SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Seminar		8321101164		T=1	P=0	ECTS=1.59	5	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Dr. Hj. Sri Handajani, S.Pd., M.Kes.	

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	This course provides understanding and mastery of procedures for making proposals according to applicable academic regulations, providing and explaining the contents of proposals and arguments for the contents of proposals in seminars.

References	**Main :**
	1. 1. Arief Furchan. 2003. Pengantar Penelitian dalam Pendidikan. Surabaya: Usaha Nasional Buku Utama 2. Sutrisno Hadi. 1993. Metodologi Research. Jilid 1. Yogyakarta: Penerbit Andi Offset
	Supporters:

Supporting lecturer	Dr. Ir. Asrul Bahar, M.Pd. Dra. Lucia Tri Pangesthi, M.Pd. Nugrahani Astuti, S.Pd., M.Pd. Dr. Hj. Sri Handajani, S.Pd., M.Kes. Mauren Gita Miranti, S.Pd., M.Pd. Andika Kuncoro Widagdo, M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Students are able to formulate and write research designs that will be presented in seminars	Describe the meaning, purpose, function and importance of proposal seminars according to the rules of academic writing well. Able to develop procedures for preparing research according to the proposal structure and writing systematics well. Gather various relevant sources and understand the importance of relevant research well. Able to analyze important aspects, and supporting theories of ideas/ideas Arranging the research focus appropriately	**Criteria:** 1.1 Participation 25% 2.2 Presentation and discussion 35% 3.3 Proposals 40%	Project based learning 1 X 50	Delivery of RPS, 1x50 lectures		0%
2	Students are able to formulate and write research designs that will be presented in seminars	Describe the meaning, purpose, function and importance of proposal seminars according to the rules of academic writing well. Able to develop procedures for preparing research according to the proposal structure and writing systematics well. Gather various relevant sources and understand the importance of relevant research well. Able to analyze important aspects, and supporting theories of ideas/ideas Arranging the research focus appropriately	**Criteria:** 1.1 Participation 25% 2.2 Presentation and discussion 35% 3.3 Proposals 40%	Project based learning 1 X 50			0%

| 3 | Students are able to formulate and write research designs that will be presented in seminars | Describe the meaning, purpose, function and importance of proposal seminars according to the rules of academic writing well. Able to develop procedures for preparing research according to the proposal structure and writing systematics well. Gather various relevant sources and understand the importance of relevant research well. Able to analyze important aspects, and supporting theories of ideas/ideas Arranging the research focus appropriately | **Criteria:**
1.1 Participation 25%
2.2 Presentation and discussion 35%
3.3 Proposals 40% | Project based learning 1 X 50 | | | 0% |
| 4 | Students are able to formulate and write research designs that will be presented in seminars | Describe the meaning, purpose, function and importance of proposal seminars according to the rules of academic writing well. Able to develop procedures for preparing research according to the proposal structure and writing systematics well. Gather various relevant sources and understand the importance of relevant research well. Able to analyze important aspects, and supporting theories of ideas/ideas Arranging the research focus appropriately | **Criteria:**
1.1 Participation 25%
2.2 Presentation and discussion 35%
3.3 Proposals 40% | Project based learning 1 X 50 | | | 0% |

5	Able to determine the title, compose background, problem formulation, literature review, rational basis for selecting theory, formulate objectives and benefits, and research methods chosen in designing a research proposal	Able to determine and convey the reasons for choosing a research title, problem background, problem formulation, objectives in preparing a proposal well. Able to prepare and write a literature review plan correctly. Able to determine the choice of theory used in research. Able to determine appropriate research methods and approaches.		Observation i, performance, written, verbal 1 X 50			0%
6	Able to determine the title, compose background, problem formulation, literature review, rational basis for selecting theory, formulate objectives and benefits, and research methods chosen in designing a research proposal	Able to determine and convey the reasons for choosing a research title, problem background, problem formulation, objectives in preparing a proposal well. Able to prepare and write a literature review plan correctly. Able to determine the choice of theory used in research. Able to determine appropriate research methods and approaches.		Observation i, performance, written, verbal 1 X 50			0%
7	Able to determine the title, compose background, problem formulation, literature review, rational basis for selecting theory, formulate objectives and benefits, and research methods chosen in designing a research proposal	Able to determine and convey the reasons for choosing a research title, problem background, problem formulation, objectives in preparing a proposal well. Able to prepare and write a literature review plan correctly. Able to determine the choice of theory used in research. Able to determine appropriate research methods and approaches.		Observation i, performance, written, verbal 1 X 50			0%
8	Midterm exam	Collecting Research Proposals		1 X 50			0%

No	Sub-PO	Indicators	Learning Method			Percentage
9	Presentation of research proposals in class seminars	Able to make good seminar presentations. Present research proposals in class seminars well		Discussion and performance Presentation of research proposal 1 X 50		0%
10	Presentation of research proposals in class seminars	Able to make good seminar presentations. Present research proposals in class seminars well		Discussion and performance Presentation of research proposal 1 X 50		0%
11	Presentation of research proposals in class seminars	Able to make good seminar presentations. Present research proposals in class seminars well		Discussion and performance Presentation of research proposal 1 X 50		0%
12	Presentation of research proposals in class seminars	Able to make good seminar presentations. Present research proposals in class seminars well		Discussion and performance Presentation of research proposal 1 X 50		0%
13	Presentation of research proposals in class seminars	Able to make good seminar presentations. Present research proposals in class seminars well		Discussion and performance Presentation of research proposal 1 X 50		0%
14	Revise the research proposal based on class forum suggestions	Able to revise proposals well based on class forum suggestions		Discussion and Presentation of research proposals 1 X 50		0%
15	Revise the research proposal based on class forum suggestions	Able to revise proposals well based on class forum suggestions		Discussion and Presentation of research proposals 1 X 50		0%
16						0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.