



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																																
Concentration of Landfill Studies	8620702038		T=2	P=0	ECTS=3.18	4	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																																						
		P.O																																					
Short Course Description	This course examines the concept, objectives, principles, assumptions, characteristics, steps, approaches to implementing TPA and its application in children's education and development.																																						
	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
References	Main :																																						
	1. Olds, Anita Rui. 2000. <i>Child Care Design Guide</i> . New York: Mc Graw-Hill Companies. _____. 2011. <i>Petunjuk Teknis Bantuan Rintisan Program TPA dan SPS</i> . Jakarta: Direktorat Pembinaan Pendidikan Anak Usia Dini. _____. _____. <i>Manitobas Early Learning and Child Care Curriculum Framework For Infant Program</i> . Manitoba: Healthy Child Manitoba. _____. _____. <i>Fullday Care (National Standards For Ander 8s Day Care and Childminding</i> . _____. SureStart Lovise Dorrat and Margaret Nicolson . _____. <i>My Home my Business (A Business Handbook For Family Day Care Services)</i> . _____. Child Professional Support Coordinator.																																						
	Supporters:																																						
Supporting lecturer	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	Definition of landfill			2 X 50			0%
2	Definition of landfill			2 X 50			0%
3	Definition of landfill			2 X 50			0%
4	Definition of landfill			2 X 50			0%
5	Definition of landfill			2 X 50			0%
6	Definition of landfill			2 X 50			0%
7	Definition of landfill			2 X 50			0%
8							0%
9							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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.