

		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																																
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AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator																																		
			Kartika Rinakit Adhe, S.Pd., M.Pd.																																		
Learning model	Project Based Learning																																							
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: 100px; height: 30px;"></td> <td style="width: 100px; height: 30px; text-align: center;">P.O</td> </tr> </table>									P.O																														
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Short Course Description	able to understand the concept of AUD scripts (AUD literature), students are able to create various AUD scripts (first books for AUD, poetry for children, fairy tale scripts, and AUD drama scenarios).																																							
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>								P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																							
	1. 1. Essa, Eva L , <i>Introduction to Early Childhood Education</i> . 2003. Newyork: Delmar Learning. 2. Biddle, Kimberly A. Gordon etc. <i>Early Childhood Education Becoming a Profesional</i> . 2014. California: Sage. 3. Eliason, Claudia and Loa Jenkins . <i>A Pratical Guide to Early Childhood Curriculum</i> . 2008. New Jersey: Pearson. 4. Brewer, Jo Anna. <i>Early Childhood Education Preschool Through primary Grades</i> . 2007. USA: Pearson. 5. Morrison, George S. <i>Fundamentals Of Early Childhood Education</i> . 2008.USA: Pearson. 6. Russell, L. David. <i>Literature for children</i> . 2009 . Person Education																																							
	Supporters:																																							
Supporting lecturer	Sri Widayati, 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 understand the concept of AUD texts: first book, poetry, fairy tales	students are able to answer questions	Criteria: take the initiative to ask	lecture, question and answer 2 X 50			0%
2	Students are able to present the results of the book translation	students are able to answer questions	Criteria: answer of your own accord	discussion, performance 2 X 50			0%
3	Students can present the results of translations from literature books	students are able to answer questions	Criteria: the initiative to answer itself	performance 2 X 50			0%
4	students are able to know how to make a first book design for AUD	students are able to answer questions	Criteria: take the initiative to ask	lecture, question and answer 2 X 50			0%
5	Students are able to understand how to make a first book	able to answer questions	Criteria: the initiative to answer itself	performance 2 X 50			0%
6	students can create poetry designs for AUD	able to answer questions	Criteria: willingness to ask and answer questions yourself	lecture, question and answer 2 X 50			0%
7	Students are able to compose poetry for children	students are able to answer questions	Criteria: initiative to ask	performance 2 X 50			0%
8				2 X 50			0%
9	Students are able to draft storytelling scripts for children	able to answer questions	Criteria: initiative to ask	lecture, question and answer 2 X 50			0%
10	Students are able to write children's fairy tale scripts	able to answer questions	Criteria: initiative to ask questions and express opinions	assignment 2 X 50			0%
11	students can apply the first book, storytelling through field experience	able to practice	Criteria: discussion of field results	assignment 2 X 50			0%
12	students are able to apply the first book and tell stories in the field	able to carry out field practice	Criteria: group discussion of field results	assignment 2 X 50			0%
13	Students are able to review the results of applying the first book and fairy tales in the field	able to practice	Criteria: group discussion of field results	assignment 2 X 50			0%
14	students are able to design AUD drama scenarios	able to answer questions	Criteria: take the initiative to ask yourself	lecture, question and answer 2 X 50			0%
15	Students are able to apply the results of creating AUD drama scenarios	able to answer questions	Criteria: initiative to express opinions	assignment 2 X 50			0%
16				2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
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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.