SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Storytelling *)		8620702053	Study Program Elective Courses	**T=2**	**P=0**	**ECTS=3.18**	5	May 2, 2023
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Sri widayati		Kartika Rinakit Adhe, S. Pd., M. Pd.			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**			
	PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values		
	PLO-9	Mastering the concepts of early childhood art according to the development needs of early childhood.		
	Program Objectives (PO)			
	PO - 1	Able to be responsible for assignments related to storytelling courses honestly, independently, and never give up in making the right decisions by prioritizing work safety and security in the field of Early Childhood Education with academic ethics		
	PLO-PO Matrix			

P.O	PLO-5	PLO-9
PO-1	✔	✔

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	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔

Short Course Description	Students are able to understand the concept of storytelling and storytelling, the benefits of storytelling and storytelling for AUD, the stages/ways of telling/storytelling for AUD, setting the place for telling stories to AUD, types of story books for AUD, knowing the techniques students can design, create and apply story books (fairy tales) that suit the characteristics of early childhood and students who are able to evaluate the implications of storytelling activities. The learning strategies used are lectures, project based learning and demonstrations

References	**Main :**	
		1. Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Profesional . 2014. California: Sage. 2. Rukiyah, R. (2018). Dongeng, mendongeng, dan manfaatnya. Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi, 2(1), 99-106. 3. Pebriana, P. H. (2017). Analisis kemampuan berbahasa dan penanaman moral pada anak usia dini melalui metode mendongeng. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 1(2), 139-147.
	Supporters:	
		1. Widayati, S., & Simatupang, N. D. (2019). Kegiatan bercerita dengan menggunakan buku cerita sederhana untuk meningkatkan kemampuan menyimak anak. Preschool: Jurnal Perkembangan dan Pendidikan Anak Usia Dini, 1(1), 53-59.

Supporting lecturer	Dewi Komalasari, S.Pd., M.Pd. Sri Widayati, 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	Understanding storytelling and storytelling	Understand the meaning of storytelling and storytelling	**Criteria:** Students are able to understand the meaning of storytelling and storytelling **Form of Assessment**: Practice / Performance	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** Understanding storytelling and storytelling **Reference:** *Rukiyah, R. (2018). Fairy tales, storytelling and their benefits. Anuva: Journal of Cultural, Library and Information Studies, 2(1), 99-106.*	3%
2	Students are able to recognize and understand various types of story books for children	Able to recognize and understand various types of story books for children	**Criteria:** Students are able to recognize and understand various types of story books for children **Form of Assessment**: Practice / Performance	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** Get to know and understand types of story books for children. **Reference:** *Rukiyah, R. (2018). Fairy tales, storytelling and their benefits. Anuva: Journal of Cultural, Library and Information Studies, 2(1), 99-106.*	3%
3	Understanding of story design for children based on story book types	understand about story design for children based on types of story books	**Criteria:** Students are able to understand story design for children based on the type of story book **Form of Assessment**: Practice / Performance	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** making children's stories based on storybook types. **Library:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	3%
4	Making story books for children	Make story books for children	**Criteria:** Students are able to make story books for children **Form of Assessment**: Practice / Performance	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** making story books for early childhood **Libraries:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	6%
5	Application of storytelling activities to children using his story books	Applying storytelling activities to children using his story books	**Criteria:** Students are able to apply storytelling activities to children using their storybooks **Form of Assessment**: Project Results Assessment / Product Assessment	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** application of storytelling activities **References:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	10%
6	Get to know the types of fairy tales	Get to know the types of fairy tales	**Criteria:** Students are able to recognize types of fairy tales **Form of Assessment**: Project Results Assessment / Product Assessment	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** Getting to know the types of fairy tales **Reference:** *Pebriana, PH (2017). Analysis of language skills and moral cultivation in early childhood through the storytelling method. Obsession Journal: Journal of Early Childhood Education, 1(2), 139-147.*	10%
7	Designing fairy tales for AUD	Designing a fairy tale for AUD	**Criteria:** Students are able to design fairy tales for AUD **Form of Assessment**: Project Results Assessment / Product Assessment	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** Designing a fairy tale for AUD **Reader:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	10%
8	UTS	Do the questions correctly	**Criteria:** Students are able to answer questions correctly **Form of Assessment**: Test	Exam/Summative Test 2 X 50	Exam/Summative Test 2 X 50	**Material:** Getting to know storytelling activities **Reference:** *Widayati, S., & Simatupang, ND (2019). Storytelling activities using simple story books to improve children's listening skills. Preschool: Journal of Early Childhood Development and Education, 1(1), 53-59.*	5%

9	Making media for storytelling activities	Creating media for storytelling activities	**Criteria:** Students are able to create media for storytelling activities **Form of Assessment** : Practice / Performance	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** creating media for children's storytelling. **Reference:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	3%
10	Making evaluations of storytelling/storytelling activities	Make an evaluation of storytelling/storytelling activities	**Criteria:** Students evaluate storytelling activities **Form of Assessment** : Practice / Performance	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** evaluation of storytelling activities. **Reference:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	3%
11	Making a module that includes storytelling activities	Create a module that includes storytelling activities	**Criteria:** Students are capable of modules that include storytelling activities **Form of Assessment** : Practice / Performance	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** Creation of a module which includes storytelling activities. **Reference:** *Widayati, S., & Simatupang, ND (2019). Storytelling activities using simple story books to improve children's listening skills. Preschool: Journal of Early Childhood Development and Education, 1(1), 53-59.*	3%
12	Application of the design of storytelling activities in PAUD institutions	Applying the design of storytelling activities in PAUD institutions	**Criteria:** Students are able to apply the design of storytelling activities in PAUD institutions **Form of Assessment** : Practice / Performance	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** Application of storytelling activity designs in PAUD institutions. **Reference:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	6%
13	Analysis of the success of implementing storytelling activities	analyze the success of implementing storytelling activities	**Criteria:** Students are able to analyze the success of implementing storytelling activities **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** Analysis of the success of implementing storytelling activities. **Reference:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	10%
14	Making storytelling activity reports	Make a report on storytelling activities	**Criteria:** Students are able to make reports on storytelling activities **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** Making a report on storytelling activities. **Reference:** *Pebriana, PH (2017). Analysis of language skills and moral cultivation in early childhood through the storytelling method. Obsession Journal: Journal of Early Childhood Education, 1(2), 139-147.*	10%
15	Making journals related to the implementation of storytelling/storytelling activities	Make a journal related to the implementation of storytelling/storytelling activities	**Criteria:** Students are able to make journals related to the implementation of story telling/storytelling activities **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Project Based Learning, and Demonstration 2 X 50	Lectures, Project Based Learning, and Demonstration 2 X 50	**Material:** journal of application of storytelling/storytelling **References:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	10%
16	uas	Able to do exams correctly	**Criteria:** Students are able to take exams correctly **Form of Assessment** : Test	Exam/Summative Test 2 X 50	Exam/Summative Test 2 X 50	**Material:** uas **References:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage.*	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	60%
2.	Practice / Performance	30%
3.	Test	10%
		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** 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.