



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

Document Code

### SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
PAUD Management	8620702045		T=2	P=0	ECTS=3.18	6	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Kartika Rinakit Adhe, S.Pd., M.Pd.	
<b>Learning model</b>	Case Studies						
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
<b>Short Course Description</b>	Examining theoretical and practical knowledge about the meaning, principles, procedures and functions of managing development programs in PAUD services which include child care centers, play groups and kindergartens, reviewing the nature of managing activities, objectives, approaches, foundations, preparation pilot proposals, to understanding outdoor and indoor learning environments, centers and circle time.						
	References						
<b>References</b>	<b>Main :</b>						
	1. Mulyasa. 2012. Manajemen PAUD . Bandung: Remaja Rosdakarya 2. Barnawi,. Wiyani, Novan Ardy. 2012. Format PAUD . Jogjakarta: Ar Ruz Media 3. Fadlillah, Muhammad. 2012. Desain Pembelajaran PAUD . Jogjakarta: Ar Ruz Media 4. Arikunto, Suharsimi. 1992. PengelolaanKelasdanSiswaSebuahPendekatanEvaluatif. Jakarta: Rajawali 5. Direktorat PAUD, Ditjen PLS. 2006. PedomanTeknisPenyelenggaraanKelompokBermain. Jakarta: Depdiknas. 6. Carrol, Ja. 1991. Centers For Early Learners Throughout the Year. Chartage: Good Apple. 7. Coughlin, at al. 1992. MenciptakanKelas yang BepusatpadaAnak. 8. Padmonodewo, Soemiarti. 2002. PendidikanAnakPrasekolah . Jakarta: RienekaCipta 9. Jamaris, Martini.2003. PerkembangandanPengembanganAnakUsia TK . Jakarta: PPS UNJ 10. Ibrahim, R. Syaodih. 2003 . PerencanaanPengajaran . Jakarta: RienekaCipta.						
<b>Supporting lecturer</b>	<b>Supporters:</b>						
	Dra. Mas'udah, M.M.Pd.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understanding the legal basis for implementing PAUD in Indonesia	Students can - Describe the legal basis for implementing PAUD - Identify needs as a condition for establishing a PAUD institution - Formulate a proposal to submit a PAUD Program Startup		Collaborative, Cognitive 2 X 50			0%
2	Understanding the legal basis for implementing PAUD in Indonesia	Students can - Describe the legal basis for implementing PAUD - Identify needs as a condition for establishing a PAUD institution - Formulate a proposal to submit a PAUD Program Startup		Collaborative, Cognitive 2 X 50			0%
3	Evaluate the concept of PAUD management in PAUD institutions	Students can - Understand the essence of PAUD management - Describe the components of PAUD management - Explain the professionalism of PAUD heads and their leadership in organizing PAUD management - Evaluate the components of PAUD management		Scientific collaborative 2 X 50			0%
4	Creating quality PAUD management	Students can: - Describe the management of PAUD human resources - Describe the management of the PAUD curriculum - Describe the management of PAUD students - Describe the management of PAUD facilities and infrastructure - Describe the financial management of PAUD - Describe the management of PAUD community relations - Develop a PAUD management plan quality		Scientific collaborative 2 X 50			0%

5	Creating quality PAUD management	<p>Students can: - Describe the management of PAUD human resources - Describe the management of the PAUD curriculum - Describe the management of PAUD students - Describe the management of PAUD facilities and infrastructure - Describe the financial management of PAUD - Describe the management of PAUD community relations - Develop a PAUD management plan quality</p>		Scientific collaborative 2 X 50			0%
6	Applying indoor learning environment management techniques in PAUD institutions	<p>Students can - Explain the meaning of indoor learning environment management - Explain the basics of managing indoor learning environments in PAUD institutions - Describe techniques for arranging rooms and indoor learning equipment in PAUD institutions - Classify the types of physical environment for indoor learning areas in PAUD institutions - Describe the principles of managing indoor learning environments in PAUD institutions - Analyze the elements of indoor learning environment management in PAUD institutions - Evaluate the selection and use of furniture in classrooms</p>		Cognitive Collaborative 2 X 50			0%

7	Applying outdoor learning environment management techniques in PAUD institutions	Students can - Explain the meaning of outdoor - Explain the scope of managing outdoor learning environments in PAUD institutions - Describe the goals of children learning in outdoor environments - Explain the principles of organizing outdoor play environments for early childhood - Describe the infrastructure in outdoor learning environments - Apply outdoor activities in institutions preschool		Cognitive Collaborative 2 X 50			0%
8	Applying outdoor learning environment management techniques in PAUD institutions	Students can - Explain the meaning of outdoor - Explain the scope of managing outdoor learning environments in PAUD institutions - Describe the goals of children learning in outdoor environments - Explain the principles of organizing outdoor play environments for early childhood - Describe the infrastructure in outdoor learning environments - Apply outdoor activities in institutions preschool		Cognitive Collaborative 2 X 50			0%
9	Midterm Exam (meeting material 1-8)			2 X 50			0%

10	Analyzing the concept of circle time in the central learning model	<p>Students can -</p> <ul style="list-style-type: none"> <li>- Explain the meaning of the central learning model - Explain the management of circle time activities -</li> <li>- Explain the benefits of circle time activities -</li> <li>- Describe the role of teachers in circle time activities -</li> <li>- Explain the principles of implementing circle time activities -</li> <li>- Explain the signs in carrying out circle time activities -</li> <li>- Describe the application circle time activities -</li> <li>- applying circle time in the center</li> </ul>		Cognitive Collaborative 2 X 50			0%
11	Creating creative management of preparation center activities in PAUD institutions	<p>Students are able to -</p> <ul style="list-style-type: none"> <li>- understand the concept of managing preparation center activities. -</li> <li>- describe the characteristics of the preparation center -</li> <li>- describe the learning strategies of the preparation center. -</li> <li>- create play activities according to the characteristics of the preparation center. -</li> <li>- describe the assessment model in the preparation center.</li> </ul>		Cognitive Collaborative 2 X 50			0%

12	Creating creative management of beam center activities in PAUD institutions	Students are able to - describe the characteristics of block centers - describe the stages of playing with blocks - describe the benefits of playing with blocks on developmental aspects - understand the concept of classroom management in block centers - describe the role of teachers in block classes - analyze learning strategies in block classes - create activities in block centers - describe models assessment at the beam center		Cognitive Collaborative 2 X 50			0%
13	Creating creative management of drama center activities in PAUD institutions	Students are able to - Explain the characteristics of drama centers - Explain drama center learning strategies - Analyze the stages of development of playing drama - Create types of games in drama centers - Explain the benefits of playing drama - Create activities that foster children's imagination in drama games - Practice assessments in drama centers.		Cognitive Collaborative 2 X 50			0%
14	Creating creative management of exploration center activities in PAUD institutions	Students are able to - Explain the characteristics of exploration centers - Explain exploration center learning strategies - Create examples of activities in exploration centers - Put exploration center assessments into practice		Cognitive Collaborative 2 X 50			0%

15	Creating creative management of center activities in PAUD institutions	Students are able to - Explain the concept of arts centers - Explain the characteristics of arts centers - Explain learning strategies in arts centers - Create examples of activities in arts centers - Practice assessments in arts centers		Cognitive Collaborative 2 X 50			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.