



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
AUD Assessment and Learning	8610702011	Compulsory Study Program Subjects	T=1	P=1	ECTS=4.48	2	October 22, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ruqoyyah Fitri, S.Ag., M.Pd.		Dr. Ruqoyyah Fitri, S.Ag., M.Pd.			Dr. Ruqoyyah Fitri, S.Ag., M.Pd.	

Learning model	Project Based Learning																																																																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																					
	PLO-5	Mastering PAUD concepts and theories, the latest research methods on early childhood, quality management concepts, and being able to access, develop and use multi-modal learning resources according to adaptive principles by adapting to the dynamics of the educational environment, technology, policies and needs of early childhood; (Knowledge) (profiles 1, 2, 3);																																																																																				
	PLO-7	Synthesize theories of early childhood education and learning and conduct children's research with various innovative approaches; (Special Skills) (profile 1);																																																																																				
	Program Objectives (PO)																																																																																					
	PO - 1	Mastering the concept of child development theory and stimulation																																																																																				
	PO - 2	Plan, implement and evaluate developments in PAUD institutions																																																																																				
	PO - 3	Applying PAUD theories and concepts in developing learning																																																																																				
	PLO-PO Matrix																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-7</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		P.O	PLO-5	PLO-7	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓																																																																							
	P.O	PLO-5	PLO-7																																																																																			
	PO-1	✓	✓																																																																																			
	PO-2	✓	✓																																																																																			
PO-3	✓	✓																																																																																				
PO Matrix at the end of each learning stage (Sub-PO)																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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 style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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											✓	✓	✓	✓	✓	✓
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											✓	✓	✓	✓	✓	✓																																																																						

Short Course Description Study of theoretical and practical knowledge regarding various concepts and techniques as well as steps for conducting assessments and evaluations on all aspects of early childhood development. This course uses learning strategies in the form of lectures, case studies, group discussions, simulations, and problem-based learning.

References **Main :**

1. Fitri, Ruqoyyah. 2018. Evaluasi Pembelajaran di PAUD. Surabaya: UNIPRESS
2. Suminah, Enah., dkk.. 2015. Pedoman penilaian pembelajaran pendidikan anak usia dini. Jakarta: Kemendikbud dirjen PAUD Dikmas
3. Fitri, R., Reza, M., & Ningrum, M. A. (2020). Instrumen kesiapan belajar: asesmen non-tes untuk mengukur kesiapan belajar anak usiadini dalam perspektif neurosains. JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini), 1(1), 17-32.
4. Fitri, R., & Reza, M. (2018, December). 4. The school readiness instrument (SRI): assessment of early childhood in the neuroscienceperspective. In 2nd International Conference on Education Innovation (ICEI 2018) (pp. 512-516). Atlantis Press.
5. Nurhayati, S., & Rakhman, A. (2017). Studi kompetensi guru PAUD dalam melakukan asesmen pembelajaran dan perkembangan anakusia dini di kota Cimahi. Jurnal Pendidikan Anak, 6(2), 109-120.

Supporters:

1. Hani, A. A. (2019). Evaluasi pembelajaran pada PAUD. Jurnal CARE (Children Advisory Research and Education), 7(1), 51-56.
2. Akhsanti, M. S. (2014). Pemanfaatan Hasil Evaluasi Pembelajaran dalam Pengembangan Program Pembelajaran Anak Usia Dini.BELIA: Early Childhood Education Papers, 3(2).
3. Zahro, I. F. (2015). Penilaian dalam pembelajaran anak usia dini. Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIPSiliwangi Bandung, 1(1), 92-111

Supporting lecturer

Dr. Ruqoyyah Fitri, S.Ag., M.Pd.
Dr. Yes Matheos Lasarus Malaikosa, 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 nature of early childhood assessment	<ol style="list-style-type: none"> 1.Students can explain the meaning of early childhood assessment 2.Students can explain the importance of assessment for early childhood development 3.Students explain the principles of assessment for child development 4.Students explain the factors that influence assessment in early childhood learning activities 5.Students explain assessment methods and tools for early childhood 	<p>Criteria: Students are able to understand material about early childhood assessment in general well</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Evaluation in early childhood</p> <p>References: 1. Fitri, Ruqoyyah. 2018. <i>Evaluation of Learning in PAUD.</i> Surabaya: UNIPRESS</p>	2%

2	Understanding the nature of early childhood assessment	<p>1.1. Students can explain the meaning of early childhood assessment</p> <p>2.2. Students can explain the importance of assessment for early childhood development</p> <p>3.3. Students can explain the principles of assessment for child development</p> <p>4.4. Students can explain the factors that influence assessment in early childhood learning activities</p> <p>5.5. Students can explain assessment methods and tools for early childhood</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and answer material regarding assessment in early childhood in general well and correctly</p> <p>2.2. Students are able to understand and answer questions asked by the lecturer well</p> <p>3.3. Students cannot understand and answer questions asked by the lecturer properly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, group discussions, simulations, and problem-based learning. 2 x 50		<p>Material: Evaluation in early childhood</p> <p>References:</p> <p>1. Fitri, Ruqoyyah. 2018. <i>Evaluation of Learning in PAUD</i>. Surabaya: UNIPRESS</p>	3%
3	Understanding of preparing types of assessments for early childhood development assessments	<p>1.1. Students are able to develop timesampling assessment techniques</p> <p>2.2. Students are able to develop running record assessment techniques</p> <p>3.3. Students are able to develop event sampling assessment techniques</p> <p>4.4. Students can develop techniques for assessing track record specimens</p>	<p>Criteria:</p> <p>1.1. Students are able to develop various assessment techniques for early childhood</p> <p>2.2. Students are able to understand and answer questions asked by the lecturer well</p> <p>3.3. Students cannot understand and answer questions asked by the lecturer properly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment in early childhood</p> <p>References:</p> <p>2. Suminah, Enah., et al. 2015. <i>Guidelines for assessing learning in early childhood education</i>. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</p>	2%

4	Understanding of how to prepare types of assessments for early childhood development assessments	<p>1.1. Students are able to develop time sampling assessment techniques</p> <p>2.2. Students are able to develop running record assessment techniques</p> <p>3.3. Students are able to develop event sampling assessment techniques</p> <p>4.4. Students are able to develop techniques for assessing specimen records</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and develop various assessment techniques for early childhood properly and correctly</p> <p>2.2. Students are able to understand and answer questions asked by the lecturer well</p> <p>3.3. Students cannot understand and answer questions asked by the lecturer properly</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment in early childhood</p> <p>References:</p> <p>2. <i>Suminah, Enah., et al.</i>. 2015. <i>Guidelines for assessing learning in early childhood education.</i> Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</p>	3%
5		<p>1.1. Students are able to understand and explain the meaning of performance assessment</p> <p>2.2. Students are able to understand and design assessments using performance assessment techniques</p> <p>3.3. Students are able to understand and implement performance assessment techniques in PAUD learning</p>	<p>Criteria:</p> <p>1. Students are able to understand and apply performance assessment techniques in PAUD learning well</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment techniques in early childhood</p> <p>References:</p> <p>2. <i>Suminah, Enah., et al.</i>. 2015. <i>Guidelines for assessing learning in early childhood education.</i> Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</p>	5%
6	Understanding of how to implement performance assessment in learning at PAUD	<p>1.1. Students are able to explain the meaning of performance assessment</p> <p>2.2. Students are able to design assessments using performance assessment techniques</p> <p>3.3. Students are able to implement performance assessment techniques in PAUD learning</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and apply performance assessment techniques in PAUD learning well</p> <p>2.2. Students are able to understand and answer questions asked by the lecturer well</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment techniques in early childhood</p> <p>References:</p> <p>2. <i>Suminah, Enah., et al.</i>. 2015. <i>Guidelines for assessing learning in early childhood education.</i> Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</p>	5%

7		<p>1.1. Students are able to explain the meaning of attitude assessment</p> <p>2.2. Students are able to design assessments using attitude assessment techniques</p> <p>3.3. Students can apply attitude assessment techniques in learning at PAUD</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and apply attitude assessment in learning at PAUD</p> <p>2.2. Students are able to understand and answer questions asked by the lecturer well</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment in early childhood</p> <p>References: 2. <i>Suminah, Enah., et al., 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</i></p>	10%
8		Students did well on the midterm exam	<p>Criteria: Students are able to do well in the mid-semester exam</p> <p>Form of Assessment : Test</p>	Summative Test 2 x 50			15%
9	understanding of how to implement project assessment in learning at PAUD	<p>1.1. Students are able to understand and explain the meaning of attitude assessment</p> <p>2.2. Students are able to understand and design assessments using attitude assessment techniques</p> <p>3.3. Students are able to apply attitude assessment techniques in learning at PAUD</p>	<p>Criteria: Students are able to understand and apply attitude assessment in learning at PAUD</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment techniques in early childhood</p> <p>References: 2. <i>Suminah, Enah., et al., 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</i></p>	2%
10	Understanding of implementing project assessment in learning in PAUD	<p>1.1. Students are able to explain the meaning of project assessment</p> <p>2.2. Students are able to design assessments using project assessment techniques</p> <p>3.3. Students are able to apply project assessment techniques in learning at PAUD</p>	<p>Criteria: Students are able to understand, explain and apply project assessment in learning at PAUD</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment techniques in early childhood</p> <p>References: 2. <i>Suminah, Enah., et al., 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</i></p>	3%

11	Implementing project assessment in learning at PAUD	<p>1.1. Students are able to understand and explain the meaning of project assessment</p> <p>2.2. Students are able to understand and design assessments using project assessment techniques</p> <p>3.3. Students are able to understand how to apply project assessment techniques in learning at PAUD</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and apply project assessment in learning at PAUD</p> <p>2.2. Students are able to take responsibility for projects in learning at PAUD</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment in early childhood</p> <p>References:</p> <p>1. Hani, AA (2019). <i>Evaluation of learning in PAUD. CARE (Children Advisory Research and Education) Journal</i>, 7(1), 51-56.</p>	5%
12	understanding of how to implement portfolio assessment in learning at PAUD	<p>1.1. Students are able to explain the meaning of portfolio assessment</p> <p>2.2. Students are able to design assessments using portfolio assessment techniques</p> <p>3.3. Students are able to apply portfolio assessment techniques in learning at PAUD</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and apply portfolio assessment in learning at PAUD</p> <p>2.2. Students are able to understand and take responsibility for the results of their portfolio in learning at PAUD</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50		<p>Material: Assessment in early childhood</p> <p>References:</p> <p>2. Suminah, Enah., et al.. 2015. <i>Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</i></p>	5%

13		<p>1.1. Students are able to explain the meaning of portfolio assessment</p> <p>2.2. Students are able to design assessments using portfolio assessment techniques</p> <p>3.3. Students are able to apply portfolio assessment techniques in learning at PAUD</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and apply portfolio assessment in learning at PAUD</p> <p>2.2. Students are able to apply and be accountable for their portfolio in learning at PAUD</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50</p>		<p>Material: Assessment in early childhood</p> <p>References: 2. <i>Suminah, Enah., et al.. 2015. Guidelines for assessing learning in early childhood education. Jakarta: Ministry of Education and Culture, Director General of PAUD Dikmas</i></p> <hr/> <p>Material: Assessment in early childhood</p> <p>References: 3. <i>Zahro, IF (2015). Assessment in early childhood learning. Tunas Siliwangi: Journal of the PAUD Teacher Education Study Program STKIPS Siliwangi Bandung, 1(1), 92-111</i></p>	5%
14		<p>1.1. Students are able to understand and explain authentic assessment</p> <p>2.2. Students are able to prepare assessments in early childhood learning (daily, weekly, monthly, semester assessments)</p> <p>3.3. Students are able to prepare assessment reports in early childhood learning</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and prepare assessment reports in early childhood</p> <p>2.2. Students are able to take responsibility for assessment reports in early childhood</p> <p>Form of Assessment : Participatory Activities</p>	<p>Friendly, case studies, group discussions, simulations, and 2 x 50 based learning</p>		<p>Material: Making assessment reports in early childhood</p> <p>References: 2. <i>Akhsanti, MS (2014). Utilization of Learning Evaluation Results in Developing Early Childhood Learning Programs. BELIA: Early Childhood Education Papers, 3(2).</i></p>	10%

15		<p>1.1. Students are able to explain authentic assessment</p> <p>2.2. Students can prepare assessments in early childhood learning (daily, weekly, monthly, semester assessments)</p> <p>3.3. Students can prepare assessment reports in early childhood learning</p>	<p>Criteria:</p> <p>1.1. Students are able to understand and prepare assessment reports in early childhood</p> <p>2.2. Students are able to take responsibility for assessment reports in early childhood</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, case studies, group discussions, simulations and problem-based learning 2 x 50</p>		<p>Material: Making assessment reports in early childhood</p> <p>References: 2. Akhsanti, MS (2014). <i>Utilization of Learning Evaluation Results in Developing Early Childhood Learning Programs</i>. BELIA: Early Childhood Education Papers, 3(2).</p>	10%
16		Students Do Well in Final Semester Exams	<p>Criteria: Students are able to do well in the Final Semester Examination</p> <p>Form of Assessment : Test</p>	<p>Summative Test 2 x 50</p>			15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	39%
2.	Portfolio Assessment	20%
3.	Practice / Performance	10%
4.	Test	31%
		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.

