



Universitas Negeri Surabaya
Faculty of Languages and Arts,
Indonesian Literature Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																	
Children's Literature	7920102106	Study Program Elective Courses	T=2	P=0	ECTS=3.18	8	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																		
	Prof. Dr. Suyatno; M. Rokib, M.A.		Prof. Dr. Setya Yuwana, M.A.			Drs. Parmin, M.Hum.																																		
Learning model	Project Based Learning																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																							
	PLO-6	Mastering the basic knowledge to be creative in the field of Indonesian language and literature; as well as research methods in Indonesian language and literature																																						
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-6</td> </tr> </table>		P.O	PLO-6																																			
P.O	PLO-6																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16						
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																								
Short Course Description	Able to develop the basic concepts of children's literature and be able to apply them through structured and independent activities to analyze literary texts and social phenomena so as to produce articles to be presented in class discussions and exhibitions/departments of the department's work.																																							
References	Main :																																							
	<ol style="list-style-type: none"> 1. Nurgiyantoro, Burhan. 2010. Sastra Anak. Yogyakarta: Gadjah Mada University Press. 2. Bunanta, Murti. 1998. Problematika Penulisan Cerita Rakyat untuk Anak di Indonesia. Jakarta: Balai Pustaka. 3. Sarumpaet, Riris K. 1976. Bacaan Anak. Jakarta: Pustaka Jaya. 4. Sarumpaet, Riris K. 2003. 1CStruktur Bacaan Anak 1D. dalam Teknik Menulis Cerita Anak. Penyunting Sabrur R. Soenardi. Jogjakarta: Pinkbooks. 5. Suyatno. 2009. Struktur Narasi Novel Karya Anak. Surabaya: JP Books. 6. Grenby, M.O. 2008. Children 19s Literature. Edinburgh: Edinburgh University Press 																																							
	Supporters:																																							
	1. Beberapa karya sastra anak																																							
Supporting lecturer	Prof. Dr. Suyatno, 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	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	<p>Criteria:</p> <p>1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and Discussions 2 X 50	Lectures and Discussions	<p>Material: children's literature concepts References: <i>Nurgiyantoro, Burhan. 2010. Children's Literature. Yogyakarta: Gadjah Mada University Press.</i></p>	5%
2	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	<p>Criteria:</p> <p>1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and Discussions 2 X 50	Lectures and Discussions	<p>Material: concepts of children's literature and children's literature, social strata and social reality Reader: <i>Bunanta, Murti. 1998. Problems of Writing Folk Stories for Children in Indonesia. Jakarta: Balai Pustaka.</i></p>	5%
3	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	<p>Criteria:</p> <p>1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and Discussions 2 X 50	Lectures and Discussions	<p>Material: concept of Children's Literature and Children's Literature, social strata and social reality Reference: <i>Sarumpaet, Riris K. 1976. Children's Reading. Jakarta: Pustaka Jaya.</i></p>	5%
4	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	<p>Criteria:</p> <p>1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer</p> <p>Form of Assessment : Portfolio Assessment</p>	Lectures and Discussions 2 X 50	Lectures and Discussions	<p>Material: concepts of children's literature and children's literature, social strata and social reality Reader: <i>Nurgiyantoro, Burhan. 2010. Children's Literature. Yogyakarta: Gadjah Mada University Press.</i></p>	5%

5	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	Criteria: 1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer Form of Assessment : Project Results Assessment / Product Assessment	Lectures and Discussions 2 X 50	Lectures and Discussions	Material: concepts of children's literature and children's literature, social strata and social reality Reader: Nurgiyantoro, Burhan. 2010. <i>Children's Literature</i> . Yogyakarta: Gadjah Mada University Press.	5%
6	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	Criteria: 1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer Form of Assessment : Participatory Activities	Lectures and Discussions 2 X 50		Material: concepts of children's literature and children's literature, social strata and social reality Reader: Bunanta, Murti. 1998. <i>Problems of Writing Folk Stories for Children in Indonesia</i> . Jakarta: Balai Pustaka.	5%
7	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	Criteria: 1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures and Discussions 2 X 50		Material: concept of Children's Literature and Children's Literature, social strata and social reality Reference: Sarumpaet, Riris K. 1976. <i>Children's Reading</i> . Jakarta: Pustaka Jaya.	5%
8	Midterm exam	Midterm exam	Criteria: Midterm exam Form of Assessment : Test	Midterm Exam 2 X 50	UTS	Material: UTS Reference: Sarumpaet, Riris K. 2003. <i>1CStructure of Children's Reading 1D. in Children's Story Writing Techniques</i> . Editor Sabrur R. Soenardi. Jogjakarta: Pinkbooks.	10%

9	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	<p>Criteria:</p> <p>1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PjBL 2 X 50	PjBL	<p>Material: concepts of children's literature and children's literature, social strata and social reality Reader: Nurgiyantoro, Burhan. 2010. <i>Children's Literature</i>. Yogyakarta: Gadjah Mada University Press.</p>	10%
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13	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	Criteria: 1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer Form of Assessment : Project Results Assessment / Product Assessment	PjBL 2 X 50	PjBL	Material: concept of Children's Literature and Children's Literature, social strata and social reality Reference: <i>Sarumpaet, Riris K. 1976. Children's Reading. Jakarta: Pustaka Jaya.</i>	5%
14	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	Criteria: 1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer Form of Assessment : Project Results Assessment / Product Assessment	PjBL 2 X 50	PjBL	Material: concepts of children's literature and children's literature, social strata and social reality Reader: <i>Bunanta, Murti. 1998. Problems of Writing Folk Stories for Children in Indonesia. Jakarta: Balai Pustaka.</i>	5%
15	Understand the concepts of Children's Literature and Children's Literature, social strata and social reality	Explains the concept of Children's Literature and Children's Literature, social strata, and social reality	Criteria: 1.4: complete explanation 2.3: explanation is incomplete 3.2: explanation does not match 4.1: not totally wrong 5.0: no answer Form of Assessment : Project Results Assessment / Product Assessment	Lectures and Discussions 2 X 50	Lectures and discussions	Material: concepts of children's literature and children's literature, social strata and social reality Reader: <i>Bunanta, Murti. 1998. Problems of Writing Folk Stories for Children in Indonesia. Jakarta: Balai Pustaka.</i>	5%
16	Final exams	Final exams	Criteria: Final exams Form of Assessment : Test	Final Exam Semester 2 X 50	UAS	Material: UAS Literature: <i>Bunanta, Murti. 1998. Problems of Writing Folk Stories for Children in Indonesia. Jakarta: Balai Pustaka.</i>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	7.5%
4.	Test	15%
		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.