



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Science Education Doctoral Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research Results Seminar	8400102046	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	4	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
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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PLO-8	2. Able to prepare scientific arguments and solutions based on a critical view of facts, concepts, principles or theories that can be justified scientifically and academically, and communicate them through scientific publications in reputable international journals
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PLO-12	2. Master the latest theories related to scientific knowledge and science education
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Program Objectives (PO)

PO - 1	Have logic, ethics, honesty, as well as a critical and open attitude in presenting research results.
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PO - 2	Apply scientific concepts, theories and methodologies in presenting research results.
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PO - 3	Presents problem solving through inter, multi and transdisciplinary approaches.
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PO - 4	Presenting the management and development of research according to the scientific field so that decisions can be made that can be accounted for.
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PLO-PO Matrix

	P.O	PLO-8	PLO-12																
	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	<p>Presentation of dissertation research results, especially presentation of research results according to the proposal that has been prepared. The presentation is supported by evidence of instruments, data, and documents or other products that demonstrate the authenticity of the research. Presentations are responded to and assessed by a team of lecturers who teach the course, and can also be attended by supervisors, discussants in the field of science, and other students</p>
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References	Main :
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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:

Supporting lecturer
 Dr. Zainul Arifin Imam Supardi, M.Si.
 Dr. Raharjo, M.Si.
 Prof. Dr. Suyatno, M.Si.
 Prof. Tjipto Prastowo, Ph.D.

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	Prepare the introductory part of the dissertation	Accuracy in preparing the introductory part of the dissertation	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 the dissertation Reader: Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alfabeta	5%
2	Prepare the introductory part of the dissertation	Accuracy in preparing the introductory part of the dissertation	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 the dissertation Reference: Creswell, JW (2014). Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.	5%
3	Prepare the literature review section of the dissertation	Accuracy in compiling the literature review section of the dissertation	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 literature review in a dissertation Reference: Creswell, JW (2014). Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.	5%

4	Prepare the literature review section of the dissertation	Accuracy in compiling the literature review section of the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: compiling a literature review in a dissertation</p> <p>Reference: <i>Creswell, JW (2014). Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.</i></p>	5%
5	Compile the research methods section in the dissertation	Accuracy in compiling the research methods section in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Developing the research methods section in the dissertation</p> <p>Reader: <i>Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	5%
6	Compile the research methods section in the dissertation	Accuracy in compiling the research methods section in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Developing the research methods section in the dissertation</p> <p>Reader: <i>Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	5%
7	Compile the research results section in the dissertation	Accuracy in compiling the research results section in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Compiling the research results section in a dissertation</p> <p>Reader: <i>Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	5%
8	Compile the research results section in the dissertation	Accuracy in compiling the research results section in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Compiling the research results section in a dissertation</p> <p>Reader: <i>Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	5%

9	Prepare the discussion section of research results in the dissertation	Accuracy in compiling the discussion section of research results in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Compile the discussion section of research results in the dissertation Library: <i>Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alfabeta</i></p>	5%
10	Prepare the discussion section of research results in the dissertation	Accuracy in compiling the discussion section of research results in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Compile the discussion section of research results in the dissertation Library: <i>Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alfabeta</i></p>	5%
11	Compile the conclusion and bibliography sections in the dissertation	Accuracy in compiling the conclusion and bibliography sections in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Compiling the conclusion and bibliography in the dissertation Reference: <i>Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	5%
12	Compile the attachment section in the dissertation	Accuracy in compiling the attachment section in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Compiling the attachment section in the dissertation Reader: <i>Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	5%
13	Compile the attachment section in the dissertation	Accuracy in compiling the attachment section in the dissertation	<p>Criteria: Based on the assessment rubric that has been created by the teaching lecturer</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 2 x 50 minutes	Presentation, Discussion and PjBL 2 x 50 minutes	<p>Material: Compiling the attachment section in the dissertation Reader: <i>Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	5%

14	Able to carry out seminars on research results in front of course lecturers	Accuracy in carrying out research seminars in front of course lecturers	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: Carrying out a seminar on research results Reader: <i>Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i>	25%
15	Able to revise the dissertation manuscript based on input from lecturers who teach seminar courses on research results	Accuracy in revising the dissertation manuscript based on input from lecturers who teach seminar courses on research results	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: Revising research results seminars Reader: <i>Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alfabeta</i>	5%
16	Able to revise the dissertation manuscript based on input from lecturers who teach seminar courses on research results	Accuracy in revising the dissertation manuscript based on input from lecturers who teach seminar courses on research results	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: Revising the dissertation manuscript after the seminar on research results Reader: <i>Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alfabeta</i>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		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.
- 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.
- 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 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.