

Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Teacher Education Undergraduate Study Program

Document Code

Pustaka Pelajar.			`					3							
Thesis			SEMES	TE	R LEA	RN	IIN	G P	LAN						
AUTHORIZATION SP Developer Course Cluster Coordinator Kartika Rinakit Adhe, S.P.d. M.P.d. Learning model Project Based Learning PLO study program which is charged to the course Program Objectives (PO) PLO-PO Matrix PO Matrix at the end of each learning stage (Sub-PO) PLO-PO Matrix PO Matrix at the end of each learning stage (Sub-PO) This course is the final assignment of all stages of student studies. This course requires students to carry our membrane social problems that occur in society. Before conducting empirical studies, students are required to prepare a research proposal which is presented in front of the board of examiners. While conducting activities for this course front of the board of examiners while to the board of examiners. While conducting activities for this course front of the board of examiners. References Main: 1. Singarimbun, Masri dan Sofian Effendi, 2015. Metode Penelitian Survei, Jakarta: LP3ES 2. Brannen, Julia. 2005. Memadu Metode Penelitian Kualitatif, Kuantitatif, dan Mixed Terjemahan. Yogyakarta: Pustaka Pelajar. 3. Creswell, John W 2010. Research Design. Pendekatan Kualitatif, Kuantitatif, dan Mixed Terjemahan. Yogyakarta: Pustaka Pelajar.	Courses		CODE				Credit Weight		S	SEMES	TER			on	
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		Supporters:													_

Supporting lecturer

Prof. Dr. Hj. Rachma Hasibuan, M.Kes. Dr. Sri Setyowati, M.Pd. Dra. Nurhenti Dorlina Simatupang, M.Sn. Dr. Ruqoyyah Fitri, S.Ag., M.Pd. Dr. Nurul Khotimah, S.Pd., M.Pd. Muhammad Reza, S.Psi., M.Si. Dewi Komalasari, S.Pd., M.Pd. Sri Widayati, S.Pd., M.Pd. Wulan Patria Saroinsong, S.Psi., M.Pd., Ph.D. Mallevi Agustin Ningrum, S.Pd., M.Pd. Nur Ika Sari Rakhmawati, S.Pd., M.Pd. Dr. Yes Matheos Lasarus Malaikosa, M.Pd. Kartika Rinakit Adhe, S.Pd., M.Pd. Eka Cahya Maulidiyah, S.Pd., M.Pd. Melia Dwi Widayanti, M.Pd.

	Final abilities of each learning stage (Sub-PO)	Evaluation		Stu	Help Learning, earning methods, dent Assignments, Estimated time]	Learning materials	Assessment
Week-		Indicator	Criteria & Form	Offline (offline)	Online (<i>online</i>)	References	Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners		Form of Assessment : Participatory Activities				3%
2	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners		Form of Assessment : Participatory Activities				3%
3	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners		Form of Assessment : Participatory Activities				3%
4	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners		Form of Assessment : Project Results Assessment / Product Assessment				3%
5	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners		Form of Assessment : Portfolio Assessment				3%
6	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners		Form of Assessment : Portfolio Assessment				3%

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7	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners	Form of Assessment: Project Results Assessment / Product Assessment			3%
8	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners	Form of Assessment : Test			20%
9					0%
10	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners	Form of Assessment : Practice / Performance			1%
11	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners	Form of Assessment : Practical Assessment			2%
12	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners	Form of Assessment : Practice / Performance			2%
13	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners	Form of Assessment : Practical Assessment			2%
14	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners	Form of Assessment : Practical Assessment			2%
15	Students are able to compile their thesis work in a research report which has been defended in front of the board of examiners	Form of Assessment: Practical Assessment			20%

16				30%
		Form of Assessment : Test		

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	9%
2.	Project Results Assessment / Product Assessment	6%
3.	Portfolio Assessment	6%
4.	Practical Assessment	26%
5.	Practice / Performance	3%
6.	Test	50%
		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.
- 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
- 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.
- 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.