



| MATA KULIAH (MK)                                                 |           | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       | Rumpun MK                                                                                                                                                                                          |   | BOBOT (sks)       |   |   | SEMESTER |                           |    | Tgl Penyusunan |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------|---|---|----------|---------------------------|----|----------------|------|-----------|------|-------|--------|---|--------|---|--------|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| Tugas Akhir                                                      |           | 1000004105                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                                                                                                                                                                                    |   | T=4 P=0 ECTS=6.36 |   |   | 7        |                           |    | 7 Januari 2026 |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| OTORISASI                                                        |           | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                                                                                                                                                                                    |   | Koordinator RMK   |   |   |          | Koordinator Program Studi |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | TIM MBKM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                                                                                                                                                                                    |   | TIM MBKM          |   |   |          | SYAHID AKHMAD FAISOL      |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| Model Pembelajaran                                               |           | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| Capaian Pembelajaran (CP)                                        |           | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | CPL-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       | Students are able to compile and analyze problems in research in the field of non formal education (C4)                                                                                            |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       | Students are able to apply various information technologies in preparing their final thesis assignment (C3).                                                                                       |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       | Students are able to organize and collaborate on the performance of preparing their final assignment independently both theoretically and practically (A4).                                        |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       | <table border="1"> <tr> <td>CPMK</td> <td>CPL-3</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td></td> </tr> </table>               |   |                   |   |   |          |                           |    |                |      |           | CPMK | CPL-3 | CPMK-1 | ✓ | CPMK-2 | ✓ | CPMK-3 |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | CPL-3 |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓     |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-2                                                           | ✓         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-3                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           | <table border="1"> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>CPMK-1</td> <td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-2</td> <td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td> </tr> <tr> <td>CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td> </tr> </table>                                                                                                                                                                                                                                                                                                                 |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                | CPMK | Minggu Ke |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | CPMK-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |
| CPMK                                                             | Minggu Ke |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  | 1         | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3     | 4                                                                                                                                                                                                  | 5 | 6                 | 7 | 8 | 9        | 10                        | 11 | 12             | 13   | 14        | 15   | 16    |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-1                                                           | ✓         | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ✓     |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-2                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       | ✓                                                                                                                                                                                                  | ✓ | ✓                 | ✓ | ✓ | ✓        | ✓                         | ✓  | ✓              | ✓    | ✓         | ✓    |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| CPMK-3                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      | ✓     |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| Deskripsi Singkat MK                                             |           | The final thesis assignment course is a course aimed at making students understand and 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 for thinking, 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 compiling a research report according to correct writing techniques and free from plagiarism. After passing plagiarism, students are scheduled to conduct a thesis examination session by the examining lecturer before being declared a graduate. By completing a thesis, students demonstrate their ability to conduct structured and scientific research, and are ready to face professional challenges in their field. |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| Pustaka                                                          |           | Utama : <table border="1"> <tr> <td></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                                                                                                                                                                                    |   |                   |   |   |          |                           |    |                |      |           |      |       |        |   |        |   |        |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                            |                                                                                                   |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                         |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                            | <ol style="list-style-type: none"> <li>1. scholar</li> <li>2. SINTA</li> <li>3. SCOPUS</li> </ol> |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                         |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |                                                                                                   |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                         |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                            | Penilaian                                                                                         |                                                                                                                                                                               | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran [ Pustaka ]                                                                                                                                                                                                                                         | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                            | Indikator                                                                                         | Kriteria & Bentuk                                                                                                                                                             | Luring (offline)                                                                 | Daring (online) |                                                                                                                                                                                                                                                                         |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (2)                                                                        | (3)                                                                                               | (4)                                                                                                                                                                           | (5)                                                                              | (6)             | (7)                                                                                                                                                                                                                                                                     | (8)                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students are able to identify and formulate problems for the final project | Students are able to identify and formulate problems for the final project                        | <b>Kriteria:</b><br>Students are able to identify and formulate problems for the final project<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Project 4x50                                                                     | Project 4 X 50  | <b>Materi:</b> Students are able to identify and formulate problems for the final project<br><b>Pustaka:</b> Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.                  | 5%                  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students are able to identify and formulate problems for the final project | Students are able to identify and formulate problems for the final project                        | <b>Kriteria:</b><br>Students are able to identify and formulate problems for the final project<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Project 4x50                                                                     | Project 4 X 50  | <b>Materi:</b> Students are able to identify and formulate problems for the final project<br><b>Pustaka:</b> Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.                  | 5%                  |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students are able to identify and formulate problems for the final project | Students are able to identify and formulate problems for the final project                        | <b>Kriteria:</b><br>Students are able to identify and formulate problems for the final project<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Project 4x50                                                                     | Project 4 X 50  | <b>Materi:</b> Students are able to identify and formulate problems for the final project<br><b>Pustaka:</b> Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.                  | 5%                  |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students are able to design and compile their final projects well          | Students are able to design and compile their final projects well                                 | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk          | Project 4x50                                                                     | Project 4 X 50  | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> 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. | 5%                  |

[illegible]

|    |                                                                                           |                                                                                           |                                                                                                                                                                                              |              |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
|----|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 12 | Students are able to design and compile their final projects well                         | Students are able to design and compile their final projects well                         | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | Project 4x50 | Project 4 X 50 | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies</i> . 19. 1-7. 10.3126/njdrs.v19i01.51910.                                                                                                                                                                                                                                                                  | 5%  |
| 13 | Students are able to design and compile their final projects well                         | Students are able to design and compile their final projects well                         | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | Project 4x50 | Project 4 X 50 | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies</i> . 19. 1-7. 10.3126/njdrs.v19i01.51910.                                                                                                                                                                                                                                                                  | 5%  |
| 14 | Students are able to design and compile their final projects well                         | Students are able to design and compile their final projects well                         | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | Project 4x50 | Project 4 X 50 | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies</i> . 19. 1-7. 10.3126/njdrs.v19i01.51910.                                                                                                                                                                                                                                                                  | 5%  |
| 15 | Students are able to design and compile their final projects well                         | Students are able to design and compile their final projects well                         | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | Project 4x50 | Project 4 X 50 | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> Khatri, Bishnu. 2022. <i>Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies</i> . 19. 1-7. 10.3126/njdrs.v19i01.51910.                                                                                                                                                                                                                                                                  | 5%  |
| 16 | answer questions in the final project exam and revise based on the input of the examiners | answer questions in the final project exam and revise based on the input of the examiners | <b>Kriteria:</b><br>answer questions in the final project exam and revise based on the input of the examiners<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | UAS 4 X 50   | UAS 4 X 50     | <b>Materi:</b> menjawab pertanyaan dalam ujian tugas akhir dan merevisi berdasar masukan para penguji<br><b>Pustaka:</b> Tim Penyusun Buku Pedoman Tugas Akhir. 2024. <i>Pedoman Tugas Akhir Universitas Negeri Surabaya</i> . Surabaya: Direktorat TPTP.<br><br><b>Materi:</b> answer questions in the final project exam and revise based on the input of the examiners<br><b>Pustaka:</b> Léane, Jourdan & Boudin, Florian & Dufour, Richard & Hernandez, Nicolas. (2023). <i>Text revision in Scientific Writing Assistance: An Overview</i> | 25% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Penilaian Hasil Project / Penilaian Produk | 100%       |
|    |                                            | 100%       |

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.