		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
Development of the AUD Learning Model		8610702010				T=2	P=0	ECTS=4.48	2	July 17, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator	
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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)																	
	PLO-PO Matrix																	

P.O	PLO-5	PLO-7

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	The AUD learning model development course is a form of theoretical study regarding the concept of various early childhood education institutions as a whole, starting from learning principles, planning and implementing learning and its development.

References	**Main :**

1. 1. Ardi Wilyani, Novan (2022)psikologi perkembangan anak usia dini. Yogyakarta : Gava media
2. 2. Hurclock, B Elizabeth (1978)perkemnbangan anak. Jakarta : erlangga
3. 3. Morrison Gourge (2012). Dasar- dasar pendidikan anak usia dini. Jakarta: Indeks
4. 4. Patmonodewo, s (2010)pendidikan ptra sekolah. Jakarta: rineka cipta
5. 5. Rahmawati yeni. (2010).strategi pengembangan kreatifitas anak. Jakarta : kencana
6. 6. Sollehuddin, m(2000) kondsep dasar pendidikan pra sekolah . Bandung :FIP UPI
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8. 8. Soekmono, R., & Ningtyas, D. P. (2020). Model Pembelajaran Pendidikan Multikultural melalui Pendekatan Proyek Kolaboratif. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 4(2), 1029-1040.
9. 9. Mavric, M. (2020). The Montessori Approach as a Model of Personalized Instruction. Journal of Montessori Research, 6(2), 13-25.

Supporters:

1. Sasmita, R. J., Tarwiyah, T., & Sumadi, T. (2021). Pendekatan Reggio Emilia dalam Menjawab Tantangan Kemampuan Anak Usia Dini Abad 21. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(1), 182-207.
2. Wiryanto, W., Fauziddin, M., Suprayitno, S., & Budiyono, B. (2023). Systematic Literature Review: Implementasi STEAM di Sekolah Dasar Kelas Rendah. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(2), 1545-1555.
3. GINTING, W. O. (2018). IMPLEMENTASI PERSPEKTIF FROBEL DALAM PENYELENGGARAAN PAUD DI PERUMNAS SIMALINGKAR A KELURAHAN MANGGA MEDAN TA 2017/2018 (Doctoral dissertation, UNIMED).
4. Rahayu, N., Putri, S., Nunlehu, M., Madi, M. S., & Priyanti, N. (2023). Model Pembelajaran High Scope Pendidikan Anak Usia Dini. EDUKASIA: Jurnal Pendidikan dan Pembelajaran, 4(1), 61-68.
5. Khadijah, K., Arlina, A., Hardianti, R. W., & Maisarah, M. (2021). Model Pembelajaran Bank Street dan Sentra, serta Pengaruhnya terhadap Sosial Emosional Anak. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 5(2), 1960-1972.
6. Handayani, S. (2021). Peran Guru PAUD Dalam Proses Pembelajaran Cooperative Learning di PAUD Ananda Bhumyamca Kabupaten Langkat TA 2020/2021 (Doctoral dissertation, UNIMED).
7. Munawarah, S. (2021). Strategi Discovery Learning dalam Pembelajaran Anak Usia Dini. Kaisa: Jurnal Pendidkan dan Pembelajaran, Sekolah tinggi Agama Islam Negeri Bengkalis, 1, 2775-2577.
8. Saihu, M. (2022). Intensifikasi Kecerdasan Emosional Anak Introvert Melalui Model Pembelajaran Kooperatif Pada Pendidikan Dasar. Edukasi Islami: Jurnal Pendidikan Islam, 11(03), 1063-1082.
9. Anggraini, W., Hartono, B., Fatimatuzzahro, F., & Umayah, S. (2022). PENERAPAN MODEL PEMBELAJARAN CONTEXTUAL TEACHING AND LEARNING DALAM PENGEMBANGAN KOGNITIF ANAK. Jurnal Ilmu Tarbiyah, 1(1), 58-69.
10. Poerwati, C. E., Cahaya, I. M. E., & Suryaningsih, N. M. A. (2021). Pengaruh Model Pembelajaran Problem Based Learning Berbasis Eksperimen Sederhana dalam Pengenalan Sains Anak Usia Dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(3), 1472-1479.

Supporting lecturer	Prof. Dr. Mustaji, M.Pd. Dr. Bachtiar Sjaiful Bachri, M.Pd. Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dr. Nurul Khotimah, 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	Students are able to explain the meaning of the function and purpose of developing the AUD model	Students are able to explain the meaning of the function and purpose of developing the AUD model	**Criteria:** 1. Disciplinary attitude: Students are invited to come in if they are present. 2. Students can answer the lecturer's questions appropriately **Form of Assessment** : Participatory Activities	Scientific approach/ method: demonstration, discussion, lecture model : cooperative learning contextual strategy 2 x 50	reading articles, group discussions, classical presentations conveying ideas for solutions to problems. 2 x 50	**Material:** Understanding the function and objectives of developing the AUD model. **Reference:** *7. James E Johnson. Jaipaul L roopnarine. (2013) early childhood education with various approaches. Fifth edition. Jakarta: Index*	5%
2	Students are able to explain the development of early childhood education models in various countries.	able to analyze the development of various early childhood models in various countries.	**Criteria:** Active in providing ideas/ideas/solutions by referring to theory/research results **Form of Assessment** : Participatory Activities	Case Method: reading research articles, group discussions, presentations to bring together ideas for solutions to the case being discussed. 2 x 50		**Material:** development of various preschool models in various countries. **Bibliography:** *7. James E Johnson . Jaipaul L roopnarine. (2013) early childhood education with various approaches. Fifth edition. Jakarta: Index*	50%
3	Students are able to combine the methodological model in AUD learning (C5).	Students are able to design learning models in PAUD according to the Montessori model philosophy.	**Criteria:** Completeness of the product results according to the syntax of the learning model. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting Montessori model studies, designing learning in PAUD by applying the Montessori model philosophy.		**Material:** Metassory models in AUD learning **Reference:** *9. Mavric, M. (2020). The Montessori Approach as a Model of Personalized Instruction. Journal of Montessori Research, 6(2), 13-25.* **Material:** learning models in PAUD **Reference:** *8. Soekmono, R., & Ningtyas, DP (2020). Multicultural Education Learning Model through a Collaborative Project Approach. Obsession Journal: Journal of Early Childhood Education, 4(2), 1029-1040.*	50%

4	Students are able to explain the Froebel Model in learning at PAUD	1. Explains the concept of strategy, implementation of learning, assessment strategies and the characteristics of the Frobel model in learning at PAUD 2. Able to design a flexible model in early childhood learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a study on the frobel model, designing learning in PAUD by applying the frobel model philosophy.		**Material:** strategy concepts, learning implementation, assessment strategies and characteristics of the Frobel model in learning in PAUD **Library:** *GINTING, WO (2018). IMPLEMENTATION OF A FROBEL PERSPECTIVE IN THE ORGANIZATION OF PAUD AT PERUMNAS SIMALINGKAR A MANGGA DISTRICT MEDAN FY 2017/2018 (Doctoral dissertation, UNIMED).* **Material:** Learning models in PAUD **Reference:** *8. Soekmono, R., & Ningtyas, DP (2020). Multicultural Education Learning Model through a Collaborative Project Approach. Obsession Journal: Journal of Early Childhood Education, 4(2), 1029-1040.*	50%
5	Students are able to explain the Regio Emilia Model in learning at PAUD	1. Explains the concept of strategy, implementation of learning, assessment strategies and the characteristics of the Regio Emila model in learning at PAUD 2. Able to design the Regio Emilia Model in early childhood learning	**Criteria:** Completeness of the product results according to the syntax of the learning model. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a study of the Regio Emilia model, designing learning in PAUD by applying the Regio Emilia model philosophy.			50%
6	Students are able to explain the High scope model in learning at PAUD	1. Explains the concept of strategy, implementation of learning, assessment strategies and the characteristics of the High scope model in learning at PAUD 2. Able to design a flexible model in early childhood learning	**Criteria:** Completeness of the product results according to the syntax of the learning model. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a High scope model study, designing learning in PAUD by applying the High scope model philosophy.		**Material:** strategy concepts, learning implementation, assessment strategies and characteristics of the High scope model in learning in PAUD **Library:** *Rahayu, N., Putri, S., Nunlehu, M., Madi, MS, & Priyanti, N. (2023). High Scope Learning Model for Early Childhood Education. EDUKASIA: Journal of Education and Learning, 4(1), 61-68.*	50%

7	Students are able to explain the High scope model in learning at PAUD	1. Explains the concept of strategy, implementation of learning, assessment strategies and the characteristics of the High scope model in learning at PAUD 2. Able to design a flexible model in early childhood learning	**Criteria:** Completeness of the product results according to the syntax of the learning model. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a High scope model study, designing learning in PAUD by applying the High scope model philosophy.		**Material:** strategy concepts, learning implementation, assessment strategies and characteristics of the High scope model in learning in PAUD **Library:** *Rahayu, N., Putri, S., Nunlehu, M., Madi, MS, & Priyanti, N. (2023). High Scope Learning Model for Early Childhood Education. EDUKASIA: Journal of Education and Learning, 4(1), 61-68.*	50%
8		Able to answer questions correctly according to meeting material 1 to 7	**Criteria:** truth in answering questions	MIDTERM EXAM			25%
9	Students are able to understand and explain the Bank Street Model in learning at PAUD	1. Explains the concept of strategy, implementation of learning, assessment strategies and the characteristics of the Bank Street model in learning at PAUD 2. Able to design the Bank Street Model in preschool learning	**Criteria:** Completeness of the product results according to the syntax of the learning model. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a study of the Bank Street model, designing learning in PAUD by applying the Bank Street model philosophy.			50%
10	Students are able to understand and explain the cooperative learning model in AUD learning	1. Explains the concept of strategy, implementation of learning, assessment strategies and the characteristics of the cooperative learning model in learning at PAUD 2. Able to design a flexible model in early childhood learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a study of cooperative learning models, designing learning in PAUD by applying cooperative learning syntax.		**Material:** strategy concept, learning implementation, assessment strategies and characteristics of the cooperative learning model. **Reference:** *Handayani, S. (2021). The Role of PAUD Teachers in the Cooperative Learning Process at Ananda Bhumyamca PAUD Langkat Regency FY 2020/2021 (Doctoral dissertation, UNIMED).*	50%
11	Students are able to understand and explain early childhood education in a cultural dimension.	1. Explains the concept of strategy, implementation of learning, assessment strategies and the characteristics of the cultural dimensions of learning in PAUD 2. Able to design cultural dimensions in early childhood learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting early childhood studies in the cultural dimension, designing learning in PAUD by implementing early childhood education in the cultural dimension.		**Material:** strategy concepts, learning implementation, assessment strategies and characteristics of cultural dimensions **References:** *8. Soekmono, R., & Ningtyas, DP (2020). Multicultural Education Learning Model through a Collaborative Project Approach. Obsession Journal: Journal of Early Childhood Education, 4(2), 1029-1040.*	0%

12	Students are able to understand and explain the Discovery Learning Model in AUD learning	1.Explains the concept of strategy, implementation of learning, assessment strategies and the characteristics of the Discovery Learning model in learning at PAUD 2.Able to design Discovery Learning Models in early childhood learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a study of the Discovery Learning model, designing learning in PAUD by applying Discovery Learning syntax.		**Material:** strategy concepts, learning implementation, assessment strategies and characteristics of the Discovery Learning model. **Reference:** *Munawarah, S. (2021). Discovery Learning Strategy in Early Childhood Learning. Kaisa: Journal of Education and Learning, Bengkalis State Islamic College, 1, 2775-2577.*	0%
13	Students are able to understand and explain the collaborative learning model in AUD learning	1.Explains the concept of strategy, implementation of learning, assessment strategies and syntax of the Collaborative learning model in learning at PAUD 2.Able to design collaborative learning models in early childhood learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a study of Collaborative learning models, designing learning in PAUD by applying Collaborative learning syntax,		**Material:** strategy concepts, learning implementation, assessment strategies and characteristics of the Discovery Learning model. **Reference:** *Saihu, M. (2022). Intensifying the Emotional Intelligence of Introverted Children Through Cooperative Learning Models in Elementary Education. Islamic Education: Journal of Islamic Education, 11(03), 1063-1082.*	0%
14	Students are able to understand and explain the Contextual Learning Model in AUD learning	1.Explains the concept of strategy, implementation of learning, assessment strategies and syntax of the Contextual Learning model in learning at PAUD 2.Able to design Contextual Learning Models in early childhood learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a study of the Contextual Learning model, designing learning in PAUD by applying Contextual Learning syntax.		**Material:** strategy concepts, learning implementation, assessment strategies and syntax of the Contextual Learning model. **Library:** *Anggraini, W., Hartono, B., Fatimatuzzahro, F., & Umayah, S. (2022). APPLICATION OF CONTEXTUAL TEACHING AND LEARNING MODELS IN CHILDREN'S COGNITIVE DEVELOPMENT. Journal of Tarbiyah Science, 1(1), 58-69.*	50%
15	Students are able to understand and explain the Problem Based Learning Model in AUD learning	1.Explains the concept of strategy, implementation of learning, assessment strategies and syntax of the Problem Based Learning model in learning at PAUD 2.Able to design Problem Based Learning Models in PAUD learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning: conducting a study of the Problem Based Learning model, designing learning in PAUD by applying the syntax of the Problem Based Learning model.		**Material:** strategy concepts, learning implementation, assessment strategies and syntax of the Problem Based Learning model. **Library:** *Poerwati, CE, Cahaya, IME, & Suryaningsih, NMA (2021). The Influence of the Problem Based Learning Model Based on Simple Experiments in Introduction to Early Childhood Science. Obsession Journal: Journal of Early Childhood Education, 6(3), 1472-1479.*	0%

| 16 | | Able to answer questions correctly according to meeting material 9 to 15 | **Criteria:** truth in answering questions | FINAL SEMSETER EXAMINATION | | | 25% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Project Results Assessment / Product Assessment	400%
		100%

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.