

Short Course Description	This course contains an introduction to the philosophy and basic concepts of PAUD. Discusses the definition, philosophical basis, history, objectives, functions and types of PAUD services. Students will study development theory, the thinking of PAUD figures, learning theory, as well as the practice of designing role-playing programs and PAUD learning activities. The material also includes PAUD curriculum analysis, innovative learning models, inclusive education concepts, as well as skills in conducting classroom action research and research into developing PAUD learning models.						
References	Main :	<ol style="list-style-type: none"> 1. Conole, G. (2013). Designing for learning in an open world (Vol. 4). New York: Springer Science & Business Media. 2. Siegler, R., DeLoache, J., & Eisenberg, N. (2012). How children develop (3 International Ed.). New York: Worth Publishers 3. Fajriyah, I. N., & Purwanti, E. (2021). Building Early Childhood Education Curriculum. Yogyakarta: Gava Media 4. Hildebrandt, S., & Zan, B. (Eds.). (2008). Constructivist early education overview. Pearson/Merrill/Prentice Hall. 5. Kilmer, S., & Hofman, H. (Eds.) (1995). Partnership in Education: Teach your Child and Transform Education 6. Puteh, F., Ali, A., Adnan, A., & Nayan, S. (2015). A Conceptual Framework of the Application of Microteaching in the 21st Century. Advances in Environmental Biology, 1820-1823. 7. Tan, C. (2022). Collaborative practices for teacher learning and change. In Oxford Research Encyclopedia of Education. 8. Brewer, J. A. (1995). Introduction to early childhood education: Preschool through primary grades. Pearson College Div. 					
	Supporters:	<ol style="list-style-type: none"> 1. Amri, S. & Ahmadi, L.K. (2010). Implementasi Pembelajaran Aktif di Perguruan Tinggi. Jakarta: Prestasi Pustaka. 2. Lestari, R. (2018). Implementasi Kebijakan Pendidikan Anak Usia Dini. Mitra Akademika: Jakarta. 3. Montolalu, dkk. (2007). Bermain dan Permainan Anak. Jakarta: Universitas Terbuka 4. Mulyasa. 2014. Manajemen PAUD. Bandung: Remaja Rosdakarya. 5. Permendikbud No 137 Tahun 2014 tentang Standar Pendidikan Anak Usia Dini 6. Peraturan Menteri Pendidikan Nasional Nomor 58 Tahun 2009 7. Prastiwi, T.I. (2015). Program Pengembangan Kreativitas TK. Jakarta: Cerdas Interaktif 8. Puspitarini, Y. D., & Hanum, L. F. (2019). Metode pengembangan kognitif. Yogyakarta: Deepublish. Rahman, A. (2018). Landasan dan implementasi paud (cetakan I). Yogyakarta: Parama Ilmu. 9. Sudarna, F. (2014). Filsafat Pendidikan; Telaah Sistem Pendidikan dan Beberapa Tokoh Utama Pendidikan. Ciharas: Institut Pers Surabaya 10. Sujiono, Y.N. (2009). Konsep Dasar Pendidikan Anak Usia 11. Sujiono, Y. N. (2013). Konsep Dasar Pendidikan Anak Usia Dini. Jakarta: PT Indeks 12. Sugiyono. (2015). Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta 13. Suyadi & Ulfah M. (2013). Konsep Dasar PAUD. Bandung: PT Remaja Rosdakarya 14. Wardani, I.G.A.K., Wihardit, K. & Hidayat, T. (2007). Penelitian Tindakan Kelas. Jakarta: Universitas Terbuka. 					
Supporting lecturer	Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Dr. Ali Yusuf, S.Ag., M.Pd. Dr. Rofik Jalal Rosyanafi, 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 understand the nature and basis of implementing early childhood education, the goals, functions and commitments and policies of early childhood education in Indonesia	Accuracy and completeness explains the meaning and basis of PAUD	Criteria: Criteria: Scoring rubric Form: Oral test for completeness explaining the basics of PAUD Form of Assessment : Participatory Activities, Tests	3 X 50 Cooperative Learning Model		Material: Basic Concepts of Early Childhood Education Reference: Sujiono, YN (2009). Basic Concepts of Early Childhood Education	5%
2	Students are able to understand the theory of early childhood development, the thoughts of early childhood education figures and experts	Students are able to understand and interpret theories of early childhood development as well as the thoughts of early childhood education figures and experts	Criteria: 1.Criteria: Scoring rubric for understanding the goals and functions of PAUD (individual quiz) 2.Form: Oral test for the ability to analyze PAUD policies in Indonesia Form of Assessment : Participatory Activities	Problem-Based Learning 3 X 50		Material: Objectives and Functions of PAUD in Indonesia Reference: Minister of National Education Regulation Number 58 of 2009	5%

3	Able to explain the theory of early childhood development	Students are able to understand and interpret learning theories and early childhood learning	Criteria: 1.The scoring rubric compares various theories of child development 2.Oral test for mastery of the concept of early childhood development theory Form of Assessment : Participatory Activities	Peer Teaching Learning Model 3 X 50		Material: Early Childhood Development Theory References: Lestari, R. (2018). <i>Implementation of Early Childhood Education Policy</i> . Academic Partners: Jakarta.	5%
4	Students are able to understand children's interest in play and development	Students are able to understand and interpret children's play interests and development	Criteria: 1.Scoring rubric for the ability to analyze the relevance of figures' thoughts to PAUD practices in the form of a Mind Map presentation 2.Oral test to understand the thoughts of PAUD figures Form of Assessment : Participatory Activities	Inquiry Learning Model 3 X 50		Material: Thoughts of Early Childhood Education Figures Reference: Montolalu, et al. (2007). <i>Children's Play and Games</i> . Jakarta: Open University	5%
5	Students are able to understand plural intelligence development	Students are able to understand and interpret plural intelligence development	Criteria: 1.Scoring rubric for accuracy in choosing learning strategies according to PAUD learning theory in the form of micro teaching 2.Observation sheet Form of Assessment : Participatory Activities, Practical Assessment	Discovery Learning Model 3 X 50		Material: Early Childhood Education and Learning Theory Reference: Sujiono, YN (2013). <i>Basic Concepts of Early Childhood Education</i> . Jakarta: PT Index	5%
6	Students are able to understand plural intelligence development	Students are able to understand and interpret plural intelligence development	Criteria: 1.Scoring rubric for accuracy in designing role playing programs in the form of role playing program products 2.Oral test for the suitability of the role-playing program to the child's developmental stage Form of Assessment : Participatory Activities	Jigsaw Learning Model 3 X 50		Material: Role Play Activity Program for Early Age Children Reference: Prastiwi, TI (2015). <i>Kindergarten Creativity Development Program</i> . Jakarta: Smart Interactive	5%
7	1. Students are able to understand the Early Childhood Curriculum, 2. Students are able to understand the Early Childhood Education Curriculum Development Model	1. Students are able to understand and interpret the Early Childhood Curriculum, 2. Students are able to understand and interpret the Early Childhood Education Curriculum Development Model	Criteria: Description test for the ability to analyze PAUD curriculum components and standards Form of Assessment : Participatory Activities, Practical Assessment	Presentation 3 X 50		Material: PAUD Curriculum Analysis Library: Minister of Education and Culture Regulation No. 137 of 2014 concerning Early Childhood Education Standards	5%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	Form of Assessment : Test	Midterm Exam (UTS) 3 X 50			15%

9	Able to analyze the PAUD curriculum (2)	Students are able to understand and interpret the Early Childhood Play Activity Program	<p>Criteria: Scoring rubric for the ability to develop a PAUD curriculum in the form of a description test</p> <p>Form of Assessment : Participatory Activities</p>	Problem-Based Learning (PBL) 3 X 50		<p>Material: PAUD Curriculum Analysis Library: <i>Minister of Education and Culture Regulation No. 137 of 2014 concerning Early Childhood Education Standards</i></p>	5%
10	Students are able to understand creative play theory	Students are able to understand and interpret creative play theory	<p>Criteria: 1.Scoring rubric for creativity in learning activities designed in the form of learning activity plans 2.Oral test for suitability of learning activities to the child's developmental stage</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	3 X 50 Microteaching Learning Model		<p>Material: Creative Design of PAUD Learning Activities References: <i>Puteh, F., Ali, A., Adnan, A., & Nayan, S. (2015). A Conceptual Framework of the Application of Microteaching in the 21st Century. Advances in Environmental Biology, 1820-1823.</i></p>	5%
11	Students are able to understand the theory of multiple intelligences	The accuracy of choosing PAUD learning evaluation techniques and the accuracy of analyzing PAUD learning evaluation results	<p>Criteria: 1.Scoring rubric for accuracy in choosing PAUD learning evaluation techniques in the form of learning evaluation reports 2.Scoring rubric for accurate analysis of PAUD learning evaluation results</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	3 X 50 Observational Learning Model		<p>Material: Evaluation of PAUD Learning Implementation Library: <i>Mulyasa. 2014. PAUD Management. Bandung: Rosdakarya Youth.</i></p>	5%
12	Students are able to understand early childhood learning models	Students are able to understand and interpret early childhood learning models, namely integrated learning models, developing play activity programs, developing themes.	<p>Criteria: Scoring rubric for feasibility of CAR design in PAUD in the form of a classroom action research proposal Scoring rubric for skills in analyzing CAR data in the form of project work</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	3 X 50 Project Learning Model		<p>Material: Classroom Action Research in PAUD Reference: <i>Amri, S. & Ahmadi, LK (2010). Implementation of Active Learning in Higher Education. Jakarta: Library Achievement.</i></p>	5%
13	Students are able to understand the early childhood learning model	Students are able to understand and interpret early childhood learning models, namely the development of learning activity centers (centres), moving class management (Moving Class Management).	<p>Criteria: 1.Scoring rubric for the ability to apply the concept of inclusive education in PAUD in the form of guided practice in inclusive education 2.Job-based test for understanding the concept of inclusive education in PAUD</p> <p>Form of Assessment : Test</p>	Peer Teaching Learning Model 3 X 50		<p>Material: Inclusive Education in PAUD Reference: <i>Wardani, IGAK, Wihardit, K. & Hidayat, T. (2007). Classroom action research. Jakarta: Open University.</i></p>	5%

14	Students are able to understand the stages and systematics of model development	Students are able to understand and interpret the stages and systematics of model development	Criteria: 1. Learning model assessment rubric for creativity and novelty of PAUD learning models in the form of innovative learning model products 2. Oral test for the suitability of the PAUD learning model to the child's characteristics Form of Assessment : Participatory Activities	3 X 50 Literature Study Learning Model		Material: Innovative PAUD Learning Models Reference: <i>Minister of Education and Culture Regulation No. 137 of 2014 concerning Early Childhood Education Standards</i>	5%
15	Students are able to understand various creative play activities	Students are able to understand and interpret various creative play activities	Criteria: Rubric for assessing research proposals for the feasibility of research proposals for developing PAUD learning models Form of Assessment : Participatory Activities	3 X 50 Project Learning Model		Material: Research on the Development of PAUD Learning Models Library: Sugiyono. (2015). <i>Quantitative, Qualitative and R&D Research Methods. Bandung: Alfabeta</i>	5%
16	Final Semester Examination (UAS)	Final Semester Examination (UAS)	Form of Assessment : Test	Final Semester Examination (UAS) 3 X 50			15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	47.5%
2.	Project Results Assessment / Product Assessment	2.5%
3.	Portfolio Assessment	2.5%
4.	Practical Assessment	5%
5.	Practice / Performance	5%
6.	Test	37.5%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

