	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
Results Seminar		8400102021	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	7	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**	
	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
	PLO-12	2. Master the latest theories related to scientific knowledge and science education
	Program Objectives (PO)	
	PO - 1	Have logic, ethics, honesty, as well as a critical and open attitude in presenting research results.
	PO - 2	Apply scientific concepts, theories and methodologies in presenting research results.
	PO - 3	Presents problem solving through inter, multi and transdisciplinary approaches.
	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.
	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	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
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 Jurnal Mutakhir	

Supporting lecturer	Prof. Dr. Suyatno, M.Si. Prof. Dr. Madlazim, M.Si. Prof.Dr. Yuni Sri Rahayu, M.Si. Prof. Dr. Endang Susantini, M.Pd. Prof.Dr. Wahono Widodo, M.Si.

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

9	Prepare the discussion section of research results in the dissertation	Accuracy in compiling the discussion section of research results in 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, PjBL 2 x 50 minutes	Presentation, Discussion, PjBL 2 x 50 minutes	**Material:** Compile the discussion section of research results in the dissertation **Library:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta.*	5%
10	Prepare the discussion section of research results in the dissertation	Accuracy in compiling the discussion section of research results in 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, PjBL 2 x 50 minutes	Presentation, Discussion, PjBL 2 x 50 minutes	**Material:** Developing a section discussing research results in a dissertation **Library:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	5%
11	Compile the conclusion and bibliography sections in the dissertation	Accuracy in compiling the conclusion and bibliography sections in 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, PjBL 2 x 50 minutes	Presentation, Discussion, PjBL 2 x 50 minutes	**Material:** Compiling the conclusion and bibliography in the dissertation **Reference:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	5%
12	Compile the attachment section in the dissertation	Accuracy in compiling the attachment section in 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, PjBL 2 x 50 minutes	Presentation, Discussion, PjBL 2 x 50 minutes	**Material:** compiling the attachment section in the dissertation **Reader:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	5%
13	Compile the attachment section in the dissertation	Accuracy in compiling the attachment section in 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, PjBL 2 x 50 minutes	Presentation, Discussion, PjBL 2 x 50 minutes	**Material:** compiling the attachment section in the dissertation **Reader:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	5%

14	Able to carry out seminars on research results in front of course lecturers	Accuracy in conducting 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, PjBL 2 x 50 minutes	Presentation, Discussion, PjBL 2 x 50 minutes	**Material:** Carrying out a seminar on research results **Reader:** *Team (2022). Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.*	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, PjBL 2 x 50 minutes	Presentation, Discussion, PjBL 2 x 50 minutes	**Material:** Revising research results seminars **Reader:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta.*	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, PjBL 2 x 50 minutes	Presentation, Discussion, PjBL 2 x 50 minutes	**Material:** Revising the dissertation manuscript after the seminar on research results **Reader:** *Sugiyono (2015). Educational Research Methods. Quantitative, Qualitative and R&D Approaches. 22nd printing. Bandung: Alphabeta.*	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** 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.
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.