



**Universitas Negeri Surabaya
Fakultas Ilmu Pendidikan
Program Studi S2 Pendidikan Anak Usia Dini**

**Kode
Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																	
Pengembangan Sains dan Matematika AUD		8610702014	Mata Kuliah Wajib Program Studi	T=1	P=1	ECTS=4.48	2	16 Februari 2023																																																	
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																		
		Dr. Nurul Khotimah, S.Pd., M.Pd.		Dr. Nurul Khotimah, S.Pd., M.Pd.			Dr. Ruqoyyah Fitri, S.Ag., M.Pd.																																																		
Model Pembelajaran	Project Based Learning																																																								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																								
	CPL-7	Mensintesis teori-teori pendidikan dan pembelajaran anak usia dini dan melakukan penelitian anak dengan berbagai pendekatan yang inovatif; (Keterampilan Khusus) (profile 1);																																																							
	CPL-8	Mengimplementasikan manajemen mutu dan menerapkan berbagai sumber belajar multi moda untuk mendukung pembelajaran anak usia dini sesuai jiwa eduPioneers yang memiliki keterampilan, semangat, dan visi untuk menciptakan perubahan positif dalam pendidikan anak usia dini di tingkat lokal, nasional, dan internasional. (Keterampilan Khusus) (profile 2 dan 3)																																																							
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																								
	CPMK - 1	Membuat deskripsi latar belakang pentingnya pendidikan sains dan matematika dalam kurikulum serta praktik pendidikan anak usia dini																																																							
	Matrik CPL - CPMK																																																								
		<table><tr><td>CPMK</td><td>CPL-7</td><td>CPL-8</td></tr><tr><td>CPMK-1</td><td>✓</td><td>✓</td></tr></table>							CPMK	CPL-7	CPL-8	CPMK-1	✓	✓																																											
	CPMK	CPL-7	CPL-8																																																						
	CPMK-1	✓	✓																																																						
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																								
	<table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>CPMK-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></tr></table>							CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	CPMK-1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CPMK	Minggu Ke																																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																									
CPMK-1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																									
Deskripsi Singkat MK	Sains dan matematika merupakan dua aspek konten pembelajaran dalam kurikulum pendidikan pada anak usia dini. Kedua bidang tersebut harus dipandang dalam tiga perspektif yakni perspektif perkembangan, perspektif aktivitas dan perspetif subject matter atau isi materi pembelajaran. Dari sudut perspektif perkembangan, sains dan matematika merupakan bidang yang dijadikan wahana untuk mengembangkan aspek perkembangan kognitif dan berbagai aspek perkembangan lainnya yang terkait. Dalam perspektif aktivitas (sains and math as activity), kedua bidang merupakan aktivitas atau kegiatan yang hidup dan berada dalam kehidupan sehari-hari anak. Pada perspektif ketiga, sains dan matematika dapat dipandang sebagai materi isi (sains and math as subject matter) kegiatan pembelajaran pada lembaga pendidikan anak usia dini. Mata kuliah ini akan memberikan sejumlah kompetensi yang berkaitan dengan kemampuan mahasiswa memahami, menganalisis, menggunakan dan mengembangkan konsep teoritik tentang pendidikan sains dan matematika pada anak usia dini. Selain itu, mahasiswa juga dapat mengelaborasi berbagai disain pembelajaran sains dan matematika anak usia dini dengan menggunakan berbagai jenis serta proses bermain dalam berbagai konteks kehidupan yang nyata, bermakna dan menyenangkan.																																																								
Pustaka	Utama :																																																								
	1. Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005).Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York:Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curricuum for Early Childhood. Washington DC: Teaching Strategies Inc.																																																								
	Pendukung :																																																								

Dosen Pengampu		Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dr. Nurul Khotimah, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.Menyimpulkan kedudukan sains dan matematika dalam kurikulum satuan PAUD 2.Menggambarkan urgensi pendidikan sains dan matematika 3.Memetakan konsep dasar dan Terminologi dalam Pendidikan sains dan matematika AUD		Kriteria: Quiz Bentuk Penilaian : Aktifitas Partisipasif	Luring 2x50	Blended Learning Pembelajaran asinkron di Vinesa	Materi: Kedudukan Sains dan Matematika dalam kurikulum PAUD Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i> . 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i> . 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i> . New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i> . New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i> . Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i> , New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i> . Washington DC: Teaching	5%

Strategies Inc.

Materi: Urgensi Pendidikan Sains dan Matematika dalam PAUD
Pustaka: Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.
Bentzen, Warren R. (2005). *Seeing Young Children: A Guide to Observing and Recording Behavior*. 5th edition. New York: Thomas Delmar
Learning. Beaty, Janice J. (2010). *Observing Development of Young Child*. New Jersey: Pearson Education, Inc.
Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). *The Educated Child*. New York: The Free Press.
Brewer, Jo An., (2007). *Introduction to Early Childhood Education. Preschool through Primary Grade*. Boston: Pearson Education, Inc
Charlesworth, Rosalind and Karen K. Lind, (1995) *Math and Science*, New York: Delmar Publisher.
Dodge, Diane Trister., Laura J.Colker (1999). *The Creative Curriculum for Early Childhood*. Washington DC: Teaching Strategies Inc.

Materi: Konsep Dasar dan Terminologi dalam Pendidikan Sains dan Matematika AUD

						Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.	
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2	1.Menyimpulkan makna pendidikan sains dan matematika 2.Menggambarkan tujuan pendidikan sains dan matematika 3.Menganalisis fungsi pendidikan sains dan matematika untuk AUD	Mahasiswa membuat peta konsep makna, tujuan dan fungsi pendidikan sains dan matematika	Bentuk Penilaian : Aktifitas Partisipasif	Luring 2x50		Materi: Kedudukan Sains dan Matematika dalam kurikulum PAUD Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.	5%
3	1.Menganalisis prinsip umum dalam pembelajaran sains dan matematika AUD 2.Memetakan lingkup kajian pendidikan sains	Mahasiswa membuat peta konsep prinsip dan lingkup kajian sains dan matematika AUD	Bentuk Penilaian : Aktifitas Partisipasif	Luring		Materi: Prinsip pendidikan sains dan matematika anak usia dini Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood</i>	5%

dan matematika
AUD

Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett, William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.

Materi: Ligkup kajian konten sains dan matematika AUD

Pustaka: Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to

						<i>Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.</i>	
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4	1.Menyimpulkan kedudukan sains dan matematika sebagai sarana atau alat untuk mengembangkan berbagai aspek perkembangan (tools of development) 2.Menyimpulkan kedudukan sains dan matematika sebagai konten dalam kurikulum PAUD (content of curriculum in ECE). 3.Menyimpulkan kedudukan sains dan matematika sebagai proses bermain anak usia dini (science and math as learning procces) 4.Menyimpulkan kedudukan sains dan matematika sebagai objek (sasaran) asesmen hasil belajar anak usia dini (object of assessment).	Mahasiswa membuat peta konsep kedudukan sains dan matematika dalam 4 perspektif (as tools of development, as content of curriculum, as play and as object of assessment)	Bentuk Penilaian : Aktifitas Partisipasif	Luring 2x50	Materi: Kedudukan Sains dan Matematika dalam kurikulum PAUD Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curricuum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.	5%
5	1.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten penyelidikan ilmiah anak usia dini (Scientific Inquiry) 2.Menggambarkan	1.Mahasiswa membuat laporan kajian konten dan pembelajaran tentang penyelidikan ilmiah pada anak usia dini 2.Mahasiswa	Bentuk Penilaian : Aktifitas Partisipasif	Luring 2x50	Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten penyelidikan ilmiah anak usia dini (Scientific Inquiry)	5%

	makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains fisik (materi) anak usia dini (Physical Science)	membuat laporan kajian konten dan pembelajaran tentang sains fisik (materi) anak usia dini (Physical Science) pada anak usia dini			Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curricuum for Early Childhood</i>. Washington DC: Teaching Strategies Inc. Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains fisik (materi) anak usia dini (Physical Science) Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in</i>
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6	1.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains makhluk hidup (Life Science) 2.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sejarah dan pengalaman sains (History and Nature of Science)	1.Mahasiswa membuat laporan kajian konten dan pembelajaran tentang sains makhluk hidup (Life Science) pada anak usia dini 2.Mahasiswa membuat laporan kajian konten dan pembelajaran ttg sejarah dan pengalaman sains (History and Nature of Science) pada anak usia dini	Bentuk Penilaian : Aktifitas Partisipatif	Luring 2x50	Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains makhluk hidup (Life Science) Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.</i> <i>Bentzen, Warren R.</i>	5%

(2005). *Seeing Young Children: A Guide to Observing and Recording Behavior*. 5th edition. New York: Thomas Delmar

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Dodge, Diane Trister., Laura J. Colker (1999). *The Creative Curriculum for Early Childhood*. Washington DC: Teaching Strategies Inc.

Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sejarah dan pengalaman sains (History and Nature of Science)

Pustaka: Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). *Seeing Young Children: A Guide to Observing and*

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7	1. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains dalam perspektif individu dan sosial (Science in personal and social perspective) 2. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains bumi dan ruang angkasa (Earth and Space Science) 3. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains dan teknologi (Science and Technology)	1. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg sains dalam perspektif individu dan sosial (Science in personal and social perspective) 2. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg sains bumi dan ruang angkasa (Earth and Space Science) 3. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg sains dan teknologi (Science and Technology)	Bentuk Penilaian : Aktifitas Partisipatif	Luring 2x50		Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains dalam perspektif individu dan sosial (Science in personal and social perspective) Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New</i>	5%

York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc. Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten sains bumi dan ruang angkasa (Earth and Spaca Science) Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing</i>

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8	UJIAN TENGAH SEMESTER	Mahasiswa memformulasikan solusi terhadap permasalahan pembelajaran sains pada satuan PAUD	Bentuk Penilaian : Tes	Luring 2x50		Materi: Studi Kasus Pembelajaran sains pada satuan PAUD Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i> . 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i> . 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i> . New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i> . New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i> . Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i> , New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i> . Washington DC: Teaching Strategies Inc.	15%
9	1.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pemahaman konsep bilangan pada anak usia	1.Mahasiswa membuat laporan kajian konten dan pembelajaran ttg pemahaman konsep bilangan pada anak usia dini (Number Sense)	Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring 2x50		Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten pemahaman konsep bilangan pada anak usia dini (Number Sense)	5%

	dini (Number Sense) 2.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten geometri pada anak usia dini.	2.Mahasiswa membuat laporan kajian konten dan pembelajaran ttg konten geometri pada anak usia dini.			Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curricuum for Early Childhood</i>. Washington DC: Teaching Strategies Inc. Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten geometri pada anak usia dini. Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd
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						ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i> . 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i> . New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i> . New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i> . Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i> , New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i> . Washington DC: Teaching Strategies Inc.	
10	1. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten aljabar pada anak usia dini. 2. Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pengumpulan data dan statistic untuk anak usia dini.	1. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg konten aljabar pada anak usia dini. 2. Mahasiswa membuat laporan kajian konten dan pembelajaran ttg konten pengumpulan data dan statistic untuk anak usia dini	Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring 2x50		Materi: Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten aljabar pada anak usia dini. Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i> . 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren	5%

								R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc. Materi: Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pengumpulan data dan statistic untuk anak usia dini. Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children:</i>
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11	1.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan sains dalam konten pengukuran pada anak usia dini. 2.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika alam konten estimasi (perkiraan). 3.Menggambarkan makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pemecahan masalah pada anak usia dini.	1.Mahasiswa membuat laporan kajian konten dan pembelajaran tentang konten pengukuran untuk anak usia dini 2.Mahasiswa membuat laporan kajian konten dan pembelajaran tentang konten estimasi (perkiraan) untuk anak usia dini 3.Mhsw membuat laporan kajian konten dan pembelajaran tentang konten pemecahan masalah pada anak usia dini.	Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring 2x50		Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pengukuran pada anak usia dini. Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas</i>	5%

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Materi: Makna, ruang lingkup dan tujuan konten serta pendidikan matematika dalam konten pemecahan masalah pada anak usia dini.

Pustaka: *Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.*

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12	1.Memetakan pengembangan tema dan sub tema 2.Menyusun nama dan kegiatan bermain sesuai dengan model pembelajaran yang dipergunakan 3.Mengembangkan scenario bermain dengan focus pada scenario bermain konten sains dan matematika serta konten lainnya yang terintegrasi dan kontinum 4.Membuat analisis isi materi pada masing - masing scenario pembelajaran, terutama pada konten sains dan matematika 5.Menganalisis dampak perkiraan aspek dan indicator perkembangan anak usia dini sesuai dengan standar perkembangan yang dipergunakan 6.Memilih media, bahan dan alat permainan yang sesuai kebutuhan 7.Merencanakan penggunaan metode dan teknik asesmen yang tepat dan sesuai	Mahasiswa membuat rancangan kegiatan bermain sains dan matematika dengan menggunakan pendekatan tematik integratif	Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring 2x50		Materi: Pendekatan tematik integratif dalam pembelajaran sains dan matematika anak usia dini Pustaka: <i>Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited.</i> <i>Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York:Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press.</i>	5%

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Materi:

Pengembangan nama dan ragam main dalam model pembelajaran

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Dodge, Diane
Trister., Laura
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The Creative
Curriculum for
Early Childhood.
Washington DC:
Teaching
Strategies Inc.

Materi:

Pengembangan
skenario
bermain tematik
dan bermain
kontinyu
(continuum play)

Pustaka: Arthur,
L., et al. (2001).

Programming
and Planning in
Early Childhood
Settings. 2nd
ed. Harcourt
Australia: Pty
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Behavior. 5th
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Janice J. (2010).
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Bennett.,
William, Chester
E. Finn and
John T.E. Cribb.,
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Free Press.

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Grade. Boston:
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Rosalind and
Karen K. Lind,
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Publisher.

*Dodge, Diane
Trister., Laura
J.Colker (1999).
The Creative
Curriculum for
Early Childhood.
Washington DC:
Teaching
Strategies Inc.*

Materi: Analisis konten sains dan matematika dalam disain pembelajaran

Pustaka: Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R.

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*New Jersey:
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Preschool through Primary Grade. Boston: Pearson

*Education, Inc
Charlesworth,
Rosalind and
Karen K. Lind,
(1995) Math and*

Science, New
York: Delmar
Publisher.

Dodge, Diane
Trister., Laura
J.Colker (1999).
*The Creative
Curriculum for
Early Childhood.*
Washington DC:
Teaching
Strategies Inc.

							Materi: Analisis perkiraan dampak perkembangan berdasarkan skenario bermain Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curricuum for Early Childhood</i>. Washington DC: Teaching Strategies Inc. Materi: Pemilihan dan pengembangan media, bahan dan alat permainan sains dan matematika Pustaka: Arthur,
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L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.

Bentzen, Warren R. (2005). *Seeing Young Children: A Guide to Observing and Recording Behavior*. 5th edition. New York: Thomas Delmar Learning.

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Materi:
Pemilihan pendekatan dan metode asesmen

Pustaka: Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited.

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						R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.	
13	1.Memetakan pengembangan tema dan sub tema 2.Menyusun nama dan kegiatan bermain sesuai dengan model pembelajaran yang dipergunakan 3.Mengembangkan scenario bermain dengan focus pada scenario bermain konten sains dan matematika serta konten lainnya yang terintegrasi dan kontinum 4.Membuat analisis isi materi pada masing - masing scenario pembelajaran, terutama pada konten sains dan matematika	Mahasiswa membuat rancangan kegiatan bermain sains dan matematika dengan menggunakan pendekatan tematik integratif	Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring 2x50		Materi: Pendekatan tematik integratif dalam pembelajaran sains dan matematika anak usia dini Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th	5%

5. Menganalisis dampak perkiraan aspek dan indicator perkembangan anak usia dini sesuai dengan standar perkembangan yang dipergunakan
6. Memilih media, bahan dan alat permainan yang sesuai kebutuhan
7. Merencanakan penggunaan metode dan teknik asesmen yang tepat dan sesuai

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Materi:
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bermain tematik
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kontinyu
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Pustaka: Arthur,
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Materi: Analisis
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dan matematika
dalam desain
pembelajaran
Pustaka: Arthur,
L., et al. (2001).
*Programming
and Planning in
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Materi: Analisis
perkiraan
dampak
perkembangan
berdasarkan
skenario
bermain

Pustaka: Arthur, L., et al. (2001). *Programming and Planning in Early Childhood Settings*. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R.

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Materi:

Pemilihan dan
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media, bahan
dan alat
permainan sains
dan matematika

Pustaka: Arthur,
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Early Childhood.

						Washington DC: Teaching Strategies Inc. Materi: Pemilihan pendekatan dan metode asesmen Pustaka: Arthur, L., et al. (2001). Programming and Planning in Early Childhood Settings. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). Seeing Young Children: A Guide to Observing and Recording Behavior. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). Observing Development of Young Child. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). The Educated Child. New York: The Free Press. Brewer, Jo An., (2007). Introduction to Early Childhood Education. Preschool through Primary Grade. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) Math and Science, New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). The Creative Curriculum for Early Childhood. Washington DC: Teaching Strategies Inc.	
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14	1. Membuat laporan penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan 2. Mempresentasikan hasil laporan proyek pembelajaran sains dan matematika melalui media daring	Mempresentasikan video penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan.	Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring 2x50	Materi: Video testimoni dan presentasi penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan. Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.	5%
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15	1. Membuat laporan penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan 2. Mempresentasikan hasil laporan proyek pembelajaran sains dan matematika melalui media daring	Mempresentasikan video penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan.	Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Luring 2x50		Materi: Video testimoni dan presentasi penerapan rancangan kegiatan bermain sains dan matematika anak usia dini pada satuan pendidikan. Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i>. 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i>. 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i>. New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i>. New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i>. Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i>, New York: Delmar Publisher. Dodge, Diane Trister., Laura J. Colker (1999). <i>The Creative Curriculum for Early Childhood</i>. Washington DC: Teaching Strategies Inc.	5%
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16			Bentuk Penilaian : Tes	Luring 2x50		Materi: UAS Pustaka: Arthur, L., et al. (2001). <i>Programming and Planning in Early Childhood Settings</i> . 2nd ed. Harcourt Australia: Pty Limited. Bentzen, Warren R. (2005). <i>Seeing Young Children: A Guide to Observing and Recording Behavior</i> . 5th edition. New York: Thomas Delmar Learning. Beaty, Janice J. (2010). <i>Observing Development of Young Child</i> . New Jersey: Pearson Education, Inc. Bennett., William, Chester E. Finn and John T.E. Cribb., (2007). <i>The Educated Child</i> . New York: The Free Press. Brewer, Jo An., (2007). <i>Introduction to Early Childhood Education. Preschool through Primary Grade</i> . Boston: Pearson Education, Inc Charlesworth, Rosalind and Karen K. Lind, (1995) <i>Math and Science</i> , New York: Delmar Publisher. Dodge, Diane Trister., Laura J.Colker (1999). <i>The Creative Curriculum for Early Childhood</i> . Washington DC: Teaching Strategies Inc.	15%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	35%
2.	Penilaian Hasil Project / Penilaian Produk	35%
3.	Tes	30%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.