**MODULE/COURSE HANDBOOK**

| [Development of Early Childhood Education Curriculum] | | | | | | |
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| **Module/Course Title**  Development of Early Childhood Education Curriculum | | **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 2/1 | **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. Possess leadership, managerial, and networking skills in the holistic and integrative organization of early childhood education. (GC-2) 2. Mastering the curriculum, learning theories, instructional models, and assessment of early childhood in managing the implementation of early childhood education. (KN-1)   **CLO:**   1. Demonstrate proficiency in leadership, managerial, and networking skills necessary for the holistic and integrative organization of early childhood education (GC-2). 2. Acquire in-depth knowledge of curriculum development for early childhood education, including the ability to design age-appropriate and developmentally relevant curricula and develop expertise in the assessment of early childhood learning outcomes. (KN-1) | | | | | |
| 4 | **Subject aims/content**  The course "Early Childhood Curriculum Development" aims to provide an understanding of the process of planning, developing, and implementing curricula for early childhood education (ECE). In this course, students will learn various important aspects of developing ECE curricula, such as learning theories and child development, the needs and characteristics of young children, as well as effective teaching methods and strategies. Additionally, students will also study the measurement and evaluation of ECE curricula, as well as the creation of learning programs that align with national educational standards. This course will help students develop a curriculum that is suitable for high-quality early childhood education and meets the needs of children.  Content: (1) Nature and Principles of Early Childhood Learning, (2) Understanding, Functions, and Roles of Early Childhood Education Curriculum, (3) Development of Early Childhood Education Curriculum in Indonesia, (4) Foundations, Principles, and Models of Early Childhood Education Curriculum Development, (5) Philosophical Basis for Developing Early Childhood Education Curriculum, (6) Techniques for Developing Early Childhood Education Curriculum, (7) Characteristics, Basic Framework, and Structure of Early Childhood Education Curriculum, (8) Creating a Design for Early Childhood Education Curriculum, (9) Principles and Models of Early Childhood Education Curriculum Development, (10) Adapting Early Childhood Education Curriculum based on Analysis and Implementation Process. | | | | | |
| 5 | **Teaching methods**  Case Study | | | | | |
| 6 | **Assessment methods**  Portfolio | | | | | |
| 7 | **This module is used in the following study program/s as well**  None | | | | | |
| 8 | **Module Coordinator**  Dr. Ruqoyyah Fitri, S.Ag., M.Pd. | | | | | |
| 9 | **Reference**  Referensi Utama :   1. Marjorie J. Kostelnik, Anne K. Soderman, Alice Phipps Whiren. 2017. Kurikulum Pendidikan Anak Usia Dini Berbasis Perkembangan Anak (Developmentally Appropriate Practices). Terjemahan Edisi ke-5. Jakarta: Kencana   Referensi Pendukung :   1. Eliason, Claudia dan Jenkin, Loa. (1994). *Practical Guide to Early Childhood Curriculum.* New York: Merril Print of MacMillan, College. 2. Dirjen PAUD Dikmas. 2018. *Kurikulum Pendidikan Anak Usia Dini Apa, Mengapa, Dan Bagaimana*. Direktorat Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementerian Pendidikan dan Kebudayaan. 3. Dirjen PAUD Dikmas. 2018. *Kerangka Dasar dan Struktur Kurikulum 2013 Pendidikan Anak Usia Dini*. Direktorat Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementerian Pendidikan dan Kebudayaan. 4. Dirjen PAUD Dikmas. 2018. *Pedoman Penyusunan Kurikulum Tingkat Satuan Pendidikan (Ktsp) Pendidikan Anak Usia Dini.*  Direktorat Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementerian Pendidikan dan Kebudayaan. 5. Morrison George S. 2008. Fundamentals of Early Childhood Education, 5th edition. By Pearson Education, Inc. New Jersey. 6. Ratna Wilis Dahar, Prof.Dr.M.Sc. Teori-Teori Belajar dan Pembelajaran. Penerbit Erlangga. Jakarta 7. Sanjaya, wina. (2008). Kurikulum dan Pembelajaran (Teori dan praktik, Pengembangan Kurikulum Tingkat Satuan Pendidikan. Bandung: Kencana Prenada Media Group 4 8. Peter F Oliva. (1992). Developing the Curriculum: Third Edition. HarperCollins Publishers. 9. Departemen Pendidikan Nasional. (2007). Kurikulum Pendidikan Taman Kanak-kanak dan Penyusunan Silabus. Jakarta. 10. Dodge, Diane Trister. (2002). The Creative Curriculum For Preschool -4th ed. Washington D.C.:Teaching Strategies.inc. 11. Permendikbud No. 146 Tahun 2014 tentang Kurikulum 2013 PAUD 12. Permendikbud No. 137 Tahun 2014 tentang Standar Pendidikan Anak Usia Dini 13. Suyadi, Dahlia. 2014. Implementasi dan Inovasi Kurikulum PAUD 2013 (Program Pembelajaran Berbasis Multiple Intelligences). Bandung: PT. Remaja Rosdakarya. | | | | | |