	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Natural Sciences** **Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Thesis	8420106146	Compulsory Study Program Subjects	**T=6**	**P=0**	**ECTS=9.54**	7	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	TIM Skripsi	Prof. Dr. Erman, M.Pd.	Prof. Dr. Erman, M.Pd.

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Thesis course is a mandatory course that can train students to develop their academic abilities through research activities based on the basic concepts of science education research. The learning activities carried out consist of proposal preparation activities under the guidance of a supervisor, proposal seminars, data collection (research implementation), thesis preparation, and examinations. In the thesis proposal, students are asked to carry out an analysis of the problem based on initial observations; formulate the problem, research objectives, research benefits, and research limitations. Next, they develop research methods, determine samples from the population, research instruments, and methods of obtaining and analyzing data in accordance with the research problem formulation. The research instrument created must go through stages of review and validation from experts.
References	**Main :**

1. Universitas Negeri Surabaya. (2014). Pedoman Penulisan Skripsi. Surabaya: Universitas Negeri Surabaya.
2. Cohen, L., Manion, L., dan Morrison, K. (2018). Research Methods in Education. London: Routledge.
3. Carlson, K. A., dan Winquist, J. R. (2017). An Introduction to Statistics: An Active Learning Approach. London: SAGE.
4. Mertens, D. M. (2014). Research and Evaluation in Education and Psychology.London: SAGE.
5. Thorndike, R. (2014). Measurement and Evaluation in Education and Psychology. Harlow: Pearson Education Limited.

	Supporters:
Supporting lecturer	Prof. Dr. Erman, 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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.

8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.