		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
AUD Educator Character	8620702206	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	2	May 2, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Yes Matheos Lasarus Malaikosa, M.Pd	Dr. Yes Matheos Lasarus Malaikosa, M.Pd	Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-4	Develop yourself continuously and collaborate.
	PLO-6	Able to make the right decisions based on analysis of information and data, and able to provide guidance in choosing various alternative solutions in providing early childhood education.
	Program Objectives (PO)	
	PO - 1	Attitude: Able to make decisions about theoretical concepts of educator character that are relevant to solving certain learning cases in the classroom and in society
	PO - 2	Knowledge: Students master the theoretical concept of educational character and are able to apply it in learning and cultivation in society
	PO - 3	Skills: Able to utilize learning resources and ICT-assisted learning media to support the implementation of educational character
	PLO-PO Matrix	

P.O	PLO-1	PLO-2	PLO-4	PLO-6
PO-1	✔	✔	✔	✔
PO-2	✔	✔	✔	✔
PO-3	✔	✔	✔	✔

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			✔				✔	✔			✔				✔	✔

Short Course Description	This course examines the insights that underlie educational relationships between teachers and students, understanding of educational ethics and teacher codes of ethics, sensitivity to changes, renewal and science and technology in line with the demands of society, the concept of the teaching profession, professional attitudes of teachers, problems faced by teachers, principles principles that need to be considered in learning, ways to motivate children in learning, understanding the concept of leadership and educational supervision. Lectures are carried out using a lecture system, case studies, group discussions and problem-based learning.
References	**Main :**

1. Naskah Akademik Pendidikan Karakter di Perguruan Tinggi. Jakarta : DirjenDiktiLickona,Thomas. Educatig Character: How Our School Can Teach Respect and Responsibility. USA: Bantam book, 1992----------------------. Raising Good Children. USA:Bantam Book. 1994.
2. Hidayatullah, Furqon. Pendidikan Karakter: Membangun Peradaban Bangsa. Surakarta: Yuma Pustaka, 2010.
3. Koesoema, Doni A. Pendidikan Karakter, strategi Mendidik Anak di Zaman Global. Jakarta: Gramedia, 2010
4. Masnipal. Siap Menjadi Guru dan Pengelola PAUD Profesional, Jakarta: 2013
5. Soedarsono, Soemarno. Karakter Mengantar Bangsa dari Gelap Menuju Terang. Jakarta: Pt Elex Media Komputindo, 2009.Zubaedi. 2011. DesainPendidikan Karakter, Konsep dan Aplikasinya dalam Lembaga
6. Alfianti, N. 2020. Analisis Pendidikan Karakter Anak Usia Dini Melalui Model Pembelajaran Sentra (Beyond Center and Circle Time). Jurnal Mediakarya Mahasiswa Pendidikan Islam.

Supporters:	

1. L Sinta, YML Malaikosa. Implementasi pendidikan karakter pada kelas siswa rendah di Sekolah Dasar. 2022.

Supporting lecturer	Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Dr. Sri Setyowati, M.Pd. Dr. Yes Matheos Lasarus Malaikosa, 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	Understanding the Nature and Importance of Educator Character	- Explain the role of educator character	**Criteria:** presentation skills, ability to answer, choosing illustrations **Form of Assessment** : Participatory Activities	Lectures, case studies, group discussions and problem-based learning 2 X 50	Lectures, case studies, group discussions and problem-based learning 2 X 50	**Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992--------------------. Raising Good Children. USA:Bantam Books. 1994.*	2%

| 2 | Understanding Important Factors of Educator Character | Explain the importance of character education by educators | **Criteria:** presentation skills, ability to answer, choosing illustrations
 Form of Assessment : Participatory Activities | Lectures, case studies, group discussions and problem-based learning 2 X 50 | Lectures, case studies, group discussions and problem-based learning 2 X 50 | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137
 References: *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992----------------------. Raising Good Children. USA:Bantam Books. 1994.* | 3% |
| 3 | Understanding the Values that Form Character | Explain the pillars that form the character of educators | **Criteria:** presentation skills, ability to answer, choosing illustrations
 Form of Assessment : Participatory Activities | Lectures, case studies, group discussions and problem-based learning 2 X 50 | Lectures, case studies, group discussions and problem-based learning 2 X 50 | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137
 References: *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992----------------------. Raising Good Children. USA:Bantam Books. 1994.* | 2% |

4	Understanding the Differences in Educator Ethics and Character Performance, Moral Character	- Explain the pillars that form the character of educators - Explain the ethical characteristics and performance of character, moral character in everyday life	**Criteria:** presentation skills, ability to answer, choosing illustrations **Form of Assessment** : Participatory Activities	Lectures, case studies, group discussions and problem-based learning 2 X 50	Lectures, case studies, group discussions and problem-based learning 2 X 50	**Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992---------------------. Raising Good Children. USA:Bantam Books. 1994.*	3%
5	Understanding the Essence of Ethics, Code of Ethics and Ethics for PAUD Educators	- Analyze the ethics, code of ethics and ethics of an educator	**Criteria:** presentation skills, ability to answer, choosing illustrations **Form of Assessment** : Portfolio Assessment	Lectures, case studies, group discussions and problem-based learning 2 X 50	Lectures, case studies, group discussions and problem-based learning 2 X 50	**Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992---------------------. Raising Good Children. USA:Bantam Books. 1994.*	5%

| 6 | Understanding the Importance of Instilling Morals and Norms for PAUD Educators | Identify morals and norms that exist in the school environment and community environment | **Criteria:** presentation skills, ability to answer, choosing illustrations

Form of Assessment : Portfolio Assessment | Lectures, case studies, group discussions and problem-based learning 2 X 50 | Lectures, case studies, group discussions and problem-based learning 2 X 50 | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137
References: *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992--------------------. Raising Good Children. USA:Bantam Books. 1994.* | 5% |
| 7 | Understanding the Implementation of Values, Norms and Character for PAUD Educators | Identify values and character | **Criteria:** presentation skills, ability to answer, choosing illustrations

Form of Assessment : Participatory Activities | Lectures, case studies, group discussions and problem-based learning 2 X 50 | Lectures, case studies, group discussions and problem-based learning 2 X 50 | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137
References: *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992--------------------. Raising Good Children. USA:Bantam Books. 1994.* | 10% |

| 8 | Students are able to solve contextual problems related to the values, norms and character of educators | Meeting materials 1-7 | **Criteria:** Midterm Exam (UTS) **Form of Assessment** : Test | 2 X 50 | 2 X 50 | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992--- -----------------. Raising Good Children. USA:Bantam Books. 1994.* | 15% |
| 9 | Students Reflect on the Values, Norms and Character of PAUD Educators in the 4.0 Era | Meeting materials 1-7 | **Criteria:** presentation skills, ability to answer, choosing illustrations **Form of Assessment** : Participatory Activities | Lectures, case studies, group discussions and problem-based learning 2 X 50 | Lectures, case studies, group discussions and problem-based learning 2 X 50 | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992--- -----------------. Raising Good Children. USA:Bantam Books. 1994.* | 2% |

10	Students are able to understand and apply pedagogical competencies	Analyze pedagogical assessment items according to competencies and sub	**Criteria:** presentation skills, ability to answer, choosing illustrations **Form of Assessment** : Participatory Activities	Lectures, case studies, group discussions and problem-based learning 2 X 50	Lectures, case studies, group discussions and problem-based learning 2 X 50	**Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992------------------. Raising Good Children. USA:Bantam Books. 1994.*	3%
11	Students are able to understand and apply professional competencies	Analyze pedagogical assessment items according to competencies and sub	**Criteria:** presentation skills, ability to answer, choosing illustrations **Form of Assessment** : Portfolio Assessment	Lectures, case studies, group discussions and problem-based learning 2 X 50	Lectures, case studies, group discussions and problem-based learning 2 X 50	**Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992------------------. Raising Good Children. USA:Bantam Books. 1994.*	5%

| 12 | Students are able to understand personality competencies | Analyze pedagogical assessment items according to competencies and sub | **Criteria:** presentation skills, ability to answer, choosing illustrations
Form of Assessment : Portfolio Assessment | Lectures, case studies, group discussions and problem-based learning 2 X 50 | Lectures, case studies, group discussions and problem-based learning 2 X 50 | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137
References: *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992--------------------. Raising Good Children. USA:Bantam Books. 1994.* | 5% |
| 13 | Students are able to understand and apply social competencies | Analyze pedagogical assessment items according to competencies and sub | **Criteria:** presentation skills, ability to answer, choosing illustrations
Form of Assessment : Participatory Activities | Lectures, case studies, group discussions and problem-based learning 2 X 50 | Lectures, case studies, group discussions and problem-based learning 2 X 50 | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137
References: *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992--------------------. Raising Good Children. USA:Bantam Books. 1994.* | 5% |

14	Understanding the Relevance of PAUD Teacher Competencies in the Perspective of PERMENDIKBUD 137-2014	Analyze pedagogical assessment items according to competencies and sub	**Criteria:** presentation skills, ability to answer, choosing illustrations **Form of Assessment** : Participatory Activities	Lectures, case studies, group discussions and problem-based learning 2 X 50	Lectures, case studies, group discussions and problem-based learning 2 X 50	**Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992------------------. Raising Good Children. USA:Bantam Books. 1994.*	10%
15	Observation (Case Study) for UAS Study Material	Analyze pedagogical assessment items according to competencies and sub	**Criteria:** presentation skills, ability to answer, choosing illustrations **Form of Assessment** : Participatory Activities	Lectures, case studies, group discussions and problem-based learning 2 X 50	Lectures, case studies, group discussions and problem-based learning 2 X 50	**Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137 **References:** *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992------------------. Raising Good Children. USA:Bantam Books. 1994.*	10%

| 16 | Students are able to complete a case study portfolio | Analyze pedagogical assessment items according to competencies and sub | **Criteria:** presentation skills, ability to answer, choosing illustrations

Form of Assessment : Test | Discussion, question and answer Discussion, question and answer, inquiry, portfolio 2 X 50 | 2 X 50 | | **Material:** Indonesian National Education Standards, code of ethics for educators in 2021, permendikbud 137
References: *Academic Manuscripts on Character Education in Higher Education. Jakarta: Director General of Higher Education Lickona, Thomas. Educating Character: How Our School Can Teach Respect and Responsibility. USA: Bantam books, 1992--------------------. Raising Good Children. USA:Bantam Books. 1994.* | 15% |

Evaluation Percentage Recap: Case Study

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** 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.
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.