



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 RELIGIOUS AND MORAL VALUES aud	8620702149	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 2, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Eka Cahya Maulidiyah, M.Pd.		Mallevi Agustin Ningrum S.Pd., M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
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)	
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PO - 1	Responsible and independent in making decisions to implement the development of religious and moral values for early childhood
PO - 2	Mastering the science of developing religious and moral values for early childhood by applying logical, critical, creative, systematic and innovative thinking using science and technology according to humanities values in the field of children's education
PO - 3	Mastering the ability to teach religious and moral values to early childhood
PO - 4	Able to design and implement learning innovations in religious and moral values in the PAUD field

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

PO Matrix at the end of each learning stage (Sub-PO)	
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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 development of religious and moral values in early childhood by studying the concept of religious and moral values from experts, analyzing the 2013 PAUD curriculum and its implementation in developing religious and moral values in early childhood, as well as analyzing problematic issues of religious and moral values. In learning that utilizes science and technology in the lecture process, namely face-to-face learning and vi-learning. In learning, students are encouraged to solve problems with a cooperative, responsible, honest, independent and never give up attitude. The learning strategies used are lectures, discussions, simulations, project based learning models.
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References	Main :		<ol style="list-style-type: none"> 1. Abdullah Nashih Ulwan. 2012. Pendidikan Anak dalam Islam; terjemahan Arif Rahman Hakim dkk. Solo; Insan Kamil 2. Otib Satibi Hidayat. 2018. Metode pengembangan moral dan nilai-nilai agama. Jakarta: Universitas Terbuka 3. Eka Cahya Maulidiyah. 2018. Penanaman Nilai-nilai Agama dalam Pendidikan Anak di Era Digital. Martabat: Jurnal Perempuan dan Anak, Volume 2 No.1 Tahun 2018 Pusat Studi Gender dan Anak IAIN Tulungagung. 				
	Supporters:		<ol style="list-style-type: none"> 1. HM. Taufiqi. 2015. Religious and Smart Parenting for Brillian Kids. Malang: Dream Litera Buana 2. Martin Lings. 2016. Muhammad; Kisah Hidup Nabi berdasarkan Sumber Klasik. Jakarta; Serambi Ilmu Semesta. 3. Ratna Megawangi dkk. 2015. Belajar dari Keteladanan Akhlak Muhammad SAW. Depok: Indonesia Heritage Foundation. 4. Ratna Megawangi. 2016. Pendidikan Karakter; Solusi yang tepat untuk membangun bangsa. Depok: Indonesia Heritage Foundation. 5. Thomas Lickona. 2016. Educating for Character: How Our School Can Teach Respect and Responsibility, terjemahan Juma Abdu wamaungo. Jakarta; Bumi Aksara 6. Eka Cahya Maulidiyah. 2018. Penanaman Nilai-nilai Agama dalam Pendidikan Anak di Era Digital. Martabat: Jurnal Perempuan dan Anak, Volume 2 No.1 Tahun 2018 Pusat Studi Gender dan Anak IAIN Tulungagung. 7. Eka Cahya Maulidiyah. 2018. Religious Tolerance in Indonesia. 2nd International Conference on Education Innovation (ICEI 2018) Universitas Negeri Surabaya. 8. Permendikbud no 146 tahun 2014 tentang kurikulum 2013 PAUD 9. Permendikbud no 137 tahun 2014 tentang Standar Nasional PAUD 				
Supporting lecturer	Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dewi Komalasari, 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	Understand the concept of developing religious and moral values in early childhood	<ol style="list-style-type: none"> 1.Explains the theory of development of AUD religious and moral values 2.Connecting developmental theory with examples that occur in early childhood. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students can explain the theory of the development of AUD religious and moral values 2.Students can connect developmental theories with examples that occur in early childhood. <p>Form of Assessment : Practice / Performance</p>	Discussion, Group Discussion 2 X 50	Discussion, Group Discussion 2x50	<p>Material: Concept of AUD Moral Development according to Jean Piaget and Kohlberg</p> <p>Library: <i>Otib Satibi Hidayat. 2018. Methods for developing morals and religious values. Jakarta: Open University</i></p>	3%
2	Understand the concept of developing religious and moral values in early childhood	<ol style="list-style-type: none"> 1.Explains the theory of the development of religious and moral values in early childhood. 2.Connecting theories of the development of religious and moral values with examples that occur in early childhood. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students explain the theory of the development of religious and moral values in early childhood. 2.Connecting theories of the development of religious and moral values with examples that occur in early childhood. <p>Form of Assessment : Practice / Performance</p>	Discussion, Group Discussion 2 X 50	Discussion, Group Discussion 2x50	<p>Material: Concept of AUD Moral Development according to Thomas Lickona</p> <p>Library: <i>Thomas Lickona. 2016. Educating for Character: How Our School Can Teach Respect and Responsibility, translated by Juma Abdu Wamaungo. Jakarta; Literary Earth</i></p>	3%

3	Analyzing Basic Competencies (KD) and Child Development Achievement Level Standards (STPPA) within the scope of developing religious and moral values according to the 2013 PAUD curriculum	<p>1. Analyzing STPPA and KD in the field of developing religious and moral values at each age stage (3 months – 6 years).</p> <p>2. Establish a relationship between the scope of development, level of development achievement, KD and material content of religious and moral values</p>	<p>Criteria:</p> <p>1. Students can analyze STPPA and KD in the field of developing religious and moral values at each age stage (3 months – 6 years).</p> <p>2. Students can establish the relationship between the scope of development, level of development achievement, KD and the material content of religious and moral values</p> <p>Form of Assessment : Practice / Performance</p>	group discussions 2 X 50	group discussions	<p>Material: KD in the field of developing religious and moral values for each age stage (3 months – 6 years).</p> <p>References: <i>Minister of Education and Culture Regulation no. 146 of 2014 concerning the 2013 PAUD curriculum</i></p> <hr/> <p>Material: STTPA in the field of developing religious and moral values for each age stage (3 months – 6 years).</p> <p>References: <i>Minister of Education and Culture Regulation no. 137 of 2014 concerning National PAUD Standards</i></p>	3%
4	Analyzing Basic Competencies (KD) and Child Development Achievement Level Standards (STPPA) within the scope of developing religious and moral values according to the 2013 PAUD curriculum	<p>1. Analyzing KD and STPPA in the field of developing religious and moral values at each age stage (12-24 months)</p> <p>2. Establish a relationship between the scope of development, level of development achievement, KD and material content of religious and moral values</p>	<p>Criteria:</p> <p>1. Students can analyze KD and STPPA in the field of developing religious and moral values at each age stage (12-24 months)</p> <p>2. Students can establish the relationship between the scope of development, level of development achievement, KD and the material content of religious and moral values</p> <p>Form of Assessment : Practice / Performance</p>	Group discussion 2 X 50	Group discussions	<p>Material: KD in the field of developing religious and moral values for each age stage.</p> <p>References: <i>Minister of Education and Culture Regulation no. 146 of 2014 concerning the 2013 PAUD curriculum</i></p> <hr/> <p>Material: STTPA in the field of developing religious and moral values at each age stage</p> <p>Reference: <i>Permendikbud no 137 of 2014 concerning National Early Childhood Standards</i></p>	3%

5	Analyzing Basic Competencies (KD) and Child Development Achievement Level Standards (STPPA) within the scope of developing religious and moral values according to the 2013 PAUD curriculum	<p>1. Students can analyze KD and STPPA in the field of developing religious and moral values at each age stage (2-6 years)</p> <p>2. Establish a relationship between the scope of development, level of development achievement, KD and material content of religious and moral values</p>	<p>Criteria:</p> <p>1. Students can analyze KD and STPPA in the field of developing religious and moral values at each age stage (2-6 years)</p> <p>2. Students can establish the relationship between the scope of development, level of development achievement, KD and the material content of religious and moral values</p> <p>Form of Assessment : Practice / Performance</p>	group discussions 2 X 50	group discussions 2x50	<p>Material: KD in the field of developing religious and moral values for each age stage (2-6 years)</p> <p>Reference: <i>Permendikbud no 146 of 2014 concerning the 2013 PAUD curriculum</i></p> <hr/> <p>Material: STPPA in the field of developing religious and moral values for each age stage (2-6 years)</p> <p>Reference: <i>Permendikbud no 137 of 2014 concerning National Early Childhood Standards</i></p>	3%
6	Develop a program of activities to develop religious and moral values according to the age and character of the child	Develop routine, integrated and special habituation programs for the development of religious and moral values by referring to STPPA.	<p>Criteria:</p> <p>Students can develop routine, integrated and special habituation programs for the development of religious and moral values by referring to STPPA.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p>Material: AUD religious and moral values activity program</p> <p>Library: <i>Lilis Suryani et al. 2008. Methods for Developing Basic Behavior and Abilities in Early Childhood. Jakarta: Open University</i></p> <hr/> <p>Material: AUD religious and moral values activity program</p> <p>Library: <i>Otib Satibi Hidayat. 2018. Methods for developing morals and religious values. Jakarta: Open University</i></p>	10%
7	Develop a program of activities to develop religious and moral values according to the age and character of the child	Develop incidental programs for the development of religious and moral values by referring to STPPA	<p>Criteria:</p> <p>1. Students are able to prepare incidental programs for the development of religious and moral values by referring to STPPA</p> <p>2. Able to create complete programs according to indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p>Material: AUD religious and moral values activity program</p> <p>Library: <i>Lilis Suryani et al. 2008. Methods for Developing Basic Behavior and Abilities in Early Childhood. Jakarta: Open University</i></p>	10%

8	UTS	Mastering meeting material 1-7	<p>Criteria: Students are able to answer questions according to the indicators set by the lecturer</p> <p>Form of Assessment : Test</p>	Project Based Learning 2 X 50		<p>Material: Instilling Religious Values Reader: <i>Abdullah Nashih Ulwan. 2012. Children's Education in Islam; translation by Arif Rahman Hakim et al. Solo; Human Kamil</i></p> <p>Material: Children's Moral Development Literature: <i>Otib Satibi Hidayat. 2018. Methods for developing morals and religious values. Jakarta: Open University</i></p>	10%
9	Carrying out evaluations of activity programs for developing religious and moral values for early childhood.	<ol style="list-style-type: none"> 1. Identifying obstacles to the development of religious and moral values in early childhood 2. Designing assessments to assess the development of religious and moral values in early childhood 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students can identify obstacles to the development of religious and moral values in early childhood 2. Students can design assessments to assess the development of religious and moral values in early childhood <p>Form of Assessment : Practice / Performance</p>	Group Discussion 2 X 50	Group Discussion 2 X 50	<p>Material: assessment References: <i>Minister of Education and Culture Regulation no. 146 of 2014 concerning the 2013 PAUD curriculum</i></p>	3%
10	Carrying out evaluations of activity programs for developing religious and moral values for early childhood.	<ol style="list-style-type: none"> 1. Identifying obstacles to the development of religious and moral values in early childhood 2. Designing assessments to assess the development of religious and moral values in early childhood 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students can identify obstacles to the development of religious and moral values in early childhood 2. Students can design assessments to assess the development of religious and moral values in early childhood <p>Form of Assessment : Practice / Performance</p>	Group Discussion 2 X 50	Group Discussion 2 X 50	<p>Material: assessment References: <i>Minister of Education and Culture Regulation no. 146 of 2014 concerning the 2013 PAUD curriculum</i></p>	3%

11	Analyzing problematic issues in the development of religious and moral values in early childhood	<p>1. Identify problematic issues in the development of religious and moral values</p> <p>2. Analyzing its relationship with the development of religious and moral values in early childhood</p>	<p>Criteria:</p> <p>1. Students can identify problematic issues in the development of religious and moral values</p> <p>2. Students can analyze its relationship with the development of religious and moral values in early childhood</p> <p>Form of Assessment : Practice / Performance</p>	group discussions 2 X 50	group discussions 2 X 50	<p>Material: issue of instilling religious values in AUD</p> <p>Library: <i>Eka Cahya Maulidiyah. 2018. Instilling Religious Values in Children's Education in the Digital Era. Dignity: Journal of Women and Children, Volume 2 No.1 2018 Center for Gender and Children Studies IAIN Tulungagung.</i></p>	3%
12	Analyzing problematic issues in the development of religious and moral values in early childhood	<p>Students can - Identify obstacles to the development of religious and moral values in early childhood. - Designing assessments to assess the development of religious and moral values in early childhood,</p>	<p>Criteria: Prepare assessments according to the available format</p> <p>Form of Assessment : Practice / Performance</p>	group discussions 2 X 50	group discussions 2 X 50	<p>Material: Issues of developing religious tolerance in children</p> <p>Reference: <i>Eka Cahya Maulidiyah. 2018. Religious Tolerance in Indonesia. 2nd International Conference on Education Innovation (ICEI 2018) Surabaya State University.</i></p>	6%
13	Designing learning strategies to develop religious and moral values in young children independently	<p>Students can - Develop learning objectives to develop religious and moral values. - Arrange learning activities to develop religious and moral values. - Choose media and learning resources to develop religious and moral values. - Practicing learning strategies that have been prepared to develop religious and moral values.</p>	<p>Criteria: Prepare assessments according to the available format</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50	Project Based Learning 2 X 50	<p>Material: Strategies for the Development of Moral and Religious Values</p> <p>Literature: <i>Lilis Suryani et al. 2008. Methods for Developing Basic Behavior and Abilities in Early Childhood. Jakarta: Open University</i></p> <p>Material: Strategy for the Development of Moral and Religious Values</p> <p>Library: <i>Otib Satibi Hidayat. 2018. Methods for developing morals and religious values. Jakarta: Open University</i></p>	10%

14	Designing learning strategies to develop religious and moral values in young children independently	Students can - Develop learning objectives to develop religious and moral values. - Arrange learning activities to develop religious and moral values. - Choose media and learning resources to develop religious and moral values. - Practicing learning strategies that have been prepared to develop religious and moral values.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Arranging learning activities to develop religious and moral values. 2. Choose media and learning resources to develop religious and moral values. 3. Practicing learning strategies that have been prepared to develop religious and moral values. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning 2 X 50	project based learning 2 X 50	<p>Material: Strategy for the Development of Moral and Religious Values Library: <i>Otib Satibi Hidayat. 2018. Methods for developing morals and religious values. Jakarta: Open University</i></p> <hr/> <p>Material: Strategies for the Development of Moral and Religious Values Literature: <i>Lilis Suryani et al. 2008. Methods for Developing Basic Behavior and Abilities in Early Childhood. Jakarta: Open University</i></p>	10%
15	Designing learning strategies to develop religious and moral values in young children independently	Students can - Develop learning objectives to develop religious and moral values. - Arrange learning activities to develop religious and moral values. - Choose media and learning resources to develop religious and moral values. - Practicing learning strategies that have been prepared to develop religious and moral values.	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Arranging learning activities to develop religious and moral values. 2. Choose media and learning resources to develop religious and moral values. 3. Practicing learning strategies that have been prepared to develop religious and moral values. <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning 2 X 50	project based learning 2 X 50	<p>Material: Strategy for the Development of Moral and Religious Values Library: <i>Otib Satibi Hidayat. 2018. Methods for developing morals and religious values. Jakarta: Open University</i></p> <hr/> <p>Material: Strategies for the Development of Moral and Religious Values Literature: <i>Lilis Suryani et al. 2008. Methods for Developing Basic Behavior and Abilities in Early Childhood. Jakarta: Open University</i></p>	10%

16	Designing learning strategies to develop religious and moral values in young children independently	Students can - Develop learning objectives to develop religious and moral values. - Arrange learning activities to develop religious and moral values. - Choose media and learning resources to develop religious and moral values. - Practicing learning strategies that have been prepared to develop religious and moral values.	Criteria: 1. Arranging learning activities to develop religious and moral values. 2. Choose media and learning resources to develop religious and moral values. 3. Practicing learning strategies that have been prepared to develop religious and moral values. Form of Assessment : Test	project based learning 2 X 50		Material: Strategy for the Development of Moral and Religious Values Library: <i>Otib Satibi Hidayat. 2018. Methods for developing morals and religious values. Jakarta: Open University</i> Material: Strategies for the Development of Moral and Religious Values Literature: <i>Lilis Suryani et al. 2008. Methods for Developing Basic Behavior and Abilities in Early Childhood. Jakarta: Open University</i>	10%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	50%
2.	Practice / Performance	30%
3.	Test	20%
		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.

