		Document Code
(UNESA logo)	**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
PAUD Learning Planning	8620703097		**T=3**	**P=0**	**ECTS=4.77**	4	June 13, 2022

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 which is charged to the course**
	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

P.O
PO-1
PO-2
PO-3
PO-4

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																

Short Course Description	Study of; The nature 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. Dick Walter dan Lou Carey. 1985. The Systematic Design of Instruction Illinois. Scott: Foresman and Company.
2. Gagne M dkk. 1979. Principles of Instructioanal Design . USA: Halt Rinehart dan Winston Inc.
3. Hamzah B Uno. 2011. Perencanaan Pembelajaran. Jakarta: Bumi Aksara.
4. Anderson Lorin W & Krathwohl David R (Ed). 2010. Pembelajaraan, Pengajaran, dan Asesmen. Yogyakarta: Pustaka Belajar.
5. Hasibuan Rachma. 2017. Perencanaan Pembelajaran PAUD. Surabaya Unesa University Press.
6. Peraturan Menteri Pendidikan dan Kebudayaan No 137. 2014. Standar PAUD. Jakarta : Menteri Pendidikan dan Kebudayaan
7. 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	Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Sri Widayati, S.Pd., M.Pd. Eka Cahya Maulidiyah, S.Pd., M.Pd. Dr. Ajeng Putri Pratiwi, 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	1. Explain the nature of learning planning. 2. Explain the purpose of learning planning. 3. Explain the relationship between learning planning and the 2013 PAUD curriculum.	**Criteria:** 86 - 100 = If the student arrives on time, pays attention to the lecturer's explanation, actively participates in the discussion, and does the assignment given correctly. 75 - 85 = If the student arrives on time, pays attention to the lecturer's explanation, and does the assignment given correctly. 74 - 65 = If the student arrives on time and does the assignment given. 55 - 64 = If the student attends lectures and does not do the assignment. **Form of Assessment** : Participatory Activities	Collaborative 3 X 50			2%
2	Understanding of the nature of learning planning, planning objectives and the relationship between learning planning and the curriculum	1. Explain the nature of learning planning. 2. Explain the purpose of learning planning. 3. Explain the relationship between learning planning and the 2013 PAUD curriculum.	**Criteria:** 86 - 100 = If the student arrives on time, pays attention to the lecturer's explanation, actively participates in the discussion, and does the assignment given correctly. 75 - 85 = If the student arrives on time, pays attention to the lecturer's explanation, and does the assignment given correctly. 74 - 65 = If the student arrives on time and does the assignment given. 55 - 64 = If the student attends lectures and does not do the assignment.	Collaborative 3 X 50			0%

3	Mapping of STPPA, KI, KD, indicators, learning objectives and material content	1. Mapping STPPA, KI, KD and indicators. 2. Arranging material content	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures, do assignments and present assignments that have been completed. 76 - 85 = If students arrive on time, actively participate in lectures, do assignments correctly. 66 - 75 = If students arrive on time time and do assignments correctly. 56 - 65 = If students attend lectures but do not do assignments and presentations.	Discussion and Presentation 3 X 50			0%
4	Mapping of STPPA, KI, KD, indicators, learning objectives and material content	1. Mapping STPPA, KI, KD and indicators. 2. Arranging material content	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures, do assignments and present assignments that have been completed. 76 - 85 = If students arrive on time, actively participate in lectures, do assignments correctly. 66 - 75 = If students arrive on time time and do assignments correctly. 56 - 65 = If students attend lectures but do not do assignments and presentations.	Discussion and Presentation 3 X 50			0%
5	Mapping of STPPA, KI, KD, indicators, learning objectives and material content	1. Mapping STPPA, KI, KD and indicators. 2. Arranging material content	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures, do assignments and present assignments that have been completed. 76 - 85 = If students arrive on time, actively participate in lectures, do assignments correctly. 66 - 75 = If students arrive on time time and do assignments correctly. 56 - 65 = If students attend lectures but do not do assignments and presentations.	Discussion and Presentation 3 X 50			0%

6	Developing odd and even semester themes	Develop odd and even semester themes into activities	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures, do theme development assignments and presentations. 76 - 85 = If students arrive on time, actively participate in lectures and do theme development assignments correctly. 66 - 75 = If students arrive on time time and do the theme development assignment correctly. 56 - 65 = If students attend lectures but do not do the assignments.	Discussion and presentation 3 X 50			0%
7	Developing odd and even semester themes	Develop odd and even semester themes into activities	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures, do theme development assignments and presentations. 76 - 85 = If students arrive on time, actively participate in lectures and do theme development assignments correctly. 66 - 75 = If students arrive on time time and do the theme development assignment correctly. 56 - 65 = If students attend lectures but do not do the assignments.	Discussion and presentation 3 X 50			0%
8	Developing odd and even semester themes	Develop odd and even semester themes into activities	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures, do theme development assignments and presentations. 76 - 85 = If students arrive on time, actively participate in lectures and do theme development assignments correctly. 66 - 75 = If students arrive on time time and do the theme development assignment correctly. 56 - 65 = If students attend lectures but do not do the assignments.	Discussion and presentation 3 X 50			0%
9	Mastering the material at meetings 1 - 8	Students can answer questions on UTS questions correctly	**Criteria:** The number of correct questions multiplied by 5	Test 3 X 50			0%

10	Designing odd and even semester procedures.	Prepare odd and even semester plans.	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures, design odd and even semester activity programs and presentations 76 - 85 = If students arrive on time, actively participate in lectures, design odd and even semester activity programs correctly. 66 - 75 = If students attend lectures and design odd and even semester programs correctly. 56 - 65 = If students attend lectures but do not design odd and even semester programs.	Discussion and presentation 3 X 50			0%
11	Designing odd and even semester procedures.	Prepare odd and even semester plans.	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures, design odd and even semester activity programs and presentations 76 - 85 = If students arrive on time, actively participate in lectures, design odd and even semester activity programs correctly. 66 - 75 = If students attend lectures and design odd and even semester programs correctly. 56 - 65 = If students attend lectures but do not design odd and even semester programs.	Discussion and presentation 3 X 50			0%
12	Designing Weekly Planning	Develop a daily learning implementation plan	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures 76 - 8566 - 7556 - 65	Discussion and presentation 3 X 50			0%
13	Designing Weekly Planning	Develop a daily learning implementation plan	**Criteria:** 86 - 100 = If students arrive on time, actively participate in lectures 76 - 8566 - 7556 - 65	Discussion and presentation 3 X 50			0%
14	Preparing Daily Planning	Students can prepare daily plans using one of the kindergarten learning models correctly.	**Criteria:** 86 - 100 = Students actively participate in lectures, analyze student needs, make daily plans and present discussion results well. 76 - 85 = Students actively participate in lectures, analyze student needs, and make daily plans. 66 - 75 = Students actively attend lectures and make daily plans. 56 - 65 = Students attend lectures.	Scientific 3 X 50			0%

| 15 | Implementation of daily planning that has been prepared | Students can apply daily planning that has been well prepared. | **Criteria:** 86 - 100 = Students actively attend lectures, prepare learning resources or media used, carry out peer teaching with confidence. 76 - 85 = Students actively attend lectures, prepare learning resources or media used, carry out peer teaching with confidence 66 - 75 = Students actively attend lectures, do peer teaching56 - 65 = Actively attend lectures. | Scientific 3 X 50 | | | 0% |
| 16 | Mastering the material at meetings 1 - 15 | Students can do UAS questions correctly | **Criteria:** Number of correct questions X 4 | Test 3 X 50 | | | 0% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	2%
		2%

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.