



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 Religion and Moral Development	8610702012	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Achmad Sya'dullah	Prof Turhan Yani	Dr. Ruqoyyah Fitri, S.Ag., M.Pd.

Learning model	Case Studies
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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-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	Moral and religious development of early childhood generation Z
PO - 2	Moral and religious development of early childhood in the Alpha generation
PO - 3	AUD religious morals from a sociocultural perspective
PO - 4	Strategy and media for moral and religious development of early childhood
PO - 5	Moral and religious observations of early childhood
PO - 6	Moral and religious evaluation, reporting and intervention in early childhood
PO - 7	Moral and religious intervention in early childhood

PLO-PO Matrix

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

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Short Course Description This course discusses the morals and religion of AUD, starting from developments, problems, strategies and media, intervention and observation, reporting and also follow-up plans. so that students are able to understand theory, events in the field and also implementation in accordance with AUD needs.

References

Main :

- Handbook of moral and character education, edt. Larry P. Nucci and Darcia Narvaez

Supporters:

- Vessels, G., & Huitt, W. (2005, March). Moral and character development. In National Youth at Risk Conference, Savannah, GA, March (pp. 8-10).
- Berkowitz, M. W., & Grych, J. H. (2000). Early character development and education. *Early Education and Development*, 11(1), 55-72.
- Krettenauer, T., & Anderson, D. (2022). Moral and character education.
- Elias, M. J., Kranzler, A., Parker, S. J., Kash, V. M., & Weissberg, R. P. (2014). The complementary perspectives of social and emotional learning, moral education, and character education. *Handbook of moral and character education*, 272-289.
- Betawi, A. (2018). Calling for character education: promoting moral integrity in early childhood education in Jordan. *Early Child Development and Care*.
- Handoko, S., & Sakti, S. A. (2023). Optimizing Classroom and Activity-Based Character Education: A Comprehensive Guide to Best Practices and Implementation Strategies in Early Childhood Education. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 8(2), 79-88.

Supporting lecturer Prof. Dr. H. Muhammad Turhan Yani, M.A.
Dr. Achmad Sya'dullah., S.Psi., 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 understand the moral and religious development of early childhood generation Z	<ol style="list-style-type: none"> students explain the nature of the moral development of AUD religion students explain definitions, criteria, factors, problems and solutions for generation Z students explain the theories and opinions of figures regarding the religious moral development of generation Z 	<p>Criteria:</p> <ol style="list-style-type: none"> attitude knowledge general skills <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>		discussion presentation		5%

2	Students understand the moral and religious development of early childhood in the Alpha generation	<ol style="list-style-type: none"> 1. students explain the nature of the moral development of AUD religion 2. students explain definitions, criteria, factors, problems and solutions for the Alpha generation 3.3. Students explain the theories and opinions of figures regarding the religious moral development of the Alpha generation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. attitude 2. knowledge 3. general skills <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	discussion presentation		5%
3	Students understand AUD religious morals from a sociocultural perspective	<ol style="list-style-type: none"> 1. explain the definition of sociocultural 2. able to quote the opinions of sociocultural figures regarding children's religious morals 3. understand contemporary socioculture 4. classifying sociocultural factors on children's religious morals 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. attitude 2. knowledge 3. general skills 4. special skill <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	discussion presentation		5%
4	students understand strategies and media for early childhood moral and religious development	<ol style="list-style-type: none"> 1. explains strategies and media for developing AUD religious morals 2. classifying strategies and media regarding several AUD religious moral concepts 3. practice the use of strategy and media 4. able to develop AUD strategies and media 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. attitude 2. knowledge 3. general skills 4. special skill <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	practical discussion presentation		10%

5	Students observe morals and religion in early childhood	<ol style="list-style-type: none"> 1.explain the meaning, aim and objectives of observation 2.understand how to observe 3.classifying observation instruments for children's religious moral concepts 4.prepare everything needed for observation 	Criteria: 1.attitude 2.knowledge 3.general skills Form of Assessment : Participatory Activities, Portfolio Assessment	discussion presentation			5%
6	Students are able to evaluate and report morals and religion in early childhood	<ol style="list-style-type: none"> 1.explain at least 4 evaluation theories 2.master evaluation techniques 3.Get to know the types of reporting 4.Able to prepare evaluation results reporting 	Criteria: 1.attitude 2.knowledge 3.general skills Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	discussion presentation			10%
7	students understand and apply Moral and religious intervention for early childhood	<ol style="list-style-type: none"> 1.explains the definition and importance of intervention 2.understand forms of religious moral intervention 3.develop forms of intervention for several AUD religious moral concepts 	Criteria: 1.attitude 2.knowledge 3.general skills 4.special skill Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	presentation discussion			10%
8			Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests				20%
9	Article preparation	<ol style="list-style-type: none"> 1.focus on AUD's moral or religious issues 2.determine the use of clear methods 	Form of Assessment : Participatory Activities	discussion presentation			0%
10	Article preparation	<ol style="list-style-type: none"> 1.focus on AUD's moral or religious issues 2.determine the use of clear methods 	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion presentation			0%

11	Article preparation	1.focus on AUD's moral or religious issues 2.determine the use of clear methods	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion presentation			0%
12	Article preparation	1.focus on AUD's moral or religious issues 2.determine the use of clear methods	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion presentation			0%
13	Article preparation	1.focus on AUD's moral or religious issues 2.determine the use of clear methods	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion presentation			0%
14	Article preparation	1.focus on AUD's moral or religious issues 2.determine the use of clear methods	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion presentation			0%
15	Article preparation	1.focus on AUD's moral or religious issues 2.determine the use of clear methods	Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion presentation			0%
16	Article preparation	1.focus on AUD's moral or religious issues 2.determine the use of clear methods	Form of Assessment : Participatory Activities	discussion presentation			30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54.99%
2.	Project Results Assessment / Product Assessment	3.33%
3.	Portfolio Assessment	24.99%
4.	Practice / Performance	11.66%
5.	Test	5%
		99.97%

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.

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.