



**Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Accounting Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Thesis	6220106089	Compulsory Study Program Subjects	T=6	P=0	ECTS=9.54	8	May 8, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Rohmawati Kusumaningtias, S.E., Ak., MSA.		Rendra Arief Hidayat, S.Ak., M.Sc			Dr. Rohmawati Kusumaningtias, S.E., Ak., MSA.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																				
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-11	Able to design and carry out research in the field of accounting and communicate the results																																																																				
Program Objectives (PO)																																																																					
PO - 1	Develop logical, critical, systematic and creative thinking in conducting specific research																																																																				
PO - 2	Able to carry out research in the field of accounting and communicate the results																																																																				
PLO-PO Matrix																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-11</th> </tr> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td style="text-align: center;">✓</td> </tr> </table>		P.O	PLO-3	PLO-11	PO-1	✓		PO-2		✓																																																										
P.O	PLO-3	PLO-11																																																																			
PO-1	✓																																																																				
PO-2		✓																																																																			
PO Matrix at the end of each learning stage (Sub-PO)																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td></td> </tr> </table>		P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1			✓						✓	✓	✓			✓		✓	PO-2	✓	✓		✓	✓	✓	✓	✓				✓	✓		✓	
P.O	Week																																																																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																					
PO-1			✓						✓	✓	✓			✓		✓																																																					
PO-2	✓	✓		✓	✓	✓	✓	✓				✓	✓		✓																																																						

Short Course Description	The course aims to continue the research proposal by collecting data, processing data, analyzing data, and presenting data according to methods that have been identified systematically and critically with logical argumentation. Learning activities are individual with various approaches and methods that involve many students, such as discussions, observation activities in the field to learn to identify problems and practice writing essays.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE 2. Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall. 3. Artikel Penelitian Terkait <p>Supporters:</p>
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Supporting lecturer		Prof. Dr. Hariyati, Ak., M.Si., CA. Prof. Dr. Pujiono, SE., Ak., M.Si. Prof. Dr. Eni Wuryani, S.E., M.Si., CMA. Prof. Dr. Dian Anita Nuswantara, S.E., M.Si., Ak. Susi Handayani, S.E., Ak., M.Ak., CA. Lintang Venusita, S.E., M.Si., Ak. Mariana, S.Pd., M.A. Made Dudy Satyawan, S.E., M.Si., Ak. Dr. Dewi Prastivi, S.E., Ak., M.Si. Dr. Ni Nyoman Alit Triani, S.E., M.Ak. Dr. Rohmawati Kusumaningtias, S.E., Ak., MSA. Aisyaturrahmi, S.E., M.A.,Ak. Ambar Kusumaningsih, S.E., Ak., CA., M.A. Merlyana Dwindi Yanthi, S.E., S.T., M.SA.Ak. Rendra Arief Hidayat, S.Pd., M.Sc. Loggar Bhilawa, S.E., M.Si., Ak. Bayu Rama Laksono, M.Ak. Insyirah Putikadea, S.E., M.A. Rediyanto Putra, S.E., M.S.A.					
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 take responsibility for the results of written proposals in the proposal exam	Accuracy in taking responsibility for the results of the written proposal in the proposal examination	Criteria: Descriptive rubric for accuracy in implementing indicators Form of Assessment : Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> Student Sempro Exams provide direct guidance per individual [TM: 6x(170')] [TM: 3x(170')]] 	Vi-Learning: SiDia [TM: 3x(170')]	Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i> Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i>	20%
2	Evaluate and revise the thesis proposal according to the examining lecturer's suggestions	Accuracy in evaluating and revising the thesis proposal according to the examining lecturer's suggestions	Criteria: Descriptive rubric for accuracy in implementing indicators Form of Assessment : Project Results Assessment / Product Assessment	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i> Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i>	3%

3	Able to analyze and collect data in the field responsibly	Careful analysis and responsible collection of data in the field	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> • Comprehension of material [BM: 1x(6x60')] • Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] • Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%
4	Able to analyze, identify and classify data	Accuracy of analyzing, identifying and classifying data	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> • Comprehension of material [BM: 1x(6x60')] • Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] • Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%

5	Able to test and evaluate the validity of data according to the chosen method	Accuracy in testing and evaluating the validity of data according to the chosen method	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%
6	Able to process and evaluate data according to the test equipment that has been identified	Accuracy in processing and evaluating data according to the test equipment that has been identified	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Kuali Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%
7	Able to process and evaluate data according to the test equipment that has been identified	Accuracy in processing and evaluating data according to the test equipment that has been identified	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%

8	Able to analyze and present the results of data analysis in research results	Accuracy of analyzing and presenting the results of data analysis in research results	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%
9	Able to analyze and interpret data descriptively in the discussion	Accuracy in analyzing and interpreting data descriptively in the discussion	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%
10	Able to analyze and interpret data with responsible reference support	Accurate analysis and interpretation of data with responsible reference support	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%

11	Able to analyze and present discussions systematically, argumentatively and critically	Accuracy in analyzing and presenting discussions systematically, argumentatively and critically	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%
12	Able to analyze and synthesize research conclusions and suggestions	Accuracy of analyzing and synthesizing research conclusions and suggestions	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Qualitative Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Quantitative Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%

13	Able to be accountable for the results of the final thesis work in the proposal examination	Accuracy in taking responsibility for the final results of the thesis writing in the thesis examination	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> • Thesis Examination Students receive direct guidance per individual [TM: 6x(170')] [TM: 3x(170')] 	Through online learning media, such as zoom or Google Meet [TM: 3x(170')]	<p>Material: Research Methods Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Research Methods Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	25%
14	Able to revise the thesis in accordance with suggestions for improvement from the examining lecturer	Carefully revise the thesis in accordance with suggestions for improvement from the examining lecturer	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> • Comprehension of material [BM: 1x(6x60')] • Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] • Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Research Methods Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Research Methods Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%

15	Able to evaluate, synthesize and summarize theses in articles	Accurately evaluate, synthesize and summarize the thesis in the article	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]	<p>Material: Research Methods Bibliography: <i>John W. Creswell, 2013, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, SAGE</i></p> <hr/> <p>Material: Research Methods Bibliography: <i>Boris Blumberg, Donald R. Cooper, Pamela S. Schindler, 2014, Business Research Methods, 4th Edition, Prentice Hall.</i></p>	4%
16	Able to get a letter of acceptance from the intended journal	Compliance with obtaining a letter of acceptance from the intended journal	<p>Criteria: Descriptive rubric for accuracy in implementing indicators</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ul style="list-style-type: none"> Comprehension of material [BM: 1x(6x60')] Student assignments to carry out assignments from the supervisor [PT: 1x(6x60')] Consultation Students carry out guidance directly on an individual basis [TM: 1x(6x50')] 	Through online learning media, such as Zoom or Google Meet [TM: 1x(6x50')]		4%

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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

