



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																																																																												
Landfill Management	8620702228	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	August 7, 2023																																																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																													
	Dr. Ruqoyyah Fitri, S.Ag., M.Pd. dan Dr. Yes Matheos Lasarus Malaikosa, M.Pd		Dr. Yes Matheos Lasarus Malaikosa, M.Pd			Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																													
Learning model	Project Based Learning																																																																																		
Program Learning Outcomes (PLO)	PLO study program that 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	Students are expected to be able to have knowledge about child-friendly foster care management along with service programs that work in synergy with parents.																																																																																	
	PO - 2	Students are expected to be able to develop a foster care program supported by standard facilities and infrastructure, human resources and child-friendly service management.																																																																																	
	PLO-PO Matrix																																																																																		
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <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>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>						P.O	PLO-1	PLO-2	PLO-4	PLO-6	PO-1	✓	✓	✓	✓	PO-2	✓	✓	✓	✓																																																													
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																			
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <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> </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		✓		✓	✓	✓	✓	✓	✓	✓	✓				✓	✓
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PO-2		✓		✓	✓	✓	✓	✓	✓	✓	✓				✓	✓																																																																			
Short Course Description	Study of: standards for implementing child-friendly foster care services; fulfillment of child rights-based care; child-friendly foster garden services program; operational planning of care services; assessment and report on child growth and development; building nurturing attachment to parents; as well as child-friendly foster care resources which include: human resource standards, facility and infrastructure standards, service management tools (SOP), and financial resources. The learning strategies used are lectures, discussions, case studies.																																																																																		
References	Main :																																																																																		
	<ol style="list-style-type: none"> 1. Brewer, J.A. (2007). Early Childhood Education: Preschool through Primary Grades. USA: Pearson. 2. Doll, B., Zucker, S. and Brehm, K. (2004). Resilient Classrooms: Creating Healthy Environments for Learning. Canada: The Guilford Press. 3. Ebbeck, M and Waniganayake, M. (2005). Early Childhood Professionals: Leading Today and Tomorrow. Australia: Ligare. 4. Epstein, A.N. (2007). The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning. Washington, DC: NAEYC. 5. Estes, L.S. (2004). Essentials of Child Care and Early Education. USA: Pearson. 6. Gestwicki, Carol. (2007). Developmentally appropriate practice; curriculum and development in early education. Canada: Thomson Delmar Learning. 7. Gray, C. and Macblain, S. (2012). Learning Theories in Childhood. London: Sage. 8. Haenilah, E.Y. (2015). Kurikulum dan Pembelajaran PAUD. Yogyakarta: Media Akademi. 9. Hoorn, J.V., dkk. (2007). Play at the Centre of the Curriculum. USA: Pearson. 10. Jacobs, G. and Crowley, K. (2010). Reaching Standart and Beyond in Kindergarten. USA. Corwin A Sage Company. 11. Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2017). Kurikulum Pendidikan Anak Usia Dini Berbasis Perkembangan Anak (Developmentally Appropriate Practices). Depok: Kencana. 12. Mariyana, R., Nugraha, A. dan Rachmawati, Y. (2018). Pengelolaan Lingkungan Belajar. Jakarta: Prenada Media Group. 																																																																																		
	Supporters:																																																																																		

1. McLachlan, C., Fleeer, M. and Edwards, S. (2010). Early Childhood Curriculum: Planning, Assessment, and Implementation. USA. Cambridge University Press.
2. Miller, R. (1996). The Developmentally Appropriate Inclusive Classroom in Early Education. USA: Delmar Publishers.
3. Morrison, G.S. (2012). Dasar-Dasar Pendidikan Anak Usia Dini. Jakarta: Indeks.
4. Morrison, G.S. (2016). Pendidikan Anak Usia Dini Saat Ini (Edisi 13). Jakarta: Pustaka Pelajar.
5. Permendikbud RI Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini (<https://luk.staff.ugm.ac.id/atur/bsnp/Permendikbud137-2014StandarNasionalPAUD.pdf>)
6. Permendikbud RI Nomor 146 Tahun 2014 tentang Kurikulum 2013 Pendidikan Anak Usia Dini (<http://paud.kemdikbud.go.id/wpcontent/uploads/2016/04/Permendikbud-146-Tahun-2014.pdf>)
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8. Roopnarine, J.L dan Johnson, J.E. (2011). Pendidikan Anak Usia Dini: Dalam Berbagai Pendekatan. Jakarta: Kencana Prenada Media Group.
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11. Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. Early Childhood Education. USA: Sage Publication, Inc.
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15. Kementerian pemberdayaan perempuan dan perlindungan anak RI. 2021. Pedoman Standar Taman Asuh ceria (TARA) / Daycare Ramah Anak. Jakarta: Deputi pemenuhan hak anak.
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Supporting lecturer Dr. Ruqoyyah Fitri, S.Ag., 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 of the basics of organizing child-friendly foster care.	<ol style="list-style-type: none"> 1. Students are able to understand the importance of TARA as a guarantee of child protection (C-2). 2. Students are able to understand the principles of Taman Asuh Ceria (TARA)/ Child Friendly Daycare. 3. Students are able to understand the aims, objectives and expected results of Taman Asuh Ceria (TARA)/Child Friendly Daycare. 4. Students are able to show respect for other people's opinions and views (A5). 5. Students are able to understand the importance of TARA as a guarantee of child protection. 	<p>Criteria: Criteria: Participatory Activities Form: Observation</p> <p>Form of Assessment : Practice / Performance</p>	<p>Learning form: Students discuss the basics of organizing child-friendly foster gardens. Method: Lecture, 100 Minute Discussion</p>	<p>Students access discussion topics via Vinesa and Whatsapp Group. Students upload assignments via Vinesa. 100 Minutes</p>	<p>Material: Introduction (College Contract) References:</p> <hr/> <p>Material: The Importance of TARA as a Guarantee for Child Protection Reference: <i>Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia. 2021. Standard Guidelines for Cheerful Nursery Gardens (TARA) / Child Friendly Daycare. Jakarta: Deputy for fulfillment of children's rights.</i></p> <hr/> <p>Material: . The Importance of TARA as a Guarantee for Child Protection. References: <i>Kostelnik, MJ, Soderman, AK, & Whiren, AP (2017). Early Childhood Education Curriculum Based on Child Development (Developmentally Appropriate Practices). Depok: Kencana.</i></p> <hr/> <p>Material: Principles of Taman Asuh Ceria (TARA)/ Child Friendly Daycare. Reference: <i>Republic of Indonesia Minister of Education and Culture Regulation Number 137 of 2014 concerning National Standards for Early Childhood Education (https://luk.staff.ugm.ac.id/...-2014StandardNasionalPAUD.pdf)</i></p> <hr/> <p>Material: Goals, targets and expected results of Taman Asuh Ceria (TARA)/Child Friendly Daycare. References: <i>Indonesian Ministry of Women's Empowerment and Child Protection. 2021. Standard Guidelines for Cheerful Foster Gardens (TARA) / Child Friendly Daycare. Jakarta: Deputy for fulfillment of children's rights.</i></p>	3%

2	Understanding of the basis for organizing child-friendly foster gardens.	<ol style="list-style-type: none"> 1. Students are able to understand the Institution and Personnel of Taman Asuh Ceria (TARA)/ Child Friendly Daycare (C -2). 2. Students are able to understand the position, duties and responsibilities of the government in the Taman Asuh Ceria (TARA)/Child Friendly Daycare program. 3. Students are able to understand the Standardization of Taman Asuh Ceria (TARA)/Child Friendly Daycare 4. Students are able to show respect for other people's opinions and views (A - 5). 	<p>Criteria: Criteria: Participatory Activities Form: Observation</p> <p>Form of Assessment : Practice / Performance</p>	<p>Learning form: Students discuss the basics of organizing child-friendly foster gardens</p> <p>Method: Lecture, Discussion, 100 Minutes</p>	<p>Students access discussion topics via Vinesa and Whatsapp Group. Students upload assignments via Vinesa. 100 Minutes</p>	<p>Material: Institutions and Personnel of Taman Asuh Ceria (TARA)/ Child Friendly Daycare (C -2). References: Morrison, G.S. (2012). <i>Basics of Early Childhood Education</i>. Jakarta: Index.</p> <p>Material: Position, duties and responsibilities of the government in the Taman Asuh Ceria (TARA)/Child Friendly Daycare program. References: Yus, A. (2011). <i>Early Childhood Education Model</i>. Jakarta: Kencana</p> <p>Material: Standardization of Taman Asuh Ceria (TARA)/Child Friendly Daycare. References: Indonesian Ministry of Women's Empowerment and Child Protection. 2021. <i>Standard Guidelines for Cheerful Foster Gardens (TARA) / Child Friendly Daycare</i>. Jakarta: Deputy for fulfillment of children's rights.</p>	3%
3	Students are able to analyze the implementation of foster care services to fulfill child rights-based care.	<ol style="list-style-type: none"> 1. Students are able to understand the implementation of foster care to fulfill child rights-based care (C -2). 2. Students are able to analyze the implementation of foster care to fulfill child rights-based care (C -4). 3. Students are able to show respect for other people's opinions and views (A - 5). 	<p>Criteria: Criteria: Participatory Activities Form: Observation</p> <p>Form of Assessment : Practice / Performance</p>	<p>Form of learning: Students discuss the implementation of foster care services to fulfill child rights-based care . Method: Case Study Discussion Lecture 100 minutes</p>	<p>Students access discussion topics via Vinesa and WhatsApp Group. Students upload assignments via Vinesa. 100 minutes</p>	<p>Material: Implementation of foster care services to fulfill rights-based care for inclusive PAUD children) References: Brewer, JA (2007). <i>Early Childhood Education: Preschool through Primary Grades</i>. USA: Pearson.</p>	3%
4	Developing a child-friendly foster care service program.	<ol style="list-style-type: none"> 1. Students are able to identify the Ceria Foster Care/Child Friendly Daycare Service Program (C -4). 2. Students are able to analyze the Ceria Foster Care/Child-Friendly Daycare Service Program. 3. Students are able to show respect for other people's opinions and views (A - 5). 	<p>Criteria: Criteria: Group Project Results Form: Portfolio</p> <p>Form of Assessment : Practice / Performance</p>	<p>Learning form: Students analyze child-friendly foster care service programs . Method: 100 minute Team Based Project Discussion Presentation</p>	<p>Students access discussion topics via Vinesa and Whatsapp Group. Students upload assignments via Vinesa. 100 minutes</p>	<p>Material: Ceria Foster Care/Child Friendly Daycare Service Program 1. Daily care, growth and development detection 2. Posyandu activities 3. Dentist visits 4. Provision of food and drink 5. Pick-up and drop-off services 6. Counseling services 7. Parenting 8. Home visits 9. Services for parents of labor workers Reference: Roopnarine, JL and Johnson, JE (2011). <i>Early Childhood Education: In Various Approaches</i>. Jakarta: Kencana Prenada Media Group.</p>	3%

5	Developing a child-friendly foster care service program.	<ol style="list-style-type: none"> 1. Students are able to identify the Ceria Foster Care/Child Friendly Daycare Service Program (C -4). 2. Students are able to analyze the Ceria Foster Care/Child-Friendly Daycare Service Program. 3. Students are able to show respect for other people's opinions and views (A - 5). 	<p>Criteria: Criteria: Group Project Results Form: Portfolio</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning form: Students analyze child-friendly foster care service programs . Method: 100 minute Team Based Project Discussion Presentation</p>	<p>Students access discussion topics via Vinesa and WhatsApp Group. Students upload assignments via Vinesa. 100 minutes</p>	<p>Material: Ceria Foster Care/Child Friendly Daycare Service Program 1. Daily care, growth and development detection 2. Posyandu activities 3. Dentist visits 4. Provision of food and drink 5. Pick-up and drop-off services 6. Counseling services 7. Parenting 8. Home visits 9. Services for parents of labor workers</p> <p>Reference: Roopnarine, JL and Johnson, JE (2011). <i>Early Childhood Education: In Various Approaches</i>. Jakarta: Kencana Prenada Media Group.</p>	10%
6	Students are able to prepare operational plans for care services.	<ol style="list-style-type: none"> 1. Students are able to identify operational plans for Taman Asuh Ceria/Child Friendly Daycare (C-4) services. 2. Students are able to analyze the operational plan for Taman Asuh Ceria/Child Friendly Daycare (C-4) services. 3. Students are able to show respect for other people's opinions and views (A5). 	<p>Form of Assessment : Practice / Performance</p>	<p>Learning form: Students identify operational planning for care services. Method: 100 minute Team Based Project Discussion Presentation</p>	<p>Students access discussion topics via Vinesa and WhatsApp Group. Students upload assignments via Vinesa 100 minutes</p>	<p>Material: Operational plan for Taman Asuh Ceria/Child Friendly Daycare services. 1. Vision, mission, goals 2. Values, Principles and Code of Ethics 3. Care and learning materials 4. Care and learning schedule 5. Service principles 6. Drafting service plans, ratifying and implementing service plans 7. Activities in one day</p> <p>References: Morrison, G.S. (2016). <i>Early Childhood Education Today (13th Edition)</i>. Jakarta: Student Library.</p>	10%
7	Students are able to prepare operational plans for care services.	<ol style="list-style-type: none"> 1. Students are able to identify operational plans for Taman Asuh Ceria/Child Friendly Daycare (C-4) services. 2. Students are able to analyze the operational plan for Taman Asuh Ceria/Child Friendly Daycare (C-4) services. 3. Students are able to show respect for other people's opinions and views (A5). 	<p>Form of Assessment : Participatory Activities</p>	<p>Learning form: Students identify operational planning for care services. Method: 100 minute Team Based Project Discussion Presentation</p>	<p>Students access discussion topics via Vinesa and WhatsApp Group. Students upload assignments via Vinesa 100 minutes</p>	<p>Material: Operational plan for Taman Asuh Ceria/Child Friendly Daycare services. 1. Vision, mission, goals 2. Values, Principles and Code of Ethics 3. Care and learning materials 4. Care and learning schedule 5. Service principles 6. Drafting service plans, ratifying and implementing service plans 7. Activities in one day</p> <p>References: Morrison, G.S. (2016). <i>Early Childhood Education Today (13th Edition)</i>. Jakarta: Student Library.</p>	10%
8	Midterm Evaluation / Midterm Exam		<p>Form of Assessment : Test</p>	<p>Students work on UTS questions independently. 100 minutes</p>			5%

9	Students are able to design assessments and reports on children's growth and development.	<ol style="list-style-type: none"> 1. Students are able to understand the assessment of the care and learning process in TARA services. 2. Students are able to understand the mechanism for collecting assessment data. 3. Students are able to understand the functions, objectives and principles of assessment in TARA services. 4. Students are able to understand the Assessment Mechanism for Reporting Achievement of Assessment Results). 5. Students are able to show respect for other people's opinions and views (A-5). 	<p>Criteria: Criteria: Participatory Activities Form: Observation</p> <p>Form of Assessment : Practice / Performance</p>	<p>Learning form: Students discuss assessments and reports on children's growth and development .</p> <p>Method: 100 minute discussion lecture</p>	<p>Students access discussion topics via Vinesa and Whatsapp Group. Students upload assignments via Vinesa 100 minutes</p>	<p>Material: Assessment of the care and learning process in TARA services. References: Kostelnik, MJ, Soderman, AK, & Whiren, AP (2017). <i>Early Childhood Education Curriculum Based on Child Development (Developmentally Appropriate Practices)</i>. Depok: Kencana.</p> <hr/> <p>Material: Assessment data collection mechanism. Bibliography: Gestwicki, Carol. (2007). <i>Developmentally appropriate practice; curriculum and development in early education</i>. Canada: Thomson Delmar Learning.</p> <hr/> <p>Material: Functions, objectives and principles of assessment in TARA services. References: Indonesian Ministry of Women's Empowerment and Child Protection. 2021. <i>Standard Guidelines for Cheerful Foster Gardens (TARA) / Child Friendly Daycare</i>. Jakarta: Deputy for fulfillment of children's rights.</p> <hr/> <p>Material: Literature Assessment Mechanism : Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia. 2021. <i>Standard Guidelines for Cheerful Foster Gardens (TARA) / Child Friendly Daycare</i>. Jakarta: Deputy for fulfillment of children's rights.</p> <hr/> <p>Material: Reporting on the Achievement of Literature Assessment Results : Indonesian Ministry of Women's Empowerment and Child Protection. 2021. <i>Standard Guidelines for Cheerful Foster Gardens (TARA) / Child Friendly Daycare</i>. Jakarta: Deputy for fulfillment of children's rights.</p>	5%
10	Students are able to design techniques for building caring attachment to parents through the formation of pioneer and reporting families (P2).	<ol style="list-style-type: none"> 1. Students are able to understand the stages in the process of forming a 2 P pioneer and reporting family. 2. Students are able to analyze the QUALITY FAMILY HOME program using the Parenting Pyramid Simulation 3. Students are able to develop referral networks and partnerships with other service institutions. 4. Students are able to show respect for other people's opinions and views (A-5). 	<p>Criteria: Criteria: Participatory Activities Form: Observation</p> <p>Form of Assessment : Practice / Performance</p>	<p>Learning form: Students discuss techniques for building caring attachment to parents</p> <p>Method: 100 minute Case Study Discussion Lecture</p>	<p>Students access discussion topics via Vinesa and Whatsapp Group. Students upload assignments via Vinesa. 100 minutes</p>	<p>Material: Stages in the process of forming a pioneer and reporting family 2 P. Reference: Brewer, JA (2007). <i>Early Childhood Education: Preschool through Primary Grades</i>. USA: Pearson.</p> <hr/> <p>Material: Building a QUALITY FAMILY HOME using the Parenting Pyramid Simulation. References: Doll, B., Zucker, S. and Brehm, K. (2004). <i>Resilient Classrooms: Creating Healthy Environments for Learning</i>. Canada: The Guilford Press.</p> <hr/> <p>Material: Referral Networks and Partnerships with Other Service Institutions Reference: Sujiono, Yuliani Nurani. 2013. <i>Basic Concepts of PAUD</i>. Jakarta: Index 29. Santrock, Jhon W. 2011. <i>Child Development Period</i>. Jakarta: Salemba.</p>	3%

11	Students are able to design techniques for building caring attachment to parents through the formation of pioneer and reporting families (P2).	<ol style="list-style-type: none"> 1. Students are able to understand the stages in the process of forming a 2 P pioneer and reporting family. 2. Students are able to analyze the QUALITY FAMILY HOME program using the Parenting Pyramid Simulation 3. Students are able to develop referral networks and partnerships with other service institutions. 4. Students are able to show respect for other people's opinions and views (A-5). 	<p>Criteria: Criteria: Participatory Activities Form: Observation</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning form: Students discuss techniques for building caring attachment to parents</p> <p>Method: 100 minute Case Study Discussion Lecture</p>	<p>Students access discussion topics via Vinesa and WhatsApp Group. Students upload assignments via Vinesa. 100 minutes</p>	<p>Material: Stages in the process of forming a pioneer and reporting family 2 P. Reference: Brewer, JA (2007). <i>Early Childhood Education: Preschool through Primary Grades. USA: Pearson.</i></p> <hr/> <p>Material: Building a QUALITY FAMILY HOME using the Parenting Pyramid Simulation. References: Doll, B., Zucker, S. and Brehm, K. (2004). <i>Resilient Classrooms: Creating Healthy Environments for Learning. Canada: The Guilford Press.</i></p> <hr/> <p>Material: Referral Networks and Partnerships with Other Service Institutions Reference: Sujiono, Yuliani Nurani. 2013. <i>Basic Concepts of PAUD. Jakarta: Index 29.</i> Santrock, Jhon W. 2011. <i>Child Development Period. Jakarta: Salemba.</i></p>	5%
12	Students are able to analyze the need for child-friendly foster garden resources.	<ol style="list-style-type: none"> 1. Students are able to analyze the need for child-friendly foster care resources (C-4). 2. Students are able to identify critical issues regarding child-friendly foster care resources. 3. Students are able to show respect for other people's opinions and views (A-5). 	<p>Form of Assessment : Participatory Activities</p>	<p>Learning form: Students discuss the need for human resources in child-friendly foster care services</p> <p>Method: 100 minute Case Study Discussion Lecture</p>	<p>Students access discussion topics via Vinesa and WhatsApp Group. Students upload assignments via Vinesa. 100 minutes</p>	<p>Material: Human resources in supporting child-friendly foster care services. 1. HR Qualifications 2. HR Ratios 3. HR Competencies and Responsibilities References: Mariyana, R., Nugraha, A. and Rachmawati, Y. (2018). <i>Learning Environment Management. Jakarta: Prenada Media Group.</i></p>	5%
13	Students are able to analyze the need for child-friendly foster garden resources.	<ol style="list-style-type: none"> 1. Students are able to analyze the need for child-friendly foster care resources (C-4). 2. Students are able to identify critical issues regarding child-friendly foster care resources. 3. Students are able to show respect for other people's opinions and views (A-5). 	<p>Criteria: Criteria: Group Project Results Form: Observation</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning form: Students discuss the need for human resources in child-friendly foster care services</p> <p>Method: 100 minute Case Study Discussion Lecture</p>	<p>Students access discussion topics via Vinesa and WhatsApp Group. Students upload assignments via Vinesa. 100 minutes</p>	<p>Material: Human resources in supporting child-friendly foster care services. 1. HR Qualifications 2. HR Ratios 3. HR Competencies and Responsibilities References: Mariyana, R., Nugraha, A. and Rachmawati, Y. (2018). <i>Learning Environment Management. Jakarta: Prenada Media Group.</i></p>	5%
14	Students are able to analyze the need for child-friendly foster garden resources.	<ol style="list-style-type: none"> 1. Students are able to analyze the need for child-friendly foster care resources (C-4). 2. Students are able to identify critical issues regarding child-friendly foster care resources. 3. Students are able to show respect for other people's opinions and views (A-5). 	<p>Criteria: Criteria: Group Project Results Form: Observation</p> <p>Form of Assessment : Participatory Activities</p>	<p>Learning form: Students discuss the need for human resources in child-friendly foster care services</p> <p>Method: 100 minute Case Study Discussion Lecture</p>	<p>Students access discussion topics via Vinesa and WhatsApp Group. Students upload assignments via Vinesa. 100 minutes</p>	<p>Material: Human resources in supporting child-friendly foster care services. 1. HR Qualifications 2. HR Ratios 3. HR Competencies and Responsibilities References: Mariyana, R., Nugraha, A. and Rachmawati, Y. (2018). <i>Learning Environment Management. Jakarta: Prenada Media Group.</i></p>	10%

15	Students are able to analyze the need for child-friendly foster garden resources.	<ol style="list-style-type: none"> Students are able to identify child-friendly foster care management tools (C -4). Students are able to design a budget for profitable foster care services. 	Criteria: Criteria: Participatory Activities Form: Observation Form of Assessment : Participatory Activities	Learning form: Students discuss : 1. service management tools (SOP) for foster care services. 2. financial resources for the foster care service program Method: Case Study Discussion Lecture 100 minutes	Students access discussion topics via Vinesa and Whatsapp Group. Students upload assignments via Vinesa 100 minutes	Material: Service management tool (SOP) for foster care services. 1. preparation of SOPs; 2. Report and assessment format 3. Evaluation system; 4. Budget plan and operational costs; 5. Financial system; 6. Student registration; 7. Legality registration; 8. Implementation of daily services Library: <i>Indonesian Ministry of Women's Empowerment and Child Protection. 2021. Standard Guidelines for Cheerful Foster Gardens (TARA) / Child Friendly Daycare. Jakarta: Deputy for fulfillment of children's rights.</i>	15%
16	Final Semester Evaluation / Final Semester Examination	Students are able to identify and analyze challenges and strategies in managing landfills in the industrial era 4.0	Form of Assessment : Test				5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	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.
- 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.