						Document Code

	Universitas Negeri Surabaya **Faculty of Social and Political Sciences** **History Education Undergraduate Study Program**	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
HISTORY SEMINAR	8720100253	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	5	April 30, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Wisnu, M.Hum. Dr. Agus Suprijono, M.Si.	Dr. Wisnu, M.Hum.	Dr. Wisnu, M.Hum.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology
	Program Objectives (PO)	
	PO - 1	Analyze the systematics of research reports.
	PO - 2	Produce research proposals.
	PO - 3	Present research proposals in the form of seminars.
	PLO-PO Matrix	

P.O	PLO-8
PO-1	
PO-2	
PO-3	

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																
PO-2																
PO-3																

Short Course Description	This course is an elective course which weighs 2 credits. The scope of this course includes the study of historical and historical problems that are worthy of being raised as research problems for the purposes of completing the Final Project.

References	**Main :**

1. A. Daliman, 2005. Panduan Penelitian Historis. Yogyakarta: Lemlit UNY.
2. Jurusan Pendidikan Sejarah, 2006. Pedoman Penelitian. Yogyarakta: Jurdik Sejarah FISE UNY.
3. Universitas Negeri Jakarta, 2000. Pedoman Penulisan Ilmiah. Jakarta: UNJ.
4. Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson
5. Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson
6. Ravid, Rud, 2020, Action Research and Education A Practice Guide, Washington: Gulford Press
7. Mona Lohanda. 2011. Membaca Sumber Menulis Sejarah. Yogyakarta: Ombak

	Supporters:						
	1. Kuntowijoyo. (2018). Pengantar Ilmu Sejarah. Jakarta: Tiara Wacana.						

Supporting lecturer	Dr. Wisnu, M.Hum. Drs. Sumarno, M.Hum. Drs. Artono, M.Hum. Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Dr. Agus Suprijono, M.Si. Drs. Agus Trilaksana, M.Hum. Dra. Sri Mastuti Purwaningsih, M.Hum. Septina Alrianingrum, S.S., M.Pd. Corry Liana, S.Pd., M.Pd. Eko Satriya Hermawan, S.Hum., M.A. Rojil Nugroho Bayu Aji, S.Hum., M.A. Riyadi, S.Pd., M.A. Esa Putra Bayu Gusti Gineung Patridina, S.S., M.A. Dinar Rizky Listyaputri, 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	Recognize the scope of the History Seminar material	Evaluate the content of qualitative, quantitative, R&D, and historical research reports.	**Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment	case study and recitation 3 X 50		**Material:** 1. Systematics of writing qualitative, quantitative, R&D and historical research reports; 2. Using Mendeley to help write citations. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	5%
2	Recognize the scope of the History Seminar material	Evaluate the content of qualitative, quantitative, R&D, and historical research reports.	**Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment	case study and recitation 3 X 50		**Material:** 1. Systematics of writing qualitative, quantitative, R&D and historical research reports; 2. Using Mendeley to help write citations. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	5%
3	Formulate a title.	Generate research titles.	**Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment	recitation and project based learning. 3 X 50		**Material:** Writing historical research titles. **References:** *A. Daliman, 2005. Historical Research Guide. Yogyakarta: Lemlit UNY.* **Material:** Writing qualitative, quantitative and R&D research	10%

						titles. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*	
						Material: Writing qualitative, quantitative and R&D research titles. **References:** *Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson*	
						Material: Writing qualitative, quantitative and R&D research titles. **References:** *Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson*	
						Material: Writing qualitative, quantitative and R&D research titles. **References:** *Ravid, Rud, 2020, Action Research and Education A Practice Guide, Washington: Gulford Press*	

			Criteria: Benchmark assessment (PAP)	recitation and project based learning. 3 X 50		Material:	
4	Compile the background of the problem.	Write a logical and rational research background with the support of adequate previous research.	**Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Practice / Performance	recitation and project based learning. 3 X 50		**Material:** Writing historical research background. **References:** *A. Daliman, 2005. Historical Research Guide. Yogyakarta: Lemlit UNY.* **Material:** Writing research background. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.* **Material:** Writing research background. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	5%
5	Compile the background of the problem.	Write a logical and rational research background with the support of adequate previous research.	**Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Practice / Performance	recitation and project based learning. 3 X 50		**Material:** Writing historical research background. **References:** *A. Daliman, 2005. Historical Research Guide. Yogyakarta: Lemlit UNY.* **Material:** Writing research background. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.* **Material:** Writing research background. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	5%
6	Formulate the problem statement, objectives and	Write a statement of the problem,	**Criteria:** Benchmark assessment (PAP)	recitation and project based learning.		**Material:** Write a statement of	10%

	benefits of research.	objectives and benefits of the research.	**Form of Assessment** : Practice / Performance	3 X 50		the problem, objectives and benefits of the research. **References:** *A. Daliman, 2005. Historical Research Guide. Yogyakarta: Lemlit UNY.*	
						Material: Write a statement of the problem, objectives and benefits of the research. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*	
						Material: Write a statement of the problem, objectives and benefits of the research. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	
						Material: Write a statement of the problem, objectives and benefits of the research. **References:** *Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson*	
						Material: Write a statement of the problem, objectives and benefits of the research. **References:** *Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson*	

| | | | | | | **Material:** Write a statement of the problem, objectives and benefits of the research. **References:** *Ravid, Rud, 2020, Action Research and Education A Practice Guide, Washington: Gulford Press* | |
| 7 | Understand the preparation of research theory studies. | Compile research theory studies. | **Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment | recitation and project based learning. 3 X 50 | | **Material:** Writing a theoretical study of historical research. **References:** *A. Daliman, 2005. Historical Research Guide. Yogyakarta: Lemlit UNY.* **Material:** Writing a theoretical study of historical research. **Bibliography:** *Kuntowijoyo. (2018). Introduction to History. Jakarta: Tiara Wacana.* **Material:** Writing a theoretical study of historical research. **Reader:** *Mona Lohanda. 2011. Reading Sources for Writing History. Yogyakarta: Waves* **Material:** Writing a research theory study. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.* **Material:** Writing a research theory study. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing.* | 5% |

						Jakarta: UNJ.	
						Material: Writing a research theory study. **References:** *Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson*	
						Material: Writing a research theory study. **References:** *Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson*	
						Material: Writing a research theory study. **References:** *Ravid, Rud, 2020, Action Research and Education A Practice Guide, Washington: Gulford Press*	
8	1.Understand the preparation of research theory studies. 2.Midterm exam	Compile research theory studies.	**Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment	recitation and project based learning. 3 X 50		**Material:** Writing a theoretical study of historical research. **References:** *A. Daliman, 2005. Historical Research Guide. Yogyakarta: Lemlit UNY.*	5%
						Material: Writing a theoretical study of historical research. **Bibliography:** *Kuntowijoyo. (2018). Introduction to History. Jakarta: Tiara Wacana.*	
						Material: Writing a theoretical study of historical research. **Reader:** *Mona Lohanda. 2011. Reading*	

						Sources for Writing History. Yogyakarta: Waves	
						Material: Writing a research theory study. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*	
						Material: Writing a research theory study. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	
						Material: Writing a research theory study. **References:** *Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson*	
						Material: Writing a research theory study. **References:** *Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson*	
						Material: Writing a research theory study. **References:** *Ravid, Rud, 2020, Action Research and Education A Practice Guide, Washington: Gulford Press*	
9	Understand the preparation of research methods.	Develop research methods.	**Criteria:** Benchmark assessment (PAP)	recitation and project based learning. 3 X 50		**Material:** Writing research methods.	5%

			Form of Assessment : Project Results Assessment / Product Assessment				**References:** *A. Daliman, 2005. Historical Research Guide. Yogyakarta: Lemlit UNY.*	
							Material: Writing research methods. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*	
							Material: Writing research methods. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	
							Material: Writing research methods. **References:** *Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson*	
							Material: Writing research methods. **References:** *Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson*	
							Material: Writing research methods. **References:** *Ravid, Rud, 2020, Action Research and Education A Practice Guide, Washington: Gulford Press*	
							Material:	

					Writing research methods. **Reader:** *Mona Lohanda. 2011. Reading Sources for Writing History. Yogyakarta: Waves*	
					Material: Writing research methods. **Bibliography:** *Kuntowijoyo. (2018). Introduction to History. Jakarta: Tiara Wacana.*	
10	Understand the preparation of research methods.	Develop research methods.	**Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment	recitation and project based learning. 3 X 50		**Material:** Writing research methods. **References:** *A. Daliman, 2005. Historical Research Guide. Yogyakarta: Lemlit UNY.*	10%
						Material: Writing research methods. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*	
						Material: Writing research methods. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	
						Material: Writing research methods. **References:** *Creswell, John W, 2011, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Boston: Pearson*	
						Material: Writing research	

						methods. **References:** *Gay, LR, 2012, Educational Research Competences for Analysis and Application, Boston: Pearson*	
						Material: Writing research methods. **References:** *Ravid, Rud, 2020, Action Research and Education A Practice Guide, Washington: Gulford Press*	
						Material: Writing research methods. **Reader:** *Mona Lohanda. 2011. Reading Sources for Writing History. Yogyakarta: Waves*	
						Material: Writing research methods. **Bibliography:** *Kuntowijoyo. (2018). Introduction to History. Jakarta: Tiara Wacana.*	
11	Present research proposals in the form of seminars.	1.Write a research proposal. 2.Present a research proposal.	**Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment	project based learning and 3 X 50 presentations		**Material:** Writing and presentation of research proposals. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*	5%
						Material: Writing and presentation of research proposals. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.*	

| 12 | Present research proposals in the form of seminars. | 1. Write a research proposal. 2. Present a research proposal. | **Criteria:** Benchmark assessment (PAP)

 Form of Assessment : Project Results Assessment / Product Assessment | project based learning and 3 X 50 presentations | | **Material:** Writing and presentation of research proposals. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*

 Material: Writing and presentation of research proposals. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.* | 5% |
| 13 | Present research proposals in the form of seminars. | 1. Write a research proposal. 2. Present a research proposal. | **Criteria:** Benchmark assessment (PAP)

 Form of Assessment : Project Results Assessment / Product Assessment | project based learning and 3 X 50 presentations | | **Material:** Writing and presentation of research proposals. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*

 Material: Writing and presentation of research proposals. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.* | 5% |

| 14 | Present research proposals in the form of seminars. | 1.Write a research proposal. 2.Present a research proposal. | **Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment | project based learning and 3 X 50 presentations | | **Material:** Writing and presentation of research proposals. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*

 Material: Writing and presentation of research proposals. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.* | 5% |
| 15 | Present research proposals in the form of seminars. | 1.Write a research proposal. 2.Present a research proposal. | **Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment | project based learning and 3 X 50 presentations | | **Material:** Writing and presentation of research proposals. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.*

 Material: Writing and presentation of research proposals. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.* | 5% |

| 16 | 1. Present research proposals in the form of seminars. 2. Final exams | 1. Write a research proposal. 2. Present a research proposal. | **Criteria:** Benchmark assessment (PAP) **Form of Assessment** : Project Results Assessment / Product Assessment | project based learning and 3 X 50 presentations | | **Material:** Writing and presentation of research proposals. **Library:** *Department of History Education, 2006. Research Guidelines. Yogyarakta: FISE UNY History Department.* **Material:** Writing and presentation of research proposals. **Library:** *Jakarta State University, 2000. Guidelines for Scientific Writing. Jakarta: UNJ.* | 10% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	80%
2.	Practice / Performance	20%
		100%

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.