**MODULE/COURSE HANDBOOK**

| [Management of Early Childhood Education Centers (TPA)] | | | | | | |
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| **Module/Course Title**  Management of Early Childhood Education Centers (TPA) | | **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 | **Prerequisites 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. 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) 3. Mastering the curriculum, learning theories, instructional models, and assessment of early childhood in managing the implementation of early childhood education. (KN-1)   CLO   1. Students are capable of mastering the management aspects of operating a Early Childhood Education Centers (TPA) (GC-2) 2. Students can analyze the management of a playgroup institution in accordance with theories of Early Childhood Education Centers (TPA) management. (AT-1) 3. Students can apply logical, critical, and systematic thinking in addressing issues and problem-solving within Early Childhood Education Centers (TPA) institutions. (KN-1) | | | | | |
| 4 | **Subject aims/content**  This course examines the concepts of organization, evaluation, reporting, and guidance in early childhood education institutions including Early Childhood Education Centers (TPA). 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**  PJBL | | | | | |
| 6 | **Assessment methods**  Exam Paper, Demonstration | | | | | |
| 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 Guide 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 | | | | | |