



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
PAUD Curriculum and Implementation	8620710041		T=10	P=0	ECTS=15.9	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																																																															
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																																															
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The PAUD curriculum and implementation course examines theoretical and practical knowledge regarding learning strategies, learning models, PAUD curriculum development, basic learning planning, learning planning models, systems approaches in learning activities, and the development of learning evaluation tools.

References

Main :

1. Kostelnik, Marjory. 2000. Developmentally Appropriate Curriculum. New Jersey: Merrill
2. Masitoh, dkk. 2005. Pendekatan Belajar Aktif di Taman Kanak-Kanak. Jakarta: Ditjen Dikti
3. Mendiknas. 2009. Peraturan Menteri Pendidikan Nasional Nomor 58 Tahun 2009 tentang Standar Pendidikan Anak usia Dini. Jakarta: Mendiknas
4. Mendikbud. 2014. Permendikbud Nomor 146 Tahun 2014 tentang kurikulum PAUD. Jakarta: Mendikbud
5. Mendikbud. 2014. Permendikbud Nomor 137 Tahun 2014 tentang STPPA. Jakarta: Mendikbud
6. Drake, Susan, M. 2004. Integrated Curriculum. Virginia USA: Assocation for Supervision and Curriculum Development
7. Fogarty, Robin. 1991. How to Integrated the Curricula
8. Eliason, Claudia dan Jenkin, Loa. 1994. Practical Guide to Early Childhood Curriculum. New York: Merrill Print of MacMillan, College
9. Bagnato, Stephen, J. 2007. Authentic Assesment for Early Childhood Intervention. New York: The Guildford Press
10. Dick, Walter and Lou Carey. 1985. The Systematic Design of Instruction. Illinois Scott: Foresman and Company
11. Gagne, M dkk. 1979. Principles of Instructional Design. USA: Halt, Rinehart and Winston, Inc
12. Leicester, Mal and Taylor, Denise. 2010. Critical Thinking Across the Curriculum. USA: Open University Press

Supporters:

Supporting lecturer		Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Dra. Mas'udah, M.M.Pd. Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Mallevi Agustin Ningrum, S.Pd., M.Pd. Nur Ika Sari Rakhmawati, S.Pd., M.Pd. Kartika Rinakit Adhe, S.Pd., M.Pd. Eka Cahya Maulidiyah, 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							0%
2							0%
3	Identifying the nature of the PAUD curriculum	1.explain the meaning of curriculum 2.Explain the context of the PAUD curriculum 3.Explain the nature of the PAUD curriculum	Criteria: Test: question no 1 score: 2 question no 2 score: 4 question no 3 score: 4 Non test Score 4 (86 - 100) : Very Good Score 3 (76 - 85) : Good Score 2 (61 - 75) : Fair Score 1 (50 - 60) : Not enough	Discussion, question and answer, presentation 10 X 50			0%
4	Mastering the functions and principles of learning planning. Understanding the relationship between PAUD learning planning and the PAUD curriculum. Mastering the types of learning planning based on Minister of Education and Culture Regulation No. 146 of 2014 concerning the 2013 PAUD Curriculum	1.Explain the functions and principles of preparing learning plans 2.Explain the relationship between learning planning and the PAUD curriculum 3.Analyzing learning planning models based on the 2013 PAUD curriculum	Criteria: Score 86 - 100 = Very Good Score 70 - 85 = Good Score 60 - 70 = Fair Score 50 - 60 = Poor	Scientific 10 X 50			0%
5	Identifying the concept of AUD learning models Analyzing differences in AUD learning models Developing AUD learning models	1.Explain the concept of the AUD learning model 2.Develop an analysis of differences in AUD learning models 3.Developing an AUD learning model		Discussion, Inquiry, Scientific 2 X 50			0%

6	Identifying the concept of AUD learning models Analyzing differences in AUD learning models Developing AUD learning models	1.Explain the concept of the AUD learning model 2.Develop an analysis of differences in AUD learning models 3.Developing an AUD learning model		Discussion, Inquiry, Scientific 2 X 50			0%
7	Identifying the concept of AUD learning models Analyzing differences in AUD learning models Developing AUD learning models	1.Explain the concept of the AUD learning model 2.Develop an analysis of differences in AUD learning models 3.Developing an AUD learning model		Discussion, Inquiry, Scientific 2 X 50			0%
8	Identifying Theme, STPPA, KI and KD	1.Identify themes in semesters 1 and 2 2.Identifying child development based on STPPA 3.Identify KI and KD	Criteria: Score 86 -100 = Very Good Score 70-85 = Good Score 60-70 = Fair Score 50-60 = Poor	Scientific 10 X 50			0%
9	Analyze the role, function and development of the PAUD curriculum	1.Explain the role and function of the PAUD curriculum 2.explains the development of the PAUD curriculum in Indonesia	Criteria: Test: question no 1 score: 2 question no 2 score: 4 question no 3 score: 4 Non test Score 4 (86 - 100) : Very Good Score 3 (76 - 85) : Good Score 2 (61 - 75) : Fair Score 1 (50 - 60) : Not enough	cognitive, collaborative 10 X 50			0%
10							0%
11							0%
12	Development of material content Development of learning methods	1.Develop learning material content in PAUD based on themes 2.Developing learning methods	Criteria: Score 86 - 100 = Very Good Score 70 - 85 = Good Score 60 - 70 = Fair Score 50 - 60 = Poor	Scientific 10 X 50			0%
13							0%

14	Evaluate the principles and models of PAUD curriculum development	<p>1.Principles of PAUD curriculum development</p> <p>2.Analyzing the basis for developing the PAUD curriculum based on its essence and role function</p> <p>3.Analyzing curriculum development models based on curriculum development principles</p> <p>4.Evaluate curriculum development models in accordance with curriculum development principles</p>	<p>Criteria: Test: question no 1 score: 2 question no 2 score: 4 question no 3 score: 4 Non test: Score 4 (86 - 100) : Very Good Score 3 (76 - 85) : Good Score 2 (61 - 75) : Fair Score 1 (50 - 60) : Less</p>	cognitive, collaborative 10 X 50			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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

