



Universitas Negeri Surabaya
Faculty of Education,
Undergraduate Study Program in Out-of-School Education

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																														
Writing Scientific Papers	8620502244	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	August 1, 2023																																																																																														
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																																																															
		Dr. Wiwin Yulianingsih, S.Pd., M.Pd. ; Widya Nusantara, S.Pd., M.Pd. ; Monica Widyaswari, S.Pd., M.Pd.	Dr. Wiwin Yulianingsih, S.Pd., M.Pd.	Rivo Nugroho, S.Pd., M.Pd.																																																																																															
Learning model	Case Studies																																																																																																		
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																		
	PLO-10	Able to communicate both in writing and orally in accordance with academic values, norms and ethics																																																																																																	
	PLO-11	Able to utilize technology and information in efforts to solve problems in accordance with their field of expertise																																																																																																	
	PLO-12	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics																																																																																																	
	Program Objectives (PO)																																																																																																		
	PO - 1	Mastering research concepts and procedures so as to be able to design and carry out research in the field of Non-formal Education critically, creatively, collaboratively, communicatively, with information literacy																																																																																																	
	PO - 2	Have the skills to implement research implementation steps in a research design.																																																																																																	
	PO - 3	Have a positive attitude to participate in learning well.																																																																																																	
	PLO-PO Matrix																																																																																																		
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-10</th> <th>PLO-11</th> <th colspan="2">PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td colspan="2"></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td colspan="2"></td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td></td> <td colspan="2">✓</td> </tr> </tbody> </table>				P.O	PLO-10	PLO-11	PLO-12		PO-1	✓	✓			PO-2		✓			PO-3	✓		✓																																																																											
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																																																		
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PO-2			✓		✓	✓	✓		✓	✓				✓																																																																																					
PO-3								✓																																																																																											
Short Course Description	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. An indicator of the success of this course is if students are able to implement theory into Non-Formal Education practice.																																																																																																		
References	Main :																																																																																																		
	<ol style="list-style-type: none"> 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 																																																																																																		
	Supporters:																																																																																																		
	1. scholar																																																																																																		

Supporting lecturer		Dr. Wiwin Yulianingsih, S.Pd., M.Pd. Widya Nusantara, S.Pd., M.Pd. Dr. Rofik Jalal Rosyanafi, M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the meaning of scientific writing	1. Describe scientific writing. 2. Describe the systematics of scientific writing. 3. Describe the characteristics of scientific writing. 4. Describe the requirements for scientific writing. 5. Describe the types of scientific writing. 6. Describe the function of scientific writing	Criteria: 1. Concepts assessed: 2. Make a table of differences in scientific papers 3. Assessment Description: 4.4 = very good 5.3 = good 6.2 = not good 7.1 = very poor Form of Assessment : Participatory Activities	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 X 50	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 x 50	Material: Understanding Scientific Writing Library: Dalman. 2019. <i>Writing scientific works</i> . Jakarta: Publisher. PT. RajaGrafindo Persada	3%
2	Requirements for scientific writing	1. Explain the special requirements for writing scientific work. 2. Explain the nature of scientific work. 3. Explain the benefits of scientific work	Criteria: 1. Concepts assessed: 2. Create abstracts of scientific papers 3. Assessment Description: 4.4 = very good 5.3 = good 6.2 = not good 7.1 = very poor Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 2 X 50	Lectures, discussions, questions and answers 2 x 50	Material: Requirements for scientific writing Reader: Nana Sudjana. 2001. <i>Guidelines for Preparing Scientific Work: Papers-Thesis-Dissertation</i> . Bandung: Sinar Baru Algensindo.	4%
3	Type or form of scientific work	Scientific work: 1. Describe the paper 2. Describe the thesis 3. Describe the scientific article	Criteria: 1. Concepts assessed: 2. Make an introduction to a scientific paper 3. Assessment Description: 4.4 = very good 5.3 = good 6.2 = not good 7.1 = very poor Form of Assessment : Participatory Activities	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	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	Material: Type or form of scientific work Reader: Mukayat D. Brotowidjoyo. Iqbal. 1993. <i>Writing Scientific Essays</i> . Jakarta: Publisher AKADEMIKA PRESSINDO.	3%

4	Abstract of Scientific Work	1. Describe the abstract 2. Describe the function of the abstract 3. Describe the nature of the abstract	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Concepts assessed: 2. Make theoretical studies of scientific papers 3. Assessment Description: <ul style="list-style-type: none"> 4.4 = very good 5.3 = good 6.2 = not good 7.1 = very poor <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	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	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	Material: Abstract of Scientific Work Library: Dalman . 2019. <i>Writing scientific works.</i> Jakarta: Publisher. PT. RajaGrafindo Persada	4%
5	Introduction to Scientific Work	Explaining the contents of the introductory section of scientific work	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Concepts assessed: 2. Create research methods for scientific papers 3. Assessment Description: <ul style="list-style-type: none"> 4.4 = very good 5.3 = good 6.2 = not good 7.1 = very poor <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	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	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	Material: Introduction to Scientific Work Reader: Nana Sudjana. 2001. <i>Guidelines for Preparing Scientific Work: Papers-Thesis-Dissertation.</i> Bandung: Sinar Baru Algensindo.	5%
6	Theory and Framework Study	1. Can analyze theoretical studies 2. Can formulate a framework of thought	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Concepts assessed: 2. Definition of scientific and non-scientific work and give examples <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	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	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	Material: Theoretical Study and Framework of Thought Literature: Nana Sudjana. 2001. <i>Guidelines for Preparing Scientific Work: Papers-Thesis-Dissertation.</i> Bandung: Sinar Baru Algensindo.	5%

7	Scientific Writing Methodology	Create the contents of the research methods section	<p>Criteria: 1. Concepts assessed: 2. Systematics of writing papers</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	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	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	<p>Material: Scientific Writing Methodology Reader: Nana Sudjana. 2001. <i>Guidelines for Preparing Scientific Work: Papers-Thesis-Dissertation.</i> <i>Bandung: Sinar Baru Algensindo.</i></p>	7%
8	UTS	All Materials That Have Been Provided	<p>Criteria: 1. Concepts assessed: 2. research hypothesis</p> <p>Form of Assessment : Test</p>	Students do all the UTS 2 X 50 questions	Students do all the UTS 2 x 50 questions	<p>Material: meeting material 1 to 7 References: scholar</p>	105%
9	Discussion	Miss, got it, explains the relationship that includes the results of the analysis of all variables to answer the research objectives	<p>Criteria: 1. Concepts assessed: 2. Systematics of writing a thesis proposal</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 X 50	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 x 50	<p>Material: Bibliography Discussion : Nana Sudjana. 2001. <i>Guidelines for Preparing Scientific Work: Papers-Thesis-Dissertation.</i> <i>Bandung: Sinar Baru Algensindo.</i></p>	4%
10	Conclusions and Suggestions and Bibliography	Create the contents of the conclusion and suggestions section.	<p>Criteria: 1. Concepts assessed: 2. background Title of proposal</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	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	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	<p>Material: Conclusions and Suggestions and Bibliography Reference : Nana Sudjana. 2001. <i>Guidelines for Preparing Scientific Work: Papers-Thesis-Dissertation.</i> <i>Bandung: Sinar Baru Algensindo.</i></p>	3%

11	Preparation of Scientific Work: 1. Paper 2. Thesis 3. Scientific Article	1. Describe compiling a scientific paper Paper 2. Describe a thesis.	Criteria: 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 Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Giving an example, 2 X 50	Direct/online learning with presentation methods, reviewing theoretical and practical concepts. Giving an example, 2 x 50	Material: Preparation of Scientific Work: 1. Paper 2. Thesis 3. Scientific Article Bibliography: Suedi. 2015. <i>Scientific Writing</i> . Bogor. IPB Press Publisher.	3%
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	Criteria: 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 Form of Assessment : Portfolio Assessment	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	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	Material: Preparation of Scientific Work: 1. Paper 2. Thesis 3. Scientific Article 4. Research Proposal Literature: Suedi. 2015. <i>Scientific Writing</i> . Bogor. IPB Press Publisher.	4%
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	Criteria: 1. Concepts assessed: 2. Population and sample and the advantages of using samples Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	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	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	Material: Preparation of Scientific Work: 1. Paper 2. Thesis 3. Scientific Article 4. Research Proposal Literature: Suedi. 2015. <i>Scientific Writing</i> . Bogor. IPB Press Publisher.	6%

14	Enhanced Spelling (EYD)	Describe using EYD	Criteria: 1. Concepts assessed: 2. Research data collection Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	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	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	Material: Enhanced Spelling (EYD) Bibliography: Suedi. 2015. <i>Scientific Writing</i> . Bogor. IPB Press Publisher.	3%
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	Criteria: 1. Concepts assessed: 2. Quotes from experts Form of Assessment : Project Results Assessment / Product Assessment	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 X 50	Direct/online learning using presentation methods, giving examples, questions and answers and individual assignments in a structured and independent manner 2 x 50	Material: Ethics of Writing Scientific Work Reader: Nana Sudjana. 2001. <i>Guidelines for Preparing Scientific Work: Papers-Thesis-Dissertation</i> . Bandung: Sinar Baru Algensindo.	6%
16	UAS		Criteria: 1. Concepts assessed: 2. Histogram/bar graphs and how to present these graphs Form of Assessment : Test	Students do all UAS questions individually 2 X 50	Students do all UAS questions individually 2 x 50	Material: meeting material 1 to 15 References: scholar	25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	20%
3.	Portfolio Assessment	20%
4.	Test	130%
		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.
- 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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.