

		<p style="text-align: center;">Universitas Negeri Surabaya Faculty of Languages and Arts, Javanese Language and Literature Education Undergraduate Study Program</p>						Document Code																																										
SEMESTER LEARNING PLAN																																																		
Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date																																										
Children's Literature Learning		8820202087			T=2	P=0	ECTS=3.18	7	July 18, 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																																																	
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																	
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
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.																																																	
References	Main :																																																	
	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.																																																	
	Supporters:																																																	
Supporting lecturer	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	Basic Concepts of Literature and Children's Literature Deep understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of Children's Literature in the Form of Drama and Models of Analysis UTS Discussion of children's essays by students Group Discussion of Literary Works in the Form of Prose	Able to understand the basic concepts of literature and 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. Explaining the types of children's literary works 1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works 1. Explaining the characteristics of children's prose 2. Explaining the analysis model for children's prose 3.	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 lectures and discussions lectures and discussions lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignments Assignment 2 X 50			0%

	<p>Group Discussion of Literary Works in the Form of Songs</p> <p>Group Discussion of Literary Works in the Form of Drama</p> <p>Writing Children's Literary Works in the Form of Prose</p> <p>Writing Children's Literary Works in the Form of Poetry/Songs</p> <p>Writing Children's Literary Works in the Form of Drama</p>	<p>Applying the analysis model for children's prose 1.</p> <p>Explaining the characteristics of children's poetry 2 .</p> <p>Explaining the analysis model for children's poetry 3.</p> <p>Applying the analysis model for children's poetry 1.</p> <p>Explaining the characteristics of children's songs 2.</p> <p>Explaining the analysis model for children's songs 3.</p> <p>Applying the analysis model for children's songs 1.</p> <p>Explaining the characteristics of children's drama 2.</p> <p>Explaining the analysis model for children's drama 3.</p> <p>Applying the model.</p> <p>analysis of children's drama 1.</p> <p>Able to create literary works in the form of geguritan 2.</p> <p>Able to analyze literary works in the form of geguritan 1.</p> <p>Able to create literary works in the form of prose 2.</p> <p>Able to analyze literary works in the form of ge prose 1.</p> <p>Able to create literary works in the form of songs 2.</p> <p>Able to analyze literary works in the form of gelagu 1.</p> <p>Able to create literary works in the form of drama 2.</p> <p>Able to analyze literary works in the form of drama</p> <p>Skilled in writing children's literature in the form of prose</p> <p>Skilled in writing children's literature in the form of poetry/songs</p> <p>Skilled in writing children's literature in the form of drama</p>					
4	<p>Basic Concepts of Literature and Children's Literature</p> <p>Deep understanding of the Basic Concepts, Aims, Functions and</p>	<p>Able to understand the basic concepts of literature and children's literature 1.</p> <p>Explain the</p>	<p>Criteria:</p> <p>1.The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures</p>	<p>lectures</p> <p>lectures and discussions</p> <p>lectures and discussions</p> <p>lectures and discussions</p>			0%

<p>Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works</p> <p>Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of Children's Literature in the Form of Drama and Models of Analysis</p> <p>UTS Discussion of children's essays by students Group Discussion of Literary Works in the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama</p> <p>Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama</p>	<p>objectives of learning children's literature 2. Explain the function of learning children's literature. 3. Explain the characteristics of children's literature learning. Explaining the types of children's literary works</p> <p>1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works</p> <p>1. Explaining the characteristics of children's prose 2. Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2 . Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of geprose 1. Able to create literary works in the form of songs 2. Able</p>	<p>and discussions, carried out through observation (weight 2)</p> <p>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</p> <p>4.3. Task results, weight (3)</p> <p>5.UAS score, weight (3)</p>	<p>Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignments Assignment</p> <p>2 X 50</p>
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		to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama				
5	Basic Concepts of Literature and Children's Literature Deep understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of Children's Literature in the Form of Drama and Models of Analysis UTS Discussion of children's essays by students Group Discussion of Literary Works in the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama	Able to understand the basic concepts of literature and 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. Explaining the types of children's literary works 1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works 1. Explaining the characteristics of children's prose 2. Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2. Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's	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 lectures and discussions lectures and discussions lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignments Assignment 2 X 50		0%

		<p>songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of geprose 1. Able to create literary works in the form of songs 2. Able to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama</p>					
6	<p>Basic Concepts of Literature and Children's Literature Deep understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of Children's Literature in the Form of Drama and Models of Analysis UTS Discussion of</p>	<p>Able to understand the basic concepts of literature and 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. Explaining the types of children's literary works 1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works 1. Explaining the characteristics of children's prose 2.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: <ol style="list-style-type: none"> 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) 	<p>lectures lectures and discussions lectures and discussions lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignments Assignment 2 X 50</p>			0%

	<p>children's essays by students Group Discussion of Literary Works in the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama</p>	<p>Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2 . Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of ge prose 1. Able to create literary works in the form of songs 2. Able to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama</p>					
7	Basic Concepts of Literature and Children's Literature Deep	Able to understand the basic concepts of	<p>Criteria: 1.The assessment is carried out on</p>	lectures lectures and discussions			0%

<p>understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of Children's Literature in the Form of Drama and Models of Analysis UTS Discussion of children's essays by students Group Discussion of Literary Works in the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama</p>	<p>literature and 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. Explaining the types of children's literary works 1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works 1. Explaining the characteristics of children's prose 2. Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2. Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of geprose 1.</p>	<p>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)</p>	<p>lectures and discussions lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignments Assignment 2 X 50</p>
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		<p>Able to create literary works in the form of songs</p> <p>2. Able to analyze literary works in the form of gelagu</p> <p>1. Able to create literary works in the form of drama</p> <p>2. Able to analyze literary works in the form of drama</p> <p>Skilled in writing children's literature in the form of prose</p> <p>Skilled in writing children's literature in the form of poetry/songs</p> <p>Skilled in writing children's literature in the form of drama</p>					
8	UTS		<p>Criteria:</p> <p>1. The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</p> <p>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</p> <p>4.3. Task results, weight (3)</p> <p>5. UAS score, weight (3)</p>	2 X 50			0%
9	<p>Basic Concepts of Literature and Children's Literature</p> <p>Deep understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature</p> <p>Deep understanding of the types of Children's Literary Works</p> <p>Deep understanding of Methods and Techniques for Analysis of Children's Literary Works</p> <p>Characteristics of Prose Children's Literary Works and Models of Analysis</p> <p>Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis</p> <p>Characteristics of Children's Literature in the Form of Songs and Models of Analysis</p> <p>Characteristics of Children's Literature in the Form of Drama and Models of Analysis</p> <p>UTS Discussion of children's essays by students</p> <p>Group Discussion of Literary Works in</p>	<p>Able to understand the basic concepts of literature and children's literature</p> <p>1. Explain the objectives of learning children's literature</p> <p>2. Explain the function of learning children's literature</p> <p>3. Explain the characteristics of children's literature learning.</p> <p>Explaining the types of children's literary works</p> <p>1. Explaining methods of analyzing children's literary works</p> <p>2. Explaining techniques for analyzing children's literary works</p> <p>1. Explaining the characteristics of children's prose</p> <p>2. Explaining the analysis model for children's</p>	<p>Criteria:</p> <p>1. The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</p> <p>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</p> <p>4.3. Task results, weight (3)</p> <p>5. UAS score, weight (3)</p>	<p>lectures</p> <p>lectures and discussions</p> <p>lectures and discussions</p> <p>lectures and discussions</p> <p>Lectures and discussions</p> <p>Lectures and discussions</p> <p>Lectures and discussions</p> <p>Presentations, discussions and consultative</p> <p>Presentations, discussions and consultative</p> <p>Presentations, discussions and consultative</p> <p>Presentations, discussions and consultative</p> <p>Assignments</p> <p>Assignments</p> <p>Assignment</p> <p>2 X 50</p>			0%

	<p>the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama</p>	<p>prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2 . Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of geprose 1. Able to create literary works in the form of songs 2. Able to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama</p>					
10	<p>Basic Concepts of Literature and Children's Literature Deep understanding of the Basic Concepts, Aims,</p>	<p>Able to understand the basic concepts of literature and children's literature 1.</p>	<p>Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation</p>	<p>lectures lectures and discussions lectures and discussions lectures and</p>			0%

<p>Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works</p> <p>Characteristics of Prose Children's Literary Works and Models of Analysis</p> <p>Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis</p> <p>Characteristics of Children's Literature in the Form of Songs and Models of Analysis</p> <p>Characteristics of Children's Literature in the Form of Drama and Models of Analysis</p> <p>UTS Discussion of children's essays by students</p> <p>Group Discussion of Literary Works in the Form of Prose</p> <p>Group Discussion of Literary Works in the Form of Songs</p> <p>Group Discussion of Literary Works in the Form of Drama</p> <p>Writing Children's Literary Works in the Form of Prose</p> <p>Writing Children's Literary Works in the Form of Poetry/Songs</p> <p>Writing Children's Literary Works in the Form of Drama</p>	<p>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. Explaining the types of children's literary works</p> <p>1. Explaining methods of analyzing children's literary works</p> <p>2. Explaining techniques for analyzing children's literary works</p> <p>1. Explaining the characteristics of children's prose 2. Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2 . Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of geprose 1. Able to create literary works in the form of</p>	<p>during lectures and discussions, carried out through observation (weight 2)</p> <p>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</p> <p>4.3. Task results, weight (3)</p> <p>5.UAS score, weight (3)</p>	<p>discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignments Assignment 2 X 50</p>
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		<p>songs 2. Able to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama</p>					
11	<p>Basic Concepts of Literature and Children's Literature Deep understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of Children's Literature in the Form of Drama and Models of Analysis UTS Discussion of children's essays by students Group Discussion of Literary Works in the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama</p>	<p>able to understand the basic concepts of literature and 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. Explaining the types of children's literary works 1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works 1. Explaining the characteristics of children's prose 2. Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2. Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for</p>	<p>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)</p>	<p>lectures lectures and discussions lectures and discussions lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignment 2 X 50</p>			0%

		<p>children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model.</p> <p>analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of ge prose 1. Able to create literary works in the form of songs 2. Able to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama</p>					
12	<p>Basic Concepts of Literature and Children's Literature Deep understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works</p> <p>Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of Children's Literature in the Form of Drama and Models of Analysis</p>	<p>Able to understand the basic concepts of literature and 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. Explaining the types of children's literary works 1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works 1. Explaining the characteristics of children's</p>	<p>Criteria:</p> <p>1. The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</p> <p>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</p> <p>4.3. Task results, weight (3)</p> <p>5. UAS score, weight (3)</p>	<p>lectures and discussions lectures and discussions lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignments Assignment 2 X 50</p>			0%

	<p>UTS Discussion of children's essays by students Group Discussion of Literary Works in the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama</p>	<p>prose 2. Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2 . Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of geprose 1. Able to create literary works in the form of songs 2. Able to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama</p>					
13	Basic Concepts of Literature and Children's Literature Deep	Able to understand the basic concepts of	<p>Criteria:</p> <p>1.The assessment is carried out on</p>	lectures lectures and discussions			0%

<p>understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of Children's Literature in the Form of Drama and Models of Analysis UTS Discussion of children's essays by students Group Discussion of Literary Works in the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama</p>	<p>literature and 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. Explaining the types of children's literary works 1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works 1. Explaining the characteristics of children's prose 2. Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2. Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of geprose 1.</p>	<p>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)</p>	<p>lectures and discussions lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Assignments Assignments Assignment 2 X 50</p>
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		<p>Able to create literary works in the form of songs</p> <p>2. Able to analyze literary works in the form of gelagu</p> <p>1. Able to create literary works in the form of drama</p> <p>2. Able to analyze literary works in the form of drama</p> <p>Skilled in writing children's literature in the form of prose</p> <p>Skilled in writing children's literature in the form of poetry/songs</p> <p>Skilled in writing children's literature in the form of drama</p>				
14	<p>Basic Concepts of Literature and Children's Literature</p> <p>Deep understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature</p> <p>Deep understanding of the types of Children's Literary Works</p> <p>Deep understanding of Methods and Techniques for Analysis of Children's Literary Works</p> <p>Characteristics of Prose Children's Literary Works and Models of Analysis</p> <p>Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis</p> <p>Characteristics of Children's Literature in the Form of Songs and Models of Analysis</p> <p>Characteristics of Children's Literature in the Form of Drama and Models of Analysis</p> <p>UTS Discussion of children's essays by students</p> <p>Group Discussion of Literary Works in the Form of Prose</p> <p>Group Discussion of Literary Works in the Form of Songs</p> <p>Group Discussion of Literary Works in the Form of Drama</p> <p>Writing Children's Literary Works in the Form of Prose</p> <p>Writing Children's Literary Works in the Form of Poetry/Songs</p> <p>Writing Children's Literary Works in the Form of Drama</p>	<p>Able to understand the basic concepts of literature and children's literature</p> <p>1. Explain the objectives of learning children's literature</p> <p>2. Explain the function of learning children's literature</p> <p>3. Explain the characteristics of children's literature learning.</p> <p>Explaining the types of children's literary works</p> <p>1. Explaining methods of analyzing children's literary works</p> <p>2. Explaining techniques for analyzing children's literary works</p> <p>1. Explaining the characteristics of children's prose</p> <p>2. Explaining the analysis model for children's prose</p> <p>3. Applying the analysis model for children's prose</p> <p>1. Explaining the characteristics of children's poetry</p> <p>2. Explaining the analysis model for children's poetry</p> <p>3. Applying the analysis model for children's poetry</p> <p>1. Explaining the characteristics of children's songs</p> <p>2. Explaining the analysis model for</p>	<p>Criteria:</p> <p>1.The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures and discussions, carried out through observation (weight 2)</p> <p>3.2. Subsummative test, carried out once with the main material until the eighth meeting, given a weight of (2)</p> <p>4.3. Task results, weight (3)</p> <p>5.UAS score, weight (3)</p>	<p>lectures</p> <p>lectures and discussions</p> <p>lectures and discussions</p> <p>lectures and discussions</p> <p>Lectures and discussions</p> <p>Lectures and discussions</p> <p>Lectures and discussions</p> <p>Lectures and discussions</p> <p>Presentations, discussions and consultative</p> <p>Presentations, discussions and consultative</p> <p>Presentations, discussions and consultative</p> <p>Presentations, discussions and consultative</p> <p>Assignments</p> <p>Assignments</p> <p>Assignment</p> <p>2 X 50</p>		0%

		<p>children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of ge prose 1. Able to create literary works in the form of songs 2. Able to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama</p>					
15	<p>Basic Concepts of Literature and Children's Literature Deep understanding of the Basic Concepts, Aims, Functions and Characteristics of Children's Literature Deep understanding of the types of Children's Literary Works Deep understanding of Methods and Techniques for Analysis of Children's Literary Works Characteristics of Prose Children's Literary Works and Models of Analysis Characteristics of Works Children's Literature in the Form of Poetry and Models of Analysis Characteristics of Children's Literature in the Form of Songs and Models of Analysis Characteristics of</p>	<p>Able to understand the basic concepts of literature and 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. Explaining the types of children's literary works 1. Explaining methods of analyzing children's literary works 2. Explaining techniques for analyzing children's literary works</p>	<p>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)</p>	<p>lectures lectures and discussions lectures and discussions lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Lectures and discussions Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative Presentations, discussions and consultative</p>			0%

Children's Literature in the Form of Drama and Models of Analysis UTS Discussion of children's essays by students Group Discussion of Literary Works in the Form of Prose Group Discussion of Literary Works in the Form of Songs Group Discussion of Literary Works in the Form of Drama Writing Children's Literary Works in the Form of Prose Writing Children's Literary Works in the Form of Poetry/Songs Writing Children's Literary Works in the Form of Drama	1. Explaining the characteristics of children's prose 2. Explaining the analysis model for children's prose 3. Applying the analysis model for children's prose 1. Explaining the characteristics of children's poetry 2. . Explaining the analysis model for children's poetry 3. Applying the analysis model for children's poetry 1. Explaining the characteristics of children's songs 2. Explaining the analysis model for children's songs 3. Applying the analysis model for children's songs 1. Explaining the characteristics of children's drama 2. Explaining the analysis model for children's drama 3. Applying the model. analysis of children's drama 1. Able to create literary works in the form of geguritan 2. Able to analyze literary works in the form of geguritan 1. Able to create literary works in the form of prose 2. Able to analyze literary works in the form of geprose 1. Able to create literary works in the form of songs 2. Able to analyze literary works in the form of gelagu 1. Able to create literary works in the form of drama 2. Able to analyze literary works in the form of drama Skilled in writing children's literature in the form of prose Skilled in writing children's literature in the form of poetry/songs Skilled in writing children's literature in the form of drama	Assignments Assignments Assignment 2 X 50
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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.