



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																																													
AUD Multicultural Education *)	8620702084		T=2 P=0 ECTS=3.18	6	July 18, 2024																																													
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																													
		Kartika Rinakit Adhe, S.Pd., M.Pd.																																													
Learning model	Case Studies																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																	
	Program Objectives (PO)																																																	
	PLO-PO Matrix																																																	
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="16"></td> </tr> </table>					P.O																																											
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	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	The concept of the course is about the nature of multiculturalism, multicultural studies of early childhood, perspectives on the study of multicultural content based on social education, and development of multicultural learning designs for early childhood. The methods used in this course are discussion, demonstration, presentation, and performance.																																																	
References	Main :																																																	
	1. Munandar, Utam i.1 987. <i>Mengembangkan Bakat dan Kreatifitas Anak Sekolah</i> . Jakarta: Gramedia Brown, D.H . 2004. <i>Language Assessment Principles and Classroom Practices</i> . Kaufman R, Thomas S . 1980. <i>Evaluation without fear</i> . New York: New Viewpoints Phillips, J, J . 1991. <i>Handbook of Evaluation and Measurement Methods</i> . Houston: Gulf Publishing Company																																																	
	Supporters:																																																	
Supporting lecturer	Dra. Mas'udah, M.M.Pd. Dewi Komalasari, 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	Understand the nature of multiculturalism	Explain the nature of multiculturalism		Lecture, question and answer 2 X 50			0%																																											
2	Understand the importance of having social sensitivity and high concern for society and the environment	Explain the importance of having social sensitivity and high concern for society and the environment		Discussion, questions and answers, Assignment 2 X 50			0%																																											
3	Understand the value of diversity	Explains the diversity of cultures, views, beliefs and religions, as well as local content		DiscussionQuestions and AnswersAssignment 2 X 50			0%																																											

4	Understanding the differences in status and social environment of children, the process of child growth and development	Explain the differences in status and social environment of children, the process of child growth and development		DiscussionQuestions and AnswersAssignment 2 X 50			0%
5	Making activities to foster social and environmental sensitivity in early childhood	Activities foster social and environmental sensitivity in early childhood		DiscussionPresentationAssignment 2 X 50			0%
6	Creating religious tolerance activities for early childhood	Religious tolerance activities in early childhood		DiscussionQuestions and AnswersAssignment 2 X 50			0%
7	Creating local content activities from various regions in early childhood learning	Local content activities from various regions in early childhood learning		2 X 50			0%
8	Midterm exam	Meeting Materials 1-7		2 X 50			0%
9	The practice of pre-teaching activities fosters social and environmental sensitivity in early childhood	Pre-teaching fosters social and environmental sensitivity in early childhood		Assignment 2 X 50			0%
10	The practice of pre-teaching activities fosters social and environmental sensitivity in early childhood	Pre-teaching fosters social and environmental sensitivity in early childhood		Assignment 2 X 50			0%
11	Practice pre-teaching activities with local content from various regions in early childhood learning.	Pre-teaching local content from various regions in early childhood learning.		Assignment 2 X 50			0%
12	Practice pre-teaching activities with local content from various regions in early childhood learning.	Pre-teaching local content from various regions in early childhood learning.		Assignment 2 X 50			0%
13	Practice pre-teaching activities with local content from various regions in early childhood learning.	Pre-teaching local content from various regions in early childhood learning.		Assignment 2 X 50			0%
14	The practice of pre-teaching activities fosters social and environmental sensitivity in early childhood	Pre-teaching fosters social and environmental sensitivity in early childhood		Assignment 2 X 50			0%
15	The practice of pre-teaching activities fosters social and environmental sensitivity in early childhood	Pre-teaching fosters social and environmental sensitivity in early childhood		Assignment 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.