| [Character of Early Childhood Educators] | | | | | | |
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| **Module/Course Title** Character of Early Childhood Educators | | **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 1 / 2 | **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 (Program Learning Outcomes)   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 (Course Learning Outcomes):   1. Develop a strong sense of responsibility in the field of early childhood education, exhibiting honesty, independence, and resilience when faced with challenges. (AT-1) 2. Acquire leadership and managerial skills essential for effectively organizing and leading early childhood education programs. (GC-2) 3. Develop the skills to make informed and appropriate decisions, providing guidance and support for selecting alternative solutions in the implementation of early childhood education programs. (SC-3) | | | | | |
| 4 | **Subject aims/content**  Assessment of ethics and character as a teacher, especially as an early childhood education teacher, through understanding of personal and social competence, appropriate and effective communication as an early childhood education teacher, both towards students, colleagues, parents, and the surrounding environment | | | | | |
| 5 | **Teaching methods**  Case Study | | | | | |
| 6 | **Assessment methods**  Exam Paper, Portofolio | | | | | |
| 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. Chatib, Munif. 2009. Sekolahnya Manusia. Kaifa, Bandung. 2. \_\_\_\_\_\_\_\_\_\_\_. 2012. Orangtuanya Manusia. Kaifa, Bandung. 3. \_\_\_\_\_\_\_\_\_\_\_. 2014. Gurunya Manusia. Kaifa, Bandung. 4. \_\_\_\_\_\_\_\_\_\_\_. 2015. Kelasnya Manusia. Kaifa, Bandung. 5. \_\_\_\_\_\_\_\_\_\_\_. 2017. Semua Anak Bintang. Kaifa, Bandung. 6. Hartini, Nurul. 2011. Pendidikan Karakter dalam Perspektif Guru. Selaras. Malang Sentanu, 7. Erbe. 2017. Karakter 360. Elex Media Komputindo. Jakarta. 8. Wibowo, Agus. 2012. Strategi Membangun Karakter Bangsa Berperadaban. Pustaka Pelajar. Yogyakarta. 9. Saondi, Ondi dan Aris Suherman. 2010. Etika Profesi Keguruan. Bandung: PT Refika Aditama | | | | | |