



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate Study
Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Development of PAUD Teaching Materials and Media	8620702239	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 3, 2023																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Sri Widayati, S.Pd., M.Pd.		Kartika Rinakit Adhe, S.Pd., M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																									
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																								
	PLO-7	Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Students demonstrate an attitude of responsibility for work in their field and expertise independently																																																																																								
	PO - 2	Students apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values appropriate to their field of expertise																																																																																								
	PO - 3	Students are able to construct, modify, analyze and create structured learning media (APE) according to the stages of early childhood development																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-7</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</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> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>						P.O	PLO-3	PLO-7	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓																																																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
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Short Course Description	provides knowledge about media concepts and learning resources, benefits, objectives, principles, media classification according to figures, types and characteristics of early childhood media, analysis of learning media, design of early childhood learning media and applications of early childhood learning media. After attending this lecture, students are expected to have knowledge and skills in analyzing and developing media and learning resources for early childhood. The learning strategies used are lecture methods, project based learning, group discussions, simulations																																																																																									
References	Main :																																																																																									
	<ol style="list-style-type: none"> 1. Herdzina, J., & Lauricella, A. R. (2020). Media literacy in early childhood report. Child Development, 101, 10. 2. Siregar, A. S. B., Tobing, E. G. L., & Fitri, N. R. (2021). Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary for Early Childhood. ETDC: Indonesian Journal of Research and Educational Review, 1(1), 9-16. 3. Dini, J. P. A. U. (2022). Pengembangan bahan ajar kreativitas seni rupa anak usia dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(4), 3714-3726. 																																																																																									
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	<ol style="list-style-type: none"> Suryana, D., Sari, N. E., Mayar, F., & Satria, S. (2021). English Learning Interactive Media for Early Childhood Through the Total Physical Response Method. <i>Jurnal Pendidikan Usia Dini</i>, 15(1), 60-80. Widayati, S., Simatupang, N. D., Saroinsong, W. P., & Rusdiyanti, A. (2021). Pengembangan Media Stekpan Untuk Kognitif Anak Usia 4-5 Tahun. <i>Jurnal Anak Usia Dini Holistik Integratif (AUDHI)</i>, 4(1), 8-17. 						
Supporting lecturer	Dr. Nurul Khotimah, S.Pd., M.Pd. Dewi Komalasari, S.Pd., M.Pd. Sri Widayati, S.Pd., M.Pd. Eka Cahya Maulidiyah, S.Pd., 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	Definition of media, benefits, objectives, principles and characteristics of AUD media	Understand the meaning of media, benefits, objectives, principles and characteristics of AUD media	<p>Criteria: Students are able to understand the meaning of media, benefits, objectives, principles and characteristics of AUD media</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Definition of media, benefits, objectives, principles and characteristics of AUD media</p> <p>Reference: <i>Herdzina, J., & Lauricella, AR (2020). Media literacy in early childhood report. Child Development, 101, 10.</i></p>	3%
2	Definition of media, benefits, objectives, principles and characteristics of AUD media	Understand the meaning of media, benefits, objectives, principles and characteristics of AUD media	<p>Criteria: Students are able to understand the meaning of media, benefits, objectives, principles and characteristics of AUD media</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Definition of media, benefits, objectives, principles and characteristics of AUD media</p> <p>Reference: <i>Herdzina, J., & Lauricella, AR (2020). Media literacy in early childhood report. Child Development, 101, 10.</i></p>	3%
3	Definition of media, benefits, objectives, principles and characteristics of AUD media	AUD Media Design; Visual Media Students are able to design early childhood media, especially visual media	<p>Criteria: Students are able to design visual media for early childhood</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Designing AUD Media Visual Media for Early Childhood</p> <p>References: <i>Siregar, ASB, Tobing, EGL, & Fitri, NR (2021). Developing of Teaching Materials: Using Animation Media to Learn English Vocabulary for Early Childhood. ETDC: Indonesian Journal of Research and Educational Review, 1(1), 9-16.</i></p>	3%

4	Definition of media, benefits, objectives, principles and characteristics of AUD media	AUD Media Design; Visual Media Students are able to design early childhood media, especially visual media	Criteria: Students are able to design visual media for early childhood Form of Assessment : Practice / Performance	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	Material: Designing AUD Media Visual Media for Early Childhood References: Siregar, ASB, Tobing, EGL, & Fitri, NR (2021). <i>Developing of Teaching Materials: Using Animation Media to Learn English Vocabulary for Early Childhood</i> . ETDC: Indonesian Journal of Research and Educational Review, 1(1), 9-16.	6%
5	Analyzing early childhood learning media	Analyzing early childhood learning media	Criteria: Students are able to understand the characteristics of learning media Form of Assessment : Project Results Assessment / Product Assessment	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	Material: Characteristics of Library Learning media : Early, JPAU (2022). <i>Development of teaching materials for fine arts creativity for early childhood</i> . Obsession Journal: Journal of Early Childhood Education, 6(4), 3714-3726.	10%
6	Students understand the meaning of media, benefits, objectives, principles and characteristics of AUD media.	Evaluating the results of making visual media for early childhood	Criteria: Students are able to evaluate themselves regarding the results of creating visual media Form of Assessment : Project Results Assessment / Product Assessment	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	Material: Evaluation of Visual Media Creation Reference: Suryana, D., Sari, NE, Mayar, F., & Satria, S. (2021). <i>English Learning Interactive Media for Early Childhood Through the Total Physical Response Method</i> . Journal of Early Childhood Education, 15(1), 60-80.	10%

7	Students understand the meaning of media, benefits, objectives, principles and characteristics of AUD media.	Students are able to evaluate the results of creating visual media for early childhood	<p>Criteria: Students are able to evaluate themselves regarding the results of creating visual media</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Evaluation of Visual Media Creation</p> <p>Reference: <i>Suryana, D., Sari, NE, Mayar, F., & Satria, S. (2021). English Learning Interactive Media for Early Childhood Through the Total Physical Response Method. Journal of Early Childhood Education, 15(1), 60-80.</i></p>	10%
8	Students understand the meaning of media, benefits, objectives, principles and characteristics of AUD media.	Able to do exams correctly	<p>Criteria: Students are able to take exams correctly</p> <p>Form of Assessment : Test</p>	Written/Summative test 2 X 50	Written/Summative test 2 X 50	<p>Material: Meetings 1-7</p> <p>References:</p> <p>Material: Understanding media for PAD teaching materials</p> <p>Library: <i>Herdzina, J., & Lauricella, AR (2020). Media literacy in early childhood report. Child Development, 101, 10.</i></p>	5%
9	Students are able to create APE designs (for large/small groups)	Able to create media plans	<p>Criteria: Students are able to create media designs</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Media Design (for large/small groups)</p> <p>References: <i>Suryana, D., Sari, NE, Mayar, F., & Satria, S. (2021). English Learning Interactive Media for Early Childhood Through the Total Physical Response Method. Journal of Early Childhood Education, 15(1), 60-80.</i></p>	3%

10	Students are able to create APE designs (for large/small groups)	Media Design	<p>Criteria: Initiative, student asks, answers Student initiative answers peers' questions</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Media Design (for large/small groups) References: Suryana, D., Sari, NE, Mayar, F., & Satria, S. (2021). <i>English Learning Interactive Media for Early Childhood Through the Total Physical Response Method. Journal of Early Childhood Education, 15(1), 60-80.</i></p>	3%
11	Able to create media from design results	Able to create media	<p>Criteria: Student performance in creating media</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Making Media (for large/small groups) References: Herdzina, J., & Lauricella, AR (2020). <i>Media literacy in early childhood report. Child Development, 101, 10.</i></p>	3%
12	Able to create media from design results	Able to create media	<p>Criteria: Student performance in creating media</p> <p>Form of Assessment : Practice / Performance</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Making Media (for large/small groups) References: Herdzina, J., & Lauricella, AR (2020). <i>Media literacy in early childhood report. Child Development, 101, 10.</i></p>	6%
13	Students are able to apply learning media produced at PAUD institutions	Able to apply learning media	<p>Criteria: : Practice Video Results</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Media Applications in PAUD Institutions Library: Widayati, S., Simatupang, ND, Saroinsong, WP, & Rusdiyanti, A. (2021). <i>Development of Stekpan Media for Cognitive Children Aged 4-5 Years. Integrative Holistic Early Childhood Journal (AUDHI), 4(1), 8-17.</i></p>	10%

14	Able to analyze media applications in PAUD Institutions	Able to analyze strengths and weaknesses	<p>Criteria: Students are able to analyze strengths and weaknesses</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Evaluation of Practice Results in PAUD Institutions</p> <p>Reference: <i>Suryana, D., Sari, NE, Mayar, F., & Satria, S. (2021). English Learning Interactive Media for Early Childhood Through the Total Physical Response Method. Journal of Early Childhood Education, 15(1), 60-80.</i></p>	10%
15	Able to analyze media applications in PAUD Institutions	Able to analyze strengths and weaknesses	<p>Criteria: Students are able to analyze strengths and weaknesses</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, project-based learning, group discussions, 2 X 50 simulations	Lectures, project-based learning, group discussions, 2 X 50 simulations	<p>Material: Evaluation of Practice Results in PAUD Institutions</p> <p>Reference: <i>Suryana, D., Sari, NE, Mayar, F., & Satria, S. (2021). English Learning Interactive Media for Early Childhood Through the Total Physical Response Method. Journal of Early Childhood Education, 15(1), 60-80.</i></p>	10%
16	Students are able to create APE designs (for large/small groups)	Students are able to answer questions	<p>Criteria: Value 10-100</p> <p>Form of Assessment : Test</p>	Test 2 X 50	Test 2 X 50	<p>Material: Meetings 9-15</p> <p>References:</p> <p>Material: Development of PAUD teaching materials and media</p> <p>Library: <i>Widayati, S., Simatupang, ND, Saroinsong, WP, & Rusdiyanti, A. (2021). Development of Stekpan Media for Cognitive Children Aged 4-5 Years. Integrative Holistic Early Childhood Journal (AUDHI), 4(1), 8-17.</i></p>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	60%
2.	Practice / Performance	30%

3.	Test	10%
		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.