



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
traditional game *)	8620702169		T=2	P=0	ECTS=3.18	5	May 9, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Eka Cahya Maulidiyah, M.Pd.		Nurhenti Dorlina S., M.Sn.			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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Program Objectives (PO)	
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PO - 1	Understand the relationship between early childhood and play, games and traditional games
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PO - 2	Analyzing the philosophy of the importance of traditional games for early childhood, the challenges and opportunities of traditional games in the digital era
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PO - 3	Able to identify the benefits of traditional games for aspects of children's development and implement traditional Indonesian games
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PO - 4	Analyzing traditional Indonesian games and their suitability for early childhood competencies
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PO - 5	Able to develop traditional games that are interesting for children based on careful consideration.
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PLO-PO Matrix	
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P.O							
PO-1							
PO-2							
PO-3							
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PO-5							

PO Matrix at the end of each learning stage (Sub-PO)	
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Short Course Description	This course examines knowledge and practice about traditional games by expressing philosophy, advice and building joy and excitement for those who play them through analysis of game methods/rules, game songs, multiple intelligence content in traditional games and the development of traditional games that are adapted to the development of children aged early.
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References	Main :
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		<ol style="list-style-type: none"> 1. Maulidiyah, Eka Cahya. 2021. Permainan Tradisional untuk Anak Usia Dini. Tulungagung: Akademia Pustaka 2. Musfiroh, Tadkiroatun dan Sri Tatminingsih. 2015. Bermain dan Permainan Anak. Tangerang Selatan: Universitas Terbuka. 					
		Supporters:					
		<ol style="list-style-type: none"> 1. Maulidiyah, Eka Cahya dkk. 2019. Permainan Anak Berbasis Kearifan Lokal. Surabaya: Unesa University Press. 2. Mulyani, Novi. 2016. Super Asyik Permainan Tradisional Anak Indonesia. Yogyakarta: DIVA Press. 3. Mulyani, Sri. 2013. 45 Permainan Tradisional Anak Indonesia. Yogyakarta: Langensari Publishing. 4. Tedjasaputra, Mayke S., 2001. Bermain, Mainan, dan Permainan. Jakarta: PT Gramedia Widiasarana Indonesia. 5. Jackman, Hilda L. 2012. Early education curriculum child's connection to the world USA:Delmar Cengage Learning. 					
Supporting lecturer		Dewi Komalasari, 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 the world of children playing and having fun	<ol style="list-style-type: none"> 1.Understand the benefits of play for children 2.Understand when children's rights are violated 3.Understand how to provide children's rights without being overshadowed by worry 		Lectures 2 X 50			0%
2	History of traditional Indonesian children's games	<ol style="list-style-type: none"> 1. Understanding where to play is increasingly limited 2.Understand that playing time is getting less 3.Understand technology 4. Understanding togetherness with family is increasingly rare 5.Understand the social circle 6. Understanding stress in children 		Discussion 2 X 50			0%
3	Traditional Indonesian games are a forgotten cultural treasure of the nation	<ol style="list-style-type: none"> 1. Understanding traditional games on the verge of extinction 2.Understand traditional games and modern games 		Discussion 2 X 50			0%

4	Analysis of traditional games	1.Crank analysis 2.Gobak Sodor analysis 3.Supply analysis 4.Dakon analysis 5.Hide and seek analysis 6.Jump rope analysis 7.Kasti Analysis 8.Benthic analysis		Group discussion 2 X 50			0%
5	Analysis of traditional games	1.Fortification game analysis 2.Analysis of the boi-boian game 3.Analysis of the game of marbles 4.Gamparan game analysis 5.Analysis of the Kethek Menek game 6.Analysis of the rubber throwing game 7.Analysis of rolling wheel games 8.Yoyo game analysis		Group discussion 2 X 50			0%
6	Presentation	Presentation		2 X 50			0%
7	Group Presentation	Presentation and analytical skills		2 X 50			0%
8	Presentation			2 X 50			0%
9	UTS	Ability to understand meeting material 1-7		2 X 50			0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.