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<tr><td rowspan="3">UNESA</td><td colspan="3">Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Teacher Education Undergraduate Study Program</td><td>Document Code</td></tr>
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UNESA	**Universitas Negeri Surabaya** **Faculty of Education,** **Early Childhood Education Teacher Education Undergraduate Study Program**				

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
AUD storytelling	8620702237	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	May 2, 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	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values
	PLO-9	Mastering the concepts of early childhood art according to the development needs of early childhood.
	Program Objectives (PO)	
	PO - 1	Students are able to apply logical, critical, systematic and innovative thinking in the context of storytelling development.
	PO - 2	Students are able to analyze the nature, meaning, characteristics of the development of AUD storytelling activities, supporting and inhibiting factors in the development of children's storytelling activities, the role of maturation and learning in the development of children's storytelling activities
	PO - 3	Students are able to plan, implement, analyze and innovate the development of storytelling activities at AUD
	PO - 4	Able to manage the classroom and a conducive learning environment.
	PLO-PO Matrix	

P.O	PLO-5	PLO-9
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 AUD storytelling development, supporting and inhibiting factors for children's storytelling development, the role of maturation and learning stimulation in children's storytelling development, creating children's storytelling development programs and techniques for evaluating children's storytelling development and students are able to carry out peer teaching development. storytelling. Learning strategies include lectures, demonstrations and project based learning.
References	**Main :**

	1. Essa, Eva L , Introduction to Early Childhood Education . 2003. Newyork: Delmar Learning 2. Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Profesional . 2014. California: Sage 3. Eliason, Claudia and Loa Jenkins . A Pratical Guide to Early Childhood Curriculum. 2008. New Jersey: Pearson 4. Brewer, Jo Anna. Early Childhood Education Preschool Through primary Grades . 2007. USA: Pearson 5. Morrison, George S. Fundamentals Of Early Childhood Education. 2008.USA: Pearson 6. Russell, L. David. Literature for children. 2009 . Person Education 7. Habsari Zakia. Dongeng sebagai pembentuk karater anak. 2017
	Supporters:
	1. Widayati, Sri & Rinakit Adhe, Kartika. 2023. PELATIHAN READ ALOUD DENGAN MENGGUNAKAN BIG BOOK KALENDER MEJA UNTUK GURU TK DI WILAYAH WARU
Supporting lecturer	Dr. Sri Setyowati, M.Pd. Sri Widayati, S.Pd., M.Pd. Mallevi Agustin Ningrum, 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, understanding and characteristics of the development of storytelling and storytelling as well as knowing the types of storytelling story books	Students can understand the nature, meaning and characteristics of the development of AUD storytelling and storytelling and become familiar with materials that fall into the category of storytelling 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:** Konswp Storytelling and Storytelling **Library:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage*	3%
2	Understanding the problems of storytelling in children with AUD and supporting and inhibiting factors in the development of children's storytelling and storytelling	Students can analyze and explain the problems of storytelling and storytelling in children with AUD and the supporting and inhibiting factors in the development of children's storytelling and storytelling.	**Criteria:** Depth of expression of opinion and analysis **Form of Assessment** : Practice / Performance	Group discussions 2 x 50	Group discussion 2 X 50	**Material:** Problems of storytelling in early childhood **References:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage*	3%
3	Understanding the importance of developing storytelling in AUD and the role of developmental maturation and learning stimulation in the development of children's storytelling and storytelling.	Students can analyze and explain the importance of developing storytelling in AUD and the role of developmental maturation and learning stimulation in children's storytelling development.	**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 development of storytelling and children's storytelling. **Reference:** *Brewer, Jo Anna. Early Childhood Education Preschool Through Primary Grades . 2007. USA: Pearson*	3%

4	1. Storytelling and storytelling development program for early childhood 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 storytelling development. How do you provide storytelling stimulation so that Mr. Tono's two children can achieve optimal storytelling development? Make a plan for 10 activities for Nana and 10 activities for Kiki.	1. Students can understand the principles of story development and holistic oriented storytelling. 2. Students can find indicators that are appropriate for Nana and Kiki's storytelling and storytelling development, to help the Tono family so that their two children can achieve optimal storytelling and storytelling development.	**Criteria:** Depth of expression of opinion and analysis **Form of Assessment** : Practice / Performance	Case study 2 X 50	Case study 2 X 50	**Material:** AUD Storytelling and Storytelling Development Strategy **Reader:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage*	6%
5	Understanding the targets for developing storytelling and storytelling in Kindergarten and activities for developing storytelling and storytelling in Kindergarten.	Students can analyze and explain the targets for developing storytelling and storytelling in Kindergarten and activities for developing storytelling and storytelling in Kindergarten.	**Criteria:** Depth of expression of opinion and analysis **Form of Assessment** : Project Results Assessment / Product Assessment	NHT Cooperative 2 x 50	NHT 2 X 50 Cooperative	**Material:** Developmental aspects of children's storytelling and storytelling **. Reference:** **Material:** Developmental aspects of children's storytelling and storytelling. **Reference:** *Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Professional. 2014. California: Sage*	10%
6	1. Understanding children's storytelling and storytelling development skills through routine, programmed, spontaneous and exemplary activities and involving parents in children's storytelling development 2. Case 2	Students can understand children's storytelling and storytelling development skills through routine, programmed, spontaneous and exemplary activities and involving parents in the development of children's storytelling and storytelling.	**Criteria:** Observation sheet **Form of Assessment** : Project Results Assessment / Product Assessment	Group discussion, case study 2 X 50	Group discussion, case study 2 X 50	**Material:** Development of children's storytelling and storytelling. **Reference:** *Brewer, Jo Anna. Early Childhood Education Preschool Through Primary Grades . 2007. USA: Pearson*	10%

7	Understanding the characteristics of skills for evaluating the development of storytelling and storytelling and techniques for evaluating the development of children's storytelling and storytelling	Students can understand the characteristic skills for evaluating the development of storytelling and storytelling and techniques for evaluating the development of children's storytelling and storytelling	**Criteria:** Depth of expression of opinion and analysis **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture method, group discussion 2 x 50	Lecture method, group discussion 2 X 50	**Material:** Children's problems **Reference:** **Material:** Children's problems **Reference:** *Russell, L. David. Literature for children. 2009 . Person Education*	10%
8		Students are able to answer questions	**Criteria:** Value 10 - 100 **Form of Assessment** : Test	Test 2 x 50	Test 2 X 50	**Material:** Meeting Material 1 - 7 **References:**	5%
9	Skills in creating storytelling and storytelling development programs for AUD children	Students can create instruments for development programs for storytelling and storytelling for AUD children	**Criteria:** group discussion **Form of Assessment** : Practice / Performance	Group discussion 2 x 50	Group discussion 2 X 50	**Material:** Skills for creating children's storytelling and storytelling development programs **References:**	3%
10	Skills in making evaluations of AUD storytelling and storytelling development programs	Students can create an evaluation instrument for the AUD storytelling and storytelling development program	**Criteria:** group discussion **Form of Assessment** : Practice / Performance	Group discussions 2 x 50		**Material:** Skills for creating children's storytelling and storytelling development programs. **Reference:** *Habsari Zakia. Fairy tales as a form of children's character. 2017*	3%
11	AUD children's story-telling and story-telling skills can be developed with the involvement of parents	Students can create storytelling and storytelling development program instruments for AUD children with the involvement of parents	**Criteria:** Conformity with the instrument format for the AUD storytelling and storytelling development program with the involvement of parents **Form of Assessment** : Practice / Performance	Case studies 2x 50	Case study 2 X 50	**Material:** Skills for developing children's storytelling and storytelling with the involvement of parents. **Reader:** *Habsari Zakia. Fairy tales as a form of children's character. 2017*	3%
12	Skills in making evaluations of AUD storytelling and storytelling development programs with the involvement of parents	Students can create an evaluation instrument for the AUD storytelling and storytelling development program with the involvement of parents	**Criteria:** Suitability of the evaluation instrument for the AUD storytelling and storytelling development program with the involvement of parents **Form of Assessment** : Practice / Performance	Case study 2 x 50	Case study 2 X 50	**Material:** Skills in making evaluations of early childhood storytelling and storytelling development programs with the involvement of parents **References:** **Material:** Skills for creating children's storytelling and storytelling development programs. **Reference:** *Habsari Zakia. Fairy tales as a form of children's character. 2017*	6%

13	Peer teaching skills development of storytelling and storytelling	Students are skilled in peer teaching and developing storytelling	**Criteria:** Suitability of peer teaching abilities for storytelling development **Form of Assessment** : Project Results Assessment / Product Assessment	2 x 50 demonstration	2 X 50 Demonstration	**Material:** Skills for creating children's storytelling and storytelling development programs. **Reference:** *Habsari Zakia. Fairy tales as a form of children's character. 2017*	10%
14	Peer teaching skills development of storytelling and storytelling	Students are skilled in peer teaching and developing storytelling	**Criteria:** The students' performance was to practice story-telling and story-telling activities **Form of Assessment** : Project Results Assessment / Product Assessment	2 x 50 demonstration	2 X 50 Demonstration	**Material:** Peer teaching skills development of storytelling and storytelling **References:** **Material:** Skills for creating children's storytelling and storytelling development programs. **Reference:** *Habsari Zakia. Fairy tales as a form of children's character. 2017*	10%
15	Peer teaching skills development of storytelling and storytelling	Students are skilled in peer teaching and developing storytelling	**Criteria:** Conformity with peer teaching indicators for the development of storytelling and storytelling **Form of Assessment** : Project Results Assessment / Product Assessment	2 x 50 demonstration	2 X 50 Demonstration	**Material:** Peer teaching skills development of storytelling and storytelling **References:** **Material:** Skills for creating children's storytelling and storytelling development programs. **Reference:** *Habsari Zakia. Fairy tales as a form of children's character. 2017*	10%
16	Final Semester Examination (UAS)	Students are able to answer questions	**Criteria:** Value 10 - 100 **Form of Assessment** : Test	Test 2 x 50	Test 2 X 50	**Material:** Storytelling and storytelling for early childhood **Literature:**	5%

Evaluation Percentage Recap: Case Study

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** 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.
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.