



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																		
Children's Literature	8620602163		T=2 P=0 ECTS=3.18	1	July 18, 2024																																		
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																		
		.....	.....		Putri Rachmadyanti, S.Pd., M.Pd.																																		
<b>Learning model</b>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 80%; text-align: center;">P.O</td> </tr> </table>						P.O																																
	P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;"></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>						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																						
<b>Short Course Description</b>	This course is intended to equip students with the following abilities: (1) Understand, explain, study, analyze, interpret and be able to provide examples related to issues surrounding children's literature. The material presented to students consists of basic theories about children's literature, examples from books, the internet, print media images, etc., discussions, assignments and presentations regarding children's literature issues. Evaluations produced by students are in the form of presentations, assignments, providing examples of children's literature with existing fairy tales, individually or in groups, UTS and UAS.																																						
<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Beach, Richard W. dan James D. Marshall. Teaching Literature in the Secondary School. New York: Harcourt Brace Jovanovich, Publisher.</li> <li>2. Brown, Richard, dan Doreen Teasdale. 1994. Booktalk. Longman Cheshire.</li> <li>3. Burhan Nurgiyantoro, 2005. Sastra Anak. Jogjakarta: University Press</li> <li>4. Carol Cox, 1998. Teaching Language Art. USA: Allyn and Bacon</li> <li>5. Charlotte Huck (at.al), 1998. Children Literature in Elementary School. New York: Renahart</li> <li>6. Darmiyati Z. 2003. Pendidikan Bahasa &amp; sastra di kelas Awal SD. Jakarta: Ditjen Dikti</li> <li>7. Huck, Charlotte S. 1987. Children Literature in the Elementary School. New York: Holt Rinehart.</li> <li>8. Johnson, Terry D. dan Dapne R. Louis. 1987. Literacy to Literature. Heinemann Portsmouth, New Hampshire.</li> <li>9. Lehr, Susan. 1991. The Child's Developing Centre of Theme: Response to Literature. New York: Teachers College Press.</li> <li>10. Smith, Richard J. 1990. Using Poetry to Teach Reading and Language Arts. New York: Teacher College, Columbia University Press.</li> <li>11. Stewig, John Warren. 1980. Children and Literature. Chicago: Rand McNally College Publishing.</li> <li>12. Tuckers, Nicholas. 1991. The Child and the Book: A Psychological and Literary Exploration. New York: Holt Rinehart.</li> <li>13. Yacob sumarjo, 1998. Memahami Sastra. Bandung: alumni</li> <li>14. Zuchdi, Darmiati dan Budiasih. 1997. Pendidikan Bahasa dan Sastra Indonesia di Kelas Rendah. Jakarta: Depdikbud.</li> <li>15. Zulela ms, 2013. Pembelajaran Bhs Indonesia SD (Seriapresiasi Sastra SD). Bandung: Rosda Karya</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Prof. Dr. Wahyu Sukartiningsih, M.Pd. Dr. Hendratno, M.Hum.																																						
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	General explanation of lectures	<ol style="list-style-type: none"> <li>1.Initial introduction to lectures</li> <li>2.Study contract</li> <li>3.Explain the outline of the Children's Literature lecture material,</li> <li>4.references, and tasks that must be completed</li> <li>5.tasks that must be completed</li> </ol>	<b>Criteria:</b> -	Collaboration (lecture, question and answer and discussion) 2 X 50			0%
2	Basic concepts or definitions of children's literature	<ol style="list-style-type: none"> <li>1.explain the meaning of children's literature appreciation,</li> <li>2.describe the levels and benefits of children's literature appreciation</li> <li>3.categorize types and examples of children's literature,</li> <li>4.detailing the characteristics of children's literature.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Value of each item 25</li> <li>2.25 X 4 = 100</li> </ol>	1. kulsponsi 2. brainstorming 3. group discussion 2 X 50			0%
3	Basic concepts or definitions of children's literature	<ol style="list-style-type: none"> <li>1.explain the meaning of children's literature appreciation,</li> <li>2.describe the levels and benefits of children's literature appreciation</li> <li>3.categorize types and examples of children's literature,</li> <li>4.detailing the characteristics of children's literature.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Value of each item 25</li> <li>2.25 X 4 = 100</li> </ol>	1. kulsponsi 2. brainstorming 3. group discussion 2 X 50			0%
4	p	<ol style="list-style-type: none"> <li>1. Use of language</li> <li>2. Pragmatic aspect</li> <li>3. Various themes and atmosphere (pluralism, self, environment, ethics, self-control, cooperation, sharing, friendship, tolerance, love, fear, etc.)</li> <li>4. Literature about children's literature</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.accuracy, clarity, and level of breadth of understanding</li> <li>2.25 X 4 = 100</li> </ol>	response & discussion 2 X 50			0%
5	p	<ol style="list-style-type: none"> <li>1. Use of language</li> <li>2. Pragmatic aspect</li> <li>3. Various themes and atmosphere (pluralism, self, environment, ethics, self-control, cooperation, sharing, friendship, tolerance, love, fear, etc.)</li> <li>4. Literature about children's literature</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.accuracy, clarity, and level of breadth of understanding</li> <li>2.25 X 4 = 100</li> </ol>	response & discussion 2 X 50			0%

6	gaining an understanding of children's literature in schools, children's literature media, and literary books	1. able to describe children's literature programs in schools and libraries 2. able to explain forms of children's literature media, whether using radio drama, stage drama, or storytelling.3. able to use the facilities of the International Children's Digital Library	<b>Criteria:</b> 1.accuracy 2.breadth 3.presentation ability	lecturesclass discussionsassignmentspresentations 2 X 50			0%
7	gaining an understanding of children's literature in schools, children's literature media, and literary books	1. able to describe children's literature programs in schools and libraries 2. able to explain forms of children's literature media, whether using radio drama, stage drama, or storytelling.3. able to use the facilities of the International Children's Digital Library	<b>Criteria:</b> 1.accuracy 2.breadth 3.presentation ability	lecturesclass discussionsassignmentspresentations 2 X 50			0%
8	UTS		<b>Criteria:</b> 1.speed of answer 2.accuracy of language use 3.duration	2 X 50			0%
9	Able to make an inventory of variations in themes in children's literature. Able to explain the interests and factors determining children's responsibility for literary reading	1.Able to inventory variations in themes in children's literature 2.Able to explain the interests and determining factors of children's responsibility for literary reading	<b>Criteria:</b> 1.1. Accuracy of answers 2.2. Use of language	Lectures, lectures, group work and class discussions, presentations 2 X 50			0%
10	have adequate abilities regarding the characteristics and types of children's poetry literary genres	able to describe the characteristics and types of children's poetry literary genres	<b>Criteria:</b> accuracy of answers and use of language	1. kulsponsi2. group discussion3. presentation 2 X 50			0%
11	have adequate abilities regarding the characteristics and types of children's poetry literary genres	able to describe the characteristics and types of children's poetry literary genres	<b>Criteria:</b> accuracy of answers and use of language	1. kulsponsi2. group discussion3. presentation 2 X 50			0%
12	Understanding story reading for elementary school age children (characteristics and types.	1. describe the characteristics of children's story reading 2. designing forms of presenting children's stories 3. Analyze the language used in children's stories 4. categorize the way children tell stories based on the form of presentation 5. describe the elements of children's stories	<b>Criteria:</b> 1.1. accuracy and quality of paper 2.2. use of language 3.3. the deadline for submitting assignments	Culsponsive group discussion assignment 2 X 50			0%
13	Understanding story reading for elementary school age children (characteristics and types.	1. describe the characteristics of children's story reading 2. designing forms of presenting children's stories 3. Analyze the language used in children's stories 4. categorize the way children tell stories based on the form of presentation 5. describe the elements of children's stories	<b>Criteria:</b> 1.1. accuracy and quality of paper 2.2. use of language 3.3. the deadline for submitting assignments	Culsponsive group discussion assignment 2 X 50			0%

14	have an understanding of: Types of children's story reading about: a. picture story b. folklore, and c. Characteristics of folklore	1. Able to describe types of children's stories. able to categorize types of children's story reading 3. able to analyze children's stories based on their types	<b>Criteria:</b> 1.1. activeness, 2.2. participation 3.3. report quality	brainstorming kulsponsi group discussion 2 X 50			0%
15	have an understanding of: Types of children's story reading about: a. picture story b. folklore, and c. Characteristics of folklore	1. Able to describe types of children's stories. able to categorize types of children's story reading 3. able to analyze children's stories based on their types	<b>Criteria:</b> 1.1. activeness, 2.2. participation 3.3. report quality	brainstorming kulsponsi group discussion 2 X 50			0%
16							0%

**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.