



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																																																																																																				
Evaluation of PAUD Learning	8620703023		T=3 P=0 ECTS=4.77	4	July 20, 2022																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																					
		Dr. Ruqoyah Fitri, S.Ag., M.Pd.	Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																																					
Learning model	Project Based Learning																																																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																								
	Program Objectives (PO)																																																																																																								
	PO - 1	Able to be responsible for work in their field of expertise honestly, independently, and never give up in making the right decisions in developing assessment instruments and conducting learning assessments for Early Childhood in accordance with academic ethics																																																																																																							
	PO - 2	Able to apply logical, critical, creative, systematic and innovative thinking in developing instruments and carrying out assessments in the field of early childhood education according to the applicable curriculum																																																																																																							
	PO - 3	Mastering pedagogical skills in early childhood learning by implementing project activities in making assessment tools and carrying out assessments and evaluations on all aspects of early childhood development.																																																																																																							
	PO - 4	Analyzing pedagogical concepts in early childhood learning by implementing project activities for creating assessment tools and conducting assessments and appraisals on all aspects of early childhood development.																																																																																																							
	PLO-PO Matrix																																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>				P.O	PO-1	PO-2	PO-3	PO-4																																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <tr><td>PO-1</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></td><td></td><td></td></tr> <tr><td>PO-2</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></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></td><td></td><td></td></tr> <tr><td>PO-4</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></td><td></td><td></td></tr> </tbody> </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																	PO-4																
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Short Course Description	Study of theoretical and practical knowledge regarding various concepts and techniques as well as steps for conducting assessments and evaluations on all aspects of early childhood development.																																																																																																								
References	Main :																																																																																																								

1. Fitri, Ruqoyyah. 2018. Evaluasi Pembelajaran di PAUD. Surabaya: UNIPRESS.
2. Eliason, Claudia, Loa Jenkins. 2008. A Practical Guide to Early Childhood Curriculum Eight Edition. New Jersey: Pearson Education, Inc.
3. Essa, Eva L. 2011. Introduction to Early Childhood Education, Annotated Student's Edition, 6 th ed. Belmont, USA: Wadsworth.
4. Wortham, Sue. 2005. Assessment in Early Childhood Education. Ohio: Pearson Merrill Prentice Hall New Jersey Columbus.
5. Suminah, Enah., dkk.. 2015. Pedoman penilaian pembelajaran pendidikan anak usia dini. Jakarta: Kemendikbud dirjen PAUD Dikmas.
6. Yus, Anita. 2011. Penilaian perkembangan belajar anak taman kanak-kanak. Jakarta: Kencana prenatal media group.
7. Suwandi, Sarwiji. 2011. Model-model asesmen dalam pembelajaran. Surakarta: Yuma pustaka.
8. Kementerian Pendidikan dan Kebudayaan. 2015. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014.

Supporters:

1. Fitri, R., Reza, M., & Ningrum, M. A. (2020). Instrumen Kesiapan Belajar: Asesmen Non-Tes untuk Mengukur Kesiapan Belajar Anak Usia Dini dalam Perspektif Neurosains. JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini), 1(1), 17-32.
2. Fitri, R., & Reza, M. (2018, December). The school readiness instrument (SRI): assessment of early childhood in the neuroscience perspective. In 2nd International Conference on Education Innovation (ICEI 2018) (pp. 512-516). Atlantis Press.

Supporting lecturer

Dr. Ruqoyyah Fitri, S.Ag., M.Pd.
 Muhammad Reza, S.Psi., M.Si.
 Dr. Ajeng Putri Pratiwi, S.Pd., M.Pd.
 Melia Dwi Widayanti, 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 of early childhood assessment.	1.Students can explain the meaning of early childhood assessment. 2.Explain the importance of assessment for early childhood development. 3.Explain the principles of assessment for child development. 4.Explain the factors that influence assessment in early childhood learning activities. 5.Explains assessment methods and tools for early childhood.	Criteria: Activeness in participation Form of Assessment : Participatory Activities	Cognitive Collaborative 3 X 50		Material: Assessment concepts for early childhood References: <i>Wortham, Sue. 2005. Assessment in Early Childhood Education. Ohio: Pearson Merrill Prentice Hall New Jersey Columbus.</i>	2%

2	Understanding the nature of early childhood assessment.	<ol style="list-style-type: none"> 1. Students can explain the meaning of early childhood assessment. 2. Explain the importance of assessment for early childhood development. 3. Explain the principles of assessment for child development. 4. Explain the factors that influence assessment in early childhood learning activities. 5. Explains assessment methods and tools for early childhood. 	<p>Criteria: Activeness in participation</p> <p>Form of Assessment : Participatory Activities</p>	Cognitive Collaborative 3 X 50		<p>Material: Assessment concepts for early childhood</p> <p>References: <i>Worham, Sue. 2005. Assessment in Early Childhood Education. Ohio: Pearson Merrill Prentice Hall New Jersey Columbus.</i></p>	2%
3	Developing types of assessments for early childhood development assessments	Students can - Develop time sampling assessment techniques - Develop running record assessment techniques. - Develop event sampling assessment techniques. - Develop specimen record assessment techniques		Scientific 3 X 50			0%
4	Developing types of assessments for early childhood development assessments	Students can - Develop time sampling assessment techniques - Develop running record assessment techniques. - Develop event sampling assessment techniques. - Develop specimen record assessment techniques		Scientific 3 X 50			0%
5	Implementing performance assessment in learning at PAUD.	Students can - Explain the meaning of performance assessment - Design assessments using performance assessment techniques - Apply performance assessment techniques in learning at PAUD.		Scientific 3 X 50			0%

6	Implementing performance assessment in learning at PAUD.	Students can - Explain the meaning of performance assessment - Design assessments using performance assessment techniques - Apply performance assessment techniques in learning at PAUD.		Scientific 3 X 50			0%
7	Implementing attitude assessment in learning at PAUD.	Students can - Explain the meaning of attitude assessment - Design assessments using attitude assessment techniques - Apply attitude assessment techniques in learning at PAUD.		Scientific 3 X 50			0%
8	Implementing attitude assessment in learning at PAUD.	Students can - Explain the meaning of attitude assessment - Design assessments using attitude assessment techniques - Apply attitude assessment techniques in learning at PAUD.		Scientific 3 X 50			0%
9	MIDTERM EXAM			3 X 50			0%
10	Implementing project assessment in learning at PAUD.	Students can - Explain the meaning of project assessment - Design assessments using project assessment techniques - Apply project assessment techniques in learning at PAUD.		Scientific 3 X 50			0%
11	Implementing project assessment in learning at PAUD.	Students can - Explain the meaning of project assessment - Design assessments using project assessment techniques - Apply project assessment techniques in learning at PAUD.		Scientific 3 X 50			0%
12	Implementing portfolio assessment in learning at PAUD.	Students can - Explain the meaning of portfolio assessment - Design assessments using portfolio assessment techniques - Apply portfolio assessment techniques in learning at PAUD.		Cognitive Collaborative 3 X 50			0%

13	Implementing portfolio assessment in learning at PAUD.	Students can - Explain the meaning of portfolio assessment - Design assessments using portfolio assessment techniques - Apply portfolio assessment techniques in learning at PAUD.		Cognitive Collaborative 3 X 50			0%
14	Implementing assessments according to the 2013 PAUD curriculum	Students can - Explain authentic assessment - Prepare assessments in early childhood learning (daily, weekly, monthly, semester assessments) - Prepare assessment reports in early childhood learning		Cognitive collaborative 3 X 50			0%
15	Implementing assessments according to the 2013 PAUD curriculum	Students can - Explain authentic assessment - Prepare assessments in early childhood learning (daily, weekly, monthly, semester assessments) - Prepare assessment reports in early childhood learning		Cognitive collaborative 3 X 50			0%
16	FINAL EXAMS			3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4%
		4%

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** 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.
- 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.

