

 <b>UNESA</b>	<b>Universitas Negeri Surabaya</b> <b>Faculty of Education,</b> <b>Special Education Masters Study Program</b>					<b>Document Code</b>																																	
<b>SEMESTER LEARNING PLAN</b>																																							
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Analysis of Latest Journal Articles	8611702048		T=2	P=0	ECTS=4.48	1	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
	.....		.....			Prof. Dr. Siti Masitoh, M.Pd.																																	
Learning model	<b>Project Based Learning</b>																																						
Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																																						
	<b>Program Objectives (PO)</b>																																						
	<b>PLO-PO Matrix</b>																																						
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">P.O</div>																																					
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																						
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">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> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																							
Short Course Description	Discussion of the basic concepts of article analysis includes: (1) understanding of article analysis, (2) systematics of articles: (a) Title (eleven aspects), (b) abstract (eight aspects), (c) Introduction (problem what?-so what ?; state of the art, gap analysis, argumentative, scope, novelty, significance, purpose); (d) Method (approach, type, research design and procedures, research hypothesis, research questions, research population, sample and sampling techniques, research subjects and settings, research instruments, data collection techniques, data analysis techniques). The method contains: site description, method description, data collection description, data processing and data analysis; (e) Discussion, (f) Results and Conclusions, (g) awards, (h) references (3) accessing the article (via SJR, Sprott, Google Scholar, Research Gate, conference, journal name, topic etc.); (4) Get to know the article identifier																																						
References	<b>Main :</b>	<ol style="list-style-type: none"> <li>1. Creswell, J.W. 2015. Riset Pendidikan: Perencanaan, Pelaksanaan dan Evaluasi Riset LKualitatif dan Kuantitatif. Edisi Kelima Cetakan 1. Terjemah: Educational Research . Yogyakarta: Pustaka Pelajar.</li> <li>2. Creswell, J.W. 2009. Research Design: Qualitative, quantitative, and mixed methods approaches. California : SAGE Publications.</li> <li>3. McMillan, J.H., &amp; Schumacher, S. 2010. Research in Education: Evidance-based Inquiry . New Jersey : Pearson Education.</li> </ol>																																					
	<b>Supporters:</b>																																						
Supporting lecturer																																							

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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
		0%

**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** 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.
- 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.

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.