**MODULE/COURSE HANDBOOK**

| [Management of Kindergarten] | | | | | | |
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| **Module/Course Title** Management of Kindergarten | | **Student Workload**  2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester | **Credits (ECTS)**  2 Credits x 1.59 = 3,18 ECTS | **Semester**  Year 3/1 | **Frequency**  16 meetings (include Mid-term Exam and Final Exam) | **Duration**  16 meetings |
| 1 | **Type of course**  Compulsory | | **Contact hours**  50/170 x 28,48 x (2 Credits x 1.59) = 26,64  **Structured Assignment**  60/170 x 28,48 x (2 Credits x 1.59) = 32,0 | | **Independent study**  60/170 x 28,48 x (2 Credits x 1.59) = 32,0 | **Class size**  40 students |
| 2 | **Prequisites for participation (if applicable)**  None | | | | | |
| 3 | **Learning outcomes (PLO+CLO)**  PLO   1. Take responsibility for tasks within their expertise with honesty, independence, and resilience in resolving issues in the field of early childhood education while upholding high academic ethics. (AT-1) 2. Possess leadership, managerial, and networking skills in the holistic and integrative organization of early childhood education. (GC-2) 3. Able to make appropriate decisions based on analysis of information and data, and able to provide guidance in selecting various alternative solutions in the implementation of early childhood education. (SC-3)   CLO   1. Demonstrate a strong sense of responsibility for their roles within the kindergarten setting and the broader early childhood education field. (AT-1) 2. Apply managerial principles to organize and oversee various aspects of kindergarten operations. (GC-2) 3. Gather and analyze relevant information and data related to kindergarten management and early childhood education. (SC-3) | | | | | |
| 4 | **Subject aims/content**  This course examines the concepts of organization, evaluation, reporting, and guidance in early childhood education institutions including kindergartens. The course utilizes science and technology (IPTEKS) in the learning process. During the learning process, students are taught to solve emerging problems with a sense of responsibility, cooperation, and good ethics. They are also trained to adapt to the early childhood education institution's environment. Teaching strategies include discussions, lectures, inquiry, and scientific methods. | | | | | |
| 5 | **Teaching methods**  Case Study | | | | | |
| 6 | **Assessment methods**  Exam Paper (PjBL&CS)  Assignment (CS) | | | | | |
| 7 | **This module is used in the following study program/s as well**  None | | | | | |
| 8 | **Module Coordinator**  Dr. Sri Setyowati, M.Pd | | | | | |
| 9 | **Reference**   1. Curtis, Deb and Margie Carter. 2008. Leaning together with young children. United states : Redleaf Press 2. Eliason, Claudia and Loa Jenkins . 2008. A Practical Guied to Early Childhood Curriculum. USA: Pearson 3. Jackman, Hilda L. 2009. Early Education Curriculum 13 A child 19s Connection to the world. USA: Delmar 4. Santrock, John W. 2011. Masa Perkembangan Anak. Jakarta: Salemba 5. Herr, Judy and Yvonne Libby Larson . 2004. Creative Resources for the Early Childhood Classroom. USA: Delmar 6. Robertson, Cathie. 2003. Safety Nutrition and Health in Early Education. Canada : Delmar 7. Juknis Penyelenggaraan TK/RA 8. Juknis Penyelenggaraan KB/BA 9. Juknis Penyelenggaraan TPA 10. Juknis Penyelenggaraan POS PAUD 11. Stacey, Susan. 2009. Emergent Curriculum in Early Childhood Settings. USA: Redleaf Press 12. Berk, Laura E. 2006. Child Development. USA: Pearson | | | | | |