



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
Thesis	8710306045	Compulsory Study Program Subjects	T=6	P=0	ECTS=13.44	4	May 19, 2023																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
			Dwi Yuli Rakhmawati, S.Si., M.Si., Ph.D.																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																										
	PLO-5	Able to design, implement, develop and evaluate economic learning concepts and principles in the field of Economic Education effectively, efficiently, creatively and innovatively by utilizing up-to-date and appropriate science and technology.																																																																																																									
	PLO-16	Able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with the field of economic education in an independent, quality and measurable manner based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Utilizing science and technology as a tool for thesis proposal seminars																																																																																																									
	PO - 2	Mastering the contents of a thesis proposal that reflects the ability to plan research.																																																																																																									
	PO - 3	Making strategic decisions in thesis proposal seminars																																																																																																									
	PO - 4	Responsible and have a character of faith, intelligent, independent, honest, caring, and tough in completing tasks related to the thesis proposal seminar.																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 15%;">PLO-5</td> <td style="width: 15%;">PLO-16</td> <td colspan="4"></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td colspan="4"></td> </tr> </table>						P.O	PLO-5	PLO-16					PO-1							PO-2							PO-3							PO-4																																																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 15%;">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>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>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> <tr> <td>PO-2</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> <tr> <td>PO-3</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> <tr> <td>PO-4</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																	PO-2																	PO-3																	PO-4																
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Short Course Description	Thesis proposal seminar practice by utilizing concepts or technical aspects of presentation and discussion about the contents of the thesis proposal in front of colleagues and lecturers through presentation activities, public discussions and questions and answers.																																																																																																										
References	Main :																																																																																																										

1. Kitahara Yasuo. 2016. *Jissen Kenkyu Keikaku Sakuseihou Jouhoushushu kara Purezenteshon Made*. Tokyo: Nihongo no Bonjinsha
2. Sugiono. 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta
3. Suharsimi Arikunto. 2010. *Prosedur Penelitian (Suatu Pendekatan Praktek)*. Jakarta: Rineka Cipta

Supporters:

1. Jurnal-jurnal terkait bidang Tesis

Supporting lecturer

Dr. Harti, M.Si.
Dr. Siti Sri Wulandari, S.Pd., M.Pd.

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	Guidance, lectures and lecture flow, assignments, evaluations and lecture forms	Able to understand the form of lectures, Able to understand the form of evaluation, Able to understand the form of discussions, Able to understand the form of assignments	Criteria: non-test: Guidance, lectures and lecture flow, assignments, evaluations and lecture forms Form of Assessment : Practice / Performance	Discussion, lecture 2x50	Discussion, lecture 2x50	Material: Guidance, lectures and lecture flow, assignments, evaluation and lecture forms Reader: <i>Kitahara Yasuo. 2016. Jissen Kenkyu Keikaku Sakuseihou Jouhoushushu kara Purezenteshon Made. Tokyo: Nihongo no Bonjinsha</i>	3%
2	Able to understand important elements in the research background	Able to understand the research background. Able to create a research background	Criteria: non test: understand the important elements in the research background Form of Assessment : Practice / Performance	Discussion 2x50	Discussion 2x50	Material: understanding the important elements in the research background Reader: <i>Sugiono. 2008. Quantitative, Qualitative, and R & D Research Methods. Bandung: Alfabeta</i>	3%
3	Able to understand important elements in the research background	Able to understand the research background. Able to create a research background	Criteria: non test: understand the important elements in the research background Form of Assessment : Practice / Performance	Discussion 2x50	Discussion 2x50	Material: understanding the important elements in the research background Reader: <i>Suharsimi Arikunto. 2010. Research Procedures (A Practice Approach). Jakarta: Rineka Cipta</i>	3%

4	Students can explain important parts of the theoretical basis, and create a theoretical basis according to the research theme	<ol style="list-style-type: none"> 1. Able to explain important parts of the theoretical basis 2. Able to create a theoretical basis according to the research theme 3. Able to create a research position 	<p>Criteria: non-test: explains important parts of the theoretical basis, and creates a theoretical basis according to the research theme</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	2x50 discussions and lectures	2x50 discussions and lectures	<p>Material: explains important parts of the theoretical basis, and creates a theoretical basis according to the research theme.</p> <p>Library: <i>Journals related to the field of the thesis</i></p>	3%
5	Students can explain important parts of the theoretical basis, and create a theoretical basis according to the research theme	<ol style="list-style-type: none"> 1. Able to explain important parts of the theoretical basis 2. Able to create a theoretical basis according to the research theme 3. Able to create a research position 	<p>Criteria: non-test: explains important parts of the theoretical basis, and creates a theoretical basis according to the research theme</p> <p>Form of Assessment : Practice / Performance</p>	2x50 discussions and lectures	2x50 discussions and lectures	<p>Material: explains the important parts of the theoretical basis, and creates a theoretical basis according to the research theme</p> <p>Library: <i>Sugiono. 2008. Quantitative, Qualitative, and R & D Research Methods. Bandung: Alfabeta</i></p>	3%
6	Students are able to understand research methods and are able to create research methods	Able to produce writing in the form of research methods according to the research theme	<p>Criteria: non-test: understand research methods and be able to create research methods</p> <p>Form of Assessment : Participatory Activities</p>	Discussion and assignments 2x50	Discussion and assignments 2x50	<p>Material: understand research methods and be able to create research methods</p> <p>Reader: <i>Suharsimi Arikunto. 2010. Research Procedures (A Practice Approach). Jakarta: Rineka Cipta</i></p>	3%
7	Students are able to understand research methods and are able to create research methods	Able to produce writing in the form of research methods according to the research theme	<p>Criteria: non-test: understand research methods and be able to create research methods</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion and assignments 2x50	Discussion and assignments 2x50	<p>Material: understand research methods and be able to create research methods.</p> <p>Reference: <i>Kitahara Yasuo. 2016. Jissen Kenkyu Keikaku Sakuseihou Jouhoushushu kara Purezenteshon Made. Tokyo: Nihongo no Bonjinsha</i></p>	3%
8	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Test</p>	UTS 2x50	UTS 2x50	<p>Material: -</p> <p>Library:</p>	20%

9	Students are able to produce research proposals	able to make research proposals according to the format, able to present research proposals well	Criteria: non test: produce research proposals Form of Assessment : Participatory Activities, Practice/Performance	Presentation and discussion 2x50	Presentation and discussion 2x50	Material: producing a research proposal Reader: <i>Suharsimi Arikunto. 2010. Research Procedures (A Practice Approach). Jakarta: Rineka Cipta</i>	3%
10	Students are able to produce research proposals	able to make research proposals according to the format, able to present research proposals well	Criteria: non test: produce research proposals Form of Assessment : Practice / Performance	Presentation and discussion 2x50	Presentation and discussion 2x50	Material: producing a research proposal Reader: <i>Sugiono. 2008. Quantitative, Qualitative, and R & D Research Methods. Bandung: Alfabeta</i>	3%
11	Students are able to produce research proposals	able to make research proposals according to the format, able to present research proposals well	Criteria: non test: produce research proposals Form of Assessment : Practice / Performance	Presentation and discussion 2x50	Presentation and discussion 2x50	Material: producing a research proposal References: <i>Journals related to the thesis field</i>	3%
12	Students are able to produce research proposals	able to make research proposals according to the format, able to present research proposals well	Criteria: non test: produce research proposals Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation and discussion 2x50	Presentation and discussion 2x50	Material: producing a research proposal Reader: <i>Kitahara Yasuo. 2016. Jissen Kenkyu Keikaku Sakuseihou Jouhoushushu kara Purezenteshon Made. Tokyo: Nihongo no Bonjinsha</i>	7%
13	Students are able to produce research proposals	able to make research proposals according to the format, able to present research proposals well	Criteria: non test: produce research proposals Form of Assessment : Practice / Performance	Presentation and discussion 2x50	Presentation and discussion 2x50	Material: producing a research proposal Reader: <i>Suharsimi Arikunto. 2010. Research Procedures (A Practice Approach). Jakarta: Rineka Cipta</i>	3%
14	Students are able to produce research proposals	able to make research proposals according to the format, able to present research proposals well	Criteria: non test: produce research proposals Form of Assessment : Participatory Activities, Practice/Performance	Presentation and discussion 2x50	Presentation and discussion 2x50	Material: producing a research proposal Reader: <i>Sugiono. 2008. Quantitative, Qualitative, and R & D Research Methods. Bandung: Alfabeta</i>	3%
15	Students are able to produce research proposals	able to make research proposals according to the format, able to present research proposals well	Criteria: non test: produce research proposals Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentation and discussion 2x50	Presentation and discussion 2x50	Material: producing a research proposal References: <i>Journals related to the thesis field</i>	7%

16	UAS	UAS	Criteria: UAS Form of Assessment : Test	UAS 2x50	UAS 2x50	Material: - Library:	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	16%
2.	Project Results Assessment / Product Assessment	7%
3.	Practice / Performance	27%
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.**