SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Dissertation-Supporting Subject 2	8800102023	Compulsory Study Program Subjects	T=2	P=0	ECTS=5.04	2	May 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Ahmad Munir, Ph.D	Prof. Slamet Setiawan, Ph.D.	Dr. Suhartono, M.Pd.

Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-4	Develop yourself continuously and collaborate.
	PLO-8	Able to develop new scientific theories/concepts/ideas based on managing research data and information and contribute to the development of science and technology by paying attention to humanities values, scientific methodology and developments in the academic world
	PLO-9	Able to demonstrate academic leadership in the management, development and guidance of resources and organizations for which they are responsible
	PLO-10	Able to develop and maintain collegial and peer relationships in the internal environment and build collaborative networks with stakeholders and the professional community
	PLO-11	Able to develop knowledge and technology in the field of language and literature education or professional practice through research to produce creative work in the field of language and literature education that is original and tested
	PLO-12	Able to solve science and technology problems in the field of language and literature education through interdisciplinary, multidisciplinary and transdisciplinary approaches
	PLO-13	Able to manage, lead and develop primary research that is beneficial to the field of language and literature education for human benefit, and able to gain national and international recognition in the field of language and literature education
	PLO-14	Mastering the philosophy of education, philosophy of language and literature, and the latest theories in the fields of language, literature and learning
	PLO-15	Mastering the policies and management of language and literature learning
	PLO-16	Mastering the research and development methodology of language and literature science and its learning
	Program Objectives (PO)	
	PO - 1	Utilizing science and technology to prepare the content of chapter I of the dissertation proposal
	PO - 2	Mastering the theoretical concepts of aspects and content of chapter III of the dissertation proposal
	PO - 3	Make strategic decisions in the context of completing chapter III of the dissertation proposal
	PO - 4	Responsible and have a character of faith, intelligent, independent, honest, caring, and tough in completing tasks related to completing chapter III of the dissertation proposal
	PLO-PO Matrix	

P.O	PLO-1	PLO-2	PLO-3	PLO-4	PLO-8	PLO-9	PLO-10	PLO-11	PLO-12	PLO-13	PLO-14	PLO-15	PLO-16
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	Use of theories and research results that are relevant to the dissertation research topic to prepare dissertation research methods in a fundamental, comprehensive, integrative and constructive manner. The topics of this course include studying the mandatory and optional elements of research methods and their content, differences in styles of expressing research proposals and reports, and the practice of preparing chapter III of dissertation proposals through independent study, presentations, discussions, or publications with the final product in the form of chapter III. may be accompanied by papers or articles

References

Main :

Supporters:

1. Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.
2. Creswell, John W., & Poth, Cheryl N. (2017). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.
3. Richards, Lyn, & Morse, Janice M. (2013). README FIRST for a User's Guide to Qualitative Methods (3rd ed.). SAGE Publications.

Supporting lecturer

Dr. Oikurema Purwati, M.A., M.AppL.
Dr. Widyastuti, S.S., M.Pd.
Dr. Ali Mustofa, S.S., M.Pd.
Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.
Ahmad Munir, S.Pd., M.Ed., Ph.D.
Syafi'ul Anam, 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	Able to identify problems in writing a dissertation	Able to write and identify dissertation writing problems for the purposes of completing the final assignment	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to write a better proposal **Reference:** *Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.* **Material:** Research Publication **Bibliography:** *Creswell, John W., & Poth, Cheryl N. (2017). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.*	3%
2	Able to identify problems in writing a dissertation which are outlined in several research questions and thesis statements	Students are able to formulate theoretical, philosophical and pedagogical research problems	**Criteria:** Able to express ideas in good, quality research questions **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to start a good research **References:** *Creswell, John W., & Poth, Cheryl N. (2017). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.*	0%
3	Compile chapter I of your dissertation with weight and quality by considering the theoretical, philosophical and pedagogical series of research	Able to complete Chapter I of the dissertation proposal properly and correctly according to the guidelines	**Criteria:** Able to organize each part of Chapter I of the dissertation well **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to do draw out a good research question **References:** *Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.*	3%
4	Able to prepare chapter II of a dissertation proposal	Students are able to prepare chapter II of their dissertation proposal properly and correctly according to the guidebook	**Criteria:** Able to prepare Chapter II of a dissertation proposal by paying attention to the theoretical, philosophical and pedagogical aspects of the dissertation proposal **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to write theoretical framework **Reader:** *Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.*	3%

5	Prepare Chapter II of the dissertation proposal properly and correctly according to the guidebook and in accordance with dissertation quality standards	Able to prepare a theoretical framework for a quality dissertation proposal that is in accordance with the theoretical framework that can be implemented well and is easy to implement	**Criteria:** Able to prepare a good and correct theoretical framework for Chapter II of the dissertation according to the dissertation guidebook **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to cite and recite a reference for a better theoretical framework **References:** *Richards, Lyn, & Morse, Janice M. (2013). README FIRST for a User's Guide to Qualitative Methods (3rd ed.). SAGE Publications.*	0%
6	Students are able to finalize the theoretical framework of chapter II of the dissertation in accordance with dissertation writing standards which pay attention to theoretical, philosophical and pedagogical aspects	Able to produce a good dissertation theoretical framework that is in accordance with the theoretical, philosophical and pedagogical framework in preparing the dissertation	**Criteria:** Produce chapter II which is good and in accordance with the dissertation writing guidelines with good and correct criteria and can be implemented **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to select a theoretical framework for a good research **References:** *Richards, Lyn, & Morse, Janice M. (2013). README FIRST for a User's Guide to Qualitative Methods (3rd ed.). SAGE Publications.*	5%
7	Able to prepare chapter III of a good and correct dissertation proposal in accordance with the dissertation writing guide	Able to produce Chapter III of a dissertation proposal that is good and correct and can be implemented	**Criteria:** Chapter III which can be implemented and can be replicated in future work steps **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Offline 2 x 50		**Material:** How to determine a research method for a good research **References:** *Creswell, John W., & Poth, Cheryl N. (2017). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.*	4%
8	Able to produce research methods that can be implemented and are easy to apply in accordance with theoretical work steps	Able to express ideas in developing research methods that can be implemented and easy to apply	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline and 2 x 50 presentations		**Material:** Steps in determining a research method **References:** *Creswell, John W., & Poth, Cheryl N. (2017). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.*	4%

9	Determine good and correct research hypotheses and assumptions	Able to express ideas in determining research hypotheses and assumptions	**Criteria:** Research hypotheses and assumptions that are easy to understand and can be implemented **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** Hypothesis and Assumptions in a good research **References:** *Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.*	3%
10	Able to determine the subject and object of research	Able to determine research subjects and objects accurately, well and correctly	**Criteria:** Determine appropriate and correct research subjects and objects **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Offline 2 x 50		**Material:** Subject and Object of the research **References:** *Creswell, John W., & Poth, Cheryl N. (2017). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.*	3%
11	Able to determine research work steps operationally based on theory and research hypotheses and assumptions	Able to prepare good and correct research work steps according to the theory that has been prepared in Chapter II	**Criteria:** Produce well-structured work steps according to theory and state of the art research **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** Steps in determining a research methodology **References:** *Richards, Lyn, & Morse, Janice M. (2013). README FIRST for a User's Guide to Qualitative Methods (3rd ed.). SAGE Publications.*	0%
12	Students are able to prepare a dissertation proposal comprehensively, well, and easily	Produce proposals starting from chapters I, II and III that are well structured		Offline 2 x 50		**Material:** How to determine a good method in writing a research proposal **References:** *Richards, Lyn, & Morse, Janice M. (2013). README FIRST for a User's Guide to Qualitative Methods (3rd ed.). SAGE Publications.*	5%
13	Report the results of writing a dissertation proposal and be able to account for it properly	Able to present research proposals well and defend arguments theoretically, philosophically and pedagogically	**Criteria:** Able to express ideas in proposals well and correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to prepare a research proposal **References:** *Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.*	5%

14	Report the results of writing a dissertation proposal and be able to account for it properly	Able to present research proposals well and defend arguments theoretically, philosophically and pedagogically	**Criteria:** Able to express ideas in proposals well and correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to prepare a research proposal **References:** *Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.*	5%
15	Report the results of writing a dissertation proposal and be able to account for it properly	Able to present research proposals well and defend arguments theoretically, philosophically and pedagogically	**Criteria:** Able to express ideas in proposals well and correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to prepare a research proposal **References:** *Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.*	5%
16	Report the results of writing a dissertation proposal and be able to account for it properly	Able to present research proposals well and defend arguments theoretically, philosophically and pedagogically	**Criteria:** Able to express ideas in proposals well and correctly **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline 2 x 50		**Material:** How to prepare a research proposal **References:** *Silverman, David. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.*	57%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	21.1%
2.	Project Results Assessment / Product Assessment	21.1%
3.	Portfolio Assessment	17.6%
4.	Practice / Performance	21.1%
5.	Test	19.1%
		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.