



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																																																																																																															
LESSON PLANNING	8620702238	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	4	May 2, 2023																																																																																																															
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																																
	Eka Cahya Maulidiyah, M.Pd.		Eka Cahya Maulidiyah, 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-5	Mastering pedagogical skills in early childhood learning based on national cultural values																																																																																																																		
	PLO-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.																																																																																																																		
	Program Objectives (PO)																																																																																																																			
	PO - 1	Analyzing the components of PAUD learning planning																																																																																																																		
	PO - 2	Able to work together, participate and have social sensitivity and concern for society and the environment.																																																																																																																		
	PO - 3	Designing PAUD learning planning documents.																																																																																																																		
	PO - 4	Able to apply logical, critical, creative, systematic and innovative thinking in the context of the development and implementation of Science and Technology in the field of PAUD learning planning according to the applicable curriculum.																																																																																																																		
	PLO-PO Matrix																																																																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-7</th> </tr> </thead> <tbody> <tr> <td>PO-1</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> </tr> <tr> <td>PO-3</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> </tr> </tbody> </table>				P.O	PLO-5	PLO-7	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓																																																																																																
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																				
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Short Course Description	Study of; The essence of learning planning, planning objectives, linkage of planning to the curriculum, types of planning, KI, KD, learning objectives, indicators, material content and themes.																																																																																																																			
References	Main :																																																																																																																			

1. Hasibuan Rachma. 2017. Perencanaan Pembelajaran PAUD. Surabaya Unesa University Press.
2. Peraturan Menteri Pendidikan dan Kebudayaan No 137. 2014. Standar PAUD. Jakarta : Menteri Pendidikan dan Kebudayaan
3. Peraturan Menteri Pendidikan dan Kebudayaan No 146. 2014. Kurikulum PAUD. Jakarta : Menteri Pendidikan dan Kebudayaan.

Supporters:

1. Eka Cahya Maulidiyah. 2017. Panduan Microteaching PAUD. IAIN Tulungagung Press

Supporting lecturer Eka Cahya Maulidiyah, 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	Understanding of the nature of learning planning, planning objectives and the relationship between learning planning and the curriculum	Explain the nature of learning planning.	<p>Criteria: Explain the nature of learning planning. appropriately</p> <p>Form of Assessment : Practice / Performance</p>	Collaborative 3 X 50	Collaborative 3 X 50	<p>Material: Understanding the components of PAUD learning planning Library: Hasibuan Rachma. 2017. PAUD Learning Planning. Surabaya Unesa University Press.</p>	3%
2	Understanding of the nature of learning planning, planning objectives and the relationship between learning planning and the curriculum	Explain the nature of learning planning.	<p>Criteria: Explain the nature of learning planning properly and correctly.</p> <p>Form of Assessment : Practice / Performance</p>	Collaborative 3x50	Collaborative 3x50	<p>Material: Understanding the components of PAUD learning planning Library: Hasibuan Rachma. 2017. PAUD Learning Planning. Surabaya Unesa University Press.</p>	3%
3	Mapping of STPPA, KI, KD, indicators, learning objectives and material content	Mapping STPPA, KI, KD, and indicators.	<p>Criteria: Mapping STPPA, KI, KD, and indicators correctly.</p> <p>Form of Assessment : Practice / Performance</p>	discussion and presentation 3x50	discussion and presentation 3x50	<p>Material: Mapping of STPPA, KI, KD, indicators, learning objectives and material content Library: Hasibuan Rachma. 2017. PAUD Learning Planning. Surabaya Unesa University Press.</p>	3%

4	Mapping of STPPA, KI, KD, indicators, learning objectives and material content	Mapping STPPA, KI, KD, and indicators.	<p>Criteria: Mapping STPPA, KI, KD, and indicators correctly.</p> <p>Form of Assessment : Practice / Performance</p>	Discussion and Presentation 3x50	Discussion and Presentation 3x50	<p>Material: Mapping of STPPA, KI, KD, indicators, learning objectives and material content Library: <i>Hasibuan Rachma. 2017. PAUD Learning Planning. Surabaya Unesa University Press.</i></p>	6%
5	Mapping of STPPA, KI, KD, indicators, learning objectives and material content		<p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and Presentation 3x50	Discussion and Presentation 3x50	<p>Material: Mapping of STPPA, KI, KD, indicators, learning objectives and material content. Reference: <i>Minister of Education and Culture Regulation No. 137. 2014. PAUD Standards. Jakarta: Minister of Education and Culture</i></p>	10%
6	Developing odd and even semester themes	Developing odd and even semester themes into activities	<p>Criteria: Develop odd and even semester themes into appropriate activities</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and Presentation 3x50	Discussion and Presentation 3x50	<p>Material: development of odd and even semester themes References: <i>Minister of Education and Culture Regulation No. 137. 2014. PAUD Standards. Jakarta: Minister of Education and Culture</i></p>	10%
7	Developing odd and even semester themes	Developing odd and even semester themes into activities	<p>Criteria: Develop odd and even semester themes into appropriate activities</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and presentation 3x50	Discussion and presentation 3x50	<p>Material: development of odd and even semester themes References: <i>Minister of Education and Culture Regulation No. 137. 2014. PAUD Standards. Jakarta: Minister of Education and Culture</i></p>	10%

8	Students can answer questions on UTS questions correctly	Students can answer questions on UTS questions correctly.	<p>Criteria: Students can answer questions on UTS questions correctly.</p> <p>Form of Assessment : Test</p>	Test 3x50	Test 3x50	<p>Material: development of odd and even semester themes</p> <p>References: <i>Minister of Education and Culture Regulation No. 137. 2014. PAUD Standards. Jakarta: Minister of Education and Culture</i></p>	5%
9	Mastering the material at meetings 1-8		<p>Form of Assessment : Practice / Performance</p>	Discussion and presentation 3x50	Discussion and presentation 3x50	<p>Material: development of odd and even semester themes</p> <p>References: <i>Minister of Education and Culture Regulation No. 137. 2014. PAUD Standards. Jakarta: Minister of Education and Culture</i></p>	3%
10	Designing odd and even semester procedures	Prepare odd and even semester plans.	<p>Criteria: Prepare odd and even semester planning appropriately.</p> <p>Form of Assessment : Practice / Performance</p>	Discussion and presentation 3x50	Discussion and presentation 3x50	<p>Material: Designing odd and even semester processes</p> <p>References: <i>Minister of Education and Culture Regulation No. 146. 2014. PAUD Curriculum. Jakarta: Minister of Education and Culture.</i></p>	3%
11	Designing odd and even semester procedures	Prepare odd and even semester plans.	<p>Criteria: Prepare odd and even semester planning appropriately.</p> <p>Form of Assessment : Practice / Performance</p>	Discussion and presentation 3x50	Discussion and presentation 3x50	<p>Material: Designing odd and even semester processes</p> <p>References: <i>Minister of Education and Culture Regulation No. 146. 2014. PAUD Curriculum. Jakarta: Minister of Education and Culture.</i></p>	3%
12	Design weekly planning	Develop a daily learning implementation plan	<p>Criteria: Develop a good daily learning implementation plan</p> <p>Form of Assessment : Practice / Performance</p>	Discussion and presentation 3x50	Discussion and presentation 3x50	<p>Material: Designing weekly planning</p> <p>Reference: <i>Minister of Education and Culture Regulation No. 146. 2014. PAUD Curriculum. Jakarta: Minister of Education and Culture.</i></p>	6%

13	Design weekly planning	Design weekly planning	<p>Criteria: Design weekly planning properly and correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and presentation 3x50	Discussion and presentation 3x50	<p>Material: Designing weekly planning Reader: Eka Cahya Maulidiyah. 2017. <i>Early Childhood Education Microteaching Guide</i>. IAIN Tulungagung Press</p>	10%
14	Preparation of daily planning	Students can prepare daily plans using one of the kindergarten learning models correctly.	<p>Criteria: Students can prepare daily plans using one of the kindergarten learning models correctly.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Scientific 3x50	scientific 3x50	<p>Material: Preparing Daily Planning Library: Eka Cahya Maulidiyah. 2017. <i>Early Childhood Education Microteaching Guide</i>. IAIN Tulungagung Press</p>	10%
15	Implementation of daily planning that has been prepared	Students can apply daily planning that has been well prepared	<p>Criteria: Students can apply daily planning that has been well prepared.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Scientific 3x50	Scientific 3x50	<p>Material: Preparing Daily Planning Library: Eka Cahya Maulidiyah. 2017. <i>Early Childhood Education Microteaching Guide</i>. IAIN Tulungagung Press</p>	10%
16	Mastering the material at meetings 1-15	Students can do UAS questions correctly	<p>Criteria: Students can do UAS questions correctly</p> <p>Form of Assessment : Test</p>	Test 3x50	Test 3x50	<p>Material: Mastery of material Library: Eka Cahya Maulidiyah. 2017. <i>Early Childhood Education Microteaching Guide</i>. IAIN Tulungagung Press</p>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	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.

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.