



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																																																																																																																						
Seminar on PAUD Problems	8620702117		T=2 P=0 ECTS=3.18	5	June 6, 2022																																																																																																																						
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																																							
	Eka Cahya Maulidiyah, M.Pd.		Prof. Dr. Rachma Hasibuan, M.Kes	Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																																																							
Learning model	Project Based Learning																																																																																																																										
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																										
	Program Objectives (PO)																																																																																																																										
	PO - 1	Mastering the basics of writing papers, research reports and articles in the field of early childhood education which reflects the ability to formulate solutions to problems in the field of early childhood education.																																																																																																																									
	PO - 2	Make strategic decisions based on data and information (including the results of input/ideas/ideas from colleagues/references) and provide ideas for selecting various alternative solutions in the field of early childhood education and learning.																																																																																																																									
	PO - 3	Responsible for the task of creating and presenting papers/articles and/or seminar proposals on early childhood education issues.																																																																																																																									
	PO - 4	Utilizing science and technology as a tool to help solve children's learning problems and communicate ideas and findings in the field of early childhood education.																																																																																																																									
	PO - 5	Responsible for organizing scientific activities, seminars on early childhood problems.																																																																																																																									
	PLO-PO Matrix																																																																																																																										
		<table border="1" style="margin-left: 20px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> <tr><td>PO-5</td></tr> </table>					P.O	PO-1	PO-2	PO-3	PO-4	PO-5																																																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																											
	<table border="1" style="margin-left: 20px;"> <thead> <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> </thead> <tbody> <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> </tbody> </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																
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Short Course Description	This course examines the systematics of papers, theses and scientific articles, analyzes PAUD and AUD problems, procedures for using references in scientific papers, procedures for writing scientific papers based on Indonesian spelling rules, procedures for writing reference lists, and procedures for holding seminars on PAUD issues. as well as its implementation. This course utilizes science and technology in the lecture process, namely face-to-face learning and vi-learning. In learning, students are encouraged to solve problems with a cooperative, responsible, honest, independent and never give up attitude. The learning strategies used are lectures, discussions, assignments, cooperative learning, flipped learning, problem based learning models and project based learning.																																																																																																																										
References	Main :																																																																																																																										

<p>1. 1. Tim. 2012. Pedoman Penulisan Skripsi Universitas Negeri Surabaya . Surabaya: Unesa University Press. 2. 2. Lamijan Hadi Susarno. 2009 Teknik Menulis Karya Ilmiah: Makalah, Artikel, dan Proposal Penelitian. Surabaya: Unesa University Press.</p>							
<p>Supporters:</p>							
<p>1. Eka Cahya Maulidiyah. 2022. Sistematika Skripsi dan Artikel Ilmiah. Power Point 2. Eka Cahya Maulidiyah. 2022. Permasalahan Penelitian. Bahan Ajar Dosen 3. Eka Cahya Maulidiyah. 2022. Referensi Karya Ilmiah. Bahan Ajar Dosen</p>							
Supporting lecturer		Mallevi Agustin Ningrum, S.Pd., M.Pd. Eka Cahya Maulidiyah, 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 systematics of writing thesis proposals and scientific articles	1. Explain the systematics of a thesis proposal. 2. Explain the systematics of scientific articles	<p>Criteria:</p> <p>1.1. Explain the systematics of the thesis proposal according to the guidelines 2.2. Explain the systematics of scientific articles according to the template</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Group Discussions 2 X 50		<p>Material: Thesis Systematics References: 1. Team. 2012. Guidelines for Writing Thesis at State University of Surabaya. Surabaya: Unesa University Press.</p> <p>Material: systematic thesis and scientific articles Library: Eka Cahya Maulidiyah. 2022. Systematics of Theses and Scientific Articles. power point</p>	2%
2	Analyzing problems in early childhood education	· Formulate themes and problems in education and learning.1. Understanding problems in the scope of early childhood education 2. Exploring problems in the scope of early childhood education through field observations (initial observations) 3. Determine the focus of the problem and alternative solutions to solve the problem 4. Conduct preliminary studies.5. Conduct analysis of preliminary study results	<p>Criteria:</p> <p>1.- Formulate problems within the scope of early childhood education accompanied by relevant supporting evidence 2.- Designing problem solutions 3.- Conduct and analyze preliminary studies in systematic reports</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Group Discussion 2 X 50		<p>Material: Research Problems Literature: Eka Cahya Maulidiyah. 2022. Research Problems. Lecturer Teaching Materials</p>	2%
3	Analyzing problems in early childhood education	· Formulate themes and problems in education and learning.1. Understanding problems in the scope of early childhood education 2. Exploring problems in the scope of early childhood education through field observations (initial observations) 3. Determine the focus of the problem and alternative solutions to solve the problem 4. Conduct preliminary studies.5. Conduct analysis of preliminary study results	<p>Criteria:</p> <p>1.1. Formulate problems within the scope of early childhood education accompanied by relevant supporting evidence 2.2. Design a problem solution 3.3. Conduct and analyze preliminary studies in systematic reports</p> <p>Form of Assessment : Practice / Performance</p>	1. Tutorial2. Assignment3. Discussion 2 X 50		<p>Material: Research Problems Literature: Eka Cahya Maulidiyah. 2022. Research Problems. Lecturer Teaching Materials</p>	2%

4	Applying and creating relevant literature studies in writing scientific papers	1. Identify print and non-print references 2. Determine references according to research focus 3. Analyzing the use of references in research 4. Interpreting references in research 5. Creative use of references in research writing	Criteria: 1. Students are capable. 2.1. Determine relevant references in research 3.2. Emphasize the use of references in research writing Form of Assessment : Participatory Activities	Case Study 2 X 50		Material: References to Scientific Works Library: Eka Cahya Maulidiyah. 2022. <i>References for Scientific Works.</i> Lecturer Teaching Materials	8%
5	Applying and creating relevant literature studies in writing scientific papers	1. Identify print and non-print references 2. Determine references according to research focus 3. Analyzing the use of references in research 4. Interpreting references in research 5. Creative use of references in research writing	Criteria: 1.1. Determine relevant references in research 2.2. Emphasize the use of references in research writing Form of Assessment : Practice / Performance	1. Tutorial 2. Assignment 3. Project base learning 2 X 50		Material: References to Scientific Works Library: Eka Cahya Maulidiyah. 2022. <i>References for Scientific Works.</i> Lecturer Teaching Materials	2%
6	Implement scientific paper writing procedures according to general Indonesian spelling guidelines into research designs	1. Include clear sources in citing scientific works. 2. Use good rules for writing direct and indirect quotations. 3. Use correct writing format in creating sentences and paragraphs	Criteria: 1.1. Include clear sources when citing scientific works 2.2. Use good rules for writing direct and indirect quotations 3.3. Use correct writing format in creating sentences and paragraphs Form of Assessment : Practice / Performance	1. Tutorial 2. Assignment 3. Group Discussion 2 X 50		Material: scientific writing bibliography: 2. Lamijan Hadi Susarno. 2009 <i>Techniques for Writing Scientific Papers: Papers, Articles and Research Proposals.</i> Surabaya: Unesa University Press.	2%
7	Implement scientific paper writing procedures according to general Indonesian spelling guidelines into research designs	1. Include clear sources in citing scientific works 2. Use good rules for writing direct and indirect quotations 3. Use correct writing format in creating sentences and paragraphs	Criteria: 1.1. Include clear sources when citing scientific works 2.2. Use good rules for writing direct and indirect quotations 3.3. Use correct writing format in creating sentences and paragraphs Form of Assessment : Practice / Performance	1. Tutorial 2. Assignment 3. Group Discussion 2 X 50		Material: scientific writing bibliography: 2. Lamijan Hadi Susarno. 2009 <i>Techniques for Writing Scientific Papers: Papers, Articles and Research Proposals.</i> Surabaya: Unesa University Press.	2%

8	<p>1. Utilizing science and technology as a tool to communicate ideas for solving problems in education and learning. 2. Practice holding scientific forums in the form of seminars on educational and learning technology issues</p>	<p>· Compile presentation files. 1. Present. 2. Respond to the presentation. 3. Record suggestions/input for improvements. 4. Revise papers/articles/research proposals based on suggestions/input from colleagues as well as supervisors and examining lecturers.</p>	<p>Criteria: Score 4 = Presentation was carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, answer from the questioner was correct, formulated suggestions for improvement Score 3 = Presentation was carried out coherently with intonation and but did not emphasize important aspects of the research, assisted ppt media according to media criteria, answer from questioner is generally correct, formulates suggestions for improvement Score 2 = Presentation is done, not coherent and/or does not emphasize important aspects of research, assisted by ppt media but does not meet media criteria, answer from questioner is generally no correct, formulate suggestions for improvement Score 1 = Presentation was carried out, but was not coherent and/or did not emphasize important aspects of the research, did not have the help of ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement.</p> <p>Form of Assessment : Participatory Activities</p>	<p>Seminar Presentation in groups of 2 X 50</p>		<p>Material: writing scientific papers References: 1. Team. 2012. <i>Guidelines for Writing Thesis at State University of Surabaya.</i> Surabaya: Unesa University Press.</p>	20%
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16	1. Utilizing science and technology as a tool to communicate ideas for solving problems in education and learning. 2. Practice holding scientific forums in the form of seminars on educational and learning technology issues	· Compile presentation files. 1. Present. 2. Respond to the presentation. 3. Record suggestions/input for improvements. 4. Revise papers/articles/research proposals based on suggestions/input from colleagues as well as supervisors and examining lecturers.	<p>Criteria: Score 4 = Presentation was carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, answer from the questioner was correct, formulated suggestions for improvement Score 3 = Presentation was carried out coherently with intonation and but did not emphasize important aspects of the research, assisted ppt media according to media criteria, answer from questioner is generally correct, formulates suggestions for improvement Score 2 = Presentation is done, not coherent and/or does not emphasize important aspects of research, assisted by ppt media but does not meet media criteria, answer from questioner is generally no correct, formulate suggestions for improvement Score 1 = Presentation was carried out, but was not coherent and/or did not emphasize important aspects of the research, did not have the help of ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement.</p> <p>Form of Assessment : Participatory Activities</p>	Seminar Presentation in groups of 2 X 50		<p>Material: thesis proposal product References: 1. Team. 2012. <i>Guidelines for Writing Thesis at State University of Surabaya.</i> Surabaya: Unesa University Press.</p>	20%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	86%
2.	Practice / Performance	14%
		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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

