	Universitas Negeri Surabaya **Faculty of Engineering,** **Undergraduate Study Program, Fashion Design Education**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Writing Scientific Papers	8321202137		T=2 P=0 ECTS=3.18	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

Program Objectives (PO)

PO - 1	Students have knowledge and understanding of the concept of methods for writing scientific papers according to the steps of scientific research.
PO - 2	Students are able to analyze articles in research journals along with scientific research steps in the context of preparing research proposals.
PO - 3	Students have the skills to prepare papers/articles from the results of journal analysis and research reports according to the standards and rules of scientific writing.
PO - 4	Students have a responsible attitude in compiling/writing research proposals in the field of fashion education.

PLO-PO Matrix

P.O
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	Understanding and mastery of the concept of writing scientific papers. Skills training Compiling scientific papers (thesis and research journal articles). Analyzing the contents of articles in journals (writing methods, research results/findings), and compiling them into a paper enriched by relevant theoretical studies, as well as communicating the results in class seminar forums. Lectures are conducted with a contextual approach oriented to Higher Order thinking. The assessment applies authentic assessment, including presentations, portfolios and tests.

References

Main :

1. 1. Damayanti, Deni. (2016).Pintar Menulis Karya Ilmiah Sejak Bangku Kuliah: Esai, Jurnal, Skrips, Tesis, dan Karya Ilmiah Populer. Yogyakarta: Araska Publisher.
2. 2. Depdiknas. (2008).Ejaan Yang Disempurnakan.Jakarta: Gramedia.
3. 3. Kuntarto, Ninik.M. dan Hendar Putranto. (2015). 99 Cara Mudah Menulis Karya Ilmiah. Panduan Praktis bagi Mahasiswa, Dosen, dan Peneliti. Yogyakarta: Indo Publika.
4. 4. Marniati, Witjaksono Andre Dwijanto, 2020. Curriculum Implementation, Entrepreneurship Motivation, and Fashion EntrepreneurshipCase Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes. International Journal Of Fashion Design, Technology And Education. , 13:3, 317-324, DOI: 10.1080/17543266.2020.Technology And Education. Penerbit: Taylor & Francis
5. 5. Syaefullah, Avip. (2015).Prinsip Dasar Penyusunan dan Penulisam Karya Tulis Ilmiah (The Fundamental of Scientific Writing). Jakarta: Grasindo.

Supporters:

Supporting lecturer	Prof. Dr. Marniati, S.E., M.M. Imami Arum Tri Rahayu, 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 can study the concept and scope of Scientific Writing (Thesis, Articles, Papers, Final Assignments, Research Reports)	1. Explain the definition of scientific writing 2. Explain the scope of writing scientific papers 3. Outlining the Code of Ethics for Writing Scientific Work	**Criteria:** 1 - 100 **Form of Assessment** : Participatory Activities		Google Classroom : Asynchro-nous and synchro-nous 2 X 50	**Material:** definition of writing scientific papers and the scope of writing scientific papers **References:** *5. Syaefullah, Avip. (2015). Basic Principles of Preparing and Writing Scientific Writing (The Fundamentals of Scientific Writing). Jakarta: Grasindo.* **Material:** examples of the benefits and functions of the Code of Ethics for Writing Scientific Work **. References:** *3. Kuntarto, Ninik.M. and Hendar Putranto. (2015). 99 Easy Ways to Write Scientific Papers. Practical Guide for Students, Lecturers and Researchers. Yogyakarta: Indo Publica.*	5%
2	Students can remember and add theory regarding the contents of research and non-research/library study thesis results	1. Explain the contents of the thesis resulting from Quantitative research 2. Explain the contents of the thesis resulting from Qualitative research 3. Explain the contents of the thesis resulting from Class Action research 4. Explain the contents of the thesis resulting from development research 5. Describe the contents of the non-research/literature review thesis	**Criteria:** 1 - 100		Google Classroom: asynchronous and synchronous 2 X 50	**Material:** Table of contents of the thesis research results **References:** *1. Damayanti, Deni. (2016). Smart at Writing Scientific Works Since College: Essays, Journals, Scripts, Theses, and Popular Scientific Works. Yogyakarta: Araska Publisher.*	5%
3	Students can remember and add theory regarding the contents of research and non-research/library study thesis results	1. Explain the contents of the thesis resulting from Quantitative research 2. Explain the contents of the thesis resulting from Qualitative research 3. Explain the contents of the thesis resulting from Class Action research 4. Explain the contents of the thesis resulting from development research 5. Describe the contents of the non-research/literature review thesis	**Criteria:** 1 - 100 **Form of Assessment** : Project Results Assessment / Product Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	**Material:** Table of Contents Thesis research results Literature Review/non-research and research and non-research results **References:** *1. Damayanti, Deni. (2016). Smart at Writing Scientific Works Since College: Essays, Journals, Scripts, Theses, and Popular Scientific Works. Yogyakarta: Araska Publisher.*	0%
4	Students can remember and add theory regarding the contents of research and non-research/library study thesis results	1. Explain the contents of the thesis resulting from Quantitative research 2. Explain the contents of the thesis resulting from Qualitative research 3. Explain the contents of the thesis resulting from Class Action research 4. Explain the contents of the thesis resulting from development research 5. Describe the contents of the non-research/literature review thesis	**Criteria:** 1 - 100 **Form of Assessment** : Project Results Assessment / Product Assessment	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	**Material:** practical learning activities in class **References:** *1. Damayanti, Deni. (2016). Smart at Writing Scientific Works Since College: Essays, Journals, Scripts, Theses, and Popular Scientific Works. Yogyakarta: Araska Publisher.*	0%

5	Students can remember and add theory about the Thesis Proposal format with Approach; Quantitative, Qualitative, Class Action, and Development	1. identify data analysis 2. data collection technique	**Criteria:** 1 - 100 **Form of Assessment** : Project Results Assessment / Product Assessment		Small Group Discussion 2 X 50	**Material:** quantitative research data analysis, qualitative research data collection techniques **References:** *3. Kuntarto, Ninik.M. and Hendar Putranto. (2015). 99 Easy Ways to Write Scientific Papers. Practical Guide for Students, Lecturers and Researchers. Yogyakarta: Indo Publica.*	5%
6	Students can remember and add theory about the Thesis Proposal format with Approach; Quantitative, Qualitative, Class Action, and Development	1. Explain the thesis proposal format with a quantitative research approach 2. explain the thesis proposal format with the qualitative research approach 3. explain the thesis proposal format with the classroom action research approach 4. explain the thesis proposal format with the development research approach	**Criteria:** 1 - 100 **Form of Assessment** : Project Results Assessment / Product Assessment		Small Group Discussion 2 X 50	**Material:** characteristics and objectives of classroom action research **References:** *5. Syaefullah, Avip. (2015). Basic Principles of Preparing and Writing Scientific Writing (The Fundamentals of Scientific Writing). Jakarta: Grasindo.*	0%
7	Students understand the Thesis Proposal Format with Quantitative, Qualitative, Class Action and Development Approaches	1. Explain the thesis proposal format with a quantitative research approach 2. explain the thesis proposal format with the qualitative research approach 3. explain the thesis proposal format with the classroom action research approach 4. explain the thesis proposal format with the development research approach	**Criteria:** 1 - 100		Google Classroom: asynchronous and synchronous 2 X 50	**Material:** results of classroom action research, development research, and literature/non-research **literature:** *5. Syaefullah, Avip. (2015). Basic Principles of Preparing and Writing Scientific Writing (The Fundamentals of Scientific Writing). Jakarta: Grasindo.*	5%
8					2 X 50		20%
9	Students understand the format of research articles, non-research results, and paper format	1. identify the main characteristics of the research article format 2. designing the format/table of contents of non-research articles 3. organizing the contents of a scientific paper	**Criteria:** 1 - 100		Self-Directed Learning 2 X 50	**Material:** research articles **References:** *1. Damayanti, Deni. (2016). Smart at Writing Scientific Works Since College: Essays, Journals, Scripts, Theses, and Popular Scientific Works. Yogyakarta: Araska Publisher.*	5%
10	Students can add theory and skills regarding article writing techniques, writing systems, referencing and citing	1. identify abstract criteria 2. differentiate the introductory content of research and non-research articles	**Criteria:** 1 - 100		Google Classroom: asynchronous and synchronous 2 X 50	**Material:** abstract criteria and introduction to research and non-research articles **References:** *3. Kuntarto, Ninik.M. and Hendar Putranto. (2015). 99 Easy Ways to Write Scientific Papers. Practical Guide for Students, Lecturers and Researchers. Yogyakarta: Indo Publica.*	5%
11	Students can add theory and skills regarding article writing techniques, writing systems, referencing and citing	1. organize the content of the quotation 2. identify methodological criteria	**Criteria:** 1 - 100		Google Classroom: asynchronous and synchronous 2 X 50	**Material:** quotations and methodological criteria **References:** *4. Marniati, Witjaksono Andre Dwijanto, 2020. Curriculum Implementation, Entrepreneurship Motivation, and Fashion EntrepreneurshipCase Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes. International Journal Of Fashion Design, Technology And Education. , 13:3, 317-324, DOI: 10.1080/17543266.2020.Technology And Education. Publisher: Taylor & Francis*	0%

12	Students can add theory and skills regarding article writing techniques, writing systems, referencing and citing	1. organize the contents of the article discussion 2. identify the content criteria for the article's conclusion	**Criteria:** 1 - 100		Google Classroom: asynchronous and synchronous 2 X 50	**Material:** contents of the article discussion and article conclusions **References:** *4. Marniati, Witjaksono Andre Dwijanto, 2020. Curriculum Implementation, Entrepreneurship Motivation, and Fashion EntrepreneurshipCase Study Student Learning Outcomes in Regular Classes and Entrepreneurship Classes. International Journal Of Fashion Design, Technology And Education. , 13:3, 317-324, DOI: 10.1080/17543266.2020.Technology And Education. Publisher: Taylor & Francis*	5%
13	Students have an honest and responsible attitude in presenting educational research proposals in the field of fashion design	organizing research proposal seminar activities	**Criteria:** 1 - 100 **Form of Assessment** : Participatory Activities		Google Classroom: asynchronous and synchronous 2 X 50	**Material:** how to carry out a research proposal seminar **References:** *3. Kuntarto, Ninik.M. and Hendar Putranto. (2015). 99 Easy Ways to Write Scientific Papers. Practical Guide for Students, Lecturers and Researchers. Yogyakarta: Indo Publica.*	5%
14	Students have an honest and responsible attitude in presenting educational research proposals in the field of fashion design	discuss in groups the systematics of presentations at research proposal seminars	**Criteria:** 1 - 100 **Form of Assessment** : Participatory Activities		Google Classroom: asynchronous and synchronous 2 X 50	**Material:** how to carry out a research proposal seminar **References:** *3. Kuntarto, Ninik.M. and Hendar Putranto. (2015). 99 Easy Ways to Write Scientific Papers. Practical Guide for Students, Lecturers and Researchers. Yogyakarta: Indo Publica.*	5%
15	Students have an honest and responsible attitude in presenting educational research proposals in the field of fashion design	present a draft/draft research proposal	**Criteria:** 1 - 100 **Form of Assessment** : Participatory Activities		Google Classroom: asynchronous and synchronous 2 X 50	**Material:** how to carry out a research proposal seminar **References:** *3. Kuntarto, Ninik.M. and Hendar Putranto. (2015). 99 Easy Ways to Write Scientific Papers. Practical Guide for Students, Lecturers and Researchers. Yogyakarta: Indo Publica.*	5%
16	Final Semester Evaluation / Final Semester Examination						30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	5%
		25%

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** 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.
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.