SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Literary appreciation	8620602006	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	3	January 20, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Hendratno, M.Hum.	Maryam Isnaini Damayanti, S. Pd, M. Pd.	Putri Rachmadyanti, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	Able to develop, maintain a network and establish effective communication with the academic community to support lifelong learning.
	PLO-8	Apply the concept of basic skills knowledge and demonstrate integration in basic knowledge of study fields (mathematics, language, science, social studies, civics, arts, sports).
	Program Objectives (PO)	
	PO - 1	Students are able to analyze and interpret literary works by understanding intrinsic elements such as narrative structure, language style, characters, settings and themes contained in literary works.
	PO - 2	Students have a deep understanding of the development of literature from time to time and are able to relate it to the social, political and cultural contexts that influence these literary works.
	PO - 3	Students can appreciate literary works critically and have the ability to analyze and interpret the values contained in these literary works.
	PLO-PO Matrix	

P.O	PLO-6	PLO-8
PO-1		
PO-2		
PO-3		

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
PO-1																
PO-2																
PO-3																

Short Course Description	This course provides students with a strong foundation covering basic literary concepts including literary science, literary history, literary theory, and literary genres in appreciating literary works in depth and understanding the values contained therein.

References	**Main :**

1. Sukasih, S. (2022). Teori dan Apresiasi Sastra di Sekolah Dasar. Ideas Publishing.
2. Nurmalia, L. (2023). Bahasa dan Sastra di Sekolah Dasar. uwais inspirasi indonesia.
3. Mustadi, A., Habibi, M., & Iskandar, P. A. (2021). Filosofi, Teori, dan Konsep Bahasa dan Sastra Indonesia Sekolah Dasar. UNY Press.
4. Krissandi, A. D. S. (2021). Sastra Anak Indonesia. Sanata Dharma University Press.
5. Nurgiantoro, B. (2018). Sastra anak: pengantar pemahaman dunia anak. Ugm Press.

Supporters:	

1. Nurgiyantoro, B. (2010). Sastra anak dan pembentukan karakter. Jurnal Cakrawala Pendidikan, 1(3).
2. Wahyuni, D. (2016). Kreativitas Berbahasa dalam Sastra Anak Indonesia. Madah: Jurnal Bahasa dan Sastra, 7(2), 127-146.
3. Irawati, R. P., & Elmubarok, Z. (2014). Pengembangan buku ajar bahasa indonesia tematik berkarakter bagi siswa sd melalui sastra anak. Jurnal Pendidikan Karakter, 5(2).

Supporting lecturer	Dr. Hendratno, M.Hum. 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	Understand the meaning & essence of literary science. Understand the meaning & essence of literary science	1.Defining modern Indonesian literature 2.Writing about Indonesian literature	**Criteria:** according to the rubric **Form of Assessment** : Participatory Activities	Using case studies as a learning method, students will integrate the theoretical concepts learned and develop problem solving and critical thinking skills through in-depth analysis and discussion 2 X 50		**Material:** Understanding the meaning & essence of literary science **Reference:** *Sukasih, S. (2022). Theory and Appreciation of Literature in Elementary Schools. Ideas Publishing.*	5%
2	Students understand the various approaches used in literary appreciation	Define the approach used in literary appreciation	**Criteria:** according to the rubric **Form of Assessment** : Participatory Activities	Through a learning process with case studies, students develop problem-solving and critical thinking skills through in-depth analysis, while discussion and collaboration encourage better understanding and preparation for real-world challenges. 2 X 50		**Material:** Students understand the various approaches used in literary appreciation, such as formalistic, historical and psychological approaches. **References:** *Nurmalia, L. (2023). Language and Literature in Primary Schools. Uwais Indonesian inspiration.*	0%

3	Understand the development & history of Indonesian literature	1.Defining modern Indonesian literature 2.Writing about Indonesian literature	**Criteria:** according to the rubric	Using case studies as a learning method, students will integrate the theoretical concepts learned and develop problem solving and critical thinking skills through in-depth analysis and discussion 4 X 50		**Material:** development & history of Indonesian literature **Reference:** *Mustadi, A., Habibi, M., & Iskandar, PA (2021). Philosophy, Theory and Concepts of Elementary School Indonesian Language and Literature. UNY Press.*	5%
4	Students understand the meaning and understand the elements of poetry, such as theme, language style, imagery, rhythm and poetry structure.	1.meaning of poetry 2.elements of poetry, such as theme, language style, imagery, rhythm, and poetry structure.	**Criteria:** according to the rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Using case studies as a learning method, students will integrate the theoretical concepts learned and develop problem solving and critical thinking skills through in-depth analysis and discussion 4 X 50		**Material:** elements of poetry, such as theme, language style, imagery, rhythm and poetry structure. **References:** *Krissandi, ADS (2021). Indonesian Children's Literature. Sanata Dharma University Press.*	5%
5	Students can appreciate poetry in depth and recognize the aesthetic value and meaning contained in poetry.	1.appreciate poetry in depth 2.recognize the aesthetic value and meaning contained in poetry	**Criteria:** according to the rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Through a learning process with case studies, students develop problem-solving and critical thinking skills through in-depth analysis, while discussion and collaboration encourage better understanding and preparation for real-world challenges. 2 X 50		**Material:** recognizing the aesthetic value and meaning contained in poetry. **References:** *Nurgiantoro, B. (2018). Children's literature: an introduction to understanding the world of children. UGM Press.*	5%
6	Students are able to appreciate children's poetry by paying attention to the use of language appropriate to the target reader.	1.appreciate children's poetry by paying attention to the use of appropriate language 2.practice reading poetry	**Criteria:** Observation sheet (participation in learning) Written product assessment sheet (suitability, depth, use of spelling and punctuation). Video product assessment sheet (suitability, completeness, clarity of message, creativity). **Form of Assessment** : Practical Assessment	Through the use of case studies, students will engage in a complex narrative that requires them to integrate previously studied theoretical concepts. 2 X 50		**Material:** appreciating children's poetry **Reference:** *Sukasih, S. (2022). Theory and Appreciation of Literature in Elementary Schools. Ideas Publishing.*	7%

7	Students are able to appreciate children's poetry by paying attention to the use of language appropriate to the target reader.	1. appreciate children's poetry by paying attention to the use of appropriate language 2. practice reading poetry	**Criteria:** Observation sheet (participation in learning) Written product assessment sheet (suitability, depth, use of spelling and punctuation). Video product assessment sheet (suitability, completeness, clarity of message, creativity). **Form of Assessment** : Practical Assessment	Test 2 X 50		**Material:** appreciating children's poetry **Reference:** *Sukasih, S. (2022). Theory and Appreciation of Literature in Elementary Schools. Ideas Publishing.*	7%
8	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Test	Using case studies as a learning method, students will integrate the theoretical concepts learned and develop problem-solving and critical thinking skills through in-depth analysis and discussion. 2 X 50			10%
9	Students understand the meaning and elements of fictional prose, such as characters, setting, plot, language style, and themes in fictional prose.	1. understand the meaning of fiction 2. understand the elements of fictional prose, such as characters, setting, plot, language style, and themes in fictional prose	**Form of Assessment** : Portfolio Assessment	Through a learning process with case studies, students develop problem-solving and critical thinking skills through in-depth analysis, while discussion and collaboration encourage better understanding and preparation for real-world challenges. 2 X 50		**Material:** understand the meaning and elements of fictional prose, such as characters, setting, plot, language style, and themes in fictional prose. **References:** *Nurgiantoro, B. (2018). Children's literature: an introduction to understanding the world of children. UGM Press.*	5%
10	Students are able to appreciate fictional prose by understanding the role of these elements in building an interesting narrative.	appreciate fictional prose by understanding the role of these elements in building an interesting narrative.	**Criteria:** according to the rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Through a learning process with case studies, students develop problem-solving and critical thinking skills through in-depth analysis, while discussion and collaboration encourage better understanding and preparation for real-world challenges. 2 X 50		**Material:** appreciate fictional prose by understanding the role of these elements in building an interesting narrative. **References:** *Nurgiyantoro, B. (2010). Children's literature and character formation. Journal of Educational Horizons, 1(3).*	5%

11	Students can appreciate children's fiction prose by paying attention to the use of language appropriate to the target reader.	Appreciating children's fiction prose by paying attention to the use of language appropriate to the target reader.	**Criteria:** according to the rubric **Form of Assessment** : Portfolio Assessment	Using case studies as a learning method, students will integrate the theoretical concepts learned and develop problem solving and critical thinking skills through in-depth analysis and discussion 2 X 50		**Material:** appreciation of children's fiction prose by paying attention to the use of language appropriate to the target reader. **References:** *Mustadi, A., Habibi, M., & Iskandar, PA (2021). Philosophy, Theory and Concepts of Elementary School Indonesian Language and Literature. UNY Press.*	5%
12	Students understand the meaning and elements of drama, such as dialogue, scenes, characters, settings and conflict in drama.	1. understand the meaning of drama 2. understand the elements of drama, such as dialogue, scenes, characters, settings, and conflict in drama.	**Form of Assessment** : Project Results Assessment / Product Assessment	Using case studies as a learning method, students will integrate the theoretical concepts learned and develop problem-solving and critical thinking skills through in-depth analysis and discussion. 2 X 50		**Material:** understanding and elements of drama, such as dialogue, scenes, characters, settings and conflict in drama. **References:** *Wahyuni, D. (2016). Language Creativity in Indonesian Children's Literature. Madah: Journal of Language and Literature, 7(2), 127-146.*	5%
13	Students are able to appreciate drama by paying attention to the use of these elements in presenting interesting stories and conflicts.	Appreciating drama by paying attention to the use of these elements in presenting interesting stories and conflicts.	**Criteria:** 7 **Form of Assessment** : Practice / Performance	Through a learning process with case studies, students develop problem-solving and critical thinking skills through in-depth analysis, while discussion and collaboration encourage better understanding and preparation for real-world challenges. 2 X 50		**Material:** appreciate drama by paying attention to the use of these elements in presenting interesting stories and conflicts. **References:** *Krissandi, ADS (2021). Indonesian Children's Literature. Sanata Dharma University Press.*	7%

14	Students are able to connect literary works with their cultural and historical context.	Constructing literary works with cultural and historical context	**Criteria:** According to the Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Using case studies as a learning method, students will integrate the theoretical concepts learned and develop problem solving and critical thinking skills through in-depth analysis and discussion 2 X 50		**Material:** Connecting literary works with cultural and historical contexts **References:** *Irawati, RP, & Elmubarok, Z. (2014). Development of thematic Indonesian language textbooks with character for elementary school students through children's literature. Journal of Character Education, 5(2).*	7%
15	Students are able to analyze the moral messages or values contained in the literary works they appreciate.	analyze the moral messages or values contained in literary works	**Form of Assessment** : Project Results Assessment / Product Assessment	Through a learning process with case studies, students develop problem-solving and critical thinking skills through in-depth analysis, while discussion and collaboration encourage better understanding and preparation for real-world challenges. 2 X 50		**Material:** analyzing the moral messages or values contained in literary works. **Library:** *Sukasih, S. (2022). Theory and Appreciation of Literature in Elementary Schools. Ideas Publishing.*	7%
16	UAS	UAS	**Criteria:** UAS **Form of Assessment** : Test	Tests and Performance			20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	34%
3.	Portfolio Assessment	10%
4.	Practical Assessment	14%
5.	Practice / Performance	7%
6.	Test	30%
		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** 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.