	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Undergraduate Study Program in Indonesian Language and Literature Education**			**Document Code**	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date
Proposal Seminar		8820102145		**T=2** **P=0** **ECTS=3.18**			6	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
		Prof. Dr. Suyatno, M.Pd.		....	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.

Learning model	Case Studies	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Students are able to use the basics of quantitative or qualitative research to base educational, linguistic and literary conceptions and theories and translate them into a thesis proposal and present their thesis draft, carry out the Indonesian language learning process
	PLO-PO Matrix	
		P.O
		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	Formulate a thesis proposal that has the weight of description, processing of facts and evidence, reliance on theories and concepts, as well as the use of scientific language that is able to strengthen the proposal through a logical presentation.

References	Main :	
	1. Tim. 2014. Pedoman Penulisan Skripsi. Surabaya: Unesa 2. Winarno, Wing Wahyu. 2021. Mudah Menulis Karya Ilmiah Dengan EndNote X. Jakarta: Penerbit Andi Publisher 3. Komara, Endang dkk. 2022. Metode Penelitian Kualitatif Dan Kuantitatif. Bandung: Refika.	
	Supporters:	
Supporting lecturer	Prof. Dr. H. Bambang Yulianto, M.Pd. Prof. Dr. Suyatno, M.Pd. Dr. Titik Indarti, 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	Students are able to identify the characteristics of quantitative and qualitative research	Differentiate between quantitative and qualitative research	**Criteria:** Quantitative and qualitative differences **Form of Assessment** : Participatory Activities, Tests	60 minutes	Online 60 minutes	**Material:** Characteristics and characteristics of quantitative and qualitative research **References:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	50%
2	Students are able to identify the characteristics of quantitative and qualitative research	Identify the characteristics of the thesis	**Criteria:** Quantitative and qualitative differences **Form of Assessment** : Participatory Activities, Tests	60 minutes	Online 60 minutes	**Material:** Characteristics and Characteristics of a Thesis **Reference:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	50%
3	Students are able to write a thesis title well	A new, precise and accurate thesis title	**Criteria:** Title of the proposed thesis **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	60 minutes	Online 60 minutes	**Material:** Thesis Title **Bibliography:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	1%
4	Students are able to make chapter 1 of a research proposal	Chapter 1: Background, problems, objectives, benefits, hypotheses (if any), and definitions of terms	**Criteria:** Results of creating Chapter 1: Background, problems, objectives, benefits, hypothesis (if any), and definitions of terms **Form of Assessment** : Project Results Assessment / Product Assessment, Practice / Performance, Test	60 minutes	Online 60 minutes	**Material:** Chapter 1 **Bibliography:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	0%
5	Students are able to make chapter 1 of a research proposal	Chapter 1: Background, problems, objectives, benefits, hypotheses (if any), and definitions of terms	**Criteria:** Results of creating Chapter 1: Background, problems, objectives, benefits, hypothesis (if any), and definitions of terms **Form of Assessment** : Project Results Assessment / Product Assessment, Practice / Performance, Test	60 minutes	Online 60 minutes	**Material:** Chapter 1 **Bibliography:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	0%
6	Students are able to make chapter 1 of a research proposal	Chapter 1: Background, problems, objectives, benefits, hypotheses (if any), and definitions of terms	**Criteria:** Results of creating Chapter 1: Background, problems, objectives, benefits, hypothesis (if any), and definitions of terms **Form of Assessment** : Project Results Assessment / Product Assessment, Practice / Performance, Test	60 minutes	Online 60 minutes	**Material:** Chapter 1 **Bibliography:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	0%
7	Students are able to make chapter 2: Study of Theory and Previous Research	Chapter 2: Review of Theory and Previous Research	**Criteria:** Results of Chapter 2: Review of Theory and Previous Research **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation of results 100 minutes		**Material:** Chapter 2 **Bibliography:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	0%

8	Students are able to make chapter 2: Study of Theory and Previous Research	Chapter 2: Review of Theory and Previous Research	**Criteria:** Results of Chapter 2: Review of Theory and Previous Research **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Presentation of results 100 minutes		**Material:** Chapter 2 **Bibliography:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	0%
9	Students are able to make chapter 2: Study of Theory and Previous Research	Chapter 2: Review of Theory and Previous Research	**Criteria:** Results of Chapter 2: Review of Theory and Previous Research **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Presentation of results 100 minutes		**Material:** Chapter 2 **Bibliography:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	0%
10	Students are able to make chapter 2: Study of Theory and Previous Research	Chapter 2: Review of Theory and Previous Research	**Criteria:** Results of Chapter 2: Review of Theory and Previous Research **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Presentation of results 100 minutes		**Material:** Chapter 2 **Bibliography:** *Team. 2014. Thesis Writing Guidelines. Surabaya: Unesa*	0%
11	Formulation of Chapter 3: Methods, techniques and data analysis		**Criteria:** Formulation of Chapter 3: Methods, techniques and data analysis	100 minute presentation		**Material:** Chapter 3; **Literature** Research Methods : *Komara, Endang et al. 2022. Qualitative and Quantitative Research Methods. Bandung: Refika.*	0%
12	Formulation of Chapter 3: Methods, techniques and data analysis		**Criteria:** Formulation of Chapter 3: Methods, techniques and data analysis	100 minute presentation		**Material:** Chapter 3; **Literature** Research Methods : *Komara, Endang et al. 2022. Qualitative and Quantitative Research Methods. Bandung: Refika.*	0%
13	Formulation of Chapter 3: Methods, techniques and data analysis	Formulate chapter 3	**Criteria:** Formulation of Chapter 3: Methods, techniques and data analysis **Form of Assessment** : Project Results Assessment / Product Assessment	100 minute presentation		**Material:** Chapter 3; **Literature** Research Methods : *Komara, Endang et al. 2022. Qualitative and Quantitative Research Methods. Bandung: Refika.*	0%
14	Present a complete thesis proposal from chapters 1 to chapter 3	The results present a complete thesis proposal from chapters 1 to chapter 3	**Form of Assessment** : Practice / Performance	100 minute presentation		**Material:** Complete presentation of chapters 1-3 of thesis proposal **References:** *Komara, Endang et al. 2022. Qualitative and Quantitative Research Methods. Bandung: Refika.*	1%

| 15 | Present a complete thesis proposal from chapters 1 to chapter 3 | The results present a complete thesis proposal from chapters 1 to chapter 3 | **Criteria:** Presentation

Form of Assessment : Practice / Performance | 100 minute presentation | | **Material:** Complete presentation of chapters 1-3 of thesis proposal
References: *Komara, Endang et al. 2022. Qualitative and Quantitative Research Methods. Bandung: Refika.* | 1% |
| 16 | Present a complete thesis proposal from chapters 1 to chapter 3 | The results present a complete thesis proposal from chapters 1 to chapter 3 | **Criteria:** Presentation

Form of Assessment : Practice / Performance | 100 minute presentation | | **Material:** Complete presentation of chapters 1-3 of thesis proposal
References: *Komara, Endang et al. 2022. Qualitative and Quantitative Research Methods. Bandung: Refika.* | 1% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50.33%
2.	Practice / Performance	3.33%
3.	Test	50.33%
		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.