



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Undergraduate Study Program in Out-of-School Education**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Thesis	8620506182	Compulsory Study Program Subjects	T=6	P=0	ECTS=9.54	8	August 7, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. I Ketut Atmaja Johny Artha, M.Kes. ; Prof. Dr. Yatim Riyanto, M.Pd. ; Prof. Dr. Maria Veronika Roesminingsih, M.Pd. ; Dr. Soedjarwo, M.S. dan 2 lainnya		Dr. I Ketut Atmaja Johny Artha, M.Kes.			Rivo Nugroho, S.Pd., M.Pd.	

Learning model	Project Based Learning
----------------	------------------------

Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																			
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																		
	PLO-4	Develop yourself continuously and collaborate.																																		
	PLO-5	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs																																		
	PLO-7	Mastering the process of planning, implementing and evaluating non-formal education programs																																		
	PLO-11	Able to utilize technology and information in solving problems in accordance with their field of expertise																																		
	Program Objectives (PO)																																			
	PO - 1	Students are able to compile and analyze problems in research in the field of non-formal education																																		
	PO - 2	Students can apply various information technologies in preparing their final thesis assignment.																																		
	PO - 3	Students can collaborate in the performance of final assignment preparation independently, both theoretically and practically.																																		
	PO - 4	Students are able to develop an attitude of responsibility in completing final assignments and prove it with final assignment results that are free from plagiarism.																																		
	PLO-PO Matrix																																			
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-4</th> <th>PLO-5</th> <th>PLO-7</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>					P.O	PLO-3	PLO-4	PLO-5	PLO-7	PLO-11	PO-1	✓			✓		PO-2		✓			✓	PO-3		✓	✓	✓		PO-4	✓			✓	
	P.O	PLO-3	PLO-4	PLO-5	PLO-7	PLO-11																														
	PO-1	✓			✓																															
PO-2		✓			✓																															
PO-3		✓	✓	✓																																
PO-4	✓			✓																																

**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
PO-1	✓															
PO-2		✓							✓	✓						
PO-3			✓	✓	✓	✓		✓	✓							
PO-4							✓					✓	✓	✓	✓	✓

Short Course Description	The thesis final project course is a course that aims to enable students to understand and be able to apply basic research concepts. In this final assignment, students are directed to prepare a research proposal by examining a problem (background), identifying the problem, problem limitations, problem formulation and research objectives. Then proceed with a literature review, conceptual framework, and preparation of temporary hypotheses. Next, data collection and technical data analysis are carried out which are adjusted to the determined problem formulation. As a result, data analysis will be carried out, providing an explanation of the results of data analysis, making conclusions and preparing research reports according to correct writing techniques and free from plagiarism. After passing plagiarism, students are scheduled to take a thesis examination by the examining lecturer before being declared passed.
--------------------------	---

References	Main :
------------	--------

1. 1. Pedoman Penulisan Skripsi.2014. Universitas Negeri Surabaya.
2. 2. Ho-Young Song, John A Walker & Jiaywei Tasuo. 2022. Writing Successful Scientific Papers: A User's Guide. Seoul. Panmu Education.Co.Ltd
3. 3. Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.
4. 4. Wendy Laura Belcher. 2019. Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing).Chicago, University Chicago Press.
5. 5. C. George Thomas. 2021. Research Methodology and Scientific Writing. Springer.
6. 6. Reis, Simone & Reis, André. 2013. How to Write Your First Scientific Paper. 10.1109/IEDEC.2013.6526784.
7. 7. Khatri, Bishnu. 2022. Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.
8. 8. Ayu, Fitri & Anggriani, Devi & Nizamuddin,. 2023. Improving Students' Ability in Writing Scientific Papers Through Process Approach. The International Conference on Education, Social Sciences and Technology (ICESST). 2. 77-86. 10.55606/icesst.v2i1.272.

**Supporters:**

1. 9. Wahyuddin, Wahyuddin & Syafaruddin, & Maharida,. 2022. Training on Using Mendeley for Citations in Writing Scientific Papers for Students. Jurnal Pengabdian Masyarakat Bestari. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.
2. 10. KLAHR, SAULO. 2007. Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.
3. 11. Léane, Jourdan & Boudin, Florian & Dufour, Richard & Hernandez, Nicolas. (2023). Text revision in Scientific Writing Assistance: An Overview

**Supporting lecturer** Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes.  
Rivo Nugroho, 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	Students are able to determine a research theme based on their own ideas	The research theme is interesting and contextual	<b>Criteria:</b> The research theme is interesting and contextual  <b>Form of Assessment :</b> Participatory Activities	lecture on the theme of thesis writing and research guidelines 6x 50	lecture on the theme of thesis writing and research guidelines 6x 50	<b>Material:</b> Students learn the function of research and how to develop a framework for thinking. <b>References:</b> 1. <i>Thesis Writing Guidelines. 2014. Surabaya State University.</i>	3%
2	1.Students are able to use digital equipment to help complete assignments 2.Students are able to determine the research theme	Students are able to determine a research theme based on their own ideas	<b>Criteria:</b> Students get research ideas because they are inspired by phenomena around them  <b>Form of Assessment :</b> Participatory Activities	Project-based learning: Creating research themes based on 6 x 50 problems	Create a research theme based on problems that occur 6 x 50	<b>Material:</b> Procedures for taking research themes from social phenomena <b>References:</b> 6. <i>Reis, Simone &amp; Reis, André. 2013. How to Write Your First Scientific Paper. 10.1109/IEDEC.2013.6526784.</i>  <b>Material:</b> How to determine a research theme <b>References:</b> 5. <i>C. George Thomas. 2021. Research Methodology and Scientific Writing. Springer.</i>	3%
3	Able to formulate research problems and formulate research hypotheses by paying attention to and applying scientific values	the hypothesis prepared by the student is appropriate	<b>Criteria:</b> the hypothesis prepared by the student is appropriate  <b>Form of Assessment :</b> Participatory Activities	Studying 6 x 50 research hypotheses	Studying 6 x 50 research hypotheses	<b>Material:</b> Guidelines for writing scientific work in the form of a thesis <b>References:</b> 7. <i>Khatri, Bishnu. 2022. Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</i>	3%

4	Students are able to collect data using correct, reliable and validated procedures and methods.	Students are able to understand and use research methods independently or in groups	<p><b>Criteria:</b> Students are able to understand and use research methods independently or in groups</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students go into the field to apply the 6 x 50 research method	Students go into the field to apply the 6 x 50 research method	<p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 4. Wendy Laura Belcher. 2019. <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing)</i>. Chicago, University Chicago Press.</p> <p><b>Material:</b> per  <b>Reference:</b> 5. C. George Thomas. 2021. <i>Research Methodology and Scientific Writing</i>. Springer.</p>	3%
5	Students are able to collect data using correct, reliable and validated procedures and methods.	Students are able to understand and use research methods independently or in groups	<p><b>Criteria:</b> Students are able to understand and use research methods independently or in groups</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students go into the field to apply the 6 x 50 research method	Students go into the field to apply the 6 x 50 research method	<p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 4. Wendy Laura Belcher. 2019. <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing)</i>. Chicago, University Chicago Press.</p> <p><b>Material:</b> per  <b>Reference:</b> 5. C. George Thomas. 2021. <i>Research Methodology and Scientific Writing</i>. Springer.</p> <p><b>Material:</b> advantages and disadvantages of each research method.  <b>Reference:</b> 9. Wahyuddin, Wahyuddin &amp; Syafaruddin, &amp; Maharida., 2022. <i>Training on Using Mendeley for Citations in Writing Scientific Papers for Students. Bestari Community Service Journal. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.</i></p>	3%

6	Students are able to collect data using correct, reliable and validated procedures and methods.	Students are able to understand and use research methods independently or in groups	<p><b>Criteria:</b> Students are able to understand and use research methods independently or in groups</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students go into the field to apply the 6 x 50 research method	Students go into the field to apply the 6 x 50 research method	<p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <hr/> <p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 4. Wendy Laura Belcher. 2019. <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing).</i> Chicago, University Chicago Press.</p> <hr/> <p><b>Material:</b> per  <b>Reference:</b> 5. C. George Thomas. 2021. <i>Research Methodology and Scientific Writing.</i> Springer.</p> <hr/> <p><b>Material:</b> advantages and disadvantages of each research method.  <b>Reference:</b> 9. Wahyuddin, Wahyuddin &amp; Syafaruddin, &amp; Maharida., 2022. <i>Training on Using Mendeley for Citations in Writing Scientific Papers for Students.</i> Bestari Community Service Journal. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.</p> <hr/> <p><b>Material:</b> implementation of qualitative research  <b>References:</b> 7. Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper.</i> Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</p>	3%
---	---	---	---	--	--	---	----

7	Students are able to collect data using correct, reliable and validated procedures and methods.	Students are able to collect data using correct, reliable and validated procedures and methods.	<p><b>Criteria:</b> The findings of the data collected by students are in accordance with the phenomenon that occurred</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students go into the field to apply the 6 x 50 research method	Students go into the field to apply the 6 x 50 research method	<p><b>Material:</b> differences between qualitative and quantitative research methods <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <p><b>Material:</b> differences between qualitative and quantitative research methods <b>References:</b> 4. Wendy Laura Belcher. 2019. <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing).</i> Chicago, University Chicago Press.</p> <p><b>Material:</b> per <b>Reference:</b> 5. C. George Thomas. 2021. <i>Research Methodology and Scientific Writing.</i> Springer.</p> <p><b>Material:</b> advantages and disadvantages of each research method. <b>Reference:</b> 9. Wahyuddin, Wahyuddin &amp; Syafaruddin, &amp; Maharida., 2022. <i>Training on Using Mendeley for Citations in Writing Scientific Papers for Students.</i> Bestari Community Service Journal. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.</p> <p><b>Material:</b> implementation of qualitative research <b>References:</b> 7. Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper.</i> Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</p>	3%
---	---	---	--	--	--	--	----

8	Students are able to collect data using correct, reliable and validated procedures and methods.	Students are able to collect data using correct, reliable and validated procedures and methods.	<p><b>Criteria:</b> Valid research data is the results of findings</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Students go into the field to apply the 6 x 50 research method	Students go into the field to apply the 6 x 50 research method	<p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <hr/> <p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 4. Wendy Laura Belcher. 2019. <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing).</i> Chicago, University Chicago Press.</p> <hr/> <p><b>Material:</b> per  <b>Reference:</b> 5. C. George Thomas. 2021. <i>Research Methodology and Scientific Writing.</i> Springer.</p> <hr/> <p><b>Material:</b> advantages and disadvantages of each research method.  <b>Reference:</b> 9. Wahyuddin, Wahyuddin &amp; Syafaruddin, &amp; Maharida., 2022. <i>Training on Using Mendeley for Citations in Writing Scientific Papers for Students.</i> Bestari Community Service Journal. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.</p> <hr/> <p><b>Material:</b> implementation of qualitative research  <b>References:</b> 7. Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper.</i> Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</p>	20%
---	---	---	---	--	--	---	-----

9	Students are able to collect data using correct, reliable and validated procedures and methods.	students correctly apply research methods	<p><b>Criteria:</b> research methods are appropriate</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students go into the field to apply the 6 x 50 research method	Students go into the field to apply the 6 x 50 research method	<p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <hr/> <p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 4. Wendy Laura Belcher. 2019. <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing).</i> Chicago, University Chicago Press.</p> <hr/> <p><b>Material:</b> per  <b>Reference:</b> 5. C. George Thomas. 2021. <i>Research Methodology and Scientific Writing.</i> Springer.</p> <hr/> <p><b>Material:</b> advantages and disadvantages of each research method.  <b>Reference:</b> 9. Wahyuddin, Wahyuddin &amp; Syafaruddin, &amp; Maharida., 2022. <i>Training on Using Mendeley for Citations in Writing Scientific Papers for Students.</i> Bestari Community Service Journal. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.</p> <hr/> <p><b>Material:</b> implementation of qualitative research  <b>References:</b> 7. Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper.</i> Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</p>	4%
---	---	---	--	--	--	---	----

10	Students are able to collect data using correct, reliable and validated procedures and methods.	students correctly apply research methods	<p><b>Criteria:</b> research methods are appropriate</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students go into the field to apply the 6 x 50 research method	Students go into the field to apply the 6 x 50 research method	<p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <hr/> <p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 4. Wendy Laura Belcher. 2019. <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing).</i> Chicago, University Chicago Press.</p> <hr/> <p><b>Material:</b> per  <b>Reference:</b> 5. C. George Thomas. 2021. <i>Research Methodology and Scientific Writing.</i> Springer.</p> <hr/> <p><b>Material:</b> advantages and disadvantages of each research method.  <b>Reference:</b> 9. Wahyuddin, Wahyuddin &amp; Syafaruddin, &amp; Maharida., 2022. <i>Training on Using Mendeley for Citations in Writing Scientific Papers for Students.</i> Bestari Community Service Journal. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.</p> <hr/> <p><b>Material:</b> implementation of qualitative research  <b>References:</b> 7. Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper.</i> Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</p>	4%
----	---	---	--	--	--	---	----



11	Students are able to collect data using correct, reliable and validated procedures and methods.	students correctly apply research methods	<p><b>Criteria:</b> research methods are appropriate</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students go into the field to apply the 6 x 50 research method	Students go into the field to apply the 6 x 50 research method	<p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <p><b>Material:</b> differences between qualitative and quantitative research methods  <b>References:</b> 4. Wendy Laura Belcher. 2019. <i>Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing).</i> Chicago, University Chicago Press.</p> <p><b>Material:</b> per  <b>Reference:</b> 5. C. George Thomas. 2021. <i>Research Methodology and Scientific Writing.</i> Springer.</p> <p><b>Material:</b> advantages and disadvantages of each research method.  <b>Reference:</b> 9. Wahyuddin, Wahyuddin &amp; Syafaruddin, &amp; Maharida., 2022. <i>Training on Using Mendeley for Citations in Writing Scientific Papers for Students.</i> Bestari Community Service Journal. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.</p> <p><b>Material:</b> implementation of qualitative research  <b>References:</b> 7. Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</i></p>	4%
12	Students are able to apply data processing techniques both qualitative and quantitative	suitability between data processing techniques and the type of research	<p><b>Criteria:</b> suitability between data processing techniques and the type of research</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students learn to determine data processing techniques both qualitative and quantitative 6 x 50	Students learn to determine data processing techniques both qualitative and quantitative 6 x 50	<p><b>Material:</b> Qualitative data processing techniques  <b>References:</b> 10. KLAHR, SAULO. 2007. <i>Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.</i></p> <p><b>Material:</b> Quantitative data processing techniques  <b>References:</b> 8. Ayu, Fitri &amp; Anggriani, Devi &amp; Nizamuddin. 2023. <i>Improving Students' Ability in Writing Scientific Papers Through Process Approach. The International Conference on Education, Social Sciences and Technology (ICESST). 2. 77-86. 10.55606/icesst.v2i1.272.</i></p> <p><b>Material:</b> Qualitative and quantitative data processing techniques  <b>References:</b> 7. Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</i></p>	5%
13	Students are able to prepare research reports systematically	Conformity between research reports and research guidelines	<p><b>Criteria:</b> Conformity between research reports and research guidelines</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Practice preparing research reports according to the 6 x 50 guideline	Practice preparing research reports according to the 6 x 50 guideline	<p><b>Material:</b> Preparation of research reports  <b>Bibliography:</b> 8. Ayu, Fitri &amp; Anggriani, Devi &amp; Nizamuddin., 2023. <i>Improving Students' Ability in Writing Scientific Papers Through Process Approach. The International Conference on Education, Social Sciences and Technology (ICESST). 2. 77-86. 10.55606/icesst.v2i1.272.</i></p>	4%

14	Students are able to prepare research reports systematically	research reports in accordance with predetermined research guidelines	<b>Criteria:</b> research reports in accordance with predetermined research guidelines  <b>Form of Assessment :</b> Participatory Activities	Practice compiling a 6 x 50 research report	Practice compiling a 6 x 50 research report	<b>Material:</b> Preparation of research reports <b>Bibliography:</b> 8. Ayu, Fitri & Anggriani, Devi & Nizamuddin., 2023. <i>Improving Students' Ability in Writing Scientific Papers Through Process Approach. The International Conference on Education, Social Sciences and Technology (ICESST). 2. 77-86. 10.55606/icesst.v2i1.272.</i>	4%
15	Students are able to prepare research reports systematically	research reports in accordance with predetermined research guidelines	<b>Criteria:</b> research reports in accordance with predetermined research guidelines  <b>Form of Assessment :</b> Participatory Activities	Practice compiling a 6 x 50 research report	Practice compiling a 6 x 50 research report	<b>Material:</b> Preparation of research reports <b>Bibliography:</b> 8. Ayu, Fitri & Anggriani, Devi & Nizamuddin., 2023. <i>Improving Students' Ability in Writing Scientific Papers Through Process Approach. The International Conference on Education, Social Sciences and Technology (ICESST). 2. 77-86. 10.55606/icesst.v2i1.272.</i>	4%
16	Students are able to present research results and defend their findings in front of examining lecturers and supervisors	Students are able to defend their research findings in front of examining lecturers and supervisors	<b>Criteria:</b> 1. Writing a thesis according to predetermined guidelines 2. Research reports and research findings are in accordance with field phenomena 3. Data collection techniques are appropriate to the type of research approach 4. Data analysis techniques are appropriate to the type of research approach 5. Validity and reliability tests are appropriate 6. The findings and conclusions are synchronous  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Students present the results of research reports and findings 6 x 50	Students present the results of research reports and findings 6 x 50	<b>Material:</b> Procedures for writing research reports. <b>References:</b> 6. Reis, Simone & Reis, André. 2013. <i>How to Write Your First Scientific Paper. 10.1109/IEDEC.2013.6526784.</i>	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	50%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.