



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																																																																												
Basic Concepts & Design of AUD Learning	8610703001	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	1	August 22, 2022																																																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																													
	Prof. Dr. Hj. Rachma Hasibuan, M. Kes		Prof. Dr. Hj. Rachma Hasibuan, M.Kes			Dr. Ruqoyyah Fitri, S.Ag., M.Pd.																																																																													
Learning model	Project Based Learning																																																																																		
Program Learning Outcomes (PLO)	PLO study program that 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-8	Implementing quality management and applying various multi-modal learning resources to support early childhood learning in accordance with the spirit of eduPioneers who have the skills, enthusiasm and vision to create positive change in early childhood education at the local, national and international levels. (Special Skills) (profile 2 and 3)																																																																																	
	Program Objectives (PO)																																																																																		
	PO - 1	Students are able to have leadership, managerial and network development skills in implementing Holistic Integrative PAUD																																																																																	
	PO - 2	Students are able to master the concepts of curriculum development, child growth and development, learning theory, creative arts, learning models and strategies as well as early childhood assessment in PAUD implementation, which are analyzed through various study activities, digital literacy research to produce scientific knowledge and innovative practices in uphold human values																																																																																	
	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-8</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> </tbody> </table>						P.O	PLO-5	PLO-8	PO-1			PO-2																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																			
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PO-2	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓		✓																																																																			
Short Course Description	Study of; the nature of PAUD, theories about PAUD and its implementation in learning, PAUD services, programs for PAUD, child growth and development, Development Appropriate Practice (DAP) so as to be able to find solutions to problems in various PAUD concepts that occur in PAUD institutions. Next, examine the nature of AUD learning, assessment for teaching and learning, technology and children, as well as children, families and society and be able to produce learning concepts that are appropriate to child development and theories of learning approaches for early childhood.																																																																																		
References	Main :																																																																																		
	<ol style="list-style-type: none"> 1. Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. Early Childhood Education. USA: Sage Publication, Inc 2. Neaum, Sally. 2013. Child Development For Early Years Students and Practitioners. USA: Sage Publication, Inc 3. Seefeldt Carol, Barbour Nita. 1994. Early Childhood Education an Introduction. New York: Macmillan College Publishing Company 4. Sujiono, Yuliani Nurani. 2013. Konsep Dasar PAUD. Jakarta: Indeks 5. Santrock, Jhon W. 2011. Masa Perkembangan Anak. Jakarta: Salemba 5. UU No 14 Tahun 2005. 7. Mendikbud. 2014. Permendikbud No 137 Tahun 2014 Tentang Standar PAUD. Jakarta: Mendikbud 6. Mendikbud. 2014. Permendikbud No 146 Tahun 2014 Tentang Kurikulum PAUD. Jakarta: Mendikbu 																																																																																		
	Supporters:																																																																																		

Supporting lecturer		Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Dr. Ruqoyyah Fitri, S.Ag., 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 of the nature of early childhood and the nature of Early Childhood Education and the nature of learning in PAUD	<ol style="list-style-type: none"> 1. Students are able to define the nature of early childhood 2. Students are able to define the nature of PAUD and the nature of learning at PAUD 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen and understand the lecturer's explanation well 3.1 = Students are unable to listen and understand the lecturer's explanation well <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Collaborative 3x50		<p>Material: The nature of early childhood Reader: <i>Sujiono, Yuliani Nurani. 2013. Basic Concepts of PAUD. Jakarta: Index 5. Santrock, Jhon W. 2011. Child Development Period. Jakarta: Salemba</i></p>	5%
2	<ol style="list-style-type: none"> 1. Understanding of the basics of PAUD implementation 2. Understanding the forms of PAUD services 	<ol style="list-style-type: none"> 1. Students are able to understand the basics of PAUD implementation (Judicial, Philosophical, PAUD Scientific, Empirical) 2. Students are able to understand and explain the forms of PAUD services 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen and understand the lecturer's explanation very well 3.1 = Students are not able to listen and understand the lecturer's explanation very well <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Collaborative 3x50		<p>Material: Foundations of PAUD implementation and forms of PAUD services Reader: <i>Sujiono, Yuliani Nurani. 2013. Basic Concepts of PAUD. Jakarta: Index 5. Santrock, Jhon W. 2011. Child Development Period. Jakarta: Salemba</i></p>	5%
3	Understanding scaffolding learning in PAUD	<ol style="list-style-type: none"> 1. Students are able to define the meaning of scaffolding 2. Students are able to understand constructivism theory as the basis for scaffolding 3. Students understand scaffolding learning techniques 4. Students understand the application of scaffolding in PAUD learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen and understand the lecturer's explanation well 3.1 = Students are unable to listen and understand the lecturer's explanation well <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Collaborative 3x50		<p>Material: Scaffolding Bibliography: <i>Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. Early Childhood Education. USA: Sage Publications, Inc</i></p>	5%

4	ICT Application in Early Childhood Education	<ol style="list-style-type: none"> 1. Students are able to define ICT 2. Students are able to explain the importance of ICT in 21st century learning 3. Students are able to explain the use of ICT in AUD learning 4. Students are able to state the strengths and weaknesses of ICT in AUD learning 5. Students can mention and explain the impact of ICT on children's development and how to overcome these problems 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen and understand the lecturer's explanation well 3.1 = Students are unable to listen and understand the lecturer's explanation well <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Collaborative 3x50		<p>Material: Application of ICT in 21st Century learning</p> <p>References: <i>Neaum, Sally. 2013. Child Development For Early Years Students and Practitioners. USA: Sage Publications, Inc</i></p>	5%
5	<ol style="list-style-type: none"> 1. Understanding of the profile of Pancasila Students in PAUD 2. Understanding of the 2013 Curriculum Analysis and the Independent Curriculum 	<ol style="list-style-type: none"> 1. Students are able to understand the Pancasila Student profile project in Learning at PAUD in accordance with the 4 big themes in activities to introduce local culture, national holidays 2. Students are able to analyze and compare the concept and implementation of the 2013 PAUD curriculum and the independent curriculum in PAUD 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen and understand the lecturer's explanation well 3.1 = Students are unable to listen and understand the lecturer's explanation well <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Collaborative 3x50		<p>Material: Pancasila PAUD student profile project</p> <p>Reference: <i>Law No. 14 of 2005. 7. Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD Standards. Jakarta: Minister of Education and Culture</i></p> <p>Material: 2013 curriculum and Merdeka curriculum</p> <p>Pustaka: <i>Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 146 of 2014 concerning the PAUD Curriculum. Jakarta: Minister of Education and Culture</i></p>	5%

6	Understanding of the implementation of the 2013 curriculum and the Merdeka PAUD curriculum	<ol style="list-style-type: none"> 1. Students are able to analyze the PAUD curriculum (characteristics) 2. Students are able to make reports on the results of PAUD curriculum analysis 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen and understand the lecturer's explanation well 3.1 = Students are unable to listen and understand the lecturer's explanation well <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Scientific 3x50		<p>Material: RPP Library: <i>Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 146 of 2014 concerning the PAUD Curriculum. Jakarta: Minister of Education and Culture</i></p>	5%
7	Understanding of Developmentally Appropriate Practice (DAP) learning	<ol style="list-style-type: none"> 1. Students are able to define the meaning of Developmentally Appropriate Practice (DAP) 2. Students are able to understand aspects of AUD development according to the DAP concept 3. Students are able to understand the characteristics of the Developmentally Appropriate Practice (DAP) learning process 4. Students are able to understand the Implementation of Developmentally Appropriate Practice (DAP) 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.3 = Students are able to listen and understand the lecturer's explanation very well 2.2 = Students are able to listen and understand the lecturer's explanation well 3.1 = Students are unable to listen and understand the lecturer's explanation well <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Scientific 3x50		<p>Material: Developmentally Appropriate Practice (DAP) Learning References: <i>Neaum, Sally. 2013. Child Development For Early Years Students and Practitioners. USA: Sage Publications, Inc</i></p>	5%
8	Solving UTS questions	Students are able to answer UTS questions	<p>Criteria:</p> <ol style="list-style-type: none"> 1.3 = Students are able to answer and understand written test questions very well 2.2 = Students are able to answer and understand written test questions well 3.1 = Student is unable to answer and understand written test questions well <p>Form of Assessment : Test</p>	Scientific 3x50			15%

9	<p>1. Understanding of the role of teachers in early childhood education</p> <p>2. Understanding of the role of LPTK in Preparing PAUD Educators</p>	<p>1. Students are able to understand the analysis of teacher duties according to Law No. 14 of 2005 concerning teachers and lecturers and the duties and roles of teachers according to Minister of Education and Culture Regulation No. 137 of 2014</p> <p>2. Students are able to understand the characteristics, role and efforts of LPTK in preparing PAUD educators</p>	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.1 = Students are unable to listen and understand the lecturer's explanation well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Scientific 3x50		<p>Material: Duties of the role of teachers and LPTK Library: Law No. 14 of 2005. 7. Minister of Education and Culture. 2014. Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD Standards. Jakarta: Minister of Education and Culture</p>	7%
10	<p>Understanding of creating/composing learning media that is in accordance with AUD (the task of creating media & SOPs as well as video shows how to use the media in learning at PAUD)</p>	<p>Students are able to create/arrange learning media that is in accordance with AUD (the task of creating media & SOPs as well as video shows how to use the media in learning at PAUD)</p>	<p>Criteria:</p> <p>1.3 = Students are able to plan and create work very well</p> <p>2.2 = Students are able to plan and create work well</p> <p>3.1 = Students are unable to plan and produce work well</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance</p>	Scientific 3x50		<p>Material: Creating media, SOP and Video Library: Neaum, Sally. 2013. <i>Child Development For Early Years Students and Practitioners.</i> USA: Sage Publications, Inc</p>	5%
11	<p>Understanding of learning models in PAUD</p>	<p>Students are able to understand the Area, Group, Center, Corner approach models and the Montessori, Regio Emilia, High Schope and Creative Curriculum approach models</p>	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.1 = Students are unable to listen and understand the lecturer's explanation well</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Scientific 3x50		<p>Material: Learning models in PAUD Reference: Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. <i>Early Childhood Education.</i> USA: Sage Publications, Inc</p>	5%
12		<p>Students are able to define various types and implement multiple intelligences in learning at PAUD</p>	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.1 = Students are unable to listen and understand the lecturer's explanation well</p> <p>Form of Assessment : Practice / Performance</p>	Scientific 3x50		<p>Material: Multiple Intelligences Bibliography: Biddle Gordon, Nevarez, Henderson, Valero-Kerrick. 2014. <i>Early Childhood Education.</i> USA: Sage Publications, Inc</p>	5%

13	Understanding of biographies, history, results of the thoughts of early childhood education figures and experts	Students are able to understand the thoughts of early childhood education figures and experts	<p>Criteria:</p> <p>1.3 = Students are able to listen and understand the lecturer's explanation very well</p> <p>2.2 = Students are able to listen and understand the lecturer's explanation well</p> <p>3.1 = Students are unable to listen and understand the lecturer's explanation well</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Scientific 3x50		<p>Material: Biography, history and PAUD experts</p> <p>References: Seefeldt Carol, Barbour Nita. 1994. <i>Early Childhood Education an Introduction</i>. New York: Macmillan College Publishing Company</p>	5%
14	Understanding of creating articles based on cases in PAUD institutions (case study).	Students are able to write articles (related to the thesis) based on cases at PAUD institutions (case study)	<p>Criteria:</p> <p>1.3 = Students are able to plan and create work very well</p> <p>2.2 = Students are able to plan and create work well</p> <p>3.1 = Students are unable to plan and produce work well</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Scientific 3x50			0%
15	Understanding of finding and analyzing Lecture RPS in S1 PG-PAUD	Students are able to find and analyze RPS for lectures in S1 PG-PAUD	<p>Criteria:</p> <p>1.3 = Students are able to plan and create work very well</p> <p>2.2 = Students are able to plan and create work well</p> <p>3.1 = Students are unable to plan and produce work well</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Scientific 3x50			7%
16	Solving UAS questions	Students are able to answer UAS questions	<p>Criteria:</p> <p>1.3 = Students are able to answer and understand written test questions very well</p> <p>2.2 = Students are able to answer and understand written test questions well</p> <p>3.1 = Student is unable to answer and understand written test questions well</p> <p>Form of Assessment : Test</p>	Scientific 3x50			15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15.67%
2.	Project Results Assessment / Product Assessment	6.84%
3.	Portfolio Assessment	19%
4.	Practical Assessment	1.67%
5.	Practice / Performance	25.84%
6.	Test	30%
		99.02%

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.