



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Master's Program in Language and Literature Education**

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> |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|-----------------------------------|-----|-----------|----------------------------------|-------------------------|------|------|------|------|------|----|----|----|----|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Research Proposal   | 8811102247  |   | 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> |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | .....   | .....                             |     |           | Dr. Titik Indarti, M.Pd.         |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Learning model</b>                                       | <b>Project Based Learning</b>   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Program Learning Outcomes (PLO)</b>                      | <b>PLO study program which is charged to the course</b>   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Program Objectives (PO)</b>  |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PO - 1</b>   | Have logic, ethics, honesty, as well as a critical and open attitude in writing research proposals.   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PO - 2</b>   | Apply qualitative, quantitative, or combined research theories and concepts correctly to produce creative, original, and credible works.                            |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PO - 3</b>   | Develop problem solving proposals through inter and multidisciplinary approaches in the form of research proposals according to scientific principles.              |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PO - 4</b>   | Write proposals for the management and development of research in accordance with their field of study for making accountable decisions.                            |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>PLO-PO Matrix</b>  |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   | <table border="1" style="margin: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table> |                                   |     |           |                                  |                         | P.O  | PO-1 | PO-2 | PO-3 | PO-4 |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | P.O   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | PO-1  |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO-2  |   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO-3  |   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PO-4  |   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>PO Matrix at the end of each learning stage (Sub-PO)</b> |   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <table border="1" style="margin: auto;"> <thead> <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> </thead> <tbody> <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> </tbody> </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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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  |   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Short Course Description</b>                             | This course helps students to develop their thesis proposals. The assistance covers how to develop background, research questions, and also search for sources (articles & textbooks) related to the topic. The students should be able to review related information. In addition, this course provides students with knowledge about research methodologies. At the end of this course, students have to submit a full version of the research proposal for their thesis. Lecture activities are carried out through group presentations, discussions, and workshops of writing research proposals. This course uses Project-Based Learning.  |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>References</b>   | <b>Main :</b>   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <ol style="list-style-type: none"> <li>Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March.. 2020. Writing Proposal and Theses in Education. Clayton: Faculty of Education.</li> <li>Kimberley, N., &amp; Crosling, G. 2012. Student Q manual. Caulfield East, Vic: Faculty of Business and Economics Monash University.</li> <li><a href="https://www.monash.edu/rlo/graduate-research-writing/write-the-thesis/writing-a-research-proposal">https://www.monash.edu/rlo/graduate-research-writing/write-the-thesis/writing-a-research-proposal</a></li> </ol>   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Supporters:</b>  |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <ol style="list-style-type: none"> <li>Endnote X8 Help</li> <li>Mendeley Help</li> <li>Research articles in reputable journals</li> </ol>   |   |                                   |     |           |                                  |                         |      |      |      |      |      |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| Supporting lecturer |  | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.<br>Dr. Titik Indarti, 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                   | 1.To mention what is needed to write a research proposal<br>2.To agree on contents and structure of research proposal based on the model | To mention the main contents of a research proposal accurately   | <b>Criteria:</b><br>Mentioning the main contents of a research proposal will accurately get 100 points<br><br><b>Form of Assessment :</b><br>Participatory Activities                   | Discussion<br>-1 Deciding on a project                                  |                   | <b>Material:</b> Main components of a research proposal<br><b>References:</b> Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March.. 2020. <i>Writing Proposals and Theses in Education</i> . Clayton: Faculty of Education.<br><br><b>Material:</b> What is meant by research<br><b>Library:</b><br><a href="https://www.monash.edu/...">https://www.monash.edu/...</a>   | 3%                    |
| 2                   | To select relevant references for the chosen topic   | 1.To have a list of main references for the topic of interest<br>2.To make note on EndNote for relevant references           | <b>Criteria:</b><br>To have a list of at least 10 references in Endnote or Mendeley will get 100 points<br><br><b>Form of Assessment :</b><br>Practice / Performance                    | Practice using search engines, online libraries and endnotes            |                   | <b>Material:</b> Install and updates, searching remote online library<br><b>Library:</b> Endnote X8 Help<br><br><b>Material:</b> Install and updates, searching remote online library<br><b>Library:</b> Mendeley Help<br><br><b>Material:</b> TESOL Quarterly<br><b>Bibliography:</b> Research articles in reputable journals   | 2%                    |
| 3                   | To write the introductory section of a research proposal   | To write general statements followed by general trends and research gaps   | <b>Criteria:</b><br>Writing general statements followed by general trends and research gap will get 100 points<br><br><b>Form of Assessment :</b><br>Practice / Performance             | Drafting to write general statement, dominant trend                     |                   | <b>Material:</b> research gap<br><b>References:</b> Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March.. 2020. <i>Writing Proposals and Theses in Education</i> . Clayton: Faculty of Education.<br><br><b>Material:</b> research gap<br><b>Library:</b><br><a href="https://www.monash.edu/...">https://www.monash.edu/...</a>  | 5%                    |
| 4                   | To write research questions in line with the introductory section of the research proposal   | To write clear, feasible, logical research questions in line with the research gap   | <b>Criteria:</b><br>Writing clear, feasible, logical research questions in line with the research gap will get 100 points<br><br><b>Form of Assessment :</b><br>Practice / Performance  | Drafting research questions   |                   | <b>Material:</b> Good research questions<br><b>Bibliography:</b> Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March.. 2020. <i>Writing Proposals and Theses in Education</i> . Clayton: Faculty of Education.<br><br><b>Material:</b> Good research questions<br><b>Bibliography:</b> Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March.. 2020. <i>Writing Proposals and Theses in Education</i> . Clayton: Faculty of Education. | 5%                    |
| 5                   | 1.To write the significance of the study<br>2.To write the purpose of the study<br>3.To write operational definition of terms            | To draft purposes, significance and operational definitions of a research proposal   | <b>Criteria:</b><br>Accurate drafting of purposes of research, significance and operational definition will get 100 points<br><br><b>Form of Assessment :</b><br>Practice / Performance | Drafting purposes, significance and operational definitions             |                   | <b>Material:</b> Objectives<br><b>Bibliography:</b> Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March.. 2020. <i>Writing Proposals and Theses in Education</i> . Clayton: Faculty of Education.<br><br><b>Material:</b> Significance and operational definitions<br><b>Library:</b><br><a href="https://www.monash.edu/...">https://www.monash.edu/...</a>  | 5%                    |

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| 6  | To write literature review chapter in line with research questions   | To draft literature review                                | <p><b>Criteria:</b><br/>Submitting a draft of literature review of at least 1000 words will get 100 points</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p>                               | Outlining-Drafting-TEEL |  | <p><b>Material:</b> Literature review<br/><b>References:</b> Kimberley, N., &amp; Crosling, G. 2012. <i>Student Q manual</i>. Caulfield East, Vic: Faculty of Business and Economics Monash University.</p>   | 2%  |
| 7  | To write literature review chapter in line with research questions   | To draft literature review                                | <p><b>Criteria:</b><br/>Submitting a draft of literature review of at least 1000 words will get 100 points</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p>                               | Outlining-Drafting-TEEL |  | <p><b>Material:</b> Literature review<br/><b>References:</b> Kimberley, N., &amp; Crosling, G. 2012. <i>Student Q manual</i>. Caulfield East, Vic: Faculty of Business and Economics Monash University.</p>   | 3%  |
| 8  | To write the introductory section of a research proposal   | To write introductory and literature review chapters      | <p><b>Criteria:</b><br/>Writing introductory and literature review chapters of at least 5000 words will get 100 points</p> <p><b>Form of Assessment :</b><br/>Test</p>                                     | Mid test                |  | <p><b>Material:</b> Introduction and literature review chapters<br/><b>References:</b> Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March. 2020. <i>Writing Proposals and Theses in Education</i>. Clayton: Faculty of Education.</p>   | 20% |
| 9  | To write research method chapter in line with research questions including research design, participants, data, data collection and data analysis procedures | Writing design of research and data collection techniques | <p><b>Criteria:</b><br/>Writing the design and data collection techniques accurately in line with research questions will get 100 points</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p> | Drafting                |  | <p><b>Material:</b> research method<br/><b>Library:</b><br/><a href="https://www.monash.edu/...">https://www.monash.edu/...</a></p> <p><b>Material:</b> research method<br/><b>References:</b> Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March. 2020. <i>Writing Proposals and Theses in Education</i>. Clayton: Faculty of Education.</p> | 5%  |
| 10 | To write research method chapter in line with research questions including research design, participants, data, data collection and data analysis procedures | Writing data analysis techniques                          | <p><b>Criteria:</b><br/>Writing data analyzes techniques accurately in line with research questions will get 100 points</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p>                  | Drafting                |  | <p><b>Material:</b> research method<br/><b>Library:</b><br/><a href="https://www.monash.edu/...">https://www.monash.edu/...</a></p> <p><b>Material:</b> research method<br/><b>References:</b> Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viète, and Sue March. 2020. <i>Writing Proposals and Theses in Education</i>. Clayton: Faculty of Education.</p> | 5%  |
| 11 | To proofread and edit draft of research proposal   | To do peer review of chapter 1                            | <p><b>Criteria:</b><br/>Doing one peer review of chapter 1 accurately will get 100 points</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p>  | Peer review             |  | <p><b>Material:</b> Proofreading and editing<br/><b>References:</b> Kimberley, N., &amp; Crosling, G. 2012. <i>Student Q manual</i>. Caulfield East, Vic: Faculty of Business and Economics Monash University.</p>  | 2%  |
| 12 | To proofread and edit draft of research proposal   | To do peer review check out chapter 2                     | <p><b>Criteria:</b><br/>Filling in one peer review of chapter 2 check will get 100 points</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p>  | Peer review             |  | <p><b>Material:</b> Proofreading and editing<br/><b>Bibliography:</b> Kimberley, N., &amp; Crosling, G. 2012. <i>Student Q manual</i>. Caulfield East, Vic: Faculty of Business and Economics Monash University.</p>  | 3%  |
| 13 | To proofread and edit draft of research proposal   | To do peer review check out chapter 3                     | <p><b>Criteria:</b><br/>Filling in one peer review check of chapter 3 will get 100 points</p> <p><b>Form of Assessment :</b><br/>Practice / Performance</p>  | Peer review             |  | <p><b>Material:</b> Proofreading and editing<br/><b>Bibliography:</b> Kimberley, N., &amp; Crosling, G. 2012. <i>Student Q manual</i>. Caulfield East, Vic: Faculty of Business and Economics Monash University.</p>  | 2%  |

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|----|--|---|--|-----------------|--|---|-----|
| 14 | To combine all the sections/chapters of the thesis proposal into a whole final draft of research proposal  | To do revision based on peer review check results                                 | <b>Criteria:</b><br>Showing the revision will get 100 points<br><br><b>Form of Assessment :</b><br>Practice / Performance  | Doing revisions |  | <b>Material:</b><br><b>Bibliography</b> Editing :<br><i>Kimberley, N., &amp; Crosling, G. 2012. Student Q manual. Caulfield East, Vic: Faculty of Business and Economics Monash University.</i> | 3%  |
| 15 | To combine all the sections/chapters of the thesis proposal into a whole final draft of research proposal  | To do revision based on peer review check results                                 | <b>Criteria:</b><br>Showing the revision will get 100 points<br><br><b>Form of Assessment :</b><br>Practice / Performance  | Doing revisions |  | <b>Material:</b><br><b>Bibliography</b> Editing :<br><i>Kimberley, N., &amp; Crosling, G. 2012. Student Q manual. Caulfield East, Vic: Faculty of Business and Economics Monash University.</i> | 5%  |
| 16 | 1.To write the introductory section of a research proposal<br>2.To write literature review chapter in line with research questions<br>3.To write research method chapter in line with research questions including research design, participants, data, data collection and data analysis procedures | Submitting the full proposal which is written well based on the assessment rubric | <b>Criteria:</b><br>Submitting the full proposal which is written well based on the assessment rubric will get 100 points<br><br><b>Form of Assessment :</b><br>Test | Final test      |  | <b>Material:</b> Criteria of good research proposal<br><b>Library:</b><br><a href="https://www.monash.edu/...">https://www.monash.edu/...</a>   | 30% |

#### Evaluation Percentage Recap: Project Based Learning

| No | Evaluation               | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 3%         |
| 2. | Practice / Performance   | 47%        |
| 3. | Test                     | 50%        |
|    |                          | 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.

