



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program in Indonesian Language and Literature Education**

Document Code

### SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Children's Literature	8820102137	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	4	January 12, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	Prof. Dr. Suyatno, M.Pd.		Prof. Dr. Suyatno, M.Pd.		Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.

Learning model	Case Studies																																																																																			
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																			
	<b>PLO-5</b> Contribute to improving the quality of life of the community, nation and state as well as progressing changes based on Pancasila																																																																																			
	<b>PLO-11</b> Able to speak and write about Indonesian language and literature in everyday/general, academic and work contexts; and able to use one of several regional languages																																																																																			
	<b>Program Objectives (PO)</b>																																																																																			
	<b>PO - 1</b> Students are able to differentiate between adult literature and children's literature, both regarding authors, history and Indonesian literary works in a responsible manner																																																																																			
	<b>PO - 2</b> Students are able to identify the development of children's literature in Indonesia																																																																																			
	<b>PO - 3</b> Students are able to produce children's stories, articles appreciating children's literature, and telling stories about children's literature																																																																																			
	<b>PLO-PO Matrix</b>																																																																																			
	<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-11</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-11	PO-1			PO-2			PO-3																																																																									
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																				
<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	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																
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PO-3																																																																																				

**Short Course Description**     Understanding the basics, forms and types of children's literature, the functional relationship between the substance of Indonesian linguistics and literature and language skills competency; functional link between the substance of Indonesian children's language and literature and curriculum material; functional link between the substance of Indonesian children's language and literature and their learning; and training in children's literary criticism activities, and producing articles related to Indonesian children's literary criticism

<b>References</b>	<b>Main :</b>

<ol style="list-style-type: none"> <li>1. Keeseey, Donald. 1994. Contexts for Criticism. CA: Mayfield Publishing Company.</li> <li>2. Pradopo, Rachmat Djoko. 1995. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar.</li> <li>3. Teeuw, Andreas. 1991. Membaca dan Menilai Sastra. Jakarta: Gramedia Pustaka Utama.</li> <li>4. Nurgiyantoro, Burhan. 2005. Sastra Anak. Pengantar Pemahaman Dunia Anak. Jogjakarta: UGM Press</li> <li>5. Suyatno. 2020. Interseksi dan bahasa sastra karya anak. Surabaya : Prima Abadi Jaya.</li> <li>6. Suyatno. 2009. Struktur Narasi : Novel Karya Anak. Surabaya: Jaring Pena,</li> <li>7. Sugihastuti. 2015. Sastra Anak Teori Dan Apresiasi. Jogjakarta: Ombak</li> </ol>							
<b>Supporters:</b>							
		1. Sastra Anak Youtube kakyatno Bintang					
<b>Supporting lecturer</b>		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	Students are able to explain the relationship between literature and children's literature. Students are able to understand the basics, forms and types of children's literature and relate the relationship between the basics, forms and types of children's literature.	Students are able to explain the relationship between literature and children's literature. Students are able to understand the basics, forms and types of children's literature and relate the relationship between the basics, forms and types of children's literature.	<b>Criteria:</b> 1. Correspondence between questions and answers. 2. Speed in answering questions. 3. Attitude in answering questions.  <b>Form of Assessment :</b> Participatory Activities	Participatory Method 4 X 50	Participatory method	<b>Material:</b> Conceptions of children's literature <b>Library:</b> <i>Sugihastuti. 2015. Children's Literature Theory and Appreciation. Jogjakarta: Waves</i>  <b>Material:</b> Basics of children's literature by children <b>Reader:</b> <i>Suyatno. 2009. Narrative Structure: Novels by Children. Surabaya: Net Pen,</i>  <b>Material:</b> Basics of children's literature by adults <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding Children's World. Jogjakarta: UGM Press</i>	5%

2	Students are able to explain the relationship between literature and children's literature. Students are able to understand the basics, forms and types of children's literature and relate the relationship between the basics, forms and types of children's literature.	Students are able to explain the relationship between literature and children's literature. Students are able to understand the basics, forms and types of children's literature and relate the relationship between the basics, forms and types of children's literature.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Correspondence between questions and answers.</li> <li>2. Speed in answering questions.</li> <li>3. Attitude in answering questions.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Participatory Method 4 X 50		<p><b>Material:</b> Children's literature by adults <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding the World of Children. Jogjakarta: UGM Press</i></p>	5%
3	Students are able to identify children's stories from fables, legends, myths and sages and provide detailed examples.	Students are able to identify the elements of children's stories: fable, legend, myth, and sage	<p><b>Criteria:</b> Accuracy and appropriateness of elements and examples of fables, legends, myths and sages</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	PjBL 8 X 50 Method	PjBL	<p><b>Material:</b> Children's stories: Fables <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding Children's World. Jogjakarta: UGM Press</i></p>	5%
4	Students are able to identify children's stories from fables, legends, myths and sages and provide detailed examples.	Students are able to identify the elements of children's stories: fable, legend, myth, and sage	<p><b>Criteria:</b> Accuracy and appropriateness of elements and examples of fables, legends, myths and sages</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	PjBL 8 X 50 Method	PjBL	<p><b>Material:</b> Children's story: Legend <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding Children's World. Jogjakarta: UGM Press</i></p>	5%
5	Students are able to identify children's stories from fables, legends, myths and sages and provide detailed examples.	Students are able to identify the elements of children's stories: fable, legend, myth, and sage	<p><b>Criteria:</b> Accuracy and appropriateness of elements and examples of fables, legends, myths and sages</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	PjBL 8 X 50 Method	PjBL	<p><b>Material:</b> Children's story: myth <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding Children's World. Jogjakarta: UGM Press</i></p>	5%
6	Students are able to identify children's stories from fables, legends, myths and sages and provide detailed examples.	Students are able to identify the elements of children's stories: fable, legend, myth, and sage	<p><b>Criteria:</b> Accuracy and appropriateness of elements and examples of fables, legends, myths and sages</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	PjBL 8 X 50 Method	PjBL	<p><b>Material:</b> Children's story: Sage <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding Children's World. Jogjakarta: UGM Press</i></p>	5%

7	Students are able to identify children's literature by adults in the form of cartoons, ABC stories, picture books, comics, and others	Students are able to identify children's literature by adults in the form of cartoons, ABC stories, picture books, comics, and others	<p><b>Criteria:</b> The accuracy and appropriateness of children's literature written by adults</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	PjBL 8 X 50 Method	PjBL	<p><b>Material:</b> Various children's literature by adults: cartoons, ABC books, illustrated stories, comics, and so on</p> <p><b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding the World of Children. Jogjakarta: UGM Press</i></p>	5%
8	Students are able to identify children's literature by adults in the form of cartoons, ABC stories, picture books, comics, and others	Students are able to identify children's literature by adults in the form of cartoons, ABC stories, picture books, comics, and others	<p><b>Criteria:</b> The accuracy and appropriateness of children's literature written by adults</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	PjBL 8 X 50 Method	PjBL	<p><b>Material:</b> Various children's literature by adults: cartoons, ABC books, illustrated stories, comics, and so on</p> <p><b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding the World of Children. Jogjakarta: UGM Press</i></p>	5%
9	Students are able to identify children's literature by adults in the form of cartoons, ABC stories, picture books, comics, and others	Students are able to identify children's literature by adults in the form of cartoons, ABC stories, picture books, comics, and others	<p><b>Criteria:</b> The accuracy and appropriateness of children's literature written by adults</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	UTS 8 X 50	UTS	<p><b>Material:</b> UTS</p> <p><b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding Children's World. Jogjakarta: UGM Press</i></p>	5%
10	Identifying children's literature by children	Identify various types of children's literature by children	<p><b>Criteria:</b> Accuracy of identification</p> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Tests</p>	Case method 2 X 50	Case Method	<p><b>Material:</b> Children's literature by children</p> <p><b>Reader:</b> <i>Suyatno. 2009. Narrative Structure: Novels by Children. Surabaya: Net Pen,</i></p> <hr/> <p><b>Material:</b> Model of studying children's literature by children</p> <p><b>Reader:</b> <i>Suyatno. 2020. Intersectionality and literary language in children's works. Surabaya: Prima Abadi Jaya.</i></p>	10%

11	Appreciating novels and short stories by children	Appreciating novels and short stories by children	<b>Criteria:</b> Accuracy of identification  <b>Forms of Assessment</b> : Participatory Activities, Portfolio Assessment, Tests	Case method 2 X 50	Case Method	<b>Material:</b> Children's literature by children <b>Reader:</b> <i>Suyatno. 2009. Narrative Structure: Novels by Children. Surabaya: Net Pen,</i> <hr/> <b>Material:</b> Model of studying children's literature by children <b>Reader:</b> <i>Suyatno. 2020. Intersectionality and literary language in children's works. Surabaya: Prima Abadi Jaya.</i>	10%
12	Appreciating children's poetry and drama	Appreciating novels and short stories by children	<b>Criteria:</b> Appreciate accuracy  <b>Forms of Assessment</b> : Participatory Activities, Portfolio Assessment, Tests	Case method 2 X 50	Case Method	<b>Material:</b> Children's literature by children <b>Reader:</b> <i>Suyatno. 2009. Narrative Structure: Novels by Children. Surabaya: Net Pen,</i> <hr/> <b>Material:</b> Model of studying children's literature by children <b>Reader:</b> <i>Suyatno. 2020. Intersectionality and literary language in children's works. Surabaya: Prima Abadi Jaya.</i>	10%

13	Practice writing children's stories	Results of practice in writing children's stories	<p><b>Criteria:</b> The accuracy of children's story writing</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Project base Learning 2 X 50	Project base Learning	<p><b>Material:</b> Structure and form of children's stories <b>Reader:</b> <i>Suyatno. 2009. Narrative Structure: Novels by Children. Surabaya: Net Pen,</i></p> <hr/> <p><b>Material:</b> Structure and form of children's stories <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding the World of Children. Jogjakarta: UGM Press</i></p>	10%
14	Practice writing children's stories	Results of practice in writing children's stories	<p><b>Criteria:</b> The accuracy of children's story writing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project based Learning 2 X 50	Project based Learning	<p><b>Material:</b> Structure and form of children's stories <b>Reader:</b> <i>Suyatno. 2009. Narrative Structure: Novels by Children. Surabaya: Net Pen,</i></p> <hr/> <p><b>Material:</b> Structure and form of children's stories <b>Reader:</b> <i>Nurgiyantoro, Burhan. 2005. Children's Literature. Introduction to Understanding the World of Children. Jogjakarta: UGM Press</i></p>	10%
15	Write articles appreciating children's literature	Children's literature appreciation article	<p><b>Criteria:</b> Accuracy of children's literature appreciation articles</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project Based Method 2 X 50	Project Based Method	<p><b>Material:</b> Examples of children's literature studies <b>Library:</b> <i>Suyatno. 2020. Intersectionality and literary language in children's works. Surabaya: Prima Abadi Jaya.</i></p>	5%

16	Write articles appreciating children's literature	Children's literature appreciation article	<b>Criteria:</b> Accuracy of children's literature appreciation articles  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Project Based Method 2 X 50	Project Based Method	<b>Material:</b> Examples of children's literature studies <b>Library:</b> <i>Suyatno. 2020. Intersectionality and literary language in children's works. Surabaya: Prima Abadi Jaya.</i>	5%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	33.33%
2.	Project Results Assessment / Product Assessment	39.17%
3.	Portfolio Assessment	19.16%
4.	Practice / Performance	3.33%
5.	Test	9.99%
		100%

#### 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.