga 																																																	
	Supporters:																																																	
Supporting lecturer	Dra. Nurhenti Dorlina Simatupang, M.Sn. Dewi Komalasari, 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	Understand the role of educator character	- Explain the role of educator character		Lecture, question and answer 2 X 50			0%
2	Understand the importance of character education by educators	Explain the importance of character education by educators		Discussion, questions and answers, Assignment 2 X 50			0%
3	Understand character building values	Explain the pillars that form the character of educators		Discussion, questions and answers, Assignment 2 X 50			0%
4	Understand the difference between ethics and performance character, moral character	- Explain the pillars that form the character of educators - Explain the ethical characteristics and performance of character, moral character in everyday life		Discussion, questions and answers, Assignment 2 X 50			0%
5	Understand the essence of ethics, codes of ethics and etiquette	- Analyze the ethics, code of ethics and ethics of an educator		Discussion, questions and answers, Assignment 2 X 50			0%
6	Understand morals and norms	Identify morals and norms that exist in the school environment and community environment		Discussion, questions and answers, Assignment 2 X 50			0%
7	Understand values and character	Identify values and character		Discussion, questions and answers, Assignment 2 X 50			0%
8	Midterm exam	Meeting materials 1-7		2 X 50			0%
9							0%
10	Understanding pedagogic competence	Analyze pedagogical assessment items according to competencies and sub		Discussion, question and answer Discussion, question and answer, inquiry, portfolio 2 X 50			0%
11							0%
12							0%
13							0%

14	Make a character education plan for early childhood	- Develop character education planning for early childhood based on a supplement, integration and collaboration model		Discussion, 2 X 50 Project Assignment			0%
15	Carry out implementation and evaluation of character education by educators	Implement the tools that have been prepared and make evaluations by educators		Discussion, 2 X 50 Project Assignment			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.