



**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																																																		
Internship 1: PAUD Studies (TPA, KB, PPT, SPS)	8620702168		T=2 P=0 ECTS=3.18	4	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>	<b>Project Based Learning</b>																																																						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																						
	<b>Program Objectives (PO)</b>																																																						
	<b>PLO-PO Matrix</b>																																																						
		P.O																																																					
<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																						
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th></th> <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 style="height: 20px;"></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																
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Curtis, Deb and Margie Carter. 2008. Leaning together with young children . United states : Redleaf Press</li> <li>2. Eliason, Claudia and Loa Jenkins . 2008. A Practical Guided to Early Childhood Curriculum . USA: Pearson</li> <li>3. Jackman, Hilda L. 2009. Early Education Curriculum 13 A child 19s Connection to the world . USA: Delmar</li> <li>4. Santrock, John W. 2011. Masa Perkembangan Anak . Jakarta: Salemba</li> <li>5. Herr, Judy and Yvonne Libby Larson . 2004. Creative Resources for the Early Childhood Classroom . USA: Delmar</li> <li>6. Robertson, Cathie. 2003. Safety Nutrition and Health in Early Education . Canada : Delmar</li> <li>7. Juknis Penyelenggaraan TK/RA</li> <li>8. Juknis Penyelenggaraan KB/BA</li> <li>9. Juknis Penyelenggaraan TPA</li> <li>10. Juknis Penyelenggaraan POS PAUD</li> <li>11. Stacey, Susan. 2009. Emergent Curriculum in Early Childhood Settings . USA: Redleaf Press</li> <li>12. Berk, Laura E. 2006. Child Development . USA: Pearson</li> </ol> <p><b>Supporters:</b></p>																																																						
<b>Supporting lecturer</b>	Mallevi Agustin Ningrum, S.Pd., M.Pd. Nur Ika Sari Rakhmawati, 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	Identifying PAUD Study Concepts based on educational level	Explain the concept of PAUD according to DAP. Explain the types of PAUD levels based on age. Explain the types of PAUD institutions		Lectures, questions and answers, discussions 2 X 50			0%
2	Mastering the concepts of organizing, evaluating, reporting, coaching TK/RA	Explaining the history of Kindergarten Explaining the purpose of Kindergarten Identifying the development of Kindergarten in Indonesia Explaining the concept of organizing, evaluating, reporting and coaching TK/RA		Question and answer, discussion, inquiry 2 X 50			0%
3	Analyzing forms of organizing, evaluating, reporting, coaching TK/RA	: - Identifying forms of TK/RA administration in accordance with technical guidelines - Identifying forms of TK/RA evaluation in accordance with technical guidelines - Identifying forms of TK/RA reporting in accordance with technical guidelines - Identifying forms of TK/RA coaching in accordance with technical guidelines		question and answer, discussion, inquiry, assignment 2 X 50			0%
4	Analyzing forms of organizing, evaluating, reporting, coaching TK/RA	- Identify the form of TK/RA implementation in accordance with the technical guidelines - Identify the form of TK/RA evaluation in accordance with the technical guidelines - Identify the form of TK/RA reporting in accordance with the technical guidelines - Identify the form of TK/RA coaching in accordance with the technical guidelines		question and answer, discussion, inquiry, assignment 2 X 50			0%

5	Analyzing forms of organizing, evaluating, reporting, coaching KB/BA	- Identify forms of family planning/BA administration in accordance with technical guidelines - Identify forms of evaluating family planning/BA in accordance with technical guidelines - Identify forms of family planning/BA reporting in accordance with technical guidelines - Identify forms of family planning/BA coaching in accordance with technical guidelines		presentation, question and answer, discussion, simulation, assignment 2 X 50			0%
6	Analyzing forms of organizing, evaluating, reporting, coaching KB/BA	- Identify forms of family planning/BA administration in accordance with technical guidelines - Identify forms of evaluating family planning/BA in accordance with technical guidelines - Identify forms of family planning/BA reporting in accordance with technical guidelines - Identify forms of family planning/BA coaching in accordance with technical guidelines		question and answer, discussion, inquiry, assignment 2 X 50			0%
7	Analyzing forms of organizing, evaluating, reporting, fostering TPA	- Identify forms of TPA administration in accordance with technical guidelines - Identify forms of TPA evaluation in accordance with technical guidelines - Identify forms of TPA reporting in accordance with technical guidelines - Identify forms of TPA development in accordance with technical guidelines		presentation, question and answer, discussion, simulation, assignment 2 X 50			0%
8	UTS	UTS		2 X 50			0%

9	Analyzing the form of organizing, evaluating, reporting, coaching PPT	- Identify the form of PPT implementation in accordance with the technical guidelines - Identify the form of PPT evaluation in accordance with the technical guidelines - Identify the form of PPT reporting in accordance with the technical guidelines - Identify the form of PPT coaching in accordance with the technical guidelines		presentation, question and answer, discussion, simulation, assignment 2 X 50			0%
10	Analyzing the form of organizing, evaluating, reporting, coaching SPS	- Identify forms of SPS administration in accordance with technical guidelines - Identify forms of SPS evaluation in accordance with technical guidelines - Identify forms of SPS reporting in accordance with technical guidelines Identify forms of SPS coaching in accordance with technical guidelines		discussion, question and answer, scientific 2 X 50			0%
11	Designing appropriate implementation, evaluation, reporting and coaching at TK/RA institutions	Create a design for organizing, evaluating, reporting, coaching TK/RA from the evaluation results		discussion, question and answer, scientific 2 X 50			0%
12	Designing appropriate implementation, evaluation, reporting, coaching at KB/BA institutions	Create implementation designs, evaluate, report, develop KB/BA from the evaluation results		discussion, question and answer, inquiry 2 X 50			0%
13	Designing appropriate implementation, evaluation, reporting and guidance at TPA institutions	Create a design for organizing, evaluating, reporting, developing TPA from the evaluation results		presentation, question and answer, discussion, simulation, assignment 2 X 50			0%
14	: Designing appropriate implementation, evaluation, reporting, coaching at PPT and SPS institutions	: - Creating implementation designs, evaluating, reporting, developing PPT and SPS from the evaluation results		2 X 50			0%

15	: Prepare reports on the results of observations and problem solving in TK/RA, KB/BA, TPA, PPT, SPS	: - Preparation of reports on observations and problem solving in TK/RA, KB/BA, TPA, PPT, SPS		presentation, question and answer, discussion, simulation, assignment 2 X 50			0%
16							0%

**Evaluation Percentage Recap: Project Based Learning**

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.