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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PAUD Teaching and Learning Strategies		8620702212	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	May 2, 2023
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-4	Develop yourself continuously and collaborate.
	PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values
	PLO-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.
	Program Objectives (PO)	
	PO - 1	- Students are able to describe and compare learning strategies, PAUD models, learning models, and learning methods
	PO - 2	- Students are able to analyze various learning models
	PO - 3	- Students are able to analyze and evaluate learning methods in PAUD learning
	PO - 4	- Students are able to design problem solutions related to learning problems in PAUD
	PLO-PO Matrix	

P.O	PLO-4	PLO-5	PLO-7
PO-1	✔	✔	✔
PO-2	✔	✔	✔
PO-3	✔	✔	✔
PO-4	✔	✔	✔

PO Matrix at the end of each learning stage (Sub-PO)

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										✔	✔					
PO-4												✔	✔	✔	✔	✔

Short Course Description	This course examines learning strategies including PAUD approaches, learning models, PAUD learning models, and learning methods needed in learning at PAUD with learning that utilizes science and technology in the lecture process, namely face-to-face learning and vi-learning. In the learning process, students are taught to be able to solve problems that arise with an attitude of responsibility and in practice they are taught to be able to answer solutions to problems that exist in the PAUD unit. The learning strategies used are lectures, case studies, collaborative learning, cooperative learning and group discussions.

References	**Main :**	
	1. Yamin, Martinis. 2013. Strategi & Metode dalam Model Pembelajaran . Jakarta: GP Press Group. 2. Maulidiyah, Eka Cahya. Pedoman Microteaching PAUD. Tulungagung:IAIN Tulungagung press, 2017 3. Pedoman Penyusunan Rencana Pelaksanaan Pembelajaran Pendidikan Anak Usia Dini. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2015.	
	Supporters:	

1. NN Laili, EC Maulidiyah - 2021, Kompetensi Profesional Guru Taman Kanak-kanak pada Masa Pandemi Covid-19. Jurnal Ilmiah Pesona PAUD.
2. MD Widayanti, E Maulidiyah - 2023. PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE NUMBERED HEAD TOGETHER (NHT) UNTUK MENCAPAI HASIL BELAJAR MAHASISWA PADA MATA KULIAH STRATEGI PEMBELAJARAN PAUD. Jurnal CERIA (Cerdas Energik Responsif Inovatif Adaptif),
3. EC Maulidiyah, N Khotimah, WP Saroinsong. Ajeng P. Pratiwi- 2023. Application of problem-based learning of PAUD learning strategy courses to support the independent learning program. Reimagining Innovation in Education and Social Sciences: Routledge.

Supporting lecturer	Dr. Sri Setyowati, M.Pd. Dra. Nurhenti Dorlina Simatupang, M.Sn. Dewi Komalasari, S.Pd., M.Pd. Nur Ika Sari Rakhmawati, 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	Describes learning strategies, learning models and methods	Explains the definition of learning strategies, models and learning methods in PAUD	**Criteria:** Describe learning strategies, models and learning methods appropriately **Form of Assessment** : Participatory Activities	Lectures and Group discussions 2 X 50	Lectures and Group discussions 2 x 50	**Material:** Learning Approaches, Models, Methods and Techniques **Library:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.*	2%
2	Comparing the characteristics of learning strategies, learning models and methods	Comparing the characteristics of learning strategies, learning models and methods	**Criteria:** Able to differentiate by writing down the characteristics of learning strategies, models and learning methods correctly **Form of Assessment** : Participatory Activities	Group discussion 2 X 50	Group discussions	**Material:** various learning strategies **References:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.*	3%
3	Analyzing various learning models	Outlining Early Childhood Education Models (Montessori, Regio Emilia, Waldorf, etc.)	**Criteria:** Describe the Early Childhood Education Model (Montessori, Regio Emilia, Waldorf, etc.) correctly in each discussion **Form of Assessment** : Portfolio Assessment	Lectures and group discussions 2 X 50	Lectures and group discussions 2 X 50	**Material:** various learning strategies **References:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.*	5%
4	Analyzing various learning models	Outlining Early Childhood Education Models (Montessori, Regio Emilia, Waldorf, etc.)	**Criteria:** Describe the Early Childhood Education Model (Montessori, Regio Emilia, Waldorf, etc.) correctly in each discussion **Form of Assessment** : Portfolio Assessment	Lectures and group discussions 2 X 50	Lectures and group discussions 2 X 50	**Material:** various learning strategies **References:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.*	5%
5	Analyzing the Project Based Learning model and its implementation	1. Describes the project based learning model 2. Practicing the project based learning learning model and its implementation	**Criteria:** 1. Delivering a project based learning model 2. Practical examples of implementing the project based learning learning model in groups **Form of Assessment** : Participatory Activities	Lectures and cooperative learning 2 X 50	Lectures and cooperative learning 2 X 50	**Material:** various learning strategies **References:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.*	5%

| 6 | Analyzing problem based learning, cooperative learning and their implementation models | 1. Describes problem based learning and cooperative learning models 2. Practicing problem based learning and cooperative learning models and their implementation | **Criteria:** 1. Delivering Problem Learning and Cooperative Learning learning models appropriately 2. Practice examples of implementing Problem Learning and Cooperative Learning learning models in groups **Form of Assessment** : Participatory Activities | Lectures, and Cooperative learning 2 X 50 | Lectures and Cooperative learning 2 X 50 | **Material:** various learning strategies **References:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.* **Material:** cooperative learning **Reference:** *MD Widayanti, E Maulidiyah - 2023. APPLICATION OF A NUMBERED HEAD TOGETHER (NHT) TYPE COOPERATIVE LEARNING MODEL TO ACHIEVE STUDENT LEARNING OUTCOMES IN PRESCHOOL LEARNING STRATEGY COURSES. CERIA Journal (Smart Energetic Responsive Innovative Adaptive),* **Material:** problem based learning **References:** *EC Maulidiyah, N Khotimah, WP Saroinsong. Ajeng P. Pratiwi- 2023. Application of problem-based learning of PAUD learning strategy courses to support the independent learning program. Reimagining Innovation in Education and Social Sciences: Routledge.* | 5% |
| 7 | Analyzing learning models in PAUD units | Describe the various learning models in PAUD | **Criteria:** Delivering various learning models in PAUD appropriately based on their characteristics **Form of Assessment** : Participatory Activities | Lectures and group discussions 2 X 50 | Lectures and group discussions 2 X 50 | **Material:** PAUD learning model **Literature:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.* | 3% |

| 8 | Mastering meeting material 1-7 | 1. Comparing the characteristics of learning strategies, learning models and methods 2. Outlining Early Childhood Education Models 3. Describes the project based learning learning model | **Criteria:** 1. Comparing the characteristics of learning strategies, learning models and methods 2. Outlining Early Childhood Education Models 3. Describes the project based learning learning model **Form of Assessment**: Test | Test 2 X 50 | Test 2 X 50 | **Material:** models, learning methods **References:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.* **Material:** cooperative learning model **References:** *MD Widayanti, E Maulidiyah - 2023. APPLICATION OF A NUMBERED HEAD TOGETHER (NHT) TYPE COOPERATIVE LEARNING MODEL TO ACHIEVE STUDENT LEARNING OUTCOMES IN PRESCHOOL LEARNING STRATEGY COURSES. CERIA Journal (Smart Energetic Responsive Innovative Adaptive),* **Material:** Problem based learning model **References:** *EC Maulidiyah, N Khotimah, WP Saroinsong. Ajeng P. Pratiwi- 2023. Application of problem-based learning of PAUD learning strategy courses to support the independent learning program. Reimagining Innovation in Education and Social Sciences: Routledge.* | 15% |
| 9 | Able to evaluate learning models in PAUD learning | Expressing opinions about the implementation of learning models in PAUD learning | **Criteria:** Able to express opinions about the implementation of learning models in PAUD learning with appropriate considerations **Form of Assessment**: Participatory Activities | Collaborative Learning 2 X 50 | Collaborative Learning | **Material:** Learning evaluation **Literature:** *Maulidiyah, Eka Cahya. Early Childhood Education Microteaching Guidelines. Tulungagung: IAIN Tulungagung press, 2017* | 2% |

10	Analyzing learning methods in PAUD learning	1. Describe the various learning methods in PAUD 2. Analyze appropriate strategies to develop aspects of children's development with learning methods	**Criteria:** 1. Delivering various learning methods in PAUD appropriately based on their characteristics 2. Convey appropriate consideration of strategies to develop aspects of child development **Form of Assessment** : Participatory Activities	Collaborative Learning 2 X 50	Collaborative Learning	**Material:** Learning methods **Literature:** *Maulidiyah, Eka Cahya. Early Childhood Education Microteaching Guidelines. Tulungagung: IAIN Tulungagung press, 2017*	2%
11	Analyze the problems that exist in PAUD learning documentation	Able to analyze by looking for problems in the learning documentation (photos, videos) shown	**Criteria:** 1. explain the problems that exist in learning documentation (photos, videos) which are shown appropriately 2. Develop solutions to existing problems in learning documentation (photos, videos) that are shown appropriately **Form of Assessment** : Participatory Activities	Case Study 2 X 50	Case Study 2 X 50	**Material:** learning evaluation guidelines **References:** *Maulidiyah, Eka Cahya. Early Childhood Education Microteaching Guidelines. Tulungagung: IAIN Tulungagung press, 2017*	5%
12	Develop learning strategies according to developmental aspects	Develop learning strategies according to developmental aspects based on solutions to problems obtained	**Criteria:** Arrange the development of learning strategies according to developmental aspects based on solutions to problems obtained in the form of learning scenarios **Form of Assessment** : Portfolio Assessment	case study 2 X 50	case study 2 X 50	**Material:** professional competence **References:** *NN Laili, EC Maulidiyah - 2021, Professional Competence of Kindergarten Teachers during the Covid-19 Pandemic. Pesona PAUD Scientific Journal.*	10%
13	Carry out the practice of developing learning strategies according to developmental aspects	Carry out the practice of developing learning strategies according to developmental aspects according to the scenarios that have been created	**Criteria:** Carry out the practice of developing learning strategies according to developmental aspects according to scenarios that have been created appropriately **Form of Assessment** : Participatory Activities	Case Study 2 X 50	Case Study 2 X 50	**Material:** professional competence **References:** *NN Laili, EC Maulidiyah - 2021, Professional Competence of Kindergarten Teachers during the Covid-19 Pandemic. Pesona PAUD Scientific Journal.* **Material:** learning strategies **References:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.*	10%

| 14 | Carry out the practice of developing learning strategies according to developmental aspects | Carry out the practice of developing learning strategies according to developmental aspects according to the scenarios that have been created | **Criteria:** Carry out the practice of developing learning strategies according to developmental aspects according to scenarios that have been created appropriately

Form of Assessment : Participatory Activities | Case Study 2 X 50 | Case Study 2 X 50 | **Material:** professional competence **References:** *NN Laili, EC Maulidiyah - 2021, Professional Competence of Kindergarten Teachers during the Covid-19 Pandemic. Pesona PAUD Scientific Journal.*

Material: learning strategies **References:** *Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.* | 10% |
| 15 | Evaluation of learning strategy development practices | Delivering an evaluation of learning strategy development practices | **Criteria:** Delivering an appropriate evaluation of problems and evaluation of learning in PAUD

Form of Assessment : Participatory Activities | Group discussion 2 X 50 | Group discussions 2 x 50 | **Material:** learning problems **References:** *MD Widayanti, E Maulidiyah - 2023. APPLICATION OF A NUMBERED HEAD TOGETHER (NHT) TYPE COOPERATIVE LEARNING MODEL TO ACHIEVE STUDENT LEARNING OUTCOMES IN PRESCHOOL LEARNING STRATEGY COURSES. CERIA Journal (Smart Energetic Responsive Innovative Adaptive),*

Material: learning problems **References:** *EC Maulidiyah, N Khotimah, WP Saroinsong. Ajeng P. Pratiwi- 2023. Application of problem-based learning of PAUD learning strategy courses to support the independent learning program. Reimagining Innovation in Education and Social Sciences: Routledge.* | 3% |

| 16 | Mastering material about strategies, PAUD models, learning models, and learning methods | 1. Analyzing various problems related to PAUD learning 2. Create appropriate problem solving solutions based on certain criteria | **Criteria:** 1. Distinguish and describe various problems related to PAUD learning 2. Develop appropriate problem solving solutions **Form of Assessment** : Test | Test 2 X 50 | Test | | **Material:** learning problems **References:** *EC Maulidiyah, N Khotimah, WP Saroinsong. Ajeng P. Pratiwi- 2023. Application of problem-based learning of PAUD learning strategy courses to support the independent learning program. Reimagining Innovation in Education and Social Sciences: Routledge.* | 15% |

Evaluation Percentage Recap: Project Based Learning

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.