


Module/ Course Title : Sastra Anak (Children's Literature)					
Module /Course code SPI61027	student workload 79 hours	Credits (sks/ECT S) 2/3	Semester 5	Frequency Every Year (August)	duration 16 meeting
1	Types of courses Compulsory coursework	contact hours 2 CU x 50 minutes = 100 =1,7 hours per week	independent study 2 CU x 120 minutes = 240 minutes = 4 hours	class size 30	
2	Prerequisites for participation/ Prasyarat untuk partisipasi -				
3	<p>Course Description</p> <p>The Children's Literature course is one of the compulsory subjects of the Indonesian Language and Literature Education Study Program FIB UB (Faculty of Cultural Studies) which provides students with provisions in understanding and identifying the nature of children's literature, genres of children's literature, the values contained in children's literature. After getting initial provisions in understanding children's literature, students are also given provisions in understanding research methods and approaches that can be used to study children's literature so that in groups students can conduct children's literature studies.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> 1. ILOs 2 Graduates are expected to shows a responsible attitude towards work in the field of Indonesian language and literature education independently. 2. ILOs 3 Graduates are expected to be able to master principles of pedagogy and technology within TPACK (Technological Pedagogical Content Knowledge) framework for Indonesian language learning at levels of high school as well as Indonesian Language for Foreign Speaker (BIPA), Indonesian linguistics, literature, language. 3. ILOs 5 Graduates are expected to be able to apply critical, evaluative, and innovative thinking in the context of development or implementation of science and technology in the fields of Indonesian education, language, and literature. 4. ILOs 6 Graduates are expected to be able to make appropriate decisions in the context of contextual problem solving in the fields of Indonesian education, language, and literature based on the result of information and data analysis. 5. ILOs 10 Graduates are expected to be able to conduct studies on the implementation of Indonesian Language and Literature education, linguistics research, research in the fields of Indonesian literature and culture within the framework and appropriate research methods. <p>Course Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> 1. Able to understand, identify, and explain the nature, characteristics, goals, and functions of children's literature. 2. Able to understand, identify and synthesize the types and genres of children's literature. 3. Able to understand, identify, analyze, and synthesize the values contained in children's literature. 4. Able to identify, analyze, and research children's literature using a literary approach. 				

4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> 1. Meeting 1: Understanding RPS, net-etiquette, lecture contracts. 2. Meeting 2: Understand, identify, and be able to explain the meaning, nature, characteristics, and goals of children's literature. 3. Meeting 3: explain and identify intrinsic and extrinsic functions in children's literature. 4. Meeting 4: understand, identify, and explain the characteristics and genres in children's literature. 5. Meeting 5: understand, identify, and explain values in children's literature. 6. Meeting 6: understand, identify, and explain children's literature according to the child's age. 7. Meeting 7: understand, identify, and explain traditional children's literature. 8. Meeting 8: Mid-Term test 9. Meeting 9: understand, identify, and explain children's fictional stories. 10. Meeting 10: understand, identify, and explain children's poems and declamations 11. Meeting 11: understand, identify, and explain children's non-fiction reading. 12. Meeting 12: understand, identify, and explain children's literary comics. 13. Meetings 13 to 15: conducting mini research related to children's literature using a literary approach. 14. Meeting 16: Final test 																												
5	<p>Teaching methods Lectures, discussion, <i>project based learning</i></p>																												
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class attendance and participation. This assessment is taken from the attendance and participation of students through questions and answers and discussions starting at meetings 1-7 and 9-15. 2. Structured tasks. The assessment is taken from student assignments starting at 2-15 meetings. 3. Quiz. The quiz is held at the 6th meeting in the form of a written test. The test material is taken from meeting materials 2-6. 4. Mid-Term test. The Mid-Term test is held at the 8th meeting in the form of a written test. The test material is taken from meeting materials 2-7. 5. Final Test. The Final test is held at the 16th meeting in the form of a project in the form of article writing and group presentations. Students present articles on the results of oral literature research that have been made at 13-15 meetings. <p>Assessment summary</p> <table border="1" data-bbox="256 1464 1501 1973"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>5%</td> </tr> <tr> <td>Structured task 1</td> <td>Summative</td> <td>Meeting 2</td> <td>5%</td> </tr> <tr> <td>Structured task 2</td> <td>Summative</td> <td>Meeting 3—4, and 5—7</td> <td>10%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 6 and meeting 12</td> <td>10%</td> </tr> <tr> <td>Mid Term Test</td> <td>Summative</td> <td>Meeting 8</td> <td>20%</td> </tr> <tr> <td>Final Test</td> <td>Formative</td> <td>Meeting 16</td> <td>50%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	5%	Structured task 1	Summative	Meeting 2	5%	Structured task 2	Summative	Meeting 3—4, and 5—7	10%	Quiz	Summative	Meeting 6 and meeting 12	10%	Mid Term Test	Summative	Meeting 8	20%	Final Test	Formative	Meeting 16	50%
Assessment Task	Task Type	Due	Weighting																										
Attendance and Class Participation		Throughout the course	5%																										
Structured task 1	Summative	Meeting 2	5%																										
Structured task 2	Summative	Meeting 3—4, and 5—7	10%																										
Quiz	Summative	Meeting 6 and meeting 12	10%																										
Mid Term Test	Summative	Meeting 8	20%																										
Final Test	Formative	Meeting 16	50%																										

	TOTAL	100%
6	This module is used in the following degree programmes as well / Mata kuliah ini juga digunakan dalam prodi berikut : (Yes)	
7	Responsibility for module / Penganggung jawab Modul : Maulfi Syaiful Rizal, M.Pd.	
8	Other information: 1. Nurgiyantoro, Burhan. 2010. <i>Sastra Anak</i> . Yogyakarta: UGM. 2. Sarumpaet, Riris K. Toha. 2010. <i>Pedoman Penelitian Sastra Anak</i> . Jakarta: Yayasan Pustaka Obor Indonesia. 3. Kurniawan, Heru. 2009. <i>Sastra Anak dalam Kajian Strukturalisme, Sosiologi, Semiotika, hingga Penulisan Kreatif</i> . Yogyakarta: Graha Ilmu. 4. Winarni, Retno. 2014. <i>Kajian Sastra Anak</i> . Yogyakarta: Graha Ilmu. 5. Lynch Brown, Carol and Carl M. Tomlison. 1999. <i>Childrens's Literature</i> . Viacom Company. United States	

Appendix Task Guidelines and Assessment Rubric 1

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION		
STUDENT TASK GUIDELINE			
COURSE	Children's Literature		
CODE	SPI 61027	ECT	2 SEMESTER 5
LECTURER	Maulfi Syaiful Rizal, M.Pd.		
TASK FORM			
Mind map			
COURSE LEARNING OUTCOME			
Able to understand, identify, and explain the nature, characteristics, goals, and functions of children's literature			
DESCRIPTION			
Students are given the task of making a concept map that explains and identifies the nature of children's literature, the characteristics of children's literature, the purpose and function of children's literature			
METHOD OF COMPLETION			
1. Students create a 1-page concept map using mind map applications, <i>wise mapping</i> , <i>X.Mind</i> , <i>Orbit.Mind</i> , <i>Mindmeister</i> , <i>Draw.io</i> , or similar concept map-making applications. 2. Concept maps are equipped with references. 3. Concept maps collected in Google Classroom in PDF or JPEG format			
OUTCOMES			
a. Object : mind map b. Outcome: students are able to understand, identify and explain the nature of children's literature, the			

characteristics of children's literature, the purpose and function of children's literature.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to the instructions?				

TIMES

Meeting 2

OTHERS : -

REFERENCES


1. Nurgiyantoro, Burhan. 2010. *Sastra Anak*. Yogyakarta: UGM.
2. Sarumpaet, Riris K. Toha. 2010. *Pedoman Penelitian Sastra Anak*. Jakarta: Yayasan Pustaka Obor Indonesia.
3. Kurniawan, Heru. 2009. *Sastra Anak dalam Kajian Strukturalisme, Sosiologi, Semiotika, hingga Penulisan Kreatif*. Yogyakarta: Graha Ilmu.
4. Winarni, Retno. 2014. *Kajian Sastra Anak*. Yogyakarta: Graha Ilmu.
5. Lynch Brown, Carol and Carl M. Tomlison. 1999. *Childrens's Literature*. Viacom Company. United States

Appendix Task Guidelines and Assessment Rubric 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE	Children's Literature				
CODE	SPI 61027	ECT	2	SEMESTER	5
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Concept maps					
COURSE LEARNING OUTCOME					
Able to understand, identify and synthesize types and genres of children's literature					
DESCRIPTION					
Students are given the task of making a concept map that explains and identifies and synthesizes the types and genres of children's literature					
METHOD OF COMPLETION					
1. Students create a 1-page concept map using mind map applications, <i>wise mapping</i> , <i>X.Mind</i> , <i>Orbit.Mind</i> , <i>Mindmeister</i> , <i>Draw.io</i> , or similar concept map-making applications. 2. Concept maps are equipped with references. 3. Concept maps collected in Google Classroom in PDF or JPEG format					
OUTCOMES					
a. Object : mind maps b. Outcome: students are able to identify, understand, and synthesize the types and genres of children's literature.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new	Does the concept map contain theories that are clearly described so as to form a new knowledge				

knowledge structures	structure?				
Responsibility	Do students create and collect concept maps according to the instructions?				
TIMES					
Meeting 3—4					
OTHERS : -					
REFERENCES					
1. Nurgiyantoro, Burhan. 2010. <i>Sastra Anak</i> . Yogyakarta: UGM.					
2. Sarumpaet, Riris K. Toha. 2010. <i>Pedoman Penelitian Sastra Anak</i> . Jakarta: Yayasan Pustaka Obor Indonesia.					
3. Kurniawan, Heru. 2009. <i>Sastra Anak dalam Kajian Strukturalisme, Sosiologi, Semiotika, hingga Penulisan Kreatif</i> . Yogyakarta: Graha Ilmu.					
4. Winarni, Retno. 2014. <i>Kajian Sastra Anak</i> . Yogyakarta: Graha Ilmu.					
5. Lynch Brown, Carol and Carl M. Tomlison. 1999. <i>Childrens’s Literature</i> . Viacom Company. United States					

Appendix Task Guidelines and Assessment Rubric 3

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE	Children’s Literature				
CODE	SPI 61027	ECT	2	SEMESTER	5
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Concept Maps					
COURSE LEARNING OUTCOME					
Able to understand, identify, analyze, and synthesize the values contained in children's literature.					
DESCRIPTION					
Students are given the task of making a concept map that shows the results of identification, analysis and synthesis of the values contained in children's literature.					
METHOD OF COMPLETION					
1. Students create a 1-page concept map using mind map applications, <i>wise mapping</i> , <i>X.Mind</i> , <i>Orbit.Mind</i> , <i>Mindmeister</i> , <i>Draw.io</i> , or similar concept map-making applications.					
2. Concept maps are equipped with references.					
3. Concept maps collected in Google Classroom in PDF or JPEG format					
OUTCOMES					
a. Object : Mind maps					

b. Outcome: students are able to identify, understand, and synthesize the values contained in oral literature.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of Concept identification	Do the concepts created by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating the relationship between concepts	Can students relate one concept to another?				
Accuracy of explaining the concept	Is the content of the concept map easy to understand?				
The accuracy of formulating new knowledge structures	Does the concept map contain theories that are clearly described so as to form a new knowledge structure?				
Responsibility	Do students create and collect concept maps according to the instructions?				

TIMES

Meeting 5—7

OTHERS : -


REFERENCES

1. Nurgiyantoro, Burhan. 2010. *Sastra Anak*. Yogyakarta: UGM.
2. Sarumpaet, Riris K. Toha. 2010. *Pedoman Penelitian Sastra Anak*. Jakarta: Yayasan Pustaka Obor Indonesia.
3. Kurniawan, Heru. 2009. *Sastra Anak dalam Kajian Strukturalisme, Sosiologi, Semiotika, hingga Penulisan Kreatif*. Yogyakarta: Graha Ilmu.
4. Winarni, Retno. 2014. *Kajian Sastra Anak*. Yogyakarta: Graha Ilmu.
5. Lynch Brown, Carol and Carl M. Tomlison. 1999. *Childrens’s Literature*. Viacom Company. United States


Appendix Task Guidelines and Quiz Rubric

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE	Children's Literature				
CODE	SPI 61027	ECT	2	SEMESTER	5
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Quiz					
COURSE LEARNING OUTCOME					
Understanding meeting materials 2-6 and 9-12					
DESCRIPTION					
Students take quizzes in the form of a written test. Quiz material is taken from meeting material 2-6 for the first quiz before mid term test and the second quiz material given after mid term test is taken from meeting material 9-12.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests. 2. The form of multiple choice questions with a total of 20 items. 3. The quiz is conducted using the google form platform. 4. Quiz time is 60 minutes 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the material for meeting 2-6 and understand the material for meeting 9-12. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Quiz score is obtained from the number of correct answers x 5					
TIMES					
Meeting 6 and meeting 12.					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Nurgiyantoro, Burhan. 2010. <i>Sastra Anak</i>. Yogyakarta: UGM. 2. Sarumpaet, Riris K. Toha. 2010. <i>Pedoman Penelitian Sastra Anak</i>. Jakarta: Yayasan Pustaka Obor Indonesia. 3. Kurniawan, Heru. 2009. <i>Sastra Anak dalam Kajian Strukturalisme, Sosiologi, Semiotika, hingga Penulisan Kreatif</i>. Yogyakarta: Graha Ilmu. 4. Winarni, Retno. 2014. <i>Kajian Sastra Anak</i>. Yogyakarta: Graha Ilmu. 5. Lynch Brown, Carol and Carl M. Tomlison.1999. <i>Childrens's Literature</i>. Viacom Company. United States 					

Appendix Task Guidelines and Mid Term Test Rubric

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE	Children's Literature				
CODE	SPI 61027	ECT	2	SEMESTER	5
LECTURER	Maulfi Syaiful Rizal, M.Pd.				
TASK FORM					
Mid Term Test					
COURSE LEARNING OUTCOME					
Understanding meeting material 2-7					
DESCRIPTION					
Students take the mid term test in the form of a written test. The material is taken from meeting materials 2-7.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students work on mid term test in the form of individual written tests. 2. The form of the question is 25 multiple choice questions 3. The test is conducted using the google form platform. 4. The mid term test time is 90 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the meeting material 2-7 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
The score is obtained from the number of correct answers in multiple choice x 4 so that the total score if all answers are correct is 100.					
TIMES					
Meeting 8					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Nurgiyantoro, Burhan. 2010. <i>Sastra Anak</i>. Yogyakarta: UGM. 2. Sarumpaet, Riris K. Toha. 2010. <i>Pedoman Penelitian Sastra Anak</i>. Jakarta: Yayasan Pustaka Obor Indonesia. 3. Kurniawan, Heru. 2009. <i>Sastra Anak dalam Kajian Strukturalisme, Sosiologi, Semiotika, hingga Penulisan Kreatif</i>. Yogyakarta: Graha Ilmu. 4. Winarni, Retno. 2014. <i>Kajian Sastra Anak</i>. Yogyakarta: Graha Ilmu. 5. Lynch Brown, Carol and Carl M. Tomlison. 1999. <i>Childrens's Literature</i>. Viacom Company. United States 					

Appendix Task Guidelines and Final Test Rubric

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>			
<p>STUDENT TASK GUIDELINE</p>				
COURSE	Children's Literature			
CODE	SPI 61027	ECT	2	SEMESTER 5
LECTURER	Maulfi Syaiful Rizal, M.Pd.			
TASK FORM				
Final Test (Project)				
COURSE LEARNING OUTCOME				
Able to identify, analyze, and research children's literature using a literary approach.				
DESCRIPTION				
<p>The project conducted by students in this subject is to produce written works of children's literature studies or research, both traditional and modern in written and oral form. The details of the projects conducted are as follows.</p>				
<ol style="list-style-type: none"> a) Students are formed into several groups, 3-4 students in each group.. b) Students discuss in groups to identify existing problems related to children's literary works that can be developed into learning materials based on the research that has been done. c) In groups, students make a framework or research plan or study of children's literature. d) In groups, students develop a research framework or plan into a scientific article based on their study of children's literature. e) Students in groups discuss in class related to the progress of making scientific articles to get feedback from peers or from lecturers either synchronously or asynchronously. f) Students present the results of research or studies of children's literary works in groups in the class 				
METHOD OF COMPLETION				
<p>Projects conducted by students in the Children's Literature course are carried out in groups with the following details of work.</p>				
<ol style="list-style-type: none"> 1. Students in groups determine children's literary works that will be used as research objects. What can be used as a reference is that the object of research or research study must be based on the characteristics of children's literature. 2. After determining the object of research or study, students in groups discuss the setting or location of the research and a list of people who have the potential to become informants or resource persons. 3. After determining the research location and research informants, students then determine what theory or approach will be taken to examine or dissect the selected children's literary works. The choice of theory or approach must be adapted to the problem and adapted to the objectives of the research or study of children's literature. For example, if the research wants to examine the structure and meaning of a gender lined children's literature in an area, the theory or approach that can be used is the theory of structuralism and the theory of feminism. 4. After determining everything, students in groups write it down in a research framework and 				

present it in class online to get feedback from peers and do peer assessment.

5. After completing the research framework, the next step is for students in groups to develop the framework into a scientific paper in the form of an article. During the process of developing the research framework into scientific articles, students consult with teaching assistants or lecturers to get feedback related to problems that exist during the process of preparing scientific articles.

The rules for writing articles are as follows.

- 1) **Title:** written in concise and capital letters, maximum 15 words, font 14, bold, *Times New Roman* font, single spaced, and **must reflect the sub-themes** described in the body of the article.
- 2) **Author's name:** written without a title, located under the title;
- 3) **Abstract:** written in *block style*, in Indonesian, one paragraph with a maximum length of 250 words, *font 11, Times New Roman*, single spaced. Abstract describes the problems, objectives, methods, results and conclusions.
- 4) **Keywords:** filled with words or phrases that reflect the essence of the concept in the scope of the problem, consisting of three to five words/phrases. Keywords are written under the abstract with double space and italicized, between words separated by a semicolon.
- 5) **Body of the article:** consists of introduction (30%), method (15%), results and discussion (45%), and conclusion (10%).
 - a) **Introduction**, containing the background of the problem, problem formulation, research objectives, and current literature review.
 - b) **Method**, containing research design, research subjects, data collection techniques, data collection instruments, and data analysis techniques.
 - c) **Results and Discussion**, describes the results of the research, describes the discussion that contains the rationalization of the research findings, comparisons between research findings with previous research findings and or relevant theories to determine *positioning/ novelty/ state of the art/ research novelty*. The discussion must be accompanied by references from primary and up-to-date references/sources.
 - d) **Conclusion**, containing the essence/content of the research results/findings and recommendations/suggestions (if any).
 - e) Bibliography contains references used and cited in writing the article.
6. After finishing making scientific articles, students present scientific articles on the results of the research or study in class to get assessment and feedback from lecturers, lecturer assistants, and colleagues so that they are worthy of publication in journals or seminars in national or international seminars.

OUTCOMES

- a. Object : scientific articles from children's literature research
- b. Outcome: students understand the stages of children's literature research and are able to analyze children's literature data and are able to design children's literature research appropriately and in accordance with the development of children's literature.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

No.	Aspects and Indicators	Score				Weighing	Final-score (weighing x score)
		1	2	3	4		
1.	<p>Title: The title consists of:</p> <ul style="list-style-type: none"> a) Appropriate b) clear c) describe the content d) a maximum of 15 words <p>4=if there are four indicators 3=if there are indicators a, b, and c 2=if there are indicators a and b 1= if there is only a indicator</p>					1	
2.	<p>Abstract: Abstract consists of:</p> <ul style="list-style-type: none"> a) problems, methods, research results and conclusions b) keywords consist of 3-5 words/phrases (italics) separated by semicolons c) written in Indonesian according to PUEBI; d) one paragraph containing 150-200 words, one space, left and right aligned, abstract writing is typed in the middle, Times New Roman font, size 11. <p>4=if there are four indicators 3=if there are indicators a, b, and c 2=if there are indicators a and b 1= if there is only a indicator</p>					1	
3.	<p>Introduction: The introduction consists of:</p> <ul style="list-style-type: none"> a) A. Background b) theoretical support/relevant findings 					2	
	<ul style="list-style-type: none"> c) relevant research data d) the formulation of the problem/objective/benefit which is the urgency of the research <p>4=if there are four indicators</p>						

	<p>3=if there are indicators a, b, and c 2=if there are indicators a and b 1= if there is only b . indicator</p>						
4.	<p>Method: The method consists of: a) research design is described according to the type of research b) determination of research subjects c) the suitability of data collection techniques with research data obtained d) accuracy of data analysis techniques.</p> <p>4=if there are four indicators 3=if there are indicators a, b, and c 2=if there are indicators a and b 1= if there is only indicator c</p>					2	
5.	<p>Results and Discussion: Results and discussion consist of: a) contains a description of the research results b) the discussion is supported by relevant theories or research results to determine positioning based on research objectives c) the renewal of the use of relevant theories/research findings</p> <p>4=if there are three indicators 3=if there are indicators a and b 2=if there are indicators a and c 1= if there is only b . indicator</p>					2	
6.	<p>Conclusion: The conclusion consists of a) contains the essence of research results/findings b) state suggestions/recommendations.</p> <p>4=if there are two relevant indicators 3=if there are two indicators, false one indicator is irrelevant 2=if there is one relevant</p>					1	

	indicator 1=if only one indicator is not Relevant						
7.	Reference References consist of: a. using primary sources and up-to-date (last 10 year books and/or last 10 year journal)					1	

TIMES

Meeting 16

OTHERS : -

REFERENCES

1. Nurgiyantoro, Burhan. 2010. Sastra Anak. Yogyakarta: UGM.
2. Sarumpaet, Riris K. Toha. 2010. Pedoman Penelitian Sastra Anak. Jakarta: Yayasan Pustaka Obor Indonesia.
3. Kurniawan, Heru. 2009. Sastra Anak dalam Kajian Strukturalisme, Sosiologi, Semiotika, hingga Penulisan Kreatif. Yogyakarta: Graha Ilmu.
4. Winarni, Retno. 2014. Kajian Sastra Anak. Yogyakarta: Graha Ilmu.
5. Lynch Brown, Carol and Carl M. Tomlison. 1999. Childrens's Literature. Viacom Company. United States