		Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Early Childhood Education Teacher Education Undergraduate Study Program**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Kindergarten Management	8620702230	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	May 3, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	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.
	PLO-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.
	Program Objectives (PO)	
	PO - 1	Students are able to explain the basic concepts and principles of early childhood education management and analyze the roles and responsibilities of kindergarten managers or principals.
	PO - 2	Students are able to describe the management of establishing a kindergarten institution
	PO - 3	Students are able to explain the management of students in kindergarten
	PO - 4	Students are able to describe curriculum input in kindergarten
	PO - 5	Students are able to manage human resources in kindergarten, including recruiting, training and professional development for teaching staff.
	PO - 6	Students are able to plan and manage the kindergarten budget effectively and transparently.
	PO - 7	Students are able to optimize the use of facilities and other resources in kindergarten to support learning activities.
	PO - 8	Students are able to implement supervision techniques to ensure the quality of learning in kindergarten.
	PO - 9	Students are able to build good relationships with parents and the community around the kindergarten, as well as develop partnership and collaboration programs with various parties to support kindergarten activities.
	PO - 10	Students are able to develop kindergarten marketing strategies
	PLO-PO Matrix	

P.O	PLO-2	PLO-4	PLO-6	PLO-7
PO-1	✔	✔	✔	✔
PO-2	✔	✔	✔	✔
PO-3	✔	✔	✔	✔
PO-4	✔	✔	✔	✔
PO-5	✔	✔	✔	✔
PO-6	✔	✔	✔	✔
PO-7	✔	✔	✔	✔
PO-8	✔	✔	✔	✔
PO-9	✔	✔	✔	✔
PO-10	✔	✔	✔	✔

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

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									✔	✔						
PO-7											✔					
PO-8												✔	✔			
PO-9														✔		
PO-10															✔	✔

Short Course Description	The Kindergarten Management course is designed to provide an in-depth understanding of the basic management concepts of establishing a Kindergarten institution, student management, curriculum input management, staff, financing, infrastructure, learning management, results management, output and graduates, supervision and marketing management. This course uses a case study model to solve problems in managing kindergarten institutions. The learning methods used are lectures, case studies, PBL and group discussions.

References	**Main :**	
	1. Suyadi. 2014. Manajemen PAUD TP A-KB-TK/RA. Yogyakarta: Pustaka Pelajar 2. Setiadi Susilo. 2016. Pedoman Penyelenggaraan PAUD. Jakarta: Media Pustaka 3. Dilla, Raudhah Farah. 2020. "Manajemen Keuangan Pendidikan Anak Usia Dini Perspektif Wealth Management: Studi Di TK Ceria Demangan Baru Yogyakarta." MANAGERIA: Jurnal Manajemen Pendidikan Islam 4 (2): 353–71. https://doi.org/10.14421/manageria.2019.42-09 4. Hapidin, (2014) Manajemen Pendidikan TK. In: Konsep Dasar Manajemen Pendirian Lembaga TK/PAUD. Universitas Terbuka, Jakarta, pp. 1-31.	
	Supporters:	
	1. Setyowati, Sri; Maulidiyah, Eka Cahya; Khotimah, Nurul. 2020. Pengembangan Potensi Lembaga melalui Pelatihan Kewirausahaan PAUD	

Supporting lecturer	Nur Ika Sari Rakhmawati, S.Pd., M.Pd. 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	Students are able to explain the basic concepts and principles of early childhood education management and analyze the roles and responsibilities of kindergarten managers or principals.	Explain the basic concepts and principles of early childhood education management and analyze the roles and responsibilities of kindergarten managers or principals.	**Criteria:** Explain the basic concepts and principles of early childhood education management and analyze the roles and responsibilities of kindergarten managers or principals appropriately **Form of Assessment** : Practice / Performance	Lectures 2 x 50	Lecture	**Material:** Basic concepts and principles of educational management in kindergarten institutions **Library:** *Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.*	3%

			Criteria & Form of Assessment			Material & Library	
2	Students are able to explain the basic concepts and principles of early childhood education management and analyze the roles and responsibilities of kindergarten managers or principals.	Students explain the basic concepts and principles of early childhood education management and analyze the roles and responsibilities of kindergarten managers or principals.	**Criteria:** Students explain the basic concepts and principles of early childhood education management and analyze the roles and responsibilities of kindergarten managers or principals through appropriate presentations **Form of Assessment** : Practice / Performance	Lectures, group discussions 2 x 50	Lectures, group discussions 2 x 50	**Material:** Basic concepts and principles of educational management in kindergarten institutions **Library:** *Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.*	3%
3	Students are able to develop strategic plans for effective and efficient kindergarten operations	Outlines the development of a strategic plan for effective and efficient TK operations	**Criteria:** Describe the development of strategic plans for effective and efficient TK operations through appropriate presentations **Form of Assessment** : Practice / Performance	group discussions 2 x 50	group discussions 2 x 50	**Material:** Strategic plan for TK operations **Library:** *Suyadi. 2014. Management of PAUD TP A-KB-TK/RA. Yogyakarta: Student Library*	3%
4		Describes the important components of managing students in kindergarten	**Criteria:** Describe the important components of managing students in kindergarten and create implementation documents **Form of Assessment** : Practice / Performance	Group discussions 2 x 50	Group discussions 2 x 50	**Material:** Components of student management in kindergarten **Library:** *Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.*	6%
5	Students are able to develop an organizational structure that supports kindergarten operations effectively, as well as understand the roles and responsibilities of each staff in this structure.	Analyze and describe problems in kindergarten management and the organizational structure that supports effective kindergarten operations	**Criteria:** Describes problems in kindergarten management and the organizational structure that supports kindergarten operations effectively through kindergarten observations and analysis of kindergarten implementation documents **Form of Assessment** : Participatory Activities	Case Study 2 x 50	Case Study 2 x 50	**Material:** Kindergarten implementation documents **Library:** *Setiadi Susilo. 2016. Guidelines for Implementing PAUD. Jakarta: Media Library*	10%
6	Students are able to manage human resources in kindergarten, including recruiting, training and professional development for teaching staff	Describes related human resource documents in kindergarten, including recruitment, training and professional development for teaching staff	**Criteria:** Describes related human resource documents in kindergarten, including carrying out appropriate recruitment, training and professional development for teaching staff **Form of Assessment** : Participatory Activities	Case Study, field study 2 x 50	Case Study, field study\ 2 x 50	**Material:** human resources documents in kindergarten **Library:** *Setiadi Susilo. 2016. Guidelines for Implementing PAUD. Jakarta: Media Library*	10%

7	Students are able to manage human resources in kindergarten, including recruiting, training and professional development for teaching staff	Describes related human resource documents in kindergarten, including recruitment, training and professional development for teaching staff	**Criteria:** Describes related human resource documents in kindergarten, including carrying out appropriate recruitment, training and professional development for teaching staff **Form of Assessment** : Participatory Activities	Case Study, field study 2 x 50	Case Study, field study\ 2 x 50	**Material:** human resources documents in kindergarten **Library:** Setiadi Susilo. 2016. Guidelines for Implementing PAUD. Jakarta: Media Library	10%
8	Students are able to manage human resources in kindergarten, including recruiting, training and professional development for teaching staff.	Describes the important components in organizing kindergarten	**Criteria:** Describes the important components in organizing kindergarten properly **Form of Assessment** : Test	Test 2 x 50	Test 2 x 50	**Material:** Kindergarten management documents **Reference:** Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.	5%
9	Students are able to plan and manage the kindergarten budget effectively and transparently.	Explanation of problems and solutions for managing kindergarten budgets effectively and transparently.	**Criteria:** Explanation of problems and solutions for managing kindergarten budgets effectively and transparently. **Form of Assessment** : Practice / Performance	group discussion, PBL 2 x 50	group discussion, PBL 2 x 50	**Material:** Kindergarten budget management **Reader:** Dilla, Raudhah Farah. 2020. "Financial Management in Early Childhood Education from a Wealth Management Perspective: Study at Kindergarten Ceria Demangan Baru Yogyakarta." MANAGERIA: Journal of Islamic Education Management 4 (2): 353–71. https://doi.org/...	3%
10	Students are able to plan and manage the kindergarten budget effectively and transparently.	Explanation of problems and solutions for managing kindergarten budgets effectively and transparently.	**Criteria:** Explanation of problems and solutions for managing kindergarten budgets effectively and transparently. **Form of Assessment** : Practice / Performance	group discussion, PBL 2 x 50	group discussion, PBL 2 x 50	**Material:** Kindergarten budget management **Reader:** Dilla, Raudhah Farah. 2020. "Financial Management in Early Childhood Education from a Wealth Management Perspective: Study at Kindergarten Ceria Demangan Baru Yogyakarta." MANAGERIA: Journal of Islamic Education Management 4 (2): 353–71. https://doi.org/...	3%

11	Students are able to optimize the use of facilities and other resources in kindergarten to support learning activities.	Elaboration of documentation on the use of facilities and other resources in kindergarten	**Criteria:** Description of documentation on the appropriate use of facilities and other resources in Kindergarten **Form of Assessment** : Practice / Performance	group discussions 2 x 50	group discussions 2 x 50	**Material:** facilities and other resources in kindergarten **Reference:** *Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.* **Material:** Resource development in kindergarten **Library:** *Setyowati, Sri; Maulidiyah, Eka Cahya; Khotimah, Nurul. 2020. Development of Institutional Potential through PAUD Entrepreneurship Training*	3%
12	Students are able to implement supervision techniques to ensure the quality of learning in kindergarten.	Explanation of supervision techniques to ensure the quality of learning in kindergarten.	**Criteria:** Explanation of supervision techniques to ensure the appropriate quality of learning in kindergarten **Form of Assessment** : Practice / Performance	PBL, group discussion 2 x 50	PBL, group discussion 2 x 50	**Material:** Kindergarten Supervision **Reference:** *Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.*	3%
13	Students are able to implement supervision techniques to ensure the quality of learning in kindergarten.	Explanation of supervision techniques to ensure the quality of learning in kindergarten.	**Criteria:** Explanation of supervision techniques to ensure the appropriate quality of learning in kindergarten **Form of Assessment** : Practice / Performance	PBL, group discussion 2 x 50	PBL, group discussion 2 x 50	**Material:** Kindergarten Supervision **Reference:** *Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.*	3%
14	Students are able to build good relationships with parents and the community around the kindergarten, as well as develop partnership and collaboration programs with various parties to support kindergarten activities.	Developing partnership and collaboration programs for TK institutions based on problems	**Form of Assessment** : Participatory Activities	Case study, group discussion 2 x 50	Case study, group discussion 2 x 50		15%
15	Students are able to build good relationships with parents and the community around the kindergarten, as well as develop partnership and collaboration programs with various parties to support kindergarten activities.	Developing a kindergarten marketing program based on problems	**Criteria:** Developing a kindergarten marketing program based on appropriate problems **Form of Assessment** : Participatory Activities	Case study, group discussion 2 x 50	Case study, group discussion 2 x 50	**Material:** Kindergarten institution partnership program **Reference:** *Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.*	15%

| 16 | Students are able to develop kindergarten marketing strategies | Explanation of kindergarten management through tests | **Criteria:** Explanation of kindergarten management through appropriate tests

Form of Assessment : Test | Test 2 x 50 | Test 2 x 50 | **Material:** Kindergarten Management **Reference:** *Hapidin, (2014) Kindergarten Education Management. In: Basic Management Concepts for Establishing Kindergarten/PAUD Institutions. Open University, Jakarta, pp. 1-31.*

Material: Resource development in kindergarten **Library:** *Setyowati, Sri; Maulidiyah, Eka Cahya; Khotimah, Nurul. 2020. Development of Institutional Potential through PAUD Entrepreneurship Training*

Material: Kindergarten Management **Library:** *Suyadi. 2014. Management of PAUD TP A-KB-TK/RA. Yogyakarta: Student Library* | 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** 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.
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.