



Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PAUD and PNF management	8620402159	Study Program Elective Courses	T=2	P=0	ECTS=3.18	6	June 24, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ima Widiyanah, M.Pd. ; Dr. Heryanto Susilo, S.Pd., M.Pd. ; Windasari, S.Pd., M.Pd. ; Dr. Kaniati Amalia, M.Pd.		Dr. Erny Roesminingsih, M.Si.			Syunu Trihantoyo, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-7 Able to practice the field of educational management competency to solve problems in the field of educational management based on the results of information and data analysis

PLO-10 Able to communicate both written and orally in accordance with academic values, norms and ethics

Program Objectives (PO)

PO - 1 Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management.

PO - 2 Master the theories/concepts of PAUD and PNF Management in depth and be able to apply them according to needs in the educational field.

PO - 3 Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.

PO - 4 Responsible for self-learning performance, agreement with group colleagues by applying relevant studies in the field of PAUD and PNF Management.

PLO-PO Matrix

	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-7</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-7	PLO-10	PO-1	✓		PO-2	✓		PO-3		✓	PO-4		✓
P.O	PLO-7	PLO-10														
PO-1	✓															
PO-2	✓															
PO-3		✓														
PO-4		✓														

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

	<table border="1"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</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> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1									✓	✓	✓	✓	✓	✓		✓	PO-2	✓	✓	✓	✓													PO-3					✓	✓	✓										PO-4								✓								✓
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Short Course Description The PAUD management course is an application of education management science in the context of understanding education management at the early childhood education level which is based on the function and substance of education management. In this course, students will study the concept of PAUD and PNF education, the history and development of PAUD and PNF, get to know the implementation of PAUD and PNF in terms of scope and type, provisions for establishing PAUD & PNF institutions (Government policy regarding PAUD and PNF), Fulfillment of 8 National Education Standards and their minimum achievements (PAUD and PNF), Problems with Management of PAUD and PNF from an Internal perspective, Problems with Management of PAUD and PNF from an External perspective, Quality Control of PAUD and PNF, and Quality Management of PAUD and PNF. Lectures are conducted face-to-face and online (synchronously and asynchronously), using a case study strategy.

References	Main :
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<p>1. § Permendikbud Nomor 58 Tahun 2009 tentang Standar Pendidikan Anak Usia Dini. § Weikart, D. P. 2000. Early Childhood Education: Need and Opportunity. Paris: UNESCO. § Fridani, L., dkk. 2010. Evaluasi Perkembangan Anak Usia Dini . Jakarta: Universitas Terbuka § Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan. § Asmawati, L., dkk. Pengelolaan Kegiatan Pengembangan Anak Usia Dini . Universitas Terbuka. § Hoy, Wayne K. & Ceccil, G.M. 1987 . Educational Administration: Theory, Research, and Practice,3rd ed . New York: Random House. § Burhanuddin, dkk. 2003. Manajemen Pendidikan: Analisis Substantif dan Aplikasinya dalam Institusi Pendidikan . Malang: UM Press.</p>							
Supporters:							
<p>1. Sudjana, D. 2004. Manajemen Program Pendidikan untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production</p>							
Supporting lecturer		<p>Dr. Ima Widiyanah, M.Pd. Dr. Kaniati Amalia, M.Pd. Windasari, S.Pd., M.Pd.</p>					
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 objectives of the lecture, the scope of the PAUD management course, and lecture procedures.	<p>1.Understand lecture procedures</p> <p>2.Brainstorming PAUD management</p>	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept , the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect , unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities</p>	Offline 2 X 50		<p>Material: Scope of lectures and lecture contracts</p> <p>References: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%

2	Students understand the philosophy, theories and approaches of PAUD	Understanding PAUD Philosophy	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	offline 2 X 50		<p>Material: PAUD Philosophy Reference: Sudjana, D. 2004. <i>Management of Educational Programs for Non-Formal Education and Human Resource Development.</i> Bandung: Falah Production</p>	5%
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3	Students understand the basic concepts of PAUD management	<p>1. Understand the definition of PAUD management</p> <p>2. Identify the types of educational services in PAUD</p>	<p>Criteria:</p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Offline 2 X 50		<p>Material: Understanding the concept of PAUD planning</p> <p>Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%
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4	Students understand the provisions for establishing a PAUD institution	<p>1.Understand the provisions for establishing PAUD institutions</p> <p>2.Identify the components in establishing PAUD</p> <p>3.Components of Accreditation of PAUD institutions</p>	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Portfolio Assessment</p>	Offline 2 X 50		<p>Material: Signs for establishing PAUD</p> <p>Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%
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5	Students understand the financial management of PAUD institutions	<ol style="list-style-type: none"> 1. Understand the definition of financial management 2. Components of PAUD spending 3. Sources of PAUD funding 	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Offline 2 X 50		<p>Material: Functions of PAUD Implementation Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%
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6	Students study PAUD standards according to Minister of Education Regulation number 137 of 2014	<p>1.Understand the contents of Minister of Education Regulation number 137 of 2014</p> <p>2.Analysis of implementation in the field</p>	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p>Material: Concept of PAUD management evaluation</p> <p>Reference: Sudjana, D. 2004. <i>Management of Educational Programs for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	5%
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7	Students study PAUD standards according to Minister of Education Regulation number 137 of 2014	<p>1.Understand the contents of Minister of Education Regulation number 137 of 2014</p> <p>2.Analysis of implementation in the field</p>	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities</p>	Offline 2 X 50		<p>Material: 9 Education Standards in PAUD</p> <p>Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%
8	Midterm Exam (UTS)	Students are able to complete UTS	<p>Criteria: Written Test</p> <p>Form of Assessment : Participatory Activities</p>	2 X 50	Online	<p>Material: UTS</p> <p>Library: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	15%

9	Students understand the PAUD learning center	<ol style="list-style-type: none"> 1.Understand the definition of center 2.Examining central components in PAUD management 3.Identify the central needs of 8 SNPs 	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\ Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Offline 2 X 50		<p>Material: PNF philosophy and theory Library: Sudjana, D. 2004. <i>Management of Educational Programs for Non-Formal Education and Human Resource Development.</i> Bandung: Falah Production</p>	5%
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10	Students understand the management of the PAUD curriculum	<p>1.Understand the definition of curriculum management</p> <p>2.PAUD curriculum model</p> <p>3.Effectiveness of using the PAUD curriculum</p>	<p>Criteria:</p> <p>Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities</p>	Offline 2 X 50		<p>Material: PNF Management Concepts</p> <p>Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%
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11	Students know the terms/conditions for establishing PAUD	<ol style="list-style-type: none"> 1. Legality of establishing PAUD 2. The ideal place and location for PAUD 3. Standards for PAUD management staff 4. Early Childhood Education Marketing 	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	2 X 50	Online	<p>Material: Implementation of PNF Reference: Sudjana, D. 2004. <i>Management of Educational Programs for Non-Formal Education and Human Resource Development.</i> Bandung: Falah Production</p>	5%
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12	Students analyze the implementation of the Integrated PAUD Post (PPT)	Examining guidelines for implementing integrated PAUD	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities</p>	Contextual Teaching Learning 2 X 50		<p>Material: PNF quality assurance Reference: Sudjana, D. 2004. <i>Management of Educational Programs for Non-Formal Education and Human Resource Development.</i> Bandung: Falah Production</p>	5%
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13	Students analyze multicultural learning in PAUD	<p>1.Understand the definition of multicultural learning</p> <p>2.Learning design in a multicultural context</p>	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\</p> <p>Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Contextual Teaching Learning 2 X 50		<p>Material: Management of PAUD and PNF</p> <p>Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%
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14	Students understand case analysis regarding PAUD renewal	<p>1.Examining a case regarding renewal/change in PAUD governance</p> <p>2.Conduct analysis of the substance of educational management</p>	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement\ Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Contextual Teaching Learning 2 X 50	<p>Material: Evaluation of PNF Management Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%
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15	Building a partnership network for PAUD independence	1. Definition of partnership 2. Collaboration components in PAUD management	<p>Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, lacks consistency in understanding the concept, the presentation media does not match the criteria, the answer to the questioner is generally incorrect, unable to formulate suggestions for improvement</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Contextual Teaching Learning 2 X 50		<p>Material: Current issues in PAUD and PNF Management Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	5%
16	Building a partnership network for PAUD independence	Students are able to carry out the final project assignment in the form of a Paper Report	<p>Criteria: UAS</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>		Online	<p>Material: UAS Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i></p>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	30%
3.	Portfolio Assessment	20%
		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** 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.
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.