



**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																																																																																																								
Teaching Skills and Microlearning	8620702203	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 2, 2023																																																																																																								
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																									
	Eka Cahya Maulidiyah., S.Pd., M.Pd.		Eka Cahya Maulidiyah., 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-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.																																																																																																													
	Program Objectives (PO)																																																																																																														
	PO - 1	Have knowledge of basic curriculum concepts, especially for Early Childhood Education																																																																																																													
	PO - 2	Utilize learning resources by utilizing ICT to implement the curriculum as preparation to become a class teacher, especially in Early Childhood Education																																																																																																													
	PO - 3	Mastering the concepts, principles and procedures for implementing the PAUD curriculum in accordance with the Basic Concepts of PAUD.																																																																																																													
	PO - 4	Make decisions in designing and implementing a PAUD curriculum that is relevant to the child's development and characteristics.																																																																																																													
	PLO-PO Matrix																																																																																																														
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-7</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> </tbody> </table>						P.O	PLO-5	PLO-7	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓																																																																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																															
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <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><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><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><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><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	✓	✓	✓	✓													
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Short Course Description	This course aims to train students to have knowledge, understanding and skills regarding management/learning and conducting assessments for early childhood in accordance with the 2013 PAUD curriculum which is relevant to pedagogical, personality, social and professional competencies. The learning strategies used are lecture methods, project based learning, simulations.																																																																																																														
References	Main :																																																																																																														

1. Essa, Eva L. 2003. Introduction To Earlychildhood Education. Canada: Thompson Delmar Learning
2. Idi, Abdullah. 2007. Pengembangan Kurikulum. Teori & Praktek
3. Mendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini.
4. Mendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 tentang Kurikulum Pendidikan Anak Usia Dini.
5. Direktorat PAUD. 2015. Pedoman Penyusunan Kurikulum Tingkat Satuan Pendidikan (Ktsp) Pendidikan Anak Usia Dini. Jakarta: Direktorat PAUD

**Supporters:**

1. Putri, A. S., & Maulidiyah, E. C. Pengaruh Metode Bermain Peran Makro Terhadap Kecerdasan Interpersonal Anak Usia 5-6 Tahun.

**Supporting lecturer** Dewi Komalasari, 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	Develop learning plans and assessments and carry out learning practices using various learning models for PAUD	Develop learning tools according to the drafting guidelines in the 2013 PAUD curriculum	<p><b>Criteria:</b> Students can arrange learning tools according to the preparation guidelines in the 2013 PAUD curriculum</p> <p><b>Form of Assessment</b> : Practice / Performance</p>	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<p><b>Material:</b> concept of craft skills for early childhood</p> <p><b>References:</b> <i>Directorate of PAUD. 2015. Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education. Jakarta: PAUD Directorate</i></p>	3%
2	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Practicing learning according to the plans that have been prepared	<p><b>Criteria:</b> Students can practice learning according to the plans that have been prepared</p> <p><b>Form of Assessment</b> : Practice / Performance</p>	lectures, questions and answers, and discussions 2 X 50	lectures, questions and answers, and discussions 2 X 50	<p><b>Material:</b> regarding various types of crafts that suit children's characteristics.</p> <p><b>Library:</b> <i>PAUD Directorate. 2015. Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education. Jakarta: PAUD Directorate</i></p>	3%
3	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Carry out learning assessments in accordance with the 2013 curriculum	<p><b>Criteria:</b> Students can carry out learning assessments according to the 2013 curriculum correctly.</p> <p><b>Form of Assessment</b> : Practice / Performance</p>	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<p><b>Material:</b> skills, fine motor skills for children made from paper.</p> <p><b>Library:</b> <i>PAUD Directorate. 2015. Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education. Jakarta: PAUD Directorate</i></p>	3%

4	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Arrange learning tools according to the preparation guidelines in the 2013 PAUD curriculum	<p><b>Criteria:</b> Students can arrange learning tools according to the preparation guidelines in the 2013 PAUD curriculum correctly.</p> <p><b>Form of Assessment</b> : Practice / Performance</p>	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<p><b>Material:</b> skills, fine motor skills for children made from paper.</p> <p><b>Library:</b> PAUD Directorate. 2015. <i>Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education.</i> Jakarta: PAUD Directorate</p>	6%
5	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Practicing learning according to the plans that have been prepared	<p><b>Criteria:</b> Students can practice learning according to the plans that have been prepared</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<p><b>Material:</b> fine motor skills for children based on children's materials</p> <p><b>Library:</b> PAUD Directorate. 2015. <i>Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education.</i> Jakarta: PAUD Directorate</p>	10%
6	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Carry out learning assessments in accordance with the 2013 curriculum	<p><b>Criteria:</b> 1.performance guides and work products 2.Students can carry out learning assessments according to the 2013 curriculum</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<p><b>Material:</b> learning cloth-based skills</p> <p><b>Library:</b> Directorate of PAUD. 2015. <i>Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education.</i> Jakarta: PAUD Directorate</p>	10%
7	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Arrange learning tools according to the preparation guidelines in the 2013 PAUD curriculum	<p><b>Criteria:</b> 1.Students can arrange learning tools according to the drafting guidelines in the 2013 PAUD curriculum 2.performance guides and work products</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<p><b>Material:</b> learning fabric-based skills for children.</p> <p><b>Reference:</b> Essa, Eva L. 2003. <i>Introduction to Early Childhood Education.</i> Canada: Thompson Delmar Learning</p>	10%
8	UTS	score	<p><b>Criteria:</b> Students are able to do UTS questions well</p> <p><b>Form of Assessment</b> : Test</p>	2 X 50 test		<p><b>Material:</b> craft skills for aud</p> <p><b>Reference:</b> Essa, Eva L. 2003. <i>Introduction to Early Childhood Education.</i> Canada: Thompson Delmar Learning</p>	5%

9	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Practicing learning according to the plans that have been prepared.	<b>Criteria:</b> Practicing learning according to a plan that has been well prepared.  <b>Form of Assessment</b> : Practice / Performance	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<b>Material:</b> learning fabric-based skills. <b>Reference:</b> Kostelnik, Marjory. 2000. <i>Developmentally Appropriate Curriculum</i> . New Jersey: Merrill	3%
10	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Carry out learning assessments in accordance with the 2013 curriculum	<b>Criteria:</b> Students can carry out learning assessments according to the 2013 curriculum  <b>Form of Assessment</b> : Practice / Performance	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<b>Material:</b> based on natural surroundings <b>Library:</b> <i>Directorate of PAUD. 2015. Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education. Jakarta: PAUD Directorate</i>	3%
11	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Arrange learning tools according to the preparation guidelines in the 2013 PAUD curriculum	<b>Criteria:</b> Arrange learning tools according to the preparation guidelines in the 2013 PAUD curriculum properly  <b>Form of Assessment</b> : Practice / Performance	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<b>Material:</b> cloth-based learning <b>Library:</b> <i>PAUD Directorate. 2015. Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education. Jakarta: PAUD Directorate</i>	3%
12	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Practicing learning according to the plans that have been prepared	<b>Criteria:</b> Practicing learning according to a plan that has been well prepared  <b>Form of Assessment</b> : Practice / Performance	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<b>Material:</b> made from natural surroundings <b>Library:</b> <i>PAUD Directorate. 2015. Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education. Jakarta: PAUD Directorate</i>	6%
13	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Carry out learning assessments in accordance with the 2013 curriculum	<b>Criteria:</b> Carry out learning assessments according to the 2013 curriculum appropriately  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<b>Material:</b> made from natural surroundings <b>Library:</b> <i>PAUD Directorate. 2015. Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education. Jakarta: PAUD Directorate</i>	10%

14	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Arrange learning tools according to the guidelines in the curriculum	<p><b>Criteria:</b> Arrange learning tools according to the design guidelines in the curriculum correctly</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<p><b>Material:</b> activities from used materials <b>Library:</b> PAUD Directorate. 2015. <i>Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education.</i> Jakarta: PAUD Directorate</p>	10%
15	Students are able to prepare learning plans and assessments as well as carry out learning practices using various learning models for PAUD.	Carry out learning assessments in accordance with the 2013 curriculum	<p><b>Criteria:</b> Carry out learning assessments according to the 2013 curriculum appropriately.</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Scientific Project Based Learning 2 X 50	Scientific Project Based Learning 2 X 50	<p><b>Material:</b> activities from used materials <b>Library:</b> PAUD Directorate. 2015. <i>Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education.</i> Jakarta: PAUD Directorate</p>	10%
16	UAS	Students are able to do UAS questions well and correctly	<p><b>Criteria:</b> Students are able to do UAS questions well and correctly</p> <p><b>Form of Assessment</b> : Test</p>	Test		<p><b>Material:</b> UAS <b>Library:</b> PAUD Directorate. 2015. <i>Guidelines for Preparing Education Unit Level Curriculum (Ktsp) for Early Childhood Education.</i> Jakarta: PAUD Directorate</p>	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

- 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** 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.
- 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.

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.