



**Universitas Negeri Surabaya
Faculty of Languages and Arts,
Javanese Language and Literature Education Undergraduate
Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Learning Javanese Children's Literature	8820202088		T=2 P=0 ECTS=3.18	6	July 17, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Latif Nur Hasan, S.Pd., M.Pd.																																
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O																														
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Short Course Description	Study and development and implementation of children's literature learning which includes basic concepts of children's literature (Javanese) and training to analyze children's literary works and their application in Javanese language learning at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, presentation and discussion, and reflection.																																				
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																					
References	Main :																																				
	<ol style="list-style-type: none"> 1. Sarumpaet, Riris K. 1976. Bacaan Anak-anak . Jakarta: Pustaka Jaya. 2. Sugihastuti. 1996. Serba-serbi Cerita Anak . Yogyakarta: Pustaka Pelajar. 3. Patik, Othman dan Abdul P. Achmad. (ed). 1984 . Sekitar Sastra Kanak-kanak dan Remaja. Kuala Lumpur: Dewan Bahasa dan Pustaka. 																																				
Supporting lecturer	Supporters:																																				
	Latif Nur Hasan, S.Pd., 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	Basic Concepts of Literature and Children's Literature	Able to understand basic concepts of literature and children's literature	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	lecture 2 X 50			0%
2	In-depth understanding of the Basic Concepts, Goals, Functions and Characteristics of Children's Literature	1. Explain the objectives of learning children's literature. 2. Explain the function of learning children's literature. 3. Explain the characteristics of children's literature learning.	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	lectures and discussions 2 X 50			0%
3	In-depth understanding of the types of Children's Literature	Explain the types of children's literature	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	lectures and discussions 2 X 50			0%

4	In-depth understanding of methods and techniques for analyzing children's literature	1. Explain methods of analyzing children's literature. 2. Explain techniques for analyzing children's literature	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Lectures and discussions 2 X 50			0%
5	Characteristics of Children's Literature in the Form of Prose and Models of Analysis	1. Explain the characteristics of children's prose 2. Explain the analysis model for children's prose 3. Apply the analysis model for children's prose	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Lectures and discussions 2 X 50			0%
6	Characteristics of Children's Literary Works in the Form of Poetry and Models of Analysis	1. Explain the characteristics of children's poetry 2. Explain the analysis model for children's poetry 3. Apply the analysis model for children's poetry	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Lectures and discussions 2 X 50			0%

7	Characteristics of Children's Literary Works in the Form of Songs and Models of Analysis	1. Explain the characteristics of children's songs 2. Explain the analysis model of children's songs 3. Apply the analysis model of children's songs	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Lectures and discussions 2 X 50			0%
8	UTS		Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	2 X 50			0%
9	Characteristics of Children's Literature in the Form of Drama and Models of Analysis	1. Explain the characteristics of children's drama 2. Explain the analysis model for children's drama 3. Apply the analysis model for children's drama	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Lectures and discussions 2 X 50			0%

10	Discussion of children's drawings by students	1. Able to create literary works in the form of guritans 2. Able to analyze literary works in the form of guritans	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Presentation, discussion and consultative 2 X 50			0%
11	Group Discussion of Literary Works in Prose Form	Skilled in writing children's literature in prose form	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Presentation, discussion and consultative 2 X 50			0%
12	Group Discussion of Literary Works in the Form of Songs	1. Able to create literary works in the form of drama. 2. Able to analyze literary works in the form of drama	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Presentation, discussion and consultative 2 X 50			0%

13	Writing Children's Literature in Prose	Skilled in writing children's literature in prose form	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Assignment 2 X 50			0%
14	Writing Children's Literature in the Form of Poetry/Songs	Skilled in writing children's literature in the form of poetry/songs	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Assignment 2 X 50			0%
15	Writing Children's Literature in the Form of Drama	Skilled in writing children's literature in the form of drama	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	Assignment 2 X 50			0%

16	UAS		Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and discussions, carried out through observation (weight 2) 3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2) 4.3. Task results, weight (3) 5.UAS score, weight (3)	2 X 50			0%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.