



**Universitas Negeri Surabaya  
Faculty of Education,  
Educational Technology Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
Techniques for Writing Scientific Papers	8620302132		T=2	P=0	ECTS=3.18	6	July 17, 2024
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
		.....	.....			Dr. Utari Dewi, S.Sn., M.Pd.	
<b>Learning model</b>	<b>Project Based Learning</b>						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>						
	<b>Program Objectives (PO)</b>						
	<b>PLO-PO Matrix</b>						
		P.O					
<b>Short Course Description</b>	Examining and developing various theoretical and practical concepts related to scientific knowledge both through scientific thinking processes and scientific research to support the smooth preparation of seminar scientific work and thesis research scientific work.						
<b>References</b>	<b>Main :</b>						
	1. Dalman . 2019. Menulis karya Ilmiah. Jakarta: Penerbit. PT. RajaGrafindo Persada 2. Nana Sudjana. 2001. Tuntunan Penyusunan Karya Ilmiah: Makalah-Skripsi-Te sis-Disertasi. Bandung: Sinar Baru Algensindo. 3. Suedi. 2015. Penulisan Ilmiah. Bogor. Penerbit IPB Press. 4. Mukayat D. Brotowidjoyo.Iqbal. 1993. Penulisan Karangan Ilmiah. Jakarta: Penerbit AKADEMIKA PRESSINDO. 5. Gunawan Wiradi. 2020 Etikan Penulisan Karya Ilmiah. Jakarta. Yayasan Pustaka Obor Indonesia						
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Dr. Hari Sugiharto Setyaedhi, M.Si. Citra Fitri Kholidya, S.Pd., M.Pd.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understanding the meaning of scientific writing	<ol style="list-style-type: none"> <li>1. Describe scientific papers</li> <li>2. Describe the systematics of scientific writing.</li> <li>3. Describe the characteristics of scientific writing.</li> <li>4. Describe the types of scientific writing.</li> <li>5. Describe the function of scientific writing</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2. Make a table of differences in scientific papers</li> <li>3. Assessment Description:</li> <li>4. 4 = very good</li> <li>5. 3 = good</li> <li>6. 2 = not good</li> <li>7. 1 = very poor</li> </ol>	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 X 50			0%
2	Requirements for scientific writing	<ol style="list-style-type: none"> <li>1. Explain the special requirements for writing scientific work.</li> <li>2. Explain the nature of scientific work.</li> <li>3. Explain the benefits of scientific work</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2. Create abstracts of scientific papers</li> <li>3. Assessment Description:</li> <li>4. 4 = very good</li> <li>5. 3 = good</li> <li>6. 2 = not good</li> <li>7. 1 = very poor</li> </ol>	Lectures, discussions, questions and answers 2 X 50			0%
3	Type or form of scientific work	Scientific work: <ol style="list-style-type: none"> <li>1. Describe the paper</li> <li>2. Describe the thesis</li> <li>3. Describe the scientific article</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2. Make an introduction to a scientific paper</li> <li>3. Assessment Description:</li> <li>4. 4 = very good</li> <li>5. 3 = good</li> <li>6. 2 = not good</li> <li>7. 1 = very poor</li> </ol>	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner, project based learning making a table of differences in scientific work 2 X 50			0%
4	Abstract of Scientific Work	<ol style="list-style-type: none"> <li>1. Describe the abstract</li> <li>2. Describe the function of the abstract</li> <li>3. Describe the nature of the abstract</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2. Make theoretical studies of scientific papers</li> <li>3. Assessment Description:</li> <li>4. 4 = very good</li> <li>5. 3 = good</li> <li>6. 2 = not good</li> <li>7. 1 = very poor</li> </ol>	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Providing examples, questions and answers and individual assignments in a structured and independent manner, project based learning creates 2 X 50 abstracts			0%

5	Introduction to Scientific Work	Explaining the contents of the introductory section of scientific work	<b>Criteria:</b> 1. Concepts assessed: 2. Create research methods for scientific papers 3. Assessment Description: 4. 4 = very good 5. 3 = good 6. 2 = not good 7. 1 = very poor	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Providing examples, questions and answers and individual assignments in a structured and independent manner, project based learning makes CHAPTER I Introduction 2 X 50			0%
6	Theory and Framework Study	1. Can analyze theoretical studies 2. Can formulate a framework of thought	<b>Criteria:</b> 1. Concepts assessed: 2. Definition of scientific and non-scientific work and give examples	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Providing examples, questions and answers and individual assignments in a structured and independent manner, project based learning makes CHAPTER II Theoretical Study 2 X 50			0%
7	Scientific Writing Methodology	Create the contents of the research methods section	<b>Criteria:</b> 1. Concepts assessed: 2. systematics of writing papers	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Providing examples, questions and answers and individual assignments in a structured and independent manner, project based learning Making CHAPTER III Research Methods 2 X 50			0%

8	UTS	All Materials That Have Been Provided	<b>Criteria:</b> 1. Concepts assessed: 2. research hypothesis	Students do all the UTS 2 X 50 questions			0%
9	Discussion	Miss, got it. explains the relationship that includes the results of the analysis of all variables to answer the research objectives	<b>Criteria:</b> 1. Concepts assessed: 2. systematics of writing a thesis proposal	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 X 50			0%
10	Conclusions and Suggestions and Bibliography	Create the contents of the conclusion and suggestions section.	<b>Criteria:</b> 1. Concepts assessed: 2. background Title of proposal	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Providing examples, questions and answers and individual assignments in a structured and independent manner, project based learning making a bibliography 2 X 50			0%
11	Preparation of Scientific Work: 1. Paper 2. Thesis 3. Scientific Article	1. Describe compiling a scientific paper Paper 2. Describe a thesis.	<b>Criteria:</b> 1. Concepts assessed: 2. Make a bibliography of scientific papers 3. Assessment Description: 4. 4 = very good 5. 3 = good 6. 2 = not good 7. 1 = very poor	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Giving an example, 2 X 50			0%

12	Preparation of Scientific Work: 1. Paper 2. Thesis 3. Scientific Article 4. Research Proposal	1. Describe compiling a scientific paper Paper 2. Describe a thesis. Mhs.dpt.composing proposals Final Assignment/Thesis 3. Describe scientific work articles 4. Describe preparing development research proposals 5. Describe writing papers	<b>Criteria:</b> 1. Concepts assessed: 2. Create a research proposal 3. Assessment Description: 4. 4 = very good 5. 3 = good 6. 2 = not good 7. 1 = very poor	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Providing examples, questions and answers and individual assignments in a structured and independent manner, project based learning creating research proposals 2 X 50			0%
13	Preparation of Scientific Work: 1. Paper 2. Thesis 3. Scientific Article 4. Research Proposal	1. Describe compiling a scientific paper Paper 2. Describe a thesis. Mhs.dpt.composing proposals Final Assignment/Thesis 3. Describe scientific work articles 4. Describe preparing development research proposals 5. Describe writing papers	<b>Criteria:</b> 1. Concepts assessed: 2. Population and sample and the advantages of using samples	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Providing examples, questions and answers and individual assignments in a structured and independent manner, project based learning making research proposals 2 X 50			0%
14	Enhanced Spelling (EYD)	Describe using EYD	<b>Criteria:</b> 1. Concepts assessed: 2. Research data collection	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Providing examples, questions and answers and individual assignments in a structured and independent manner 2 X 50			0%

15	Ethics of Writing Scientific Papers	1.Explain the purpose of a literature review 2.Quoting from various literature, both directly and indirectly 3.Able to explain plagiarism and efforts to avoid it	<b>Criteria:</b> 1.Concepts assessed: 2.Quotes from experts	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 X 50		0%
16	UAS		<b>Criteria:</b> 1.Concepts assessed: 2.Histogram/bar graphs and how to present these graphs	Students do all UAS questions individually 2 X 50		0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.