	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 Physical and Motor Development	8610702013	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=4.48**	2	August 22, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

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-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 managerial leadership and develop networks in the implementation of holistic, integrative early childhood education;
	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 the management of PAUD, which are analyzed through various digital literacy study and research activities to produce scientific knowledge and innovative practices which upholds human values;
	PLO-PO Matrix	

P.O	PLO-5	PLO-8
PO-1		✔
PO-2		✔

	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
PO-1	✔	✔	✔	✔	✔	✔	✔	✔								
PO-2									✔	✔	✔	✔	✔	✔	✔	✔

Short Course Description	This course discusses motor development in early childhood. Topics discussed include: 1. Basic concepts of motor development 2. Motor development in early childhood 3. Goals and benefits of motor development in early childhood 4. Factors that influence motor development 5. Models of motor development 6. Implementation of motor development in the PAUD curriculum

References	**Main :**	
	Supporters:	

	Supporting lecturer	Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Dr. Sri Setyowati, 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 master chapter 1	students are able to master chapter 1	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Form of Assessment** : Participatory Activities, Tests	offline 2x50		**Material:** Definition of motor development in early childhood **References:**	5%
2	students are able to master chapter 2	students are able to master chapter 2	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Form of Assessment** : Participatory Activities, Portfolio Assessment	offline 2x50		**Material:** Motor development in early childhood **References:** **Material:** Goals and benefits of motor development in early childhood **References:**	5%
3	students are able to master chapter 3	students are able to master chapter 3	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	offline 2x50		**Material:** Goals and benefits of motor development in early childhood **References:**	5%

			Criteria / Assessment			Material/References	
4	students are able to master chapter 4	students are able to master chapter 4	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	offline 2x50			5%
5	students are able to master chapter 5	Students are able to master chapter 5	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Form of Assessment** : Participatory Activities, Tests	offline 2x50		**Material:** Motor development models **References:**	5%
6			**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well	offline			5%
7		able to understand the motor development of early childhood (Children aged 0 – 8 months, 8 – 18 months, 18 – 36 months, 3 – 4 years, 5 – 6 years)	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	offline 2x50		**Material:** Early childhood motor development (Children aged 0 – 8 months, 8 – 18 months, 18 – 36 months, 3 – 4 years, 5 – 6 years) **References:**	5%

8		UTS	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Form of Assessment** : Participatory Activities, Tests	offline 2x50		**Material:** UTS **Library:**	15%
9	students are able to master chapter 9	Students are able to master the developmental stages of children's work	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	offline 2x50			5%
10	students are able to master early childhood rhythmic gymnastics	Students are able to master rhythmic gymnastics movements for early childhood	**Criteria:** 1.3 = students are able to practice rhythmic gymnastics very well (basic forms of movement, combination of basic movements, elements of physical fitness gymnastics) 2.2 = students are able to practice rhythmic gymnastics very well (basic forms of movement) 3.1 = students are unable to practice basic forms of movement, combinations of basic movements, elements of physical fitness gymnastics) **Form of Assessment** : Practical Assessment, Practice/Performance	offline 2x50			0%

11			**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Forms of Assessment**: Participatory Activities, Portfolio Assessment, Tests	offline 2x50		**Material:** Media, forms and types of physical motor learning development **Literature:**	5%
12	students are able to master early childhood Outbound Practice, Rhythmic gymnastics, Brain gym for AUD, Sensory integration activities		**Criteria:** 1.3= students are able to practice early childhood Outbound, Rhythmic gymnastics, Brain gym for AUD, Sensory integration activities very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Forms of Assessment**: Participatory Activities, Practical Assessment, Practical / Performance	offline 2x50		**Material:** Outbound practice for early childhood, Rhythmic gymnastics, Brain gym for AUD, Sensory integration activities **Literature:**	9%
13		students are able to make APE for early childhood	**Criteria:** 1.3 = students are able to answer and understand the lecturer's questions very well 2.2 = students are able to answer and understand the lecturer's questions well 3.1 = student is unable to answer and understand the question well **Forms of Assessment**: Participatory Activities, Practical Assessment, Practical / Performance	offline 2x50		**Material:** Creative game practices for early childhood **References:**	5%

No			Criteria	Learning		Material/References	%
14			**Criteria:** 1. 3 = students are able to answer and understand the lecturer's questions very well 2. 2 = students are able to answer and understand the lecturer's questions well 3. 1 = student is unable to answer and understand the question well	offline 2x50		**Material:** Designing a Physical Motor learning model for AUD based on age (0 – 2 years, 2 – 4 years, 4 – 6 years) **References:**	5%
15	students are able to master and be able to simulate children's physical motor development class learning (0 – 2 years, 2 – 4 years, 4 – 6 years)	students are able to simulate children's physical motor development class learning (0 – 2 years, 2 – 4 years, 4 – 6 years)	**Criteria:** 1. 3 = students are able to answer and understand the lecturer's questions very well 2. 2 = students are able to answer and understand the lecturer's questions well 3. 1 = student is unable to answer and understand the question well **Forms of Assessment**: Participatory Activities, Practical Assessment, Practical / Performance, Tests	offline 2x50		**Material:** Simulation of children's physical motor development class learning (0 – 2 years, 2 – 4 years, 4 – 6 years) **References:**	5%
16			**Criteria:** 3 able to answer questions well **Form of Assessment** : Test	offline 2x50		**Material:** UAS **Literature:**	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	29.27%
2.	Portfolio Assessment	10.85%
3.	Practical Assessment	5.92%
4.	Practice / Performance	5.92%
5.	Test	37.1%
		89.06%

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.