



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
AUD Literacy and Language Development	8620702217	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 3, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program which is charged to the course

PLO-5 Mastering pedagogical skills in early childhood learning based on national cultural values

PLO-7 Mastering the curriculum, learning theory, learning models and early childhood assessment in managing PAUD implementation.

Program Objectives (PO)

PO - 1 Students are able to apply logical, critical, systematic and innovative thinking in the context of AUD literacy and language development

PO - 2 Students are able to analyze the nature, meaning, characteristics of AUD literacy and language development, supporting and inhibiting factors for AUD children's literacy and language development, the role of maturation and learning in the development of AUD children's literacy and language.

PO - 3 Students are able to plan, implement, analyze and innovate the development of AUD literacy and language at AUD

PO - 4 Able to manage the classroom and a conducive learning environment.

PLO-PO Matrix

P.O	PLO-5	PLO-7
PO-1	✓	✓
PO-2	✓	✓
PO-3	✓	✓
PO-4	✓	✓

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

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													✓	✓	✓	✓

Short Course Description This course examines the nature, meaning and characteristics of literacy and language development for AUD children, supporting and inhibiting factors for the development of AUD children's literacy and language, the role of maturation and stimulation of learning in the development of AUD children's literacy and language, creating a literacy and language development program for AUD children and Techniques for evaluating the development of literacy and language for AUD children and students are able to carry out peer teaching for the development of AUD literacy and language. Learning strategies use lectures, project-based learning, demonstration discussion groups.

References **Main :**

		<ol style="list-style-type: none"> 1. Barratt-Pugh, C., & Rohl, M. (Eds.). (2020). Literacy learning in the early years. Routledge. 2. Ewing, R., Callow, J., & Rushton, K. (2016). Language and literacy development in early childhood. Cambridge University Press. 3. Whitehead, M. (2009). Supporting language and literacy development in the early years. McGraw-Hill Education (UK). 4. Yulia, R., & Eliza, D. (2021). Pengembangan Literasi Bahasa Anak Usia Dini. Golden Age: Jurnal Pendidikan Anak Usia Dini, 5(1), 53-60. 					
		Supporters: <ol style="list-style-type: none"> 1. Adhe, K. R., Simantupang, N. D., Widayati, S., & Shofiyah, N. C. (2022). Pelatihan Penggunaan Dan Pemanfaatan Paudpedia Untuk Pengembangan Literasi Digital Guru Di Kabupaten Pasuruan. Transformasi Dan Inovasi: Jurnal Pengabdian Masyarakat, 2(2), 80-86. 2. Simatupang, N. D., Widayati, S., Adhe, K. R., & Sholichah, S. A. (2023). Pengembangan Buku Cerita Big Book Kalender Meja dalam Meningkatkan Kemampuan Literasi Anak Usia Dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(1), 1130-1141. 					
Supporting lecturer		Dra. Nurhenti Dordina Simatupang, M.Sn. Sri Widayati, S.Pd., M.Pd. Dr. Achmad Sya'dullah., S.Psi., M.Pd. Nur Ika Sari Rakhmawati, S.Pd., M.Pd. Kartika Rinakit Adhe, 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	Knowledge of the nature, meaning and characteristics of AUD literacy and language development and getting to know the types of AUD literacy and language	Students can understand the nature, meaning and characteristics of AUD literacy and language development and become familiar with materials that fall into the category of AUD literacy and language for early childhood	Criteria: Depth of expression of opinion and analysis Form of Assessment : Practice / Performance	Lecture method, discussion 2 x 50	Lecture method, discussion 2 X 50	Material: AUD Literacy and Language Concepts References: Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood.</i> Cambridge University Press.	3%
2	Understanding AUD literacy and language problems in AUD children and factors supporting and inhibiting AUD children's literacy and language development	Students can analyze and explain literacy and language problems for AUD children as well as supporting and inhibiting factors for the development of AUD children's literacy and language.	Criteria: Depth of expression of opinion and analysis Form of Assessment : Practice / Performance	Group discussions 2 x 50	Group discussion 2 X 50	Material: Early Childhood Problems References: Yulia, R., & Eliza, D. (2021). <i>Early Childhood Language Literacy Development.</i> Golden Age: Journal of Early Childhood Education, 5(1), 53-60.	3%
3	Understanding the importance of developing AUD literacy and language in children as well as the role of developmental maturation and learning stimulation in the development of AUD literacy and language in children.	Students can analyze and explain the importance of developing AUD literacy and language in children as well as the role of developmental maturation and learning stimulation in the development of AUD literacy and language in children.	Criteria: Depth of expression of opinion and analysis Form of Assessment : Practice / Performance	Lecture method, group discussion 2 X 50	Lecture method, group discussion 2 X 50	Material: Definition of AUD literacy and language development Library: Material: Definition of AUD literacy and language development References: Ewing, R., Callow, J., & Rushton, K. (2016). <i>Language and literacy development in early childhood.</i> Cambridge University Press.	3%

4	<p>1. Early childhood aud literacy and language development program</p> <p>2. Mr Tono's family has two children named Nana and Kiki. Nana is 6 months old and Kiki is 5 years old. The Tono family wants to ensure that Nana and Kiki receive optimal stimulation related to aspects of their AUD's literacy and language development. How can they provide AUD's literacy and language stimulation so that Mr. Tono's two children can achieve optimal AUD's literacy and language development? Design 10 activities for Nana and 10 activities for Kiki.</p>	<p>1. Students can understand the principles of comprehensive (holistic) oriented literacy and language development.</p> <p>2. Students can find indicators that are appropriate for Nana and Kiki's literacy and language development, to help the Tono family so that their two children can achieve optimal literacy and language development for their children.</p>	<p>Criteria: Depth of expression of opinion and analysis</p> <p>Form of Assessment : Practice / Performance</p>	Case studies 2 x 50		<p>Material: Definition of AUD literacy and language development</p> <p>References: <i>Ewing, R., Callow, J., & Rushton, K. (2016). Language and literacy development in early childhood. Cambridge University Press.</i></p> <hr/> <p>Material: AUD literacy and language development strategies</p> <p>References: <i>Ewing, R., Callow, J., & Rushton, K. (2016). Language and literacy development in early childhood. Cambridge University Press.</i></p>	6%
5	Understanding the targets for aud literacy and language development in kindergarten and aud literacy and language development activities in kindergarten.	Students can analyze and explain the targets for developing AUD literacy and language in Kindergarten as well as activities for developing AUD literacy and language in Kindergarten.	<p>Criteria: Depth of expression of opinion and analysis</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	NHT 2 X 50 Cooperative	NHT 2 X 50 Cooperative	<p>Material: Developmental aspects of children's storytelling and storytelling</p> <p>Reference: <i>Simatupang, ND, Widayati, S., Adhe, KR, & Sholichah, SA (2023). Development of Big Book Table Calendar Storybooks in Improving Early Childhood Literacy Abilities. Obsession Journal: Journal of Early Childhood Education, 7(1), 1130-1141.</i></p>	10%

6	<p>1. Understanding of AUD children's literacy and language development skills through routine, programmed, spontaneous and exemplary activities as well as involving parents in the development of AUD children's literacy and language</p> <p>2. Case 2</p>	<p>Students can understand the literacy and language development skills of AUD children through routine, programmed, spontaneous and exemplary activities as well as involving parents in the development of AUD children's literacy and language</p>	<p>Criteria: Observation sheet</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Group discussions 2 x 50</p>	<p>Group discussion 2 X 50</p>	<p>Material: Learning Strategies Literature: <i>Ewing, R., Callow, J., & Rushton, K. (2016). Language and literacy development in early childhood. Cambridge University Press.</i></p> <p>Material: AUD literacy and language development Reference: <i>Yulia, R., & Eliza, D. (2021). Early Childhood Language Literacy Development. Golden Age: Journal of Early Childhood Education, 5(1), 53-60.</i></p>	10%
7	<p>Understanding skills characteristic of evaluating AUD literacy and language development and evaluation techniques for AUD children's literacy and language development</p>	<p>Students can understand the characteristic skills of evaluating AUD literacy and language development and evaluation techniques for AUD children's literacy and language development</p>	<p>Criteria: Depth of expression of opinion and analysis</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Group discussions 2 x 50</p>	<p>Group discussion 2 X 50</p>	<p>Material: Children's Problems Literature: <i>Yulia, R., & Eliza, D. (2021). Early Childhood Language Literacy Development. Golden Age: Journal of Early Childhood Education, 5(1), 53-60.</i></p>	10%
8	<p>Midterm Exam (UTS)</p>	<p>Students are able to answer questions</p>	<p>Criteria: Value 10 - 100</p> <p>Form of Assessment : Test</p>	<p>Test 2 x 50</p>	<p>Test 2 X 50</p>	<p>Material: Meeting Material 1 - 7 AUD Literacy and Language Literature:</p>	5%

9	Skills for creating literacy and language development programs for AUD children	Students can create literacy and language development program instruments for AUD children	Criteria: group discussion Form of Assessment : Practice / Performance	Group discussions 2 x 50	Group discussion 2 X 50	Material: Skills for creating AUD literacy and language development programs Reference: <i>Adhe, KR, Simantupang, ND, Widayati, S., & Shofiyah, NC (2022). Training on the Use and Utilization of Paudpedia for Developing Teacher Digital Literacy in Pasuruan Regency. Transformation and Innovation: Journal of Community Service, 2(2), 80-86.</i> <hr/> Material: Skills for creating AUD literacy and language development programs Reference: <i>Yulia, R., & Eliza, D. (2021). Early Childhood Language Literacy Development. Golden Age: Journal of Early Childhood Education, 5(1), 53-60.</i>	3%
10	1.Skills in making evaluations of AUD literacy and language development programs 2.Case 3	Students can create an evaluation instrument for the AUD AUD literacy and language development program	Criteria: group discussion Form of Assessment : Practice / Performance	Group discussions 2 x 50	Group discussion 2 X 50	Material: Skills for creating AUD literacy and language development programs Library:	3%
11	Skills for developing AUD children's literacy and language with the involvement of parents	Students can create literacy and language development program instruments for AUD children with the involvement of parents	Criteria: Conformity with the instrument format for the literacy and language development program for AUD children with the involvement of parents Form of Assessment : Practice / Performance	Case studies 2 x 50	Case study 2 X 50	Material: Skills for developing literacy and language for AUD children with the involvement of parents. Reference: <i>Yulia, R., & Eliza, D. (2021). Early Childhood Language Literacy Development. Golden Age: Journal of Early Childhood Education, 5(1), 53-60.</i>	3%

12	Skills in making evaluations of AUD literacy and language development programs with the involvement of parents	Students can create evaluation instruments for AUD literacy and language development programs with the involvement of parents	<p>Criteria: Suitability of the AUD literacy and language development program evaluation instrument with parental involvement</p> <p>Form of Assessment : Practice / Performance</p>	Case Study 2 x 50	Case Study 2 X 50	<p>Material: Skills in making evaluations of AUD literacy and language development programs with the involvement of parents</p> <p>References:</p> <p>Material: Skills in making evaluations of AUD literacy and language development programs with the involvement of parents</p> <p>References: <i>Whitehead, M. (2009). Supporting language and literacy development in the early years. McGraw-Hill Education (UK).</i></p>	6%
13	1. Peer teaching skills for developing literacy and language aud 2. Case 4	Students are skilled in peer teaching developing literacy and aud language	<p>Criteria: Student performance practicing AUD literacy and language material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 x 50 demonstration	2 X 50 Demonstration	<p>Material: Peer teaching skills for AUD literacy and language development.</p> <p>References: <i>Ewing, R., Callow, J., & Rushton, K. (2016). Language and literacy development in early childhood. Cambridge University Press.</i></p>	10%
14	Peer teaching skills for developing literacy and language aud	Students are skilled in peer teaching developing literacy and aud language	<p>Criteria: Student performance practicing AUD literacy and language material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group discussions 2 x 50	Group Discussion 2 X 50	<p>Material: Peer teaching skills for AUD literacy and language development.</p> <p>References: <i>Ewing, R., Callow, J., & Rushton, K. (2016). Language and literacy development in early childhood. Cambridge University Press.</i></p>	10%

15	Peer teaching skills for developing literacy and language aud	Students are skilled in peer teaching developing literacy and aud language	<p>Criteria: Conformity with peer teaching indicators of AUD literacy and language development</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 x 50 demonstration	2 X 50 Demonstration	<p>Material: Peer teaching skills for AUD literacy and language development Library:</p> <p>Material: Peer teaching skills for AUD literacy and language development. References: <i>Ewing, R., Callow, J., & Rushton, K. (2016). Language and literacy development in early childhood. Cambridge University Press.</i></p>	10%
16	Final Semester Examination (UAS)	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: AUD Literacy and Language Materials References: <i>Ewing, R., Callow, J., & Rushton, K. (2016). Language and literacy development in early childhood. Cambridge University Press.</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

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

