



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
Early Childhood Learning Strategy	8620703128		T=3	P=0	ECTS=4.77	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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	Program Objectives (PO)
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PO - 1	Students are able to take responsibility for studying in their field of expertise honestly, independently, and never give up in making the right decisions in the field of Early Childhood Education
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PO - 2	Students are able to demonstrate independent, quality and measurable performance based on scientific principles, procedures and ethics during lectures on early childhood education learning strategies
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PO - 3	Students are able to master pedagogical skills during early childhood learning strategy courses
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PO - 4	Students are able to analyze the curriculum in PAUD units which is based on national cultural values in lectures on early childhood education learning strategies
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	PLO-PO Matrix
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P.O						
PO-1						
PO-2						
PO-3						
PO-4						

	PO Matrix at the end of each learning stage (Sub-PO)
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Short Course Description	This course examines learning strategies, learning methods and teaching skills needed in learning at PAUD with learning that utilizes science and technology in the lecture process, namely face-to-face learning and vi-learning. In the learning process, students are taught to be able to solve problems that arise with an attitude of responsibility, cooperation, independence and honesty, and in practice they are taught to be able to adapt to the PAUD institutional environment. The learning strategies used are discussions, lectures, inquiry, peer teaching, assignments, CTL, and science.
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References	Main :
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<ol style="list-style-type: none"> 1. Yamin, Martinis. 2013. Strategi & Metode dalam Model Pembelajaran . Jakarta: GP Press Group. 2. Gunarti, Winda, dkk. 2017. Metode Pengembangan Perilaku Dan Kemampuan Dasar. Tangerang : Universitas Terbuka. 3. Maulidiyah, Eka Cahya. 2017. Pedoman Microteaching PAUD. Tulungagung: IAIN Tulungagung Press. 4. Santrock, John W. 2011. Masa Perkembangan Anak. Jakarta: Salemba 5. Sujiono, Yuliani Nurani. 2009. Konsep Dasar Pendidikan Anak Usia Dini . Jakarta: Indeks 6. Morrison, George S. 2012. Dasar-dasar Pendidikan Anak Usia Dini (PAUD). Indeks: Jakarta 7. Hasibuan, J.J. dan Moedjiono. 2012. Proses Belajar Mengajar . Bandung: Remaja Rosdakarya. 8. Kemdikbud. 2015. Pedoman Penyusunan Rencana Pelaksanaan Pembelajaran Pendidikan Anak Usia Dini. Jakarta: Kementerian Pendidikan dan Kebudayaan. 9. Sukirman, Dadang. 2012. Pembelajaran Micro Teaching. Jakarta: Kementerian Agama. 10. TIM Penyusun. 2011. Panduan Pengajaran Mikro. Yogyakarta: UNY. 							
Supporters:							
Supporting lecturer		Sri Widayati, S.Pd., M.Pd. Kartika Rinakit Adhe, S.Pd., M.Pd. Eka Cahya Maulidiyah, S.Pd., M.Pd. Dr. Ajeng Putri Pratiwi, S.Pd., M.Pd. Melia Dwi Widayanti, 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	Describe and compare the differences between learning strategies and learning methods	score	Criteria: 0-100 Form of Assessment : Practice / Performance	2 X 50		Material: Differences in learning strategies and methods References: Yamin, Martinis. 2013. <i>Strategies & Methods in Learning Models</i> . Jakarta: GP Press Group.	2%
2	Students are able to compare various learning strategies for early childhood education	score	Criteria: 0-100 Form of Assessment : Participatory Activities, Practice/Performance	2 X 50		Material: various learning strategies References: Yamin, Martinis. 2013. <i>Strategies & Methods in Learning Models</i> . Jakarta: GP Press Group.	2%
3	Students are able to compare various learning models	score	Criteria: 0-100 Form of Assessment : Participatory Activities	2 X 50		Material: various learning models Reader: Maulidiyah, Eka Cahya. 2017. <i>Early Childhood Education Microteaching Guidelines</i> . Tulungagung: IAIN Tulungagung Press.	2%

4	Students are able to plan gross motor activities based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	2 X 50		Material: Design of gross motor activities based on learning models and strategies. Reference: Maulidiyah, Eka Cahya. 2017. <i>Early Childhood Education Microteaching Guidelines</i> . Tulungagung: IAIN Tulungagung Press.	5%
5	Students are able to plan fine motor activities based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50		Material: Design of fine motor activities based on learning models and strategies References: Santrock, John W. 2011. <i>Child Development Period</i> . Jakarta: Salemba	5%
6	Students are able to design language activities based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Project Results Assessment / Product Assessment	2 X 50		Material: Design of language activities based on learning models and strategies References: Gunarti, Winda, et al. 2017. <i>Basic Behavior and Ability Development Methods</i> . Tangerang: Open University.	5%
7	Students are able to design cognitive activities based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions and peer teaching 2 X 50		Material: Design of cognitive activities based on learning models and strategies References: Sujiono, Yuliani Nurani. 2009. <i>Basic Concepts of Early Childhood Education</i> . Jakarta: Index	5%
8	UTS	score	Criteria: 0-100 Form of Assessment : Test	2 X 50		Material: UTS Reference: Morrison, George S. 2012. <i>Basics of Early Childhood Education (PAUD)</i> . Jakarta	20%

9	Students are able to design NAM activities based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions and peer teaching (microteaching) 2 X 50		Material: NAM activity design based on learning models and strategies Reference: <i>Ministry of Education and Culture. 2015. Guidelines for Preparing Early Childhood Education Learning Implementation Plans. Jakarta: Ministry of Education and Culture.</i>	5%
10	Students are able to design social activities based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Project Results Assessment / Product Assessment	Lectures, discussions and peer teaching (microteaching) 2 X 50		Material: Design of social activities based on learning models and strategies Reader: <i>Hasibuan, JJ and Moedjiono. 2012. Teaching and Learning Process. Bandung: Rosdakarya Youth.</i>	5%
11	Students are able to apply plans for gross motor and fine motor activities based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Practice / Performance	Lectures, discussions and peer teaching (microteaching) 2 X 50		Material: Application of gross motor and fine motor activity plans Reader: <i>Sukirman, Dadang. 2012. Micro Teaching Learning. Jakarta: Ministry of Religion.</i>	2%
12	Students are able to apply language and cognitive activity plans based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Practice / Performance	Lectures, discussions, inquiries 2 X 50		Material: Application of language and cognitive activity plans References: <i>Drafting Team. 2011. Micro Teaching Guide. Yogyakarta: UNY.</i>	2%
13	Students are able to apply NAM and SOSEM activity designs based on learning models and strategies	score	Criteria: 0-100 Form of Assessment : Practice / Performance	Lectures, discussions, inquiries 2 X 50		Material: Application of NAM and SOSEM activity plans Reference: <i>Drafting Team. 2011. Micro Teaching Guide. Yogyakarta: UNY.</i>	2%

14	Students are able to analyze the application of gross motor, fine motor and language activities	score	Criteria: 0-100 Form of Assessment : Project Results Assessment / Product Assessment	Discussion, assignment 2 X 50		Material: Analysis of the application of gross motor, fine motor and language activities. Reference: <i>Ministry of Education and Culture. 2015. Guidelines for Preparing Early Childhood Education Learning Implementation Plans. Jakarta: Ministry of Education and Culture.</i>	9%
15	Students are able to analyze the application of cognitive activities, NAM and SOSEM	score	Criteria: 0-100 Form of Assessment : Project Results Assessment / Product Assessment	Discussion and inquiry 2 X 50		Material: analysis of the application of cognitive activities, NAM and SOSEM Reader: <i>Yamin, Martinis. 2013. Strategies & Methods in Learning Models. Jakarta: GP Press Group.</i>	9%
16	UAS	score	Criteria: 0-100 Form of Assessment : Test	exam		Material: UAS Literature: <i>Sujiono, Yuliani Nurani. 2009. Basic Concepts of Early Childhood Education. Jakarta: Index</i>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	3%
2.	Project Results Assessment / Product Assessment	45.5%
3.	Practice / Performance	11.5%
4.	Test	40%
		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.

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.