SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Comprehensive examination	8400102028	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	3	June 20, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Prof. Dr. Suyatno, M.Si.	Prof. Dr. Suyatno, M.Si.	Prof. Dr. Suyatno, M.Si.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PO - 1	Have logic, ethics, honesty, as well as a critical and open attitude in preparing research proposals.
	PO - 2	Correctly apply qualitative, quantitative, or mixed research theories and concepts to produce creative, original, and credible work.
	PO - 3	Prepare problem solving proposals through inter, multi and transdisciplinary approaches in the form of research proposals according to scientific principles
	PO - 4	Prepare proposals for research management and development according to their scientific field as a basis for making accountable decisions

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

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																
PO-4																

Short Course Description	Application of various concepts, theories and methodologies according to the chosen research focus or topic, locus or source of research data, and scientific mode or perspective used in an original, innovative and transdisciplinary manner. The product of this course is a dissertation proposal including title, introduction (background, problem/focus, objectives/benefits, definitions of research terms/variables), theoretical study, research methods, and data analysis.

References	**Main :**

1. Creswell, J.W. (2014). Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.
2. Sugiyono (2015). Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif dan R &D. Cetakan ke-22. Bandung: Alfabeta
3. Tim (2022). Pedoman Penulisan Tesis dan Disertasi. Surabaya: Pascasarjana Unesa.
4. Yin, R.K. (2016). Qualitative Reasearch from Strat to Finish. 2nd Ed. New York: Guilford Press.

Supporters:	
	1. Artikel dalam jurnal mutakhir yang relevan dengan penelitian

Supporting lecturer	Prof. Dr. Suyatno, M.Si. Dr. I Gusti Made Sanjaya, M.Si. Dr. Eko Hariyono, S.Pd., 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	Able to formulate dissertation research problems	Accuracy in compiling dissertation research topics	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and Case Study 2 x 50 minutes	Presentation, Discussion and Case Study 2 x 50 minutes	**Material:** Developing a dissertation research problem formulation **Reader:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta*	5%
2	Able to formulate dissertation research problems	Accuracy in formulating dissertation research problems	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and Case Study 2 x 50 minutes	Presentation, Discussion and Case Study 2 x 50 minutes	**Material:** Developing a dissertation research problem formulation **Reader:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta*	5%
3	Able to prepare the introductory part of a dissertation proposal	Accuracy in preparing the introductory part of the dissertation proposal	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Preparing the introductory part of a dissertation research proposal. **References:** *Creswell, JW (2014). Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.*	5%

4	Able to prepare the introductory part of a dissertation proposal	Accuracy in preparing the introductory part of the dissertation proposal	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Preparing the introductory part of a dissertation research proposal **References:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	5%
5	Able to prepare the introductory part of a dissertation proposal	Accuracy in preparing the introductory part of the dissertation proposal	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Preparing the introductory part of a dissertation research proposal **References:** *Yin, RK (2016). Qualitative Research from Strat to Finish. 2nd Ed. New York: Guilford Press.*	10%
6	Able to prepare the literature review section of a dissertation proposal	Accuracy in compiling the literature review section of a dissertation proposal	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Compiling a theoretical study in a dissertation proposal **Reader:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta*	10%
7	Able to prepare the literature review section of a dissertation proposal	Accuracy in compiling the literature review section of a dissertation proposal	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Developing a theoretical study in a dissertation proposal **Reference:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	10%
8	Able to prepare the literature review section of a dissertation proposal	Accuracy in compiling the literature review section of a dissertation proposal	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Developing a theoretical study in a dissertation proposal **References:** *Yin, RK (2016). Qualitative Research from Strat to Finish. 2nd Ed. New York: Guilford Press.*	10%

9	Able to develop a framework for thinking in a literature review of a dissertation proposal	Accuracy in developing a framework for thinking in a literature review of a dissertation proposal	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Developing a framework for dissertation research. **Reference:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta*	10%
10	Able to prepare the research methods section of a dissertation proposal and bibliography	Accuracy in compiling the research methods section of the dissertation proposal and bibliography	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Developing the dissertation research methods section **References:** *Creswell, JW (2014). Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.*	5%
11	Able to prepare the research methods section of a dissertation proposal and bibliography	Accuracy in compiling the research methods section of the dissertation proposal and bibliography	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Developing the dissertation research methods section **References:** *Yin, RK (2016). Qualitative Research from Strat to Finish. 2nd Ed. New York: Guilford Press.*	5%
12	Able to prepare the research methods section of a dissertation proposal and bibliography	Accuracy in compiling the research methods section of the dissertation proposal and bibliography	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Developing the dissertation research methods section **Reference:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	5%

13	Able to prepare research proposal attachments	Accuracy in compiling research proposal attachments	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Preparing attachments to a dissertation proposal **Reader:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta*	2%
14	Able to prepare research proposal attachments	Accuracy in compiling research proposal attachments	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Preparing attachments to a dissertation proposal **Reader:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta*	3%
15	Able to prepare research proposal attachments	Accuracy in compiling research proposal attachments	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	**Material:** Preparing attachments to a dissertation proposal **Reference:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	5%
16	Able to take the dissertation proposal exam	The quality of the proposal, presentation skills and mastery of the proposal content as well as the quality of the proposal supervision process	**Criteria:** Based on the assessment rubric that has been created by the teaching lecturer **Form of Assessment** : Project Results Assessment / Product Assessment	90 minute face to face proposal exam	90 minute Online Proposal Exam	**Material:** Dissertation Proposal Examination **Reference:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		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.