



**Universitas Negeri Surabaya
Fakultas Ilmu Pendidikan
Program Studi S3 Pendidikan Dasar**

Kode Dokumen

SEMESTER LEARNING PLAN

Course	KODE	Rumpun MataKuliah	Bobot Kredit	SEMESTER	Tanggal Penyusunan																																										
Proposal Disertasi	8602203015		T=3 P=0 ECTS=7.56	1	16 Juli 2024																																										
OTORISASI	Pengembang S.P		Koordinator Rumpun matakuliah	Koordinator Program Studi																																											
	Prof. Dr. Suryanti, M.Pd.																																											
Model Pembelajaran	Project Based Learning																																														
Program Learning Outcomes (PLO)	PLO program Studi yang dibebankan pada matakuliah																																														
	Program Objectives (PO)																																														
	Matrik PLO-PO																																														
		PO																																													
Deskripsi Singkat Mata Kuliah	Matrik PO pada Kemampuan akhir tiap tahapan belajar (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">PO</td> <td colspan="16" style="text-align: center;">Minggu Ke</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>														PO	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
Deskripsi Singkat Mata Kuliah	Mata kuliah ini memberi kesempatan mahasiswa untuk mempresentasikan proposal disertasi yang terdiri atas bab I (pendahuluan), bab II (konsep teori), bab III (Metode penelitian), serta instrumen penelitian disertasi sesuai dengan metode pengumpulan data yang digunakan dalam rancangan penelitiannya. Pada forum kelas tempat penyelenggaraan diskusi atau pembahasan proposal, mahasiswa menerima masukan penyelenggaraan diskusi/pembahasan proposal disertasi, mahasiswa menerima masukan dari pengampu mata kuliah proposal disertasi untuk perbaikan proposal dan instrumen yang sudah disusunnya. Selain itu, mata kuliah ini juga membekali mahasiswa dengan cara-cara presentasi yang baik dan efektif, serta sikap ilmiah untuk menerima masukan yang konstruktif terkait rumusan/topik masalah yang diangkatnya sesuai isu/fenomena kekinian dalam konteks pendidikan dasar sebagai sikap reflektif-kritis dalam merancang proposal disertasi.																																														
Pustaka	Utama :																																														
	1. [1]. Tim Program Pascasarjana, UNESA.----. Panduan Penyusunan dan Penilaian Tesis dan Disertasi . Surabaya:Unipress. [2]. Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York. [3]. Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon [4]. John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc [5]. Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction . Pearso: New York [6]. Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York																																														
	Pendukung :																																														
Dosen Pengampu	Dr. Wiryanto, M.Si. Prof. Dr. Suryanti, M.Pd. Dr. Hendratno, M.Hum. Neni Mariana, S.Pd., M.Sc., Ph.D.																																														
Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																								
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																								

1	Memiliki gambaran menyeluruh tentang rangkaian kegiatan serta tatacara penyelenggaraan mata kuliah proposal disertasi.	Memiliki gambaran menyeluruh tentang rangkaian kegiatan serta tatacara penyelenggaraan mata kuliah proposal disertasi.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.a. Jawaban salah alasan salah skor 30-59 2.b. Jawaban benar, alasan salah skor 60-84 3.c. Jawaban benar, alasan benar skor 85-100 <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Presentasi individu-tanya jawab-PBL- dan arahan oleh pengampu matkul proposal disertasi 3 X 50			5%
2	Memiliki kemampuan praktek mempresentasikan proposal disertasi: Judul dan fokus penelitian	Judul dan fokus penelitian: menjelaskan dengan baik dan secara argumentatif.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.a. Jawaban salah alasan salah skor 30-59 2.b. Jawaban benar, alasan salah skor 60-84 3.c. Jawaban benar, alasan benar skor 85-100 <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Presentasi individu-tanya jawab-PBL- dan arahan oleh pengampu matkul proposal disertasi 3 X 50			5%
3	Menjelaskan dengan baik dan argumentatif tentang manfaat penelitian	Memiliki teknik-teknik presentasi yang baik dan efektif	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.a. Jawaban salah alasan salah skor 30-59 2.b. Jawaban benar, alasan salah skor 60-84 3.c. Jawaban benar, alasan benar skor 85-100 <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Presentasi individu-tanya jawab-PBL- dan arahan oleh pengampu matkul proposal disertasi 3 X 50			5%
4	Mampu menjelaskan konsep teoritik	Have a constructive scientific attitude, namely theoretical concepts	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Form of Assessment : Participatory Activities</p>	Discussion and questions and answers 3 X 50			5%

5	Able to explain concepts theoretically	Explain the theory clearly/clearly and argumentatively	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Individual presentation - question and answer - PBL - and direction by the teacher of the 3 X 50 dissertation proposal course			5%
6	Have the practical ability to present a dissertation proposal (as instrument development)	Have the practical ability to present a dissertation proposal on the development of research instruments	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Form of Assessment : Participatory Activities</p>	Individual presentation - question and answer - PBL - and direction by the teacher of the 3 X 50 dissertation proposal course			10%
7	Have the practical ability to present proposals: Development of research instruments	Have the practical ability to present proposals regarding the development of research instruments	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Form of Assessment : Participatory Activities</p>	Discussion and questions and answers 3 X 50			10%
8	Explain and provide examples of mid-semester material	Able to explain and provide examples of mid-semester material	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Form of Assessment : Portfolio Assessment</p>	UTS 3 X 50			5%

9	Explain data collection techniques well	Explain data collection techniques well	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Individual presentation - question and answer - PBL - and direction by the teacher of the 3 X 50 dissertation proposal course		5%
10	Mastering data collection techniques well	Explain data collection techniques well	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Individual presentation - question and answer - PBL - and direction by the teacher of the 3 X 50 dissertation proposal course		10%
11	Mastering data collection techniques well	Explain data collection techniques well	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Individual presentation - question and answer - PBL - and direction by the teacher of the 3 X 50 dissertation proposal course		10%
12	Able to improve research proposals and instruments: Data analysis techniques	Explain data analysis techniques	<p>Criteria:</p> <ol style="list-style-type: none"> 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Individual presentation - question and answer - PBL - and direction by the teacher of the 3 X 50 dissertation proposal course		5%

13	Presentations, discussions and reflections	Presentations, discussions and reflections	Criteria: 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 Form of Assessment : Project Results Assessment / Product Assessment	Presentation, discussion and reflection 3 X 50			5%
14	Presentations, discussions and reflections	Presentations, discussions and reflections	Criteria: 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100 Form of Assessment : Participatory Activities	Presentation, discussion and reflection 3 X 50			0%
15	Presentations, discussions and reflections	Presentations, discussions and reflections	Criteria: 1.a. Wrong answer wrong reason score 30-59 2.b. Correct answer, wrong reason score 60-84 3.c. Correct answer, correct reason score 85-100	Presentation, discussion and reflection 3 X 50			5%
16			Form of Assessment : Project Results Assessment / Product Assessment				15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	35%
2.	Project Results Assessment / Product Assessment	60%
3.	Portfolio Assessment	5%
		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.