



**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
Education Science	8620702197	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 2, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO) **PLO study program which is charged to the course**

<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
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<b>PLO-4</b>	Develop yourself continuously and collaborate.
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**Program Objectives (PO)**

<b>PO - 1</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
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<b>PO - 2</b>	Human Nature and Development
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<b>PO - 3</b>	Educational Factors
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<b>PO - 4</b>	The Need for Education for Humans
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<b>PO - 5</b>	Duties and Roles of Teachers in Education
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<b>PO - 6</b>	National Education System
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<b>PO - 7</b>	Function of Education in Indonesia
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<b>PO - 8</b>	Reciprocal Influence Between School, Family and Community
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**PLO-PO Matrix**

	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-4</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td>✓</td><td>✓</td></tr> <tr><td>PO-2</td><td>✓</td><td>✓</td></tr> <tr><td>PO-3</td><td>✓</td><td>✓</td></tr> <tr><td>PO-4</td><td>✓</td><td>✓</td></tr> <tr><td>PO-5</td><td>✓</td><td>✓</td></tr> <tr><td>PO-6</td><td>✓</td><td>✓</td></tr> <tr><td>PO-7</td><td>✓</td><td>✓</td></tr> <tr><td>PO-8</td><td>✓</td><td>✓</td></tr> </tbody> </table>	P.O	PLO-3	PLO-4	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓	PO-5	✓	✓	PO-6	✓	✓	PO-7	✓	✓	PO-8	✓	✓
P.O	PLO-3	PLO-4																										
PO-1	✓	✓																										
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PO-6	✓	✓																										
PO-7	✓	✓																										
PO-8	✓	✓																										

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

	<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	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																
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**Short Course Description** This course is to equip prospective teachers with the basic concepts of Education, human nature and its development, the foundations of education, education as a system, educational problems, educational innovation in Indonesia, and character education both at school and outside school.

**References**

**Main :**

- Dewantara, Ki Hajar. 2017. Ki Hajar Dewantara Tentang Pendidikan . Yogyakarta: Taman Siswa Press.
- Roesminingsih, MV & Susarno, Lamijan Hadi. 2019. Teori Dan Praktek Pendidikan . Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Surabaya bekerja sama dengan Penerbit CV. Bintang Surabaya.

**Supporters:**

- McLachlan, C., Fleer, M. and Edwards, S. (2010). Early Childhood Curriculum: Planning, Assessment, and Implementation. USA. Cambridge University Press.
- Yus, A. (2011). Model Pendidikan Anak Usia Dini. Jakarta: Kencana
- L Sinta, YML Malaikosa. Implementasi pendidikan karakter pada kelas siswa rendah di Sekolah Dasar. 2022.

**Supporting lecturer** Dr. Sri Setyowati, M.Pd.  
Mallevi Agustin Ningrum, S.Pd., M.Pd.  
Nur Ika Sari Rakhmawati, S.Pd., M.Pd.  
Dr. Yes Matheos Lasarus Malaikosa, M.Pd.  
Dhian Gowinda Luh Safitri, S.Pd., M.Ed.

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 Basic Concepts of Education	1.1. Orientation of lecture material 2. Describe the basic concepts of educational science 2.2. Describe the basic concepts of educational science	<b>Criteria:</b> 1. Students are able to orient to lecture material 2. Students are able to describe the basic concepts of educational science  <b>Form of Assessment :</b> Participatory Activities	Direct/online learning using lecture methods, question and answer and individual assignments in a structured and independent manner. 2 X 50	Direct/online learning using lecture methods, question and answer and individual assignments in a structured and independent manner. 2 X 50		2%

2	Understanding Educational Factors	<ol style="list-style-type: none"> <li>1. Describe the essential nature of humans</li> <li>2. Describe the dimensions of human nature</li> <li>3. Describes the development of human dimensions</li> <li>4. Describes the complete Indonesian human figure</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to describe the essential nature of humans</li> <li>2. Students are able to describe the dimensions of human nature</li> <li>3. Students are able to describe the development of human dimensions</li> <li>4. Students are able to describe the complete Indonesian human figure</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, questions and answers, classical discussions and independent individual assignments both through direct and indirect learning approaches (e-learning/on-line) 2 X 50	Lectures, questions and answers, classical discussions and independent individual assignments both through direct and indirect learning approaches (e-learning/on-line) 2 X 50		3%
3	Understanding Human Nature and Development	<ol style="list-style-type: none"> <li>1. Describe the essential nature of humans</li> <li>2. Describe the dimensions of human nature</li> <li>3. Describes the development of human dimensions</li> <li>4. Describes the complete Indonesian human figure</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to describe the essential nature of humans</li> <li>2. Students are able to describe the dimensions of human nature</li> <li>3. Students are able to describe the development of human dimensions</li> <li>4. Students are able to describe the complete Indonesian human figure</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, questions and answers, classical discussions and independent individual assignments both through direct and indirect learning approaches (e-learning/on-line) 2 X 50	Lectures, questions and answers, classical discussions and independent individual assignments both through direct and indirect learning approaches (e-learning/on-line) 2 X 50		5%
4	Understanding the Nature of Educational Science	<ol style="list-style-type: none"> <li>1. Describe the meaning of education</li> <li>2. Describe the Education Process</li> <li>3. Describe and analyze the function of education</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to describe the meaning of education</li> <li>2. Able to describe the educational process</li> <li>3. Able to describe and analyze the function of education</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, classical discussions, questions and answers, and independent individual assignments both through direct and indirect learning approaches (e-learning/on-line) 2 X 50	Lectures, classical discussions, questions and answers, and independent individual assignments both through direct and indirect learning approaches (e-learning/on-line) 2 x 50		5%
5	Understanding education as a system and the national education system	<ol style="list-style-type: none"> <li>1.1. Describe the meaning of system</li> <li>2.2. Describe the various systems</li> <li>3.3. Describe education as a system</li> <li>4.4. Describe the basis, objectives and functions of national education. educational institutions</li> <li>5.5. Describe the program. and education management</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to describe the meaning of the system</li> <li>2. Able to describe various systems</li> <li>3. Be able to describe education as a system</li> <li>4. Able to describe the basis, objectives and functions of national educational institutions</li> <li>5. Able to describe educational programs and management</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Questions and Answers and Giving Individual Assignments in a structured and independent manner both through direct and indirect learning approaches (e-learning/online) 2 X 50	Lectures, questions and answers and giving individual assignments in a structured and independent manner both through direct and indirect learning approaches (e-learning/online) 2 x 50		5%

6	Understanding education as a system and the national education system	<p>1.1. Describe the meaning of system</p> <p>2.2. Describe the various systems</p> <p>3.3. Describe education as a system</p> <p>4.4. Describe the basis, objectives and functions of national education. educational institutions</p> <p>5.5. Describe the program. and education management</p>	<p><b>Criteria:</b></p> <p>1.Students are able to describe the meaning of the system</p> <p>2.Students are able to describe various systems</p> <p>3.Students are able to describe education as a system</p> <p>4.Students are able to describe the basic and objective functions of national educational institutions</p> <p>5.Students are able to describe educational programs and management</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, Questions and Answers and Giving Individual Assignments in a structured and independent manner both through direct and indirect learning approaches (e-learning/online) 2 X 50	Lectures, questions and answers and giving individual assignments in a structured and independent manner both through direct and indirect learning approaches (e-learning/online) 2 x 50		5%
7	Understanding education as a system and the national education system	<p>1.1. Describe the meaning of system</p> <p>2.2. Describe the various systems</p> <p>3.3. Describe education as a system</p> <p>4.4. Describe the basis, objectives and functions of national education. educational institutions</p> <p>5.5. Describe the program. and education management</p>	<p><b>Criteria:</b></p> <p>1.Students are able to describe the meaning of the system</p> <p>2.Students are able to describe various systems</p> <p>3.Students are able to describe education as a system</p> <p>4.Students are able to describe educational programs and management</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, Questions and Answers and Giving Individual Assignments in a structured and independent manner both through direct and indirect learning approaches (e-learning/online) 2 X 50	Lectures, questions and answers and giving individual assignments in a structured and independent manner both through direct and indirect learning approaches (e-learning/online) 2 x 10		5%
8	Sub Summative Exam	Submit assignment results & written exam results	<p><b>Criteria:</b> 0-100</p> <p><b>Form of Assessment :</b> Test</p>	Written exam 2 X 50	Written exam 2 X 50		15%

9	Understand the foundations of educational science	<ol style="list-style-type: none"> <li>1. Describe the foundations of education</li> <li>2. Describe the historical basis</li> <li>3. Describe the philosophical basis.</li> <li>4. Describe the psychological foundations</li> <li>5. Describe the sociological basis.</li> <li>6. Describe the basis of science and technology</li> <li>7. Describe the cultural foundations of Tut Wuri Handayani</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to describe the basis of education</li> <li>2. Students are able to describe the historical basis</li> <li>3. Students are able to describe the philosophical basis</li> <li>4. Students are able to describe the psychological basis</li> <li>5. Students are able to describe the sociological basis</li> <li>6. Students are able to describe the basis of science and technology</li> <li>7. Students are able to describe the cultural basis and Tut Wuri Handayani</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, questions and answers & giving individual assignments independently both through direct and indirect learning approaches (e-learning/on-line) 2 X 50	Lectures, questions and answers and giving individual assignments in a structured and independent manner both through direct and indirect learning approaches (e-learning/online) 2 x 50		5%
10	Understand the foundations of educational science	<ol style="list-style-type: none"> <li>1. Describe the foundations of education</li> <li>2. Describe the historical basis</li> <li>3. Describe the philosophical basis.</li> <li>4. Describe the psychological foundations</li> <li>5. Describe the sociological basis.</li> <li>6. Describe the basis of science and technology</li> <li>7. Describe the cultural foundations of Tut Wuri Handayani</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to understand the educational landscape</li> <li>2. Students are able to describe the historical basis</li> <li>3. Students are able to describe the philosophical basis</li> <li>4. Students are able to describe psychology</li> <li>5. Students are able to describe the sociological basis</li> <li>6. Students are able to describe the basis of science and technology</li> <li>7. Students are able to describe the cultural basis and Tut Wuri Handayani</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Lectures, questions and answers & giving individual assignments independently both through direct and indirect learning approaches (e-learning/on-line) 2 X 50	Lectures, questions and answers & giving individual assignments independently both through direct and indirect learning approaches (e-learning/on-line) 2 X 50		5%

11	Understand the foundations of educational science	<ol style="list-style-type: none"> <li>1. Describe the foundations of education</li> <li>2. Describe the historical basis</li> <li>3. Describe the philosophical basis.</li> <li>4. Describe the psychological foundations</li> <li>5. Describe the sociological basis.</li> <li>6. Describe the basis of science and technology</li> <li>7. Describe the cultural foundations of Tut Wuri Handayani</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to describe the basis of education</li> <li>2. Students are able to describe the historical basis</li> <li>3. Students are able to describe philosophically</li> <li>4. Students are able to describe psychology</li> <li>5. Students are able to describe sociologically</li> <li>6. Students are able to describe the basis of science and technology</li> <li>7. Students are able to describe the cultural basis and Tut Wuri Handayani</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, questions and answers & giving individual assignments independently both through direct and indirect learning approaches (e-learning/on-line) 2 X 50	Lectures, questions and answers & giving individual assignments independently both through direct and indirect learning approaches (e-learning/on-line) 2 X 50		5%
12	Understand the basics of educational science	0-100	<p><b>Criteria:</b> 0-100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, questions and answers & giving individual assignments independently both through direct and indirect learning approaches (e-learning/on-line) 2 x 50	Lectures, questions and answers & giving individual assignments independently both through direct and indirect learning approaches (e-learning/on-line) 2 x 50		5%
13	Understanding educational innovation in Indonesia	<ol style="list-style-type: none"> <li>1. Describe the concepts of change and innovation.</li> <li>2. Describe the meaning of educational innovation</li> <li>3. Describe the goals of innovation.</li> <li>4. Describe the innovation cycle</li> <li>5. Describe the problems that require educational innovation</li> <li>6. Describe various pend innovation efforts. in Indonesia.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to describe the concepts of change and innovation.</li> <li>2. Students are able to describe the meaning of educational innovation</li> <li>3. Students are able to describe the goals of innovation.</li> <li>4. Students are able to describe the innovation cycle</li> <li>5. Students are able to describe problems that require educational innovation</li> <li>6. Students are able to describe various educational innovation efforts. in Indonesia</li> </ol> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments either through direct or indirect/e-learning/online learning approaches. . (Learning Syntax follows). 2 X 50	Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments either through direct or indirect/e-learning/online learning approaches. .(Learning Syntax follows). 2 X 50		5%

14	Understanding educational innovation in Indonesia	<ol style="list-style-type: none"> <li>1. Describe the concepts of change and innovation.</li> <li>2. Describe the meaning of educational innovation</li> <li>3. Describe the goals of innovation.</li> <li>4. Describe the innovation cycle</li> <li>5. Describe the problems that require educational innovation</li> <li>6. Describe various pend innovation efforts. in Indonesia.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to describe the concepts of change and innovation.</li> <li>2. Students are able to describe the meaning of educational innovation</li> <li>3. Students are able to describe the goals of innovation.</li> <li>4. Students are able to describe problems that require educational innovation</li> <li>5. Students are able to describe various educational innovation efforts. in Indonesia</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments either through direct or indirect/e-learning/online learning approaches. . (Learning Syntax follows). 2 X 50	Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments either through direct or indirect/e-learning/online learning approaches. .(Learning Syntax follows). 2 x 50		10%
15	Understanding character education	<ol style="list-style-type: none"> <li>1. Describe the basis of the concept of character education</li> <li>2. Describe the basis of character values</li> <li>3. Describe the stages of character development</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students are able to describe the basic concept of character education</li> <li>2. Students are able to describe the basis of character values</li> <li>3. Students are able to describe the stages of character development</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments either through direct or indirect/e-learning/online learning approaches. (Learning Syntax follows). 2 X 50	Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments either through direct or indirect/e-learning/online learning approaches. (Learning Syntax follows). 2 x 50		5%
16	Summative Exam	<ol style="list-style-type: none"> <li>1. Submit assignment results</li> <li>2. Written exam results</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Submit assignment results</li> <li>2. Written exam results</li> </ol> <p><b>Form of Assessment :</b> Test</p>	Written exam 2 X 50	Written exam 2 x 50		15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		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** 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.