



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

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
AUD Dance Learning Development	8620702220	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	4	May 3, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Dr. Sri Setyowati, M.Pd.		Kartika Rinakit Adhe, S.Pd., M.Pd.	Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																																																																																				
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																			
	PLO-9	Mastering the concepts of early childhood art according to the development needs of early childhood.																																																																																			
	<b>Program Objectives (PO)</b>																																																																																				
	PO - 1	Students are able to work together with groups, participate in developing insight into the art of dance, and can be responsible for producing learning designs according to agreement																																																																																			
	PO - 2	Students are able to analyze the basic concepts of dance, are able to appreciate and understand the potential of children in practicing art at an early age, and master the theory and practice of learning dance for early childhood, and can choose relevant methods, models, techniques and media or props.																																																																																			
	PO - 3	Students are able to demonstrate performance in designing, managing and simulatively demonstrating dance learning practices for early childhood																																																																																			
	<b>PLO-PO Matrix</b>																																																																																				
		<table border="1" style="margin: auto;"> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-9</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </table>	P.O	PLO-3	PLO-9	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓																																																																							
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																					
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </table>	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														✓	✓	✓
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Short Course Description	The AUD (1) Arts course for Dance is the basic concept of learning Dance for early childhood which aims to provide theoretical provision to recognize and understand the definition of the meaning and function of Dance in a definitive, perspective and appreciative manner, to provide theoretical and practical knowledge about learning techniques. dance for early childhood with a concept approach and value orientation of Educational Dance for early childhood, as well as providing procedural concepts for teaching children in dance activities according to the level of development of their physical abilities and imagination, with the final aim of being able to know comprehensively about Education and teaching of Dance for Early Childhood . The learning strategies used are Lecture Method, Project Based Learning, Group Discussion, Simulation
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References	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. <i>Arts Education Policy Review</i>, 118(3), 172-182.</li> <li>Sutini, A. (2018). Pembelajaran Tari Bagi Anak Usia Dini. <i>Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini</i>, 3(2).</li> <li>Yetti, E., &amp; Juniasih, I. (2016). Implementasi Model Pembelajaran Tari Pendidikan Untuk Meningkatkan Kecerdasan Kinestetik Anak Usia Dini Melalui Metode Pembelajaran Aktif (Pengembangan Model Di Taman Kanak-kanak Labschool Jakarta Pada Kelompok B). <i>Jurnal Pendidikan Usia Dini</i>, 10(2), 385-400.</li> </ol>
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		<b>Supporters:</b>					
		<ol style="list-style-type: none"> <li>1. Apriliya, A., &amp; Katoningsih, S. (2020). Pengembangan Pembelajaran Seni Tari Terhadap Kemampuan Motorik Kasar Anak Usia Dini (Doctoral dissertation, Universitas Muhammadiyah Surakarta).</li> <li>2. Rahman, H. (2021). Pembelajaran Seni Tari pada Anak Usia Dini di Sanggar Saoraja Art's Kabupaten Bone. <i>EDUCHILD (Journal of Early Childhood Education)</i>, 2(2), 51-57.</li> <li>3. Octaviana, S. D., &amp; Setyowati, S. (2013). Meningkatkan Kemampuan Kongnitif Anak Dalam Mengenal Konsep Bilangan Menggunakan Media Gelas Dan Kancing Di Kelompok B Tk Al-Amin Sidoarjo. <i>Jurnal Mahasiswa Universitas Negeri Surabaya</i>, 2(2), 1-9.</li> </ol>					
<b>Supporting lecturer</b>		Dr. Sri Setyowati, 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	Get to know the meaning of dance terms and dance functions	Define the meaning of terms and analyze the functions of dance	<b>Criteria:</b> Students are able to define the meaning of terms and analyze the functions of dance  <b>Form of Assessment :</b> Practice / Performance	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<b>Material:</b> Definition and knowledge of dance  <b>Reference:</b> <i>Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118(3), 172-182.</i>	3%
2	Get to know the development of children's abilities in learning to dance	Students can divide the developmental period into educational dance approaches and dance teaching techniques for early childhood	<b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %  <b>Form of Assessment :</b> Practice / Performance	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<b>Material:</b> Dance learning according to AUD age  <b>Reference:</b> <i>Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118(3), 172-182.</i>	3%
3	Preparation for teaching dance for early childhood	Mentally ready (creative, sympathetic, flexible, improvisative, innovative, motivating, varied) and physically ready (methods, materials, media, organizing)	<b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %  <b>Form of Assessment :</b> Practice / Performance	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<b>Material:</b> Dance learning for AUD  <b>Reference:</b> <i>Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118(3), 172-182.</i>	3%
4	Selecting dance material based on goals	Sort out material requirements for competitions, daily training and for incidental stages	<b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %  <b>Form of Assessment :</b> Practice / Performance	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<b>Material:</b> Dance learning for AUD  <b>Reference:</b> <i>Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118(3), 172-182.</i>	6%

5	Master chapters 1 to chapter 4	Able to answer, sort, differentiate, identify	<p><b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, Group Discussions, 2 X50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X50 Simulations	<p><b>Material:</b> Dance learning for AUD</p> <p><b>Reference:</b> <i>Octaviana, SD, &amp; Setyowati, S. (2013). Improving Children's Cognitive Ability in Recognizing the Concept of Numbers Using Glasses and Buttons in Group B of Kindergarten Al-Amin Sidoarjo. Surabaya State University Student Journal, 2(2), 1-9.</i></p>	10%
6	Appreciation of the Art of Dance	Assessing, understanding, looking for meaning and philosophy in works of art	<p><b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<p><b>Material:</b> Appreciation of Dance</p> <p><b>Literature:</b> <i>Octaviana, SD, &amp; Setyowati, S. (2013). Improving Children's Cognitive Ability in Recognizing the Concept of Numbers Using Glasses and Buttons in Group B of Kindergarten Al-Amin Sidoarjo. Surabaya State University Student Journal, 2(2), 1-9.</i></p>	10%
7	Get to know dance compositions in general	Get to know the elements that make up dance	<p><b>Criteria:</b> Presentation 30% Argumentation 35 % Relevant illustrations 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<p><b>Material:</b> Getting to know dance composition in general</p> <p><b>Reference:</b> <i>Yetti, E., &amp; Juniasih, I. (2016). Implementation of the Educational Dance Learning Model to Improve the Kinesthetic Intelligence of Early Childhood Through Active Learning Methods (Model Development in Jakarta Labschool Kindergarten in Group B). Journal of Early Childhood Education, 10(2), 385-400.</i></p>	10%
8	UTS	UTS	<p><b>Criteria:</b> Essay writing test</p> <p><b>Form of Assessment :</b> Test</p>	Test 2 X 50	Test 2 X 50	<p><b>Material:</b> UTS</p> <p><b>Library:</b></p>	5%

9	Creating Early Childhood Dance with simple dance compositions	Try to compose a simple dance composition with existing materials	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<p><b>Material:</b> Creating Early Childhood Dance with simple dance compositions</p> <p><b>References:</b> <i>Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. Arts Education Policy Review, 118(3), 172-182.</i></p>	3%
10	Get to know facial makeup for early childhood dance	Identify the character of dance make-up in color and shape	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<p><b>Material:</b> Getting to know facial makeup for early childhood dance</p> <p><b>Reference:</b> <i>Sutini, A. (2018). Dance Learning for Early Age Children. Early Horizons: Journal of Early Childhood Education, 3(2).</i></p>	3%
11	Getting to know Dance Costumes for early childhood	Identify the character of dance clothing from material, color and model	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<p><b>Material:</b> Getting to know dance costumes for early childhood.</p> <p><b>Reference:</b> <i>Rahman, H. (2021). Learning Dance for Early Childhood at Sanggar Saoraja Art's Bone Regency. EDUCHILD (Journal of Early Childhood Education), 2(2), 51-57.</i></p>	3%
12	Get to know the characteristics of movements and songs in dance	Students can differentiate movements and songs from other types of dance performances	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<p><b>Material:</b> Getting to know the characteristics of movements and songs in dance</p> <p><b>Reference:</b> <i>Apriliya, A., &amp; Katoningsih, S. (2020). Development of Dance Learning on Early Childhood Gross Motor Skills (Doctoral dissertation, Muhammadiyah University of Surakarta).</i></p>	6%
13	Get to know rhythmic gymnastics in dance	Students can differentiate rhythmic gymnastics from other types of dance performances	<p><b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<p><b>Material:</b> Getting to know rhythmic gymnastics in dance</p> <p><b>Reference:</b> <i>Sutini, A. (2018). Dance Learning for Early Age Children. Early Horizons: Journal of Early Childhood Education, 3(2).</i></p>	10%

14	Get to know the characteristics of Play Dance	Students can differentiate elements of play dance from other dances	<b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<b>Material:</b> Getting to know the characteristics of Playing Dance <b>Library:</b> Yetti, E., & Juniasih, I. (2016). <i>Implementation of the Educational Dance Learning Model to Improve the Kinesthetic Intelligence of Early Childhood Through Active Learning Methods (Model Development in Jakarta Labschool Kindergarten in Group B). Journal of Early Childhood Education, 10(2), 385-400.</i>	10%
15	Get to know the types of educational dance performances for early childhood	Students can differentiate play dance, movement and song, as well as rhythmic gymnastics	<b>Criteria:</b> Fair 30 % Credible 35 % Logical, implemented/measurable 35 %  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	Lectures, Project Based Learning, Group Discussions, 2 X 50 Simulations	<b>Material:</b> Get to know the types of educational dance performances for early childhood. <b>Reference:</b> Rahman, H. (2021). <i>Learning Dance for Early Childhood at Sanggar Saoraja Art's Bone Regency. EDUCHILD (Journal of Early Childhood Education), 2(2), 51-57.</i>	10%
16	Summative Exam	Summative Exam	<b>Criteria:</b> Summative Exam  <b>Form of Assessment :</b> Test	Test 2 x 50	Test 2 x 50	<b>Material:</b> Summative Exam <b>Literature:</b>	5%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	60%
2.	Practice / Performance	30%
3.	Test	10%
		100%

#### 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.

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.