



**Universitas Negeri Surabaya**  
**Faculty of Economics and Business,**  
**Master of Economics Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
Proposals	8710302109		T=2	P=0	ECTS=4.48	3	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.	

<b>Learning model</b>	<b>Case Studies</b>																																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																	
	<b>Program Objectives (PO)</b>																																																	
	<b>PO - 1</b> Produce a product in the form of a research plan in the field of economic education whose field of study is one of accounting education, economic education or management and business education.																																																	
	<b>PLO-PO Matrix</b>																																																	
	<table border="1" style="margin-left: 40px;"> <tr> <td style="width: 100px; height: 20px;">P.O</td> <td colspan="16"></td> </tr> <tr> <td style="width: 100px; height: 20px;">PO-1</td> <td colspan="16"></td> </tr> </table>	P.O																	PO-1																															
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PO-1																																																		
<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																	
	<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2" style="width: 100px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td style="width: 100px; height: 20px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></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															
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																		
PO-1																																																		

**Short Course Description** Provide theoretical and practical experience for conducting scientific studies through a research approach starting from how to study problems, formulate problems, formulate objectives, review literature, and use relevant research methods.

<b>References</b>	<b>Main :</b>
	<ol style="list-style-type: none"> <li>1. Bogdan, Robert C and Sari Knopp Biklen. ( 2003. ). Qualitative reaserch for education: an introduction to theory and methods</li> <li>2. Cooper, R. Donald., and Schindler Pamela S. ( 2014. ). Business researh methods</li> <li>3. Arikunto, Suharsimi. ( 2006. ). Manajemen penelitian</li> <li>4. Moleong, Lexy. J. ( 2004. ). Metode penelitian kualitatif</li> <li>5. Mudrajad Kuncoro. ( 2004. ). Metode kuantitatif</li> </ol>
	<b>Supporters:</b>
	<ol style="list-style-type: none"> <li>1. Artikel jurnal nasional dan internasional 10 tahun terakhir</li> <li>2. Literatur ekonomi 8. Literatrur akuntansi dan manajemen keuangan</li> <li>3. Literatur manajemen bisnis</li> </ol>

**Supporting lecturer** Dr. Siti Sri Wulandari, S.Pd., M.Pd.  
Dwi Yuli Rakhmawati, S.Si., M.Si., 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	Students are able to understand the concept and process of preparing a thesis research proposal in the field of economic education	understand the procedure and process of preparing a thesis research proposal in the field of economic education	<p><b>Criteria:</b> non-test: understand the concept and process of preparing a thesis research proposal in the field of economic education</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	discussion, and questions and answers 2x50	discussion, and questions and answers 2x50	<p><b>Material:</b> Understanding the concept and process of preparing a thesis research proposal in the field of economic education.</p> <p><b>References:</b> <i>Bogdan, Robert C and Sari Knopp Biklen. (2003.). Qualitative research for education: an introduction to theory and methods</i></p>	3%
2	Students are able to understand the structure and systematics of research proposals in the field of economic education	Describe the structure and systematics of research proposals in the field of economic education	<p><b>Criteria:</b> non-test: understand the structure and systematics of research proposals in the field of economic education</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	discussion, and questions and answers 2x50	discussion, and questions and answers 2x50	<p><b>Material:</b> Understanding the structure and systematics of research proposals in the field of economic education.</p> <p><b>References:</b> <i>Cooper, R. Donald., and Schindler Pamela S. (2014). Business research methods</i></p>	3%
3	Students are able to understand the choice of research title	<ol style="list-style-type: none"> <li>1. Describe the meaning of the title</li> <li>2. Understand title selection strategies</li> <li>3. Create titles based on the latest phenomena</li> </ol>	<p><b>Criteria:</b> non test: understand the choice of research title</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion, questions and answers, and 2x50 assignments	Discussion, questions and answers, and 2x50 assignments	<p><b>Material:</b> understanding the selection of research titles.</p> <p><b>References:</b> <i>Arikunto, Suharsimi. (2006.). Research management</i></p>	3%
4	Students are able to understand and formulate problems (problematics) and research objectives in the field of economic education	Describe the problems and objectives of thesis research in the field of economist education studies	<p><b>Criteria:</b> non-test: understand and formulate problems (problematics) and research objectives in the field of economic education</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion, questions and answers, and 2x50 assignments	Discussion, questions and answers, and 2x50 assignments	<p><b>Material:</b> understanding and formulating problems (problematics) and research objectives in the field of economic education.</p> <p><b>Reader:</b> <i>Moleong, Lexy. J. (2004.). Qualitative research methods</i></p>	3%
5	Students are able to compile research literature reviews in the field of economic education	Describe the literature review of thesis research in the field of economic education studies	<p><b>Criteria:</b> non-test: compiling a research literature review in the field of economic education</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Discussion, questions and answers, and 2x50 assignments	Discussion, questions and answers, and 2x50 assignments	<p><b>Material:</b> compiling a research literature review in the field of economic education.</p> <p><b>Reader:</b> <i>Mudrajad Kuncoro. (2004.). Quantitative method</i></p>	3%

6	Students are able to understand and determine hypotheses in research in the field of economic education	Develop a thesis research hypothesis in the field of economic education studies	<p><b>Criteria:</b> non-test: understanding and determining hypotheses in research in the field of economic education</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, questions and answers on 2x50 assignments	Discussion, questions and answers on 2x50 assignments	<p><b>Material:</b> understanding and determining hypotheses in research in the field of economic education <b>Library:</b> <i>Economic literature 8. Accounting and financial management literature</i></p>	7%
7	Students are able to develop a framework of thinking in accordance with research in the field of economic education	Describe the framework of thinking for a thesis in the field of economic education studies	<p><b>Criteria:</b> non-test: develop a framework of thinking in accordance with research in the field of economic education</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Discussion, questions and answers, assignments 2x50	Discussion, questions and answers, assignments 2x50	<p><b>Material:</b> develop a framework of thinking in accordance with research in the field of economic education <b>Library:</b> <i>National and international journal articles from the last 10 years</i></p>	7%
8	UTS	UTS	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment :</b> Test</p>	UTS 2x50	UTS 2x50	<p><b>Material:</b> - <b>Library:</b></p>	20%
9	Students are able to understand and determine research methods in the field of economic education	Describe research methods for thesis research in the field of economic education studies	<p><b>Criteria:</b> non-test: understand and determine research methods in the field of economic education</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Discussion, question and answer, discussion 2x50	Discussion, question and answer, discussion 2x50	<p><b>Material:</b> understanding and determining research methods in the field of economic education. <b>Library:</b> <i>Business management literature</i></p>	3%
10	Students are able to understand and determine research analysis tools in the field of economic education	Describe the analysis tools for thesis research in the field of economic education studies	<p><b>Criteria:</b> non-test: understand and determine research analysis tools in the field of economic education</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion, question and answer, discussion 2x50	Discussion, question and answer, discussion 2x50	<p><b>Material:</b> understanding and determining research analysis tools in the field of economic education. <b>Reference:</b> <i>Arikunto, Suharsimi. (2006.). Research management</i></p>	3%
11	Students are able to present a thesis research proposal in the field of economic education	Presenting the results of a thesis proposal in the field of economic education studies	<p><b>Criteria:</b> non-test: presenting a thesis research proposal in the field of economic education</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion, question and answer, discussion 2x50	Discussion, question and answer, discussion 2x50	<p><b>Material:</b> presenting a thesis research proposal in the field of economic education. <b>References:</b> <i>Arikunto, Suharsimi. (2006.). Research management</i></p>	3%

12	Students are able to present a thesis research proposal in the field of economic education	Presenting the results of a thesis proposal in the field of economic education studies	<b>Criteria:</b> non-test: presenting a thesis research proposal in the field of economic education  <b>Form of Assessment :</b> Practice / Performance	Discussion, question and answer, discussion 2x50	Discussion, question and answer, discussion 2x50	<b>Material:</b> presenting a thesis research proposal in the field of economic education. <b>References:</b> <i>Bogdan, Robert C and Sari Knopp Biklen. (2003.). Qualitative research for education: an introduction to theory and methods</i>	3%
13	Students are able to present a thesis research proposal in the field of economic education	Presenting the results of a thesis proposal in the field of economic education studies	<b>Criteria:</b> non-test: presenting a thesis research proposal in the field of economic education  <b>Form of Assessment :</b> Practice / Performance	Discussion, question and answer, discussion 2x50	Discussion, question and answer, discussion 2x50	<b>Material:</b> presenting a thesis research proposal in the field of economic education. <b>References:</b> <i>Moleong, Lexy. J. (2004.). Qualitative research methods</i>	3%
14	Students are able to present a thesis research proposal in the field of economic education	Presenting the results of a thesis proposal in the field of economic education studies	<b>Criteria:</b> non-test: presenting a thesis research proposal in the field of economic education  <b>Form of Assessment :</b> Practice / Performance	Discussion, question and answer, discussion 2x50	Discussion, question and answer, discussion 2x50	<b>Material:</b> presenting a thesis research proposal in the field of economic education <b>Reader:</b> <i>Mudrajad Kuncoro. (2004.). Quantitative method</i>	3%
15	Students are able to present a thesis research proposal in the field of economic education	Presenting the results of a thesis proposal in the field of economic education studies	<b>Criteria:</b> non-test: presenting a thesis research proposal in the field of economic education  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Discussion, question and answer, discussion 2x50	Discussion, question and answer, discussion 2x50	<b>Material:</b> presenting a thesis research proposal in the field of economic education. <b>References:</b> <i>National and international journal articles from the last 10 years</i>	3%
16	UAS	UAS	<b>Criteria:</b> UAS  <b>Form of Assessment :</b> Test	UAS 2x50	UAS 2x50	<b>Material:</b> - <b>Library:</b>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	11%
2.	Project Results Assessment / Product Assessment	10.5%
3.	Practice / Performance	28.5%
4.	Test	50%
		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.