

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>Doctoral Study Program in Language and Literature Education</b>					<b>Document Code</b>																																									
<b>SEMESTER LEARNING PLAN</b>																																																
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>		<b>SEMESTER</b>	<b>Compilation Date</b>																																									
Research proposal		8800103080	Compulsory Study Program	T=3	P=0	ECTS=7.56	1	July 17, 2024																																								
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Subjects</b>	<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																										
		.....	.....	.....		Dr. Suhartono, M.Pd.																																										
<b>Learning model</b>	Project Based Learning																																															
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>							P.O																																							
P.O																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																															
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
<b>Short Course Description</b>	Discussion of the lecture system, proposal and scope, topic and title, problem focus and objectives, previous research and theoretical concepts, research methods, reference development, writing a bibliography, and in-depth (presentation and discussion).																																															
<b>References</b>	<b>Main :</b>																																															
	<ol style="list-style-type: none"> <li>1. Basir, Udjang Pr. M. 2014. Keterampilan Menulis (Pengantar Teori dan Praktek) Surabaya: Bintang.</li> <li>2. Faruk. 2012. Metode Penelitian Sastra (Sebuah Penjelajahan Awal).</li> <li>3. Hanafi, Abdul Halim. Metode Penelitian Bahasa: Untuk Penelitian, Tesis, dan Disertasi.</li> <li>4. Mahsun, MS. 2006. Metode Penelitian Bahasa (Tahapan Strategi, metode, dan Tekniknya) Edisi Revisi.</li> <li>5. Ahmadi, A. (2019). Metode Penelitian Sastra. Gresik: Graniti.</li> <li>6. 5. Pascasarjana Universitas Negeri Surabaya. 2019. Pedoman Penulisan Karya Ilmiah: Skripsi, Tesis, Disertasi, dan artikel.</li> </ol>																																															
	<b>Supporters:</b>																																															
<b>Supporting lecturer</b>	Prof. Dr. Udjang Pairin, M.Pd. Dr. Mulyono, M.Hum. Dr. Suhartono, M.Pd. Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																															
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																									
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																											

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Introduction, lecture system, material orientation	Introduction, lecture system, material orientation	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)</p> <p>2.2. Correct answer, wrong argument (B)</p> <p>3.3. Wrong answer, correct argument (C)</p> <p>4.4. Wrong answer, wrong argument (D)</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	1 X 50			18%
2	Proposal, orientation, topic and title	Proposal, orientation, topic and title	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)</p> <p>2.2. Correct answer, wrong argument (B)</p> <p>3.3. Wrong answer, correct argument (C)</p> <p>4.4. Wrong answer, wrong argument (D)</p>	1 X 50			0%
3	Problem focus, objectives and benefits of research	Problem focus, objectives and benefits of research	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)</p> <p>2.2. Correct answer, wrong argument (B)</p> <p>3.3. Wrong answer, correct argument (C)</p> <p>4.4. Wrong answer, wrong argument (D)</p>	3 X 50			0%
4	. Previous research, theoretical concepts, and reference development	. Previous research, theoretical concepts, and reference development	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)</p> <p>2.2. Correct answer, wrong argument (B)</p> <p>3.3. Wrong answer, correct argument (C)</p> <p>4.4. Wrong answer, wrong argument (D)</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	3 X 50			2%

5	Methods and writing bibliography	Methods and writing bibliography	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)  2.2. Correct answer, wrong argument (B)  3.3. Wrong answer, correct argument (C)  4.4. Wrong answer, wrong argument (D)</p> <p><b>Forms of Assessment :</b>  Participatory Activities, Portfolio Assessment, Practice / Performance</p>	3 X 50			30%
6	Proposal framework and development	Proposal framework and development	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)  2.2. Correct answer, wrong argument (B)  3.3. Wrong answer, correct argument (C)  4.4. Wrong answer, wrong argument (D)</p>	3 X 50			0%
7	Presentation and Discussion 1	Presentation and Discussion 1	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)  2.2. Correct answer, wrong argument (B)  3.3. Wrong answer, correct argument (C)  4.4. Wrong answer, wrong argument (D)</p>	3 X 50			0%
8	. Presentation and Discussion 2	. Presentation and Discussion 2	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)  2.2. Correct answer, wrong argument (B)  3.3. Wrong answer, correct argument (C)  4.4. Wrong answer, wrong argument (D)</p>	3 X 50			0%
9	UTS	UTS	<p><b>Criteria:</b></p> <p>1.1. Correct answer, correct argument (A)  2.2. Correct answer, wrong argument (B)  3.3. Wrong answer, correct argument (C)  4.4. Wrong answer, wrong argument (D)</p>	3 X 50			0%

10	Presentation and Discussion 3	Presentation and Discussion 3	<b>Criteria:</b> 1.1. Correct answer, correct argument (A) 2.2. Correct answer, wrong argument (B) 3.3. Wrong answer, correct argument (C) 4.4. Wrong answer, wrong argument (D)	3 X 50			0%
11	. Presentation and Discussion 4	. Presentation and Discussion 4	<b>Criteria:</b> 1.1. Correct answer, correct argument (A) 2.2. Correct answer, wrong argument (B) 3.3. Wrong answer, correct argument (C) 4.4. Wrong answer, wrong argument (D)	1 X 50			0%
12	Presentation and Discussion 5	Presentation and Discussion 5	<b>Criteria:</b> 1.1. Correct answer, correct argument (A) 2.2. Correct answer, wrong argument (B) 3.3. Wrong answer, correct argument (C) 4.4. Wrong answer, wrong argument (D)	1 X 50			0%
13	Presentation and Discussion 6	Presentation and Discussion 6	<b>Criteria:</b> 1.1. Correct answer, correct argument (A) 2.2. Correct answer, wrong argument (B) 3.3. Wrong answer, correct argument (C) 4.4. Wrong answer, wrong argument (D)	1 X 50			0%
14	Presentation and Discussion 7	Presentation and Discussion 7	<b>Criteria:</b> 1.1. Correct answer, correct argument (A) 2.2. Correct answer, wrong argument (B) 3.3. Wrong answer, correct argument (C) 4.4. Wrong answer, wrong argument (D)	1 X 50			0%

15	Presentation and Discussion 8	Presentation and Discussion 8	<b>Criteria:</b> 1.1. Correct answer, correct argument (A) 2.2. Correct answer, wrong argument (B) 3.3. Wrong answer, correct argument (C) 4.4. Wrong answer, wrong argument (D)	1 X 50			0%
16	UAS	UAS	<b>Criteria:</b> 1.1. Correct answer, correct argument (A) 2.2. Correct answer, wrong argument (B) 3.3. Wrong answer, correct argument (C) 4.4. Wrong answer, wrong argument (D)  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	1 X 50			50%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	32.67%
2.	Project Results Assessment / Product Assessment	22.67%
3.	Portfolio Assessment	10%
4.	Practice / Performance	34.67%
		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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

