	Universitas Negeri Surabaya Faculty of Education Masters Program in Out-of-School Education	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Seminar PIs	8610503012		T=3	P=0	ECTS=6.72	3	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	Able to make research proposals in the field of non-formal education according to academic principles (CPL P2, S3)
PO - 2	Mastering the techniques and ethics of presenting scientific research proposals (CPL KU2, KU5)
PO - 3	Able to analyze and provide input on research proposals in the field of non-formal education (CPL KU1, KU3)
PO - 4	Able to actively participate in scientific discussions related to non-formal education research topics (CPL S1, KU5)

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: This course contains the position of a thesis in completing undergraduate studies, identifying problems, preparing a thesis proposal based on thesis writing guidelines, and conducting a thesis proposal seminar.

References

Main :

1. Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012). How to design and evaluate research in education. McGraw-Hill.
2. Creswell, J.W. & Creswell, J.D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications.
3. Glass, G. V., & Hopkins, K. D. (1984). Statistical methods in education and psychology. Prentice Hall.

Supporters:

	1. Ghozali, I. (2016). Aplikasi analisis multivariate dengan program IBM SPSS 23. Badan Penerbit Universitas Diponegoro. 2. Latief, M.A. (2014). Research methods on language learning: An introduction. UM Press. 3. Nunan, D. & Bailey, K.M. (2020). Exploring second language classroom research: A comprehensive guide. Heinle Cengage Learning. 4. Rahardjo, M. (2002). Studi kasus dalam penelitian kualitatif: konsep dan prosedurnya. Lembaga Penelitian UNY. 5. Riyanto, Y. (2013). Metode riset pemasaran. CAPS. 6. Silverman, D. (2020). Doing qualitative research: A practical handbook. SAGE Publications Limited. 7. Proposal Penelitian Mahasiswa
Supporting lecturer	Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Dr. Sjafiatul Mardliyah, S.Sos., M.A. Dr. Rofik Jalal Rosyanafi, 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		Identify the components of a research proposal	**Criteria:** Completeness of components, assessment rubric **Form of Assessment** : Participatory Activities	Lectures, discussions		**Material:** Signs of writing a research proposal **References:** *Fraenkel, JR, Wallen, NE, & Hyun, HH (2012). How to design and evaluate research in education. McGraw-Hill.*	50%
2	Able to prepare research proposals	Formulate the background and research problem	**Criteria:** Clarity & sharpness of formulation, rubric **Form of Assessment** : Participatory Activities	Brainstorming, discussion		**Material:** Systematics and components of a research proposal **References:** *Creswell, JW & Creswell, JD (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications.*	50%
3	Master the steps for presenting a research proposal	Identify effective presentation techniques	**Criteria:** Accuracy and completeness of technique, rubric **Form of Assessment** : Participatory Activities	Lecture, brainstorm		**Material:** Techniques and ethics of scientific presentations **Reference:** *Latief, MA (2014). Research methods on language learning: An introduction. UM Press.*	50%
4	Master the steps for presenting a research proposal	Identify effective presentation techniques	**Criteria:** Accuracy and completeness of technique, rubric **Form of Assessment** : Participatory Activities	Assistance in making presentation materials		**Material:** Steps for presenting a research proposal **References:** *Nunan, D. & Bailey, KM (2020). Exploring second language classroom research: A comprehensive guide. Heinle Cengage Learning.*	50%

5	Able to analyze and provide input on other participants' research proposals	Provide input to improve proposals	**Criteria:** Constructive and solution input, rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Proposal presentation & discussion		**Material:** Discussion of student research proposals **Reference:** *Rahardjo, M. (2002). Case studies in qualitative research: concepts and procedures. UNY Research Institute.*	50%
6	Able to respond to research proposal input and questions	Answer questions related to research proposals	**Criteria:** Accuracy, clarity and consistency of answers, rubrics **Form of Assessment** : Project Results Assessment / Product Assessment	Proposal presentation & discussion		**Material:** Discussion of student research proposals **References:** *Silverman, D. (2020). Doing qualitative research: A practical handbook. SAGE Publications Limited.*	50%
7	Able to analyze and provide input on other participants' research proposals	Provide input for revision of research proposals	**Criteria:** Constructive and solution input, rubric **Form of Assessment** : Practice / Performance	Proposal presentation & discussion		**Material:** Input for improving participant proposals **References:** *Ghozali, I. (2016). Multivariate analysis application with the IBM SPSS 23 program. Diponegoro University Publishing Agency.*	50%
8			**Form of Assessment** : Test				15%
9	Able to respond to research proposal input and questions	Present revised proposals based on input	**Criteria:** Accuracy of revisions carried out, rubric **Form of Assessment** : Participatory Activities	Presentation of revised proposal & discussion		**Material:** Revision of proposal based on input **References:** *Riyanto, Y. (2013). Marketing research methods. CAPS.*	50%
10	Able to analyze and provide input on other participants' research proposals	Provide input for revision of research proposals	**Criteria:** Constructive and solution input, rubric **Form of Assessment** : Participatory Activities	Presentation of revised proposal & discussion		**Material:** Input for improving participant proposals **References:** *Glass, GV, & Hopkins, KD (1984). Statistical methods in education and psychology. Prentice Hall.*	50%

11	Able to present research proposal presentations	Present a revised research proposal	**Criteria:** Quality of presentation, rubric **Form of Assessment** : Participatory Activities	Proposal presentation		**Material:** Presentation of research proposals by students. **Reference:** *Latief, MA (2014). Research methods on language learning: An introduction. UM Press.*	50%
12	Able to analyze and provide input on other participants' research proposals	Provide input for finalizing the proposal	**Criteria:** Constructive and solution input, rubric **Form of Assessment** : Participatory Activities	Proposal presentation & discussion		**Material:** Input for improving participant proposals **References:** *Creswell, JW & Creswell, JD (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage Publications.*	50%
13	Able to respond to research proposal input and questions	Respond to input to finalize proposals	**Criteria:** Response accuracy, rubric **Form of Assessment** : Participatory Activities	Discussion		**Material:** Revision of proposal based on input and research preparation **References:** *Nunan, D. & Bailey, KM (2020). Exploring second language classroom research: A comprehensive guide. Heinle Cengage Learning.*	50%
14	Concluding lecture material and preparing research proposal seminars	Students understand all the research proposal seminar lecture material	**Criteria:** Understanding lecture material, quizzes **Form of Assessment** : Participatory Activities	Lectures, questions and answers, quizzes		**Material:** Review of all lecture material Research proposal seminar mechanisms Preparation for organizing and participating in research proposal seminars **References:** *Fraenkel, JR, Wallen, NE, & Hyun, HH (2012). How to design and evaluate research in education. McGraw-Hill.*	5%
15	Attend research proposal seminars	Students actively participate in research proposal seminars	**Criteria:** Active participation (presenting, giving input, answering questions), attendance list **Form of Assessment** : Participatory Activities			**Material:** Scientific Seminar Lecture Material: Research proposal seminar **Literature:** *Student Research Proposal*	50%

16			**Form of Assessment** : Test				15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	505%
2.	Project Results Assessment / Product Assessment	100%
3.	Practice / Performance	50%
4.	Test	30%
		100%

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.