



Universitas Negeri Surabaya
Faculty of Economics and Business
Economic Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Economic Education Seminar	8720303287		T=3 P=0 ECTS=4.77	5	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Dr. Retno Mustika Dewi, S.Pd., M.Pd.																																		
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;"></td> <td style="text-align: center;">P.O</td> </tr> </table>						P.O																														
	P.O																																					
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course discusses the basic concepts of Economic Education seminars, CHAPTER I Introduction, CHAPTER II Literature Review, CHAPTER III Research Methods, making proposals, presenting proposals																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Tim Penyusun Buku Pedoman Penulisan Skripsi. 2014. Pedoman Penulisan Skripsi. Surabaya: Unipress Universitas Negeri Surabaya 2. Darmono. 2004. Menyelesaikan Skripsi Dalam Satu Semester. Jakarta: Grasindo. 3. Siang, Jong Jek. 2003. Kiat jitu: sukses menyusun skripsi. Yogyakarta: Andi. 4. Nasution, S. 2006. Buku Penuntun Membuat Disertasi, Skripsi, Desertasi, Makalah. Jakarta: Bumi Aksara. 5. Hadi, Sutrisno. 2004. Bimbingan menulis skripsi & thesis jilid 1. Yogyakarta: Andi. 6. Hadi, Sutrisno. 2004. Bimbingan menulis skripsi & thesis jilid 2. Yogyakarta: Andi. 7. ADAMS, J., COCHRANE, M., & DUNNE, L. 2012. Applying theory to educational research: an introductory approach with case studies. Chichester, West Sussex, J. Wiley & Sons. 																																					
	Supporters:																																					
	<ol style="list-style-type: none"> 1. Sholikhah, N., Soejoto, A., Ghofur, M. A., Dewi, R. M., & Fitrayati, D. (2021). Upaya peningkatan keterampilan penulisan dan publikasi artikel ilmiah melalui pelatihan bagi guru mgmp ekonomi SMA se-gerbang kertokusilo. E-Dimas: Jurnal Pengabdian Kepada Masyarakat, 12 (3), 382–387. 																																					
Supporting lecturer	Prof. Dr. Jun Surjanti, S.E., M.Si. Muhammad Abdul Ghofur, S.E., M.Pd. Dr. Retno Mustika Dewi, S.Pd., M.Pd. Riza Yonisa Kurniawan, S.Pd., M.Pd. Eka Hendi Andriansyah, S.Pd., M.Pd. Mohamad Arief Rafsanjani, S.Pd., M.Pd. Albrian Fiky Prakoso, S.Pd., M.Pd. Heni Purwa Pamungkas, S.Pd., M.Pd.																																					

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the basic concepts of Economic Education seminars	1.Explain the meaning of an Economic Education seminar 2.Explain the systematics of writing a thesis proposal 3.Understand the latest issues regarding economic education	Criteria: 10 Form of Assessment : Project Results Assessment / Product Assessment	Reading assignment Lecture assignment 6 X 50	On line		0%
2	Understand the basic concepts of Economic Education seminars	1.Explain the meaning of an Economic Education seminar 2.Explain the systematics of writing a thesis proposal 3.Understand the latest issues regarding economic education	Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60) Form of Assessment : Project Results Assessment / Product Assessment	Reading assignment Lecture assignment 6 X 50	On line		0%
3	Understanding CHAPTER I Introduction	1.Explain the meaning of an Economic Education seminar 2.Explain the systematics of writing a thesis proposal 3.Understand the latest issues regarding economic education	Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60) Form of Assessment : Project Results Assessment / Product Assessment	Reading assignment Lecture assignment 6 X 50	On line		10%
4	Understanding CHAPTER I Introduction	1.Explain the meaning of an Economic Education seminar 2.Explain the systematics of writing a thesis proposal 3.Understand the latest issues regarding economic education	Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60) Form of Assessment : Project Results Assessment / Product Assessment	Reading assignment Lecture assignment 6 X 50	On line		0%

5	Understanding CHAPTER II Literature Review	<ol style="list-style-type: none"> 1.Explain the meaning of an Economic Education seminar 2.Explain the systematics of writing a thesis proposal 3.Understand the latest issues regarding economic education 	<p>Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Reading assignment Lecture assignment 6 X 50	On line		20%
6	Understanding CHAPTER II Literature Review	<ol style="list-style-type: none"> 1.Explain the meaning of an Economic Education seminar 2.Explain the systematics of writing a thesis proposal 3.Understand the latest issues regarding economic education 	<p>Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Reading assignment Lecture assignment 6 X 50	On line		0%
7	Understanding CHAPTER II Literature Review	<ol style="list-style-type: none"> 1.Explain the meaning of an Economic Education seminar 2.Explain the systematics of writing a thesis proposal 3.Understand the latest issues regarding economic education 	<p>Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Reading assignment Lecture assignment 6 X 50	On line		0%
8		Materials 1-7	<p>Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	3 X 50			20%

9	Explaining CHAPTER III Research Methods	<ol style="list-style-type: none"> 1.Explain the type of research 2.Explain population and sample 3.Explain the subject and object of research 4.Explain operational definitions 5.Explain data collection techniques 6.Explain the research instruments 7.Explain data analysis techniques 	<p>Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment to read 6 X 50 Assignment Lectures	on line		5%
10	Explaining CHAPTER III Research Methods	<ol style="list-style-type: none"> 1.Explain the type of research 2.Explain population and sample 3.Explain the subject and object of research 4.Explain operational definitions 5.Explain data collection techniques 6.Explain the research instruments 7.Explain data analysis techniques 	<p>Criteria: Maximum value 10</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Assignment to read 6 X 50 Assignment Lectures	on line		0%
11	Create a research proposal	<ol style="list-style-type: none"> 1.Create a research proposal 2.Discuss the draft research proposal 	<p>Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Reading assignment Practice Assignment 6 X 50	on line		5%
12	Create a research proposal	<ol style="list-style-type: none"> 1.Create a research proposal 2.Discuss the draft research proposal 	<p>Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Reading assignment Practice Assignment 6 X 50	on line		0%

13	Create a research proposal	1.Create a research proposal 2.Discuss the draft research proposal	Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60) Form of Assessment : Project Results Assessment / Product Assessment	Reading assignment Practice Assignment 6 X 50	on line		10%
14	Create a research proposal	1.Create a research proposal 2.Discuss the draft research proposal	Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60) Form of Assessment : Project Results Assessment / Product Assessment	Reading assignment Practice Assignment 6 X 50	on line		0%
15	Create a research proposal	1.Create a research proposal 2.Discuss the draft research proposal	Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60) Form of Assessment : Project Results Assessment / Product Assessment	Reading assignment Practice Assignment 6 X 50	on line		0%
16	UAS		Criteria: 1.Assignments, participation, UTS and UAS 2.A = Very Good (85-100) 3.B = Good (80- 85) 4.C = Fairly Good (70-75) 5.D = Poor (60-65) 6.E = Not Good (< 60) Form of Assessment : Project Results Assessment / Product Assessment	Written Test 3 X 50	on line		30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.

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.