	Universitas Negeri Surabaya Faculty of Languages and Arts German Literature Undergraduate Study Program		**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Proposal Seminar		7920602267		**T=0**	**P=0**	**ECTS=0**	7	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Dr. Wisma Kurniawati, M.Pd.	

Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Able to master German language skills and apply them orally and in writing according to context with abilities equivalent to Common European Framework of Reference (CEFR) level B1
	Program Objectives (PO)	
	PO - 1	Students are able to understand qualitative research in the fields of literature, language and culture, plan and carry out research as a mini project, starting from making a plan in the form of a research proposal, based on interests and needs analysis of problems originating from real problems, producing solutions, and communicating the results the research.
	PLO-PO Matrix	

P.O	PLO-5
PO-1	

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
PO-1																

Short Course Description	Providing supplies to students in preparing language, literature and culture research activities; provide knowledge about the general basics of qualitative research covering the fields of literature, language and culture, provide knowledge about making research plans in the form of research proposals, and putting them into practice, as well as making research reports. Theory is given at the beginning of the lecture and is followed by making a research proposal. Lecture activities are carried out individually and in groups in the form of face-to-face with an emphasis on case studies and group work activities in the form of small research projects to produce certain products that are based on group interests and depart from real problems, as well as being able to communicate/present the resulting products with the guidance of the lecturer.

References	**Main :**	
	1. Tim Penyusun Pedoman Tugas Akhir Unesa. 2023. Pedoman Tugas Akhir. Surabaya: Direktorat Akademik Universitas Negeri Surabaya. 2. Yusuf, A. Muri. 2015. Metode Penelitian Kuantitatif, kualitatif, dan penelitian gabungan. Jakarta: Penerbit Prenadamedia Group. 3. Kurniawati, Wisma, dkk. 2013. Metodologi Penelitian Sastra dan Bahasa. Surabaya: Revka Petra Media.	
	Supporters:	

Supporting lecturer	

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 understand the Research Methods lecture contract, including lecture rules, learning objectives, learning materials, and the teaching and learning process; understand the basics of qualitative research	1. Students are able to discuss lecture contracts to plan PBM for Research Methods lectures 2. Students are able to explain the material studied in the Research Methods course 3. Students are able to explain the Research Methods lecture system. 4. Students are able to describe the rules of the Research Methods lecture. 5. Students are able to describe the Research Methods lecture assessment system. 6. Students are able to explain the basics of qualitative research.	**Criteria:** very good, good, not so good **Form of Assessment** : Participatory Activities	discussions, group assignments, use of information media (internet), 4 X 50 presentations		**Material:** Basics of qualitative research **References:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.* **Material:** Definition, types of research and the underlying paradigms **References:** *Yusuf, A. Muri. 2015. Quantitative, qualitative and combined research methods. Jakarta: Prenadamedia Group Publisher.* **Material:** general introduction **References:** *Unesa Final Project Guidelines Drafting Team. 2023. Final Project Guidelines. Surabaya: Academic Directorate of Surabaya State University.*	2%
2	Students are able to understand the relationship between science and research, understand important terms in research, and the characteristics of research	1. Students are able to describe the relationship between science and research 2. Students are able to explain important terms in research. 3. Students are able to describe the characteristics of research, at least 2 types of research correctly.	**Criteria:** very good, good, not so good **Form of Assessment** : Participatory Activities	collaboration, blended learning, discussion, presentation 4 X 50		**Material:** the relationship between science and research **References:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.* **Material:** characteristics of various types of research **References:** *Yusuf, A. Muri. 2015. Quantitative, qualitative and combined research methods. Jakarta: Prenadamedia Group Publisher.*	2%
3	Students are able to understand the characteristics of science based on structural dimensions and phenomenal dimensions as well as scientific indicators of science as the basis for research activities	1. Students are able to describe structural dimensions as characteristics of science 2. Students are able to describe the phenomenal dimension as a characteristic of science. 3. Students are able to describe ontological, epistemological, axiological aspects as indicators of scientific knowledge as the basis for research activities.	**Criteria:** very good, good, not so good **Form of Assessment** : Participatory Activities	collaboration blended learning discussion presentation 4 X 50		**Material:** Aspects underlying the implementation of research **References:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.*	2%

			Criteria:				
4	Students are able to understand the characteristics of literary, language and cultural research	1. Students are able to explain the characteristics of literary, language and cultural research obtained from various references in the form of articles and books read. 2. Students are able to identify real problems in their environment that are relevant to the characteristics of literary, language and cultural research.	**Criteria:** very good, good, not so good **Form of Assessment** : Participatory Activities	group work with blended learning discussion presentation 4 X 50		**Material:** Research methods for various types of scientific fields. **Library:** *Yusuf, A. Muri. 2015. Quantitative, qualitative and combined research methods. Jakarta: Prenadamedia Group Publisher.*	2%
5	Students are able to find references to research objects in the fields of literature, language and culture from sources that have academic authority and can be accounted for as well as make paraphrases and store references in their personal library	1. Students are able to find references to research objects in the fields of literature, language and culture from the Google Scholar page 2. paraphrase the quote used 3. Save references in a personal library using Mendeley	**Criteria:** very good, good, not so good **Form of Assessment** : Participatory Activities	practice for searching for articles in the fields of language, literature and culture on Google Scholar saving references with Mendeley 4 X 50		**Material:** Ways to find references in research activities **Reader:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.*	2%
6	Students are able to understand the procedures for creating research designs in the fields of language, literature or culture	1. Students are able to mention five parts in a draft language, literature or culture research plan 2. mention the core problems that must be described in each section in the draft language, literature or culture research plan	**Criteria:** very good, good, not so good **Form of Assessment** : Participatory Activities	reading, discussion 2 X 50		**Material:** understand the steps for designing a research proposal **References:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.*	2%
7	Students are able to determine research objects in research designs with correct systematics and formulate problems based on background, theoretical support and appropriate methods	1. Students are able to name the chosen research object based on the logical reasons behind it 2. describe the background for selecting research objects correctly in the research design draft with correct systematics 3. create a problem formulation based on background, theoretical support and methods appropriate to the research design	**Criteria:** very good, good, not so good **Form of Assessment** : Participatory Activities	observation, discussion, presentation 2 X 50			5%

8	Students are able to make an introduction to a research proposal in the fields of literature, language or culture and present the draft in the class forum	1. Students are able to design an introduction to a research proposal in the fields of literature, language or culture in accordance with the systematic introduction to proposals for the Unesa German Literature Study Program 2. present a preliminary draft of a research proposal in the field of literature, language, or culture in the class forum	**Criteria:** Score: range 0-100 observations: very good, good, fair, poor **Form of Assessment** : Participatory Activities, Portfolio Assessment	draft a 4 X 50 research proposal		**Material:** systematics of making a thesis proposal **Reference:** *Team for Preparing Unesa Final Assignment Guidelines. 2023. Final Project Guidelines. Surabaya: Academic Directorate of Surabaya State University.*	7%
9	Students are able to design theoretical studies that support previously created research designs	1. Students are able to use theories or concepts in theoretical study designs that support previously created research designs 2. combining theories or concepts in a theoretical study design so that it can support the research design that has been created previously	**Criteria:** very good, good, enough, less	choose a theory that suits the research objectives, presentation, discussion 2 X 50		**Material:** determining the use of theory in research **References:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.*	5%
10	Students are able to create a background design for a research proposal which contains a description of the reasons for selecting the research object, supporting theories/concepts which are also listed in the bibliography with the correct writing method, as well as previous studies.	1. Students are able to mention important elements that must be described in the background design for a research proposal in the field of language, literature or culture 2. write a description of the reasons for selecting the research object 3. include in writing the theory/concept that supports the research 4. include references in quotations and bibliography in the correct way of writing 5. include previous studies and their relevance to the research to be conducted	**Form of Assessment** : Participatory Activities	2 X 50		**Material:** preparing an introduction in a research proposal. **Reference:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.*	6%

11	Students are able to present and evaluate the background design of a research proposal which contains a description of the reasons for selecting the research object, supporting theories/concepts which are also listed in the bibliography with the correct writing method, as well as previous studies	1.Students are able to present important elements that must be described in the background design for a research proposal in the field of language, literature or culture 2.evaluate the description of the reasons for selecting the research object 3.evaluate in writing the theories/concepts that support the research 4.evaluate references in quotations and bibliography with the correct way of writing 5.evaluate previous studies and their relevance to the research to be conducted	**Form of Assessment** : Participatory Activities	presentation, discussion 2 X 50		**Material:** criteria/assessment design for determining research objects **References:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.*	7%
12	Students are able to develop a theoretical framework according to their respective study objects	1.Students are able to mention theories or concepts that are relevant to the research object and can be used to provide answers to research problems 2.synthesizing the theories and concepts used so that they become a unified research tool	**Criteria:** very good, good, enough, less **Form of Assessment** : Participatory Activities	2 X 50		**Material:** determining theory in research **References:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.*	7%
13	present the theory		**Criteria:** very good, good, enough, less **Form of Assessment** : Participatory Activities	2 X 50			7%
14	Students are able to choose a method that suits the research object		**Form of Assessment** : Participatory Activities	2 X 50			7%
15	method presentation		**Form of Assessment** : Participatory Activities	2 X 50			7%
16	Students are able to make a language, literature or culture research proposal that is at least 60% correct.		**Criteria:** Score: range 0-100 observations: very good, good, fair, poor **Form of Assessment** : Participatory Activities, Practice/Performance	develop research proposals, demonstrate work		**Material:** entire **References:** *Yusuf, A. Muri. 2015. Quantitative, qualitative and combined research methods. Jakarta: Prenadamedia Group Publisher.* **Material:** entire **bibliography:** *Kurniawati, Wisma, et al. 2013. Literature and Language Research Methodology. Surabaya: Revka Petra Media.*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	76.5%
2.	Portfolio Assessment	3.5%
3.	Practice / Performance	15%
		95%

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.