			Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**		

SEMESTER LEARNING PLAN

Courses		**CODE**	**Course Family**		**Credit Weight**			**SEMESTER**	**Compilation Date**
Art development for children 5* (storytelling)		8620604141			**T=4**	**P=0**	**ECTS=6.36**	4	July 17, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**			**Study Program Coordinator**	
		....			....			Putri Rachmadyanti, S.Pd., M.Pd.	

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course equips students with knowledge and practice in both reading aloud and telling children's stories, national history stories, religious history stories containing character and local wisdom using various media and through several applications.

References	**Main :**	
	1. Gasong, Dina. 2019. Apresiasi Sastra Indonesia. Yogyakarta: Deepublish. Setiawan, Roosie. 2017. Membacakan Nyaring. Jakarta: Noura. Trelease, Jim. 2018. The Read-Aloud Handbook: Membacakan Buku dengan Nyaring Melejitkan Kecerdasan Anak. Jakarta: Noura Publisher.	
	Supporters:	

Supporting lecturer	Maryam Isnaini Damayanti, 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	1. Explain the meaning of reading aloud children's stories and storytelling.2. Explain the similarities and differences between reading aloud children's stories and storytelling.3. Explain the benefits of reading aloud children's stories and storytelling for PGSD students and for elementary school students in the digital era.4. Explain the role of reading children's stories aloud and storytelling in strengthening and developing children's character in the digital era.	1.Students are able to explain the meaning of reading aloud children's stories and the meaning of storytelling based on the videos of these two activities that are shown. 2.Students are able to explain the similarities and differences between reading aloud children's stories and storytelling based on the two activity videos shown. 3.Students are able to explain the benefits of reading aloud children's stories and storytelling in this digital era for PGSD students and elementary school students based on video shows of these two activities. 4.Students are able to explain the role of reading aloud children's stories and storytelling in this digital era for strengthening and developing children's character based on the videos of these two activities that are shown.	**Criteria:** Accuracy of answers, activeness in PBM, clarity of presentation	Lectures, questions and answers, independent study assignments, pair discussions, and presentation of discussion results. 4 X 50			0%

#	Ability	Indicators	Assessment Criteria	Learning Methods			%
2	Students are able to write a review of a children's story on a blog. Students are able to make verbal persuasion to carefully select good children's stories in video form and upload them on the YouTube channel.	1. Students are able to explain the criteria for a good children's story. 2. Students are able to explain the elements of writing a story review. 3. Students are able to explain the advantages of being careful in choosing children's stories. 4. Students are able to explain the disadvantages of not being careful in choosing children's stories. 5. Students are able to write reviews of selected children's stories and publish them. on the class blog. 6. Students are able to produce oral persuasion videos about the importance of choosing good children's stories according to children's characteristics and needs to be published on YouTube.	**Criteria:** 1. 1. Reviewer's writing: 2. a. completeness of review components. 3. b. analytical sharpness. 4. 2. Persuasion videos: 5. a. suitability for purpose. 6. b. clarity of conveying meaning. 7. c. creativity	Lectures, questions and answers, assignments, discussions, and presentation of discussion results. 4 X 50			0%
3	Same as end of encounter 2 ability.	The indicator is the same as the meeting indicator 2.	**Criteria:** The assessment criteria are the same as the assessment criteria for meeting 2.	Presentation of a written review of a selected children's story on the class blog. Oral persuasion video presentation uploaded on the YouTube channel. 4 X 50			0%
4	Students are able to write reviews about the phenomenon of the decline in the culture of reading aloud children's stories and storytelling in people's lives. Students are able to make oral persuasion videos in the form of appeals to the public to encourage these two activities again in everyday life.	1. Write a list of interview questions in Google Form to obtain information from the public about the phenomenon of the decline in the culture of reading aloud children's stories and storytelling in people's daily lives. 2. Write down the advantages and disadvantages of reading aloud children's stories and telling stories to build children's character. 3. Write a review about the causes of the decline in reading aloud children's stories and storytelling, the losses if these two activities disappear from society, the benefits if these two activities become entrenched again, and possible solutions. 4. Make a verbal persuasion video in the form of an appeal to re-encourage these two activities in daily life in order to strengthen children's character.	**Criteria:** Accuracy of verbal answers. Review writing: suitability of the information reviewed to the problem (cause and solution).	Lectures, questions and answers, assignments, presentations 4 X 50			0%
5	Students are able to write children's stories from the process of adaptation/assimilation/acculturationStudents are able to write their own children's stories according to the established criteria	1. Writing children's stories goes through a process of adaptation/assimilation/acculturation 2. Write your own children's stories by paying attention to the criteria of containing moral values/characters, not too many characters, a developed storyline, and simple/easy to understand language.	**Criteria:** Personal stories: originality, consistency, moral values contained, characters introduced according to needs, advanced story line, and language used.	LecturesQuestions and answersAssignmentsPresentations 4 X 50			0%
6	• Students are able to determine the assessment criteria needed to assess storytelling performance • Students are able to assess storytelling performance according to the specified criteria.	• Determine the assessment criteria needed to assess storytelling performance. • Assess storytelling performance according to specified criteria.	**Criteria:** Accuracy, completeness, and depth of assessment	• Lecture • Question and answer • Assignment • Presentation 4 X 50			0%
7	Students are able to choose and determine storytelling media according to their needs.	1. Determine the criteria for selecting storytelling media 2. Choose media according to your needs 3. Perform storytelling excerpts using the media provided	**Criteria:** 1. Process: Accuracy of answers 2. Results: Media selection criteria, namely accuracy and completeness. 3. Media selection, namely accuracy, logic, and suitability to the needs of the story to be told.	LecturesQuestions and answersAssignmentsPresentations 4 X 50			0%
8	Answering Mid-Semester Exam questions.	1. Explain the meaning, benefits and role of storytelling. 2. Explain the criteria for determining storytelling material 3. Explain the process of adaptation, assimilation, and acculturation to children's stories 4. Explain the criteria for assessing storytelling 5. Explain the criteria for selecting storytelling media that suits your needs	**Criteria:** 1. Accuracy, clarity and depth of answers. 2. The scoring system is according to the level of difficulty of each question/question	Assignment 4 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

No	Evaluation	Percentage
		0%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.