



**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
AUD1 Curriculum Study and Development	8610702002		T=2	P=0	ECTS=4.48	1	July 18, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ruqoyyah Fitri, S.Ag., M.Pd.		.....			Dr. Ruqoyyah Fitri, S.Ag., M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																										
	<b>PLO-6</b>	Applying PAUD concepts and theories as well as various current research methods on early childhood, developing PAUD institutions and early childhood learning models with various multi-modal learning resources, according to the principle of resilience by adapting to various situations, challenges in self-development to improve PAUD services; (General Skills) (profile 1, 2 and 3);																																																																																																									
	<b>PLO-7</b>	Synthesize theories of early childhood education and learning and conduct children's research with various innovative approaches; (Special Skills) (profile 1);																																																																																																									
	<b>Program Objectives (PO)</b>																																																																																																										
	<b>PO - 1</b>	CPMK-S: Demonstrate a responsible attitude in reviewing and developing the PAUD curriculum independently and professionally.																																																																																																									
	<b>PO - 2</b>	CPMK-P: Able to apply logical, critical, creative, systematic and innovative thinking in reviewing and developing a PAUD curriculum based on Science and Technology in the scientific field of early childhood education according to the applicable curriculum																																																																																																									
	<b>PO - 3</b>	CPMK-KK: Able to develop a curriculum in PAUD units that is based on the nation's cultural values.																																																																																																									
	<b>PO - 4</b>	CPMK-P: Able to analyze the curriculum in PAUD units which is based on the nation's cultural values.																																																																																																									
	<b>PLO-PO Matrix</b>																																																																																																										
		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-6</td> <td style="padding: 5px;">PLO-7</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">PO-3</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">PO-4</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>	P.O	PLO-6	PLO-7	PO-1			PO-2			PO-3			PO-4																																																																																												
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																											
	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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 style="padding: 5px;">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 style="padding: 5px;">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 style="padding: 5px;">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> </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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<b>Short Course Description</b>	This course examines the development of the PAUD curriculum (2013 curriculum and the independent curriculum), including: the nature of the PAUD curriculum and its characteristics: definition, components and structure of the curriculum, development of the Early Childhood curriculum, including understanding, principles, approaches, models, and steps for curriculum development, PAUD curriculum planning (including needs analysis and SWOT), KKNi, PAUD curriculum implementation, including organizing themes, learning planning; and evaluation of the PAUD curriculum through case studies of the 2013 Curriculum and the Independent Curriculum
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<b>References</b>	<b>Main :</b>
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1. Marjorie J. Kostelnik, Anne K. Soderman, Alice Phipps Whiren. 2017. Kurikulum Pendidikan Anak Usia Dini Berbasis Perkembangan Anak (Developmentally Appropriate Practices) Terjemahan Edisi ke-5. Jakarta: Kencana.
2. Wortham, S. C. 2010. Early childhood curriculum: Developmental bases for learning and teaching (5th ed.). Upper Saddle River NJ: Prentice Hall.
3. Hendrick, J. 2010. Total learning; Developmental curriculum for the young child. (8th ed.). Upper Saddle River, NJ: Merrill. C. Brady, Laurie. 1992. Curriculum Development. New York : Prentice Hall.
4. D. Oliva, Peter F. 1992. Developing The Curriculum. New York : Harper Collins Publishers.
5. E. Mohammad Ansyar. 1989. Dasar Dasar Pengembangan Kurikulum. Jakarta : Dirjen Dikti PPLPTK.
6. Armstrong, T. 2009. Multiple intelligences in the classroom. (3rd ed.). Alexandria,VA: Association for Supervision and Curriculum Development.
7. Puckett, M. B., Black, J. K., Whittmer, D. S., & Petersen, S. H. 2008. The young child: Development from pre[1]birth through age eight. (5th ed.). Upper Saddle River, NJ: Prentice Hall.
8. Berk, L. E., & Winsler, A. 1995. Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children.
9. Hughes, F. P. (2009). Children, play, and development. (4th ed.). Boston: Sage Publications Inc.
10. Puckett, M. B., & Black, J. K. 2007. Meaningful assessments of the young child: Celebrating development and learning. (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
11. Bredekamp, S., & Copple, C. 2010. Developmentally appropriate practice in early childhood programs serving children from birth through age 8. (3rd ed.). Washington, DC: National Association for the Education of Young Children.
12. Slamet Suyanto. 2014. Pendidikan Anak Usia Dini. Yogyakarta: Universitas Negeri Yogyakarta.
13. Head Start Bureau, U.S. Department of Health and Human Services. 2004, March. Establishing a Research Agenda for American Indian and Alaska Native Head Start Programs. Washington, DC: ORC Macro. Retrieved January 5, 2006.
14. Dodge, Diane Trister. 2002. The Creative Curriculum For Preschool -4th ed. Washington D.C.:Teaching Strategies.inc.

**Supporters:**

**Supporting lecturer** Dr. Bachtiar Sjaiful Bachri, M.Pd.  
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	Concluding the essence of the Early Childhood education curriculum.	1. Explain the nature of early childhood 2. Explain the principles of early childhood learning 3. Identify the characteristics of PAUD and the PAUD curriculum	<b>Criteria:</b> Active in providing ideas/ideas/solutions by referring to theory/research results  <b>Form of Assessment :</b> Participatory Activities	Case method, Discussion Group 2 X 50		<b>Material:</b> The nature of early childhood, principles of early childhood learning. <b>Reference:</b> <i>Berk, LE, &amp; Winsler, A. 1995. Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children.</i>  <b>Material:</b> Characteristics of PAUD and PAUD Curriculum <b>Reference:</b> <i>Wortham, SC 2010. Early childhood curriculum: Developmental bases for learning and teaching (5th ed.). Upper Saddle River NJ: Prentice Hall.</i>	3%

2	Concluding the essence of the Early Childhood education curriculum.	1. Explain the nature of early childhood 2. Explain the principles of early childhood learning 3. Identify the characteristics of PAUD and the PAUD curriculum	<b>Criteria:</b> Active in providing ideas/ideas/solutions by referring to theory/research results  <b>Form of Assessment :</b> Participatory Activities	Case method, Discussion Group 2 X 50		<b>Material:</b> The nature of early childhood, principles of early childhood learning. <b>Reference:</b> <i>Berk, L.E. &amp; Winsler, A. 1995. Scaffolding children's learning: Vygotsky and early childhood education. Washington, DC: National Association for the Education of Young Children.</i>  <b>Material:</b> Characteristics of PAUD and PAUD Curriculum <b>Reference:</b> <i>Wortham, SC 2010. Early childhood curriculum: Developmental bases for learning and teaching (5th ed.). Upper Saddle River NJ: Prentice Hall.</i>	3%
3	Understand the philosophy of Early Childhood Education.	Students are able to analyze the implementation of the curriculum in PAUD institutions	<b>Criteria:</b> Group Project Results  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Group Investigation 2 X 50		<b>Material:</b> Philosophy of Early Childhood Education. <b>References:</b> <i>Hendrick, J. 2010. Total learning; Developmental curriculum for the young child. (8th ed.). Upper Saddle River, NJ: Merrill. C. Brady, Laurie. 1992. Curriculum Development. New York : Prentice Hall.</i>  <b>Material:</b> curriculum implementation in PAUD institutions <b>Library:</b> E. Mohammad Ansyar. 1989. <i>Basics of Curriculum Development. Jakarta: Director General of Higher Education PPLPTK.</i>	5%

4	Understand the philosophy of Early Childhood Education.	Students are able to analyze the implementation of the curriculum in PAUD institutions	<b>Criteria:</b> Group Project Results  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Group Investigation 2 X 50		<b>Material:</b> Philosophy of Early Childhood Education. <b>References:</b> <i>Hendrick, J. 2010. Total learning; Developmental curriculum for the young child. (8th ed.). Upper Saddle River, NJ: Merrill. C. Brady, Laurie. 1992. Curriculum Development. New York : Prentice Hall.</i>  <b>Material:</b> curriculum implementation in PAUD institutions <b>Library:</b> E. Mohammad Ansyar. 1989. <i>Basics of Curriculum Development. Jakarta: Director General of Higher Education PPLPTK.</i>	3%
5	Understand curriculum development models.	Students are able to synthesize the Curriculum Preparation Model: Tyler, Lewis, Oliva	<b>Criteria:</b> Active in providing ideas/ideas/solutions by referring to theory/research results  <b>Form of Assessment :</b> Participatory Activities	Case Method, Presentation Discussion 2 X 50		<b>Material:</b> Curriculum preparation model: Tyler, Lewis, Oliva <b>Reference:</b> <i>Hendrick, J. 2010. Total learning; Developmental curriculum for the young child. (8th ed.). Upper Saddle River, NJ: Merrill. C. Brady, Laurie. 1992. Curriculum Development. New York: Prentice Hall.</i>	10%
6	Understand curriculum development models.	Students are able to synthesize the Curriculum Preparation Model: Tyler, Lewis, Oliva	<b>Criteria:</b> Active in providing ideas/ideas/solutions by referring to theory/research results  <b>Form of Assessment :</b> Participatory Activities	Case Method, Presentation Discussion 2 X 50		<b>Material:</b> Curriculum preparation model: Tyler, Lewis, Oliva <b>Reference:</b> <i>Hendrick, J. 2010. Total learning; Developmental curriculum for the young child. (8th ed.). Upper Saddle River, NJ: Merrill. C. Brady, Laurie. 1992. Curriculum Development. New York: Prentice Hall.</i>	5%
7	Understand planning for preparing the Early Childhood education curriculum.	Students are able to design PAUD curricula	<b>Criteria:</b> Group Project Results  <b>Form of Assessment :</b> Participatory Activities	Project Based Learning, Group Investigation 2 X 50 project			10%

8	Understand planning for preparing the Early Childhood education curriculum.	Students are able to design PAUD curricula	<b>Criteria:</b> Group Project Results <b>Form of Assessment :</b> Test	Group Investigation project 2 X 50			10%
9	UTS	UTS		Performance Test (product) 2 X 50			0%
10	Mastering the preparation of the Early Childhood education curriculum.	Understand the steps in preparing a curriculum.	<b>Criteria:</b> Participatory Activities <b>Form of Assessment :</b> Portfolio Assessment	Presentation Discussion 2 X 50			5%
11	Mastering the preparation of the Early Childhood education curriculum.	Understand the steps in preparing a curriculum.	<b>Criteria:</b> Participatory Activities <b>Form of Assessment :</b> Participatory Activities	Presentation Discussion 2 X 50			5%
12	Mastering the implementation of the Early Childhood education curriculum	preparing early childhood curriculum tools	<b>Criteria:</b> Group Project Results Participation activities	Observation of the program in the field Discussion 2 X 50			0%
13	Mastering the implementation of the Early Childhood education curriculum	preparing early childhood curriculum tools	<b>Criteria:</b> Group Project Results Participation activities	Observation of the program in the field Discussion 2 X 50			0%
14	Mastering the implementation of the Early Childhood education curriculum	preparing early childhood curriculum tools	<b>Criteria:</b> Group Project Results Participation activities	Observation of the program in the field Discussion 2 X 50			0%
15							0%
16	Mastering how to evaluate the Early Childhood education curriculum	Students are able to design curriculum evaluations	<b>Criteria:</b> 1.participation activities 2.product results <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Area 2 X 50			10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	36%
2.	Project Results Assessment / Product Assessment	18%
3.	Portfolio Assessment	5%
4.	Test	10%
		69%

#### 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.

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.