



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
Family planning management	8620702229	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	May 3, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Melia Dwi Widayanti, S.Pd., M.Pd.		Dr. Yes Matheos Lasarus Malaikosa, M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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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	Students are able to understand the meaning, essence, scope of play groups (KB)
PO - 2	Students are able to understand the characteristics of play group (KB) children
PO - 3	Students are able to identify the procedures for establishing a play group (KB) institution
PO - 4	Students are able to plan a play group (KB) program
PO - 5	Students are able to make lesson plans for managing play group institutions (KB)
PO - 6	Students are able to understand the program evaluation process of play group institutions (KB)

PLO-PO Matrix

	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-2</th> <th>PLO-4</th> <th>PLO-6</th> </tr> </thead> <tbody> <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> </tr> <tr> <td>PO-2</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> </tr> <tr> <td>PO-3</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> </tr> <tr> <td>PO-4</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> </tr> <tr> <td>PO-5</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> </tr> <tr> <td>PO-6</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> </tr> </tbody> </table>	P.O	PLO-1	PLO-2	PLO-4	PLO-6	PO-1	✓	✓	✓	✓	PO-2	✓	✓	✓	✓	PO-3	✓	✓	✓	✓	PO-4	✓	✓	✓	✓	PO-5	✓	✓	✓	✓	PO-6	✓	✓	✓	✓
P.O	PLO-1	PLO-2	PLO-4	PLO-6																																
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PO-5	✓	✓	✓	✓																																
PO-6	✓	✓	✓	✓																																

PO Matrix at the end of each learning stage (Sub-PO)

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	<table border="1"> <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>✓</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> <tr> <td>PO-5</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-6</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> </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										✓	✓	✓					PO-5													✓	✓			PO-6															✓	✓
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Short Course Description This course examines the meaning, essence, scope, characteristics of family planning children as well as providing an explanation of the process of establishing family planning institutions, managing family planning, the family planning learning process, and evaluating family planning. The aim of this course is to develop a professional attitude as a family planning educator and manager. The learning methods used in lectures use case studies, lectures, group discussions and problem based learning.

References

Main :

1. Gapany, D., Murukun, M., Goveas, J., Dhurrkay, J., Burarrwanga, V., & Page, J. (2022). Empowering aboriginal families as their children's first teachers of cultural knowledge, languages and identity at galiwin'ku FaFT playgroup. *Australasian Journal of Early Childhood*, 47(1), 20-31.
2. Man, D. M. (2022, January). Reflections on Applying Innovative Project-Based Learning: Shadow Play in OBTL Classroom. In *Emerging Technologies for Education: 6th International Symposium, SETE 2021, Zhuhai, China, November 11–12, 2021, Revised Selected Papers* (Vol. 13089, p. 150). Springer Nature.
3. Septiani, V. T., Maharani, E., & Zakia, A. (2022). PENGELOLAAN PENDIRIAN KELOMPOK BERMAIN (KB). *JIMR: Journal Of International Multidisciplinary Research*, 1(01 Juni), 46-57.
4. Meilanda, L., Ramadhanty, N., & Wulandari, R. (2022). Analisis Pengelolaan Sarana Dan Prasarana Di Kelompok Bermain (Kb). *Jurnal Multidisipliner Kapalamada*, 1(03 September), 316-327.
5. Yuliana, E., & Wulandari, R. (2023). PENGELOLAAN KURIKULUM KELOMPOK BERMAIN. *JIMR: Journal Of International Multidisciplinary Research*, 2(01 Juni), 1-7.

Supporters:

1. Ningrum, M. A., Hasibuan, R., & Fitri, R. (2023). PAUD Holistik Integratif Berdimensi Profil Pelajar Pancasila. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 563-574.
2. Wade, B., & Piccinini, T. (2020). Teaching scenario planning in sustainability courses: The creative play method. *Journal of Management Education*, 44(6), 699-725.
3. Heo, S., & Park, J. (2021). Are you satisfied or satiated by the games you play? An empirical study about game play and purchase patterns by genres. *Telematics and Informatics*, 59, 101550.

Supporting lecturer Dra. Nurhenti Dirlina Simatupang, M.Sn.
Mallevi Agustin Ningrum, 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	Students are able to explain the basic importance of family planning management courses, the scope of play groups, the characteristics of play group age children	Students can explain the basic importance of family planning management courses, the scope of play groups, the characteristics of play group age children	<p>Criteria:</p> <p>1.1 = Students are able to listen and understand the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>Form of Assessment : Practice / Performance</p>	case studies, lectures, group discussions, and problem based learning. 2 X 50	case studies, lectures, group discussions, and problem based learning. 2 X 50	<p>Material: Scope of play groups (KB)</p> <p>References: Yuliana, E., & Wulandari, R. (2023). <i>PLAYGROUP CURRICULUM MANAGEMENT. JIMR: Journal Of International Multidisciplinary Research</i>, 2(01 June), 1-7.</p>	3%

2	Students are able to explain the basic importance of family planning management courses, the scope of play groups, the characteristics of play group age children	Students can explain the characteristics of play group age children	<p>Criteria:</p> <p>1.1 = Students are able to listen and understand the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>Form of Assessment : Practice / Performance</p>	case studies, lectures, group discussions, and problem based learning. 2 X 50	case studies, lectures, group discussions, and problem based learning. 2 X 50	<p>Material: Scope of play groups (KB)</p> <p>References: <i>Yuliana, E., & Wulandari, R. (2023). PLAYGROUP CURRICULUM MANAGEMENT. JIMR: Journal Of International Multidisciplinary Research, 2(01 June), 1-7.</i></p>	3%
3	Students are able to explain the process of establishing a play group (KB) institution	Students can detail the process of establishing a play group (KB) institution	<p>Criteria:</p> <p>1.1 = Students are able to listen and understand the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>Form of Assessment : Practice / Performance</p>	case studies, lectures, group discussions, and problem based learning. 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Management of establishing play group institutions (KB)</p> <p>References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p>	3%
4	Students are able to analyze the need for establishing a play group (KB) institution	Students can analyze the need for establishing a play group (KB) institution	<p>Criteria:</p> <p>1.1 = Students are able to listen and understand the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>Form of Assessment : Practice / Performance</p>	case studies, lectures, group discussions, and problem based learning. 2 X 50	case studies, lectures, group discussions, and problem based learning. 2 X 50	<p>Material: Management of establishing play group institutions (KB)</p> <p>References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p>	6%

5	Students are able to discuss the play group (KB) curriculum	Students can discuss the play group (KB) curriculum	<p>Criteria:</p> <p>1.1 = Students are able to listen and understand the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>Form of Assessment : Participatory Activities</p>	case studies, lectures, group discussions, and problem based learning. 2 X 50	case studies, lectures, group discussions, and problem based learning. 2 X 50	<p>Material: Playgroup Curriculum Library: <i>Yuliana, E., & Wulandari, R. (2023). PLAYGROUP CURRICULUM MANAGEMENT. JIMR: Journal Of International Multidisciplinary Research, 2(01 June), 1-7.</i></p>	10%
6	Students are able to discuss the learning process according to the characteristics of play group (KB) children	Students can discuss the learning process according to the characteristics of play group (KB) children	<p>Criteria:</p> <p>1.1 = Students are able to listen and understand the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>Form of Assessment : Participatory Activities</p>	case studies, lectures, group discussions, and problem based learning 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Innovative learning in play groups References: <i>Man, DM (2022, January). Reflections on Applying Innovative Project-Based Learning: Shadow Play in OBTL Classroom. In Emerging Technologies for Education: 6th International Symposium, SETE 2021, Zhuhai, China, November 11–12, 2021, Revised Selected Papers (Vol. 13089, p. 150). Springer Nature.</i></p>	10%
7	Students are able to discuss educators and educational staff who manage play group (KB) institutions	Students can discuss educators and educational staff who manage play group (KB) institutions	<p>Criteria:</p> <p>1.1 = Students are able to listen and understand the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>Form of Assessment : Participatory Activities</p>	case studies, lectures, group discussions, and problem based learning. 2 X 50	case studies, lectures, group discussions, and problem based learning. 2 X 50	<p>Material: Educators and educational staff in play group (KB) institutions References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p>	10%

8	Students are able to work on UTS (Mid-Semester Exam) questions	Students can work on UTS (Mid-Semester Exam) questions	<p>Criteria:</p> <p>1.1 = Students are able to answer questions with fairly good analysis</p> <p>2.2 = Students are able to answer questions with good analysis</p> <p>3.3 = Students are able to answer questions with excellent analysis</p> <p>Form of Assessment : Test</p>	Summative Test 2 X 50	Summative Test 2 X 50	<p>Material: Educators and educational staff in play group (KB) institutions</p> <p>References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p> <hr/> <p>Material: Learning in KB</p> <p>Reader: <i>Man, DM (2022, January). Reflections on Applying Innovative Project-Based Learning: Shadow Play in OBTL Classroom. In Emerging Technologies for Education: 6th International Symposium, SETE 2021, Zhuhai, China, November 11–12, 2021, Revised Selected Papers (Vol. 13089, p. 150). Springer Nature.</i></p> <hr/> <p>Material: Curriculum in KB</p> <p>Library: <i>Yuliana, E., & Wulandari, R. (2023). PLAYGROUP CURRICULUM MANAGEMENT. JIMR: Journal Of International Multidisciplinary Research, 2(01 June), 1-7.</i></p>	5%
9	Students are able to discuss financing in managing Play Group (KB) institutions	Students can discuss financing in managing Play Group (KB) institutions	<p>Criteria:</p> <p>1.1 = Students are able to listen to the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.3 = Students are able to listen to the lecturer's explanation very well</p> <p>Form of Assessment : Practice / Performance</p>	case studies, lectures, group discussions, and problem based learning 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Financing standards for management of Play Group (KB) institutions</p> <p>References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p>	3%

10	Students are able to discuss the infrastructure of Play Group (KB) institutional units	Students can discuss the infrastructure of Play Group (KB) institutional units	<p>Criteria:</p> <p>1.1 = Students are able to listen to the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.3 = Students are able to listen to the lecturer's explanation very well</p> <p>Form of Assessment : Practice / Performance</p>	case studies, lectures, group discussions, and problem based learning 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Management of infrastructure in Play Group (KB) institutions</p> <p>Reference: <i>Meilanda, L., Ramadhanty, N., & Wulandari, R. (2022). Analysis of Facilities and Infrastructure Management in Play Groups (Kb). Kapalamada Multidisciplinary Journal, 1(03 September), 316-327.</i></p>	3%
11	Students are able to prepare a lesson plan for establishing a Play Group (KB) institution	Students can prepare a lesson plan for establishing a Play Group (KB) institution	<p>Criteria:</p> <p>1.1 = Students are able to listen to the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.3 = Students are able to listen to the lecturer's explanation very well</p> <p>Form of Assessment : Practice / Performance</p>	case studies, lectures, group discussions, and problem based learning 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Establishment of Play Group (KB) institutions</p> <p>References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p> <hr/> <p>Material: Characteristics and Needs of Early Childhood</p> <p>References: <i>Ningrum, MA, Hasibuan, R., & Fitri, R. (2023). Integrative Holistic PAUD with Pancasila Student Profile Dimensions. Obsession Journal: Journal of Early Childhood Education, 7(1), 563-574.</i></p> <hr/> <p>Material: Innovative learning in Play Group (KB) institutions</p> <p>References: <i>Wade, B., & Piccinini, T. (2020). Teaching scenario planning in sustainability courses: The creative play method. Journal of Management Education, 44(6), 699-725.</i></p>	3%

12	Students are able to convey the results of preparing a lesson plan for establishing a Play Group (KB) institution based on the context of local wisdom	Students can convey the results of preparing a lesson plan for establishing a Play Group (KB) institution based on the context of local wisdom	<p>Criteria:</p> <p>1.1 = Students are able to listen to the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.3 = Students are able to listen to the lecturer's explanation very well</p> <p>Form of Assessment : Practice / Performance</p>	case studies, lectures, group discussions, and problem based learning 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Establishment of Play Group (KB) institutions</p> <p>References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p> <hr/> <p>Material: Characteristics and Needs of Early Childhood</p> <p>References: <i>Ningrum, MA, Hasibuan, R., & Fitri, R. (2023). Integrative Holistic PAUD with Pancasila Student Profile Dimensions. Obsession Journal: Journal of Early Childhood Education, 7(1), 563-574.</i></p> <hr/> <p>Material: Innovative learning in Play Group (KB) institutions</p> <p>References: <i>Wade, B., & Piccinini, T. (2020). Teaching scenario planning in sustainability courses: The creative play method. Journal of Management Education, 44(6), 699-725.</i></p>	6%
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13	Students are able to convey the results of preparing a lesson plan for establishing a Play Group (KB) institution based on the context of local wisdom	Students can convey the results of preparing a lesson plan for establishing a Play Group (KB) institution based on the context of local wisdom	<p>Criteria:</p> <p>1.1 = Students are able to listen to the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.3 = Students are able to listen to the lecturer's explanation very well</p> <p>Form of Assessment : Participatory Activities</p>	case studies, lectures, group discussions, and problem based learning 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Establishment of Play Group (KB) institutions</p> <p>References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p> <hr/> <p>Material: Characteristics and Needs of Early Childhood</p> <p>References: <i>Ningrum, MA, Hasibuan, R., & Fitri, R. (2023). Integrative Holistic PAUD with Pancasila Student Profile Dimensions. Obsession Journal: Journal of Early Childhood Education, 7(1), 563-574.</i></p> <hr/> <p>Material: Innovative learning in Play Group (KB) institutions</p> <p>References: <i>Wade, B., & Piccinini, T. (2020). Teaching scenario planning in sustainability courses: The creative play method. Journal of Management Education, 44(6), 699-725.</i></p>	10%
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14	Students are able to convey the results of preparing a lesson plan for establishing a Play Group (KB) institution based on the context of local wisdom	Students can convey the results of preparing a lesson plan for establishing a Play Group (KB) institution which is linked to the use of information technology	<p>Criteria:</p> <p>1.1 = Students are able to listen to the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.3 = Students are able to listen to the lecturer's explanation very well</p> <p>Form of Assessment : Participatory Activities</p>	case studies, lectures, group discussions, and problem based learning 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Establishment of Play Group (KB) institutions</p> <p>References: <i>Septiani, VT, Maharani, E., & Zakia, A. (2022). MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB). JIMR: Journal Of International Multidisciplinary Research, 1(01 June), 46-57.</i></p> <hr/> <p>Material: Characteristics and Needs of Early Childhood</p> <p>References: <i>Ningrum, MA, Hasibuan, R., & Fitri, R. (2023). Integrative Holistic PAUD with Pancasila Student Profile Dimensions. Obsession Journal: Journal of Early Childhood Education, 7(1), 563-574.</i></p> <hr/> <p>Material: Innovative learning in Play Group (KB) institutions</p> <p>References: <i>Wade, B., & Piccinini, T. (2020). Teaching scenario planning in sustainability courses: The creative play method. Journal of Management Education, 44(6), 699-725.</i></p>	10%
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15	Students are able to convey the results of preparing a lesson plan for establishing a Play Group (KB) institution based on the context of local wisdom	Students can convey the results of preparing a lesson plan for establishing a Play Group (KB) institution which is linked to the use of information technology	<p>Criteria:</p> <p>1.1 = Students are able to listen to the lecturer's explanation quite well</p> <p>2.2 = Students are able to listen to the lecturer's explanation well</p> <p>3.3 = Students are able to listen to the lecturer's explanation very well</p> <p>Form of Assessment : Participatory Activities</p>	case studies, lectures, group discussions, and problem based learning 2 X 50	case studies, lectures, group discussions, and problem based learning 2 X 50	<p>Material: Establishment of Play Group (KB) institutions</p> <p>References: Septiani, VT, Maharani, E., & Zakia, A. (2022). <i>MANAGEMENT OF THE ESTABLISHMENT OF PLAY GROUPS (KB)</i>. <i>JIMR: Journal Of International Multidisciplinary Research</i>, 1(01 June), 46-57.</p> <hr/> <p>Material: Characteristics and Needs of Early Childhood</p> <p>References: Ningrum, MA, Hasibuan, R., & Fitri, R. (2023). <i>Integrative Holistic PAUD with Pancasila Student Profile Dimensions. Obsession Journal: Journal of Early Childhood Education</i>, 7(1), 563-574.</p> <hr/> <p>Material: Innovative learning in Play Group (KB) institutions</p> <p>References: Wade, B., & Piccinini, T. (2020). <i>Teaching scenario planning in sustainability courses: The creative play method</i>. <i>Journal of Management Education</i>, 44(6), 699-725.</p>	10%
16	Students are able to work on UAS (Final Semester Examination) questions	Students can work on UAS (Final Semester Examination) questions	<p>Criteria:</p> <p>1.1 = Students are able to answer questions with fairly good analysis</p> <p>2.2 = Students are able to answer questions with good analysis</p> <p>3.3 = Students are able to answer questions with excellent analysis</p> <p>Form of Assessment : Test</p>	Summative Test 2 X 50	Summative Test 2 X 50		5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Practice / Performance	30%
3.	Test	10%
		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** 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.
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.