

CPMK	CPL-1	CPL-2	CPL-3
CPMK-1			✓
CPMK-2			✓
CPMK-3			✓
CPMK-4	✓		
CPMK-5			✓
CPMK-6		✓	
CPMK-7	✓		
CPMK-8			✓
CPMK-9			✓
CPMK-10			✓
CPMK-11	✓		
CPMK-12		✓	
CPMK-13	✓		
CPMK-14		✓	
CPMK-15		✓	
CPMK-16		✓	

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✓															
CPMK-2		✓														
CPMK-3			✓													
CPMK-4				✓												
CPMK-5					✓											
CPMK-6						✓										
CPMK-7							✓									
CPMK-8								✓								
CPMK-9									✓							
CPMK-10										✓						
CPMK-11											✓					
CPMK-12												✓				
CPMK-13													✓			
CPMK-14														✓		
CPMK-15															✓	
CPMK-16																✓

Deskripsi Singkat MK

This course is one of the courses in the UPNFE Unesa, which is designed to develop students' insight into actual NFE problems, improve their ability to organize and present problems and become active participants in seminars, and improve skills in holding seminars in the field of NFE. The scope of this course covers actual issues or problems in the field of NFE which are outlined in one complete paper, consisting of identification and formulation of problems, development of a framework for thinking, discussion, and recommendation conclusions. The objectives of the Proposal Seminar course in the Nonformal Education (PNF) Study Program usually include Developing and Sharpening Research Proposals, Developing Presentation Skills, Improving Analytical and Critical Skills, Understanding Research Methodology, Preparing for Thesis proposal or Thesis. Overall, the purpose of this course is to prepare students to be able to compile, present, and develop research proposals that are ready to be implemented.

Pustaka

Utama :

1. Azahari, A. 1995. Materi Pokok Teknik Penulisan Ilmiah. Jakarta: UniversitasTerbuka. 2. Lindsay, D. 1998. Penuntun Penulisan Ilmiah. Alih Bahasa oleh S.S.Achmadi. Universitas Indonesia Press, Jakarta 3. Yuzal, dkk 2001. Panduan Praktis Seminar. Jakarta: PT RajaGrafindo Persada 4. Tim penyusun buku pedoman penulisan skripsi program sarja strata satu (S-1). 2014.Pedoman Penulisan Skripsi. Surabaya: Unesa University Press. 5. Jones, T., & Roberts, M. (2021). Developing Effective Final Project Proposals: A Guide for Graduate Students. <i>Journal of Academic Writing and Research</i>, 15(3), 212-225 6. Smith, A., & Wilson, P. (2022). Crafting Research Proposals: Best Practices for Final Project Seminars. <i>Educational Research Review</i>, 48(2), 98-110 7. Taylor, S., & Williams, D. (2020). Guiding Students Through the Final Project Proposal Process. <i>International Journal of Education and Research</i>, 34(1), 56-70 8. Anderson, K., & Martin, L. (2021). Strategies for Effective Proposal Presentations in Final Project Seminars. <i>Journal of Higher Education Pedagogy</i>, 29(4), 142-155. 9. Davis, L., & Jackson, F. (2020). A Framework for Successful Final Project Proposal Seminars in STEM Disciplines. <i>Journal of STEM Education</i>, 21(3), 58-72. 10. Clark, J., & Thompson, M. (2022). Final Project Proposal Seminars: Structuring and Presenting Research Ideas. <i>International Journal of Academic Excellence</i>, 33(5), 187-202. 11. Miller, H., & Green, B. (2021). Peer Review in Final Project Proposal Seminars: Enhancing Feedback and Collaboration. <i>Journal of Educational Collaboration</i>, 27(3), 115-130. 12. Taylor, M., & Robinson, A. (2020). Final Project Proposal Seminars: Key Strategies for Academic Success. <i>Higher Education Journal</i>, 18(1), 99-112. 13. Carter, R., & Hayes, S. (2021). Improving Research Proposal Skills: A Practical Guide for Students in Final Project Seminars. <i>Journal of Graduate Education</i>, 30(2), 72-85. 14. Fisher, P., & Hamilton, E. (2020). How to Design and Present a Strong Final Project Proposal in Academic Seminars. <i>International Journal of Teaching and Learning</i>, 22(4), 234-245. 15. Nelson, K., & Fisher, L. (2022). Developing Critical Thinking in Final Project Proposal Seminars. <i>Journal of Critical Pedagogy</i>, 31(2), 50-63. 16. Ferguson, G., & Peterson, R. (2021). Designing Effective Final Project Proposals for Graduate Students: A Seminar-Based Approach. <i>Journal of Research Methodology</i>, 40(5), 185-198. 17. Johnson, T., & Williams, K. (2020). Guidelines for Preparing Final Project Proposals in Higher Education. <i>Journal of Education and Training Studies</i>, 34(6), 111-125 18. Wright, S., & Lee, H. (2021). Final Project Proposal Seminars: Bridging Theory and Practice. <i>Journal of Academic Seminar Studies</i>, 22(7), 98-110. 19. Roberts, M., & Gray, T. (2022). Enhancing Final Project Proposal Seminars Through Interactive Feedback. <i>Journal of Higher Learning</i>, 28(8), 130-142.							
Pendukung :							
1. Scholar 2. SINTA 3. Scopus							
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mahasiswa mampu mengumpulkan isu-isu pendidikan dasar terkini dari sumber-sumber kredibel untuk dijadikan topik penelitian.	Engagement, clarity in asking questions	Kriteria: Active participation, understanding expectations Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion 2 X 50	Course briefing, discussion 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	2%

2	Mahasiswa mampu menyusun rumusan masalah yang berbentuk pertanyaan penelitian berdasarkan isu yang telah dipilih.	Engagement, clarity in asking questions	Kriteria: Active participation, understanding expectations Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion 2 X 50	Course briefing, discussion 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	2%
3	Mahasiswa mampu menyusun tujuan dan manfaat penelitian yang selaras dengan rumusan masalah dan konteks pendidikan dasar.	Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	2%
4	Mahasiswa mampu menyusun ringkasan hasil telaah pustaka minimal 10 referensi primer yang relevan dengan topik penelitian.	Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	2%

5	Mahasiswa mampu mengaitkan teori-teori utama dengan fokus penelitian dan menyusunnya dalam struktur narasi ilmiah.	Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	2%
6		Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	2%
7		Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	2%

8		UTS	Kriteria: UTS Bentuk Penilaian : Aktifitas Partisipasif	UTS 2 X 50	UTS 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	20%
9		Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	2%
10		Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	4%

11	Mahasiswa mampu merevisi bagian proposal agar sesuai dengan tata bahasa akademik dan menghindari plagiarisme.	Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	4%
12	Mahasiswa mampu mengimpor dan menyusun daftar pustaka secara otomatis menggunakan aplikasi manajemen referensi.	Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	4%
13		Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: Clark, J., & Thompson, M. (2022). <i>Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence</i> , 33(5), 187-202.	4%

14		Topic relevance and scope	Kriteria: Originality, focus, feasibility Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Course briefing, discussion, Brainstorming, idea pitching 2 X 50	Materi: Final Project Proposal Pustaka: <i>Clark, J., & Thompson, M. (2022). Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence, 33(5), 187- 202.</i>	4%
15		understand	Kriteria: Originality, focus, feasibility, practice Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	presentation, discussion, practice 2 X 50	presentation, discussion, practice 2 X 50	Materi: Final Project Proposal Pustaka: <i>Clark, J., & Thompson, M. (2022). Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence, 33(5), 187- 202.</i>	4%

16	Mahasiswa mampu menyerahkan naskah proposal lengkap yang memenuhi syarat administratif dan substansial untuk diuji.	UAS	Kriteria: UAS Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	UAS seminar 2 X 50	UAS seminar 2 X 50	Materi: penyusunan proposal penelitian Pustaka: <i>Tjetjep Rohendi Rohidi. Metodologi Penelitian Seni. Semarang: Pustaka Utama. 2011.</i> Materi: All Materials Pustaka: <i>Clark, J., & Thompson, M. (2022). Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence, 33(5), 187-202.</i>	40%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	60%
2.	Penilaian Hasil Project / Penilaian Produk	40%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

