



**Universitas Negeri Surabaya  
Faculty of Postgraduate School,  
Master of Technology and Vocational Education Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																		
Thesis Proposal Seminar	8310102034	Compulsory Curriculum Subjects - Institutional	T=2	P=0	ECTS=4.48	3	August 24, 2023																																																		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																			
	Prof. Dr. Joko, M.Pd. MT.		.....			Dr. Ir. Achmad Imam Agung, 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>PLO-6</b>	Work together and have social sensitivity and concern for society and the environment																																																							
	<b>PLO-11</b>	Able to apply applied research to innovate vocational learning methods, optimize industry-relevant technology																																																							
	<b>Program Objectives (PO)</b>																																																								
	<b>PO - 1</b>	Have logic, ethics, honesty, as well as a critical and open attitude in preparing research proposals.																																																							
	<b>PLO-PO Matrix</b>																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td style="text-align: center;">PLO-6</td> <td style="text-align: center;">PLO-11</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 style="text-align: center;">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> </tr> </table>						P.O	PLO-6	PLO-11														PO-1																																	
	P.O	PLO-6	PLO-11																																																						
PO-1																																																									
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td><td style="text-align: center;">6</td><td style="text-align: center;">7</td><td style="text-align: center;">8</td><td style="text-align: center;">9</td><td style="text-align: center;">10</td><td style="text-align: center;">11</td><td style="text-align: center;">12</td><td style="text-align: center;">13</td><td style="text-align: center;">14</td><td style="text-align: center;">15</td><td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">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><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																	
P.O	Week																																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																									
PO-1																																																									
<b>Short Course Description</b>	Application of various concepts, theories and methodologies according to the chosen research focus or topic, locus or source of research data, and scientific mode or perspective used in an original, innovative and transdisciplinary manner. The product of this course is a thesis proposal including title, introduction (background, problem/focus, objectives/benefits, definitions of research terms/variables), theoretical study, research methods, and data analysis.																																																								
<b>References</b>	<b>Main :</b>																																																								
	<ol style="list-style-type: none"> <li>1. Creswell, J.W. (2014). Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.</li> <li>2. Sugiyono (2015). Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif dan R &amp;D. Cetakan ke-22. Bandung: Alfabeta.</li> <li>3. Tim (2022). Pedoman Penulisan Tesis dan Disertasi. Surabaya: Pascasarjana Unesa.</li> <li>4. Yin, R.K. (2016). Qualitative Research from Start to Finish. 2nd Ed. New York: Guilford Press.</li> </ol>																																																								
	<b>Supporters:</b>																																																								
	1. Artikel dalam jurnal mutakhir yang relevan dengan penelitian																																																								
<b>Supporting lecturer</b>	Prof. Dr. Joko, M.Pd., M.T. Dr. Ir. Achmad Imam Agung, M.Pd.																																																								
	<b>Final abilities of</b>	<b>Evaluation</b>	<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>																																																						

Week-	each learning stage (Sub-PO)					Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to formulate a thesis research problem formulation	Accuracy in compiling dissertation research topics	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Suitability to the researcher's field, max score 15</li> <li>2.Useful for research subjects, max score 15</li> <li>3.Currently trending or current issues, max score 30</li> <li>4.Reachable by researchers, max score 20</li> <li>5.Important to research, 20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions, case studies, PjBL, 2 X 50 assignments		<p><b>Material:</b> Developing a thesis research problem formulation</p> <p><b>References:</b> 2. Sugiyono (2015). <i>Educational Research Methods. Quantitative, Qualitative and R&amp;D Approaches. 22nd printing. Bandung: Alfabeta.</i></p>	5%
2	Able to formulate a thesis research problem formulation	Accuracy in preparing the thesis research topic	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Formulated in question form, max score. 20</li> <li>2. Formulated in simple, short, concise sentences that do not cause confusion, max score. 20</li> <li>3. The problem formulation can be used as a hypothesis formulation, or to state a relationship, max score. 20</li> <li>4. The problem formulation can be reflected in the title, max score. 20</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions, case studies, PjBL, 2 X 50 assignments		<p><b>Material:</b> Developing a thesis research problem formulation</p> <p><b>References:</b> 2. Sugiyono (2015). <i>Educational Research Methods. Quantitative, Qualitative and R&amp;D Approaches. 22nd printing. Bandung: Alfabeta.</i></p>	5%
3	Able to prepare the introductory part of a thesis proposal	Accuracy in preparing the introductory part of the thesis proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions, PjBL, assignments 2 X 50		<p><b>Material:</b> Preparing the introductory part of the research.</p> <p><b>References:</b> 1. Creswell, JW (2014). <i>Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.</i></p>	5%

4	Able to prepare the introductory part of a thesis proposal	Accuracy in preparing the introductory part of the thesis proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		Presentations, discussions, PjBL, independent assignments 2 X 50	<p><b>Material:</b> Preparing the introductory part of the research</p> <p><b>References:</b> 3. Team (2022). <i>Guidelines for Writing Theses and Dissertations</i>. Surabaya: Unesa Postgraduate.</p>	5%
5	Able to prepare the introductory part of a thesis proposal	Accuracy in preparing the introductory part of the thesis proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Presentations, discussions, PjBL, assignments 2 X 50	<p><b>Material:</b> Preparing the introductory part of the research</p> <p><b>References:</b> 4. Yin, RK (2016). <i>Qualitative Research from Strat to Finish</i>. 2nd Ed. New York: Guilford Press.</p>	7%
6	Able to prepare the literature review section of a thesis proposal	Accuracy in compiling the literature review section of the thesis proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions, PjBL, assignments 2 X 50		<p><b>Material:</b> Accuracy of compiling the literature review section of a thesis proposal</p> <p><b>References:</b> 2. Sugiyono (2015). <i>Educational Research Methods. Quantitative, Qualitative and R&amp;D Approaches</i>. 22nd printing. Bandung: Alfabeta.</p>	5%
7	Able to prepare the literature review section of a thesis proposal	Accuracy in compiling the literature review section of the thesis proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Searching for sources of information, discussions, PjBL, assignments. Study independently 2 X 50	<p><b>Material:</b> Preparing the literature review section of a thesis proposal</p> <p><b>References:</b> 3. Team (2022). <i>Guidelines for Writing Theses and Dissertations</i>. Surabaya: Unesa Postgraduate.</p>	5%
8	Able to prepare the literature review section of a thesis proposal	Accuracy in compiling the literature review section of the thesis proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Presentations, discussions, PjBL, assignments. 2 X 50	<p><b>Material:</b> Developing the literature review section of a thesis proposal</p> <p><b>References:</b> 4. Yin, RK (2016). <i>Qualitative Research from Strat to Finish</i>. 2nd Ed. New York: Guilford Press.</p>	15%

9	Able to prepare a framework for a thesis proposal	Accuracy in compiling the literature review section of the thesis proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions, PjBL, assignments 2 X 50		<p><b>Material:</b> Developing a framework for a thesis proposal <b>References:</b> 2. Sugiyono (2015). <i>Educational Research Methods. Quantitative, Qualitative and R&amp;D Approaches. 22nd printing. Bandung: Alfabeta.</i></p>	6%
10	Compile the research methods section of the thesis proposal and bibliography	Accuracy in compiling research methods for thesis proposals and bibliography	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentations, discussions, PjBL, assignments 2 X 50		<p><b>Material:</b> Developing research methods for a thesis proposal and bibliography <b>References :</b> 1. Creswell, JW (2014). <i>Research Design. Qualitative, Quantitative and Mixed Methods Approaches. 4th Ed. New York: Sage.</i></p>	4%
11	Compile the research methods section of the thesis proposal and bibliography	Accuracy in compiling research methods for thesis proposals and bibliography	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Group discussions, PjBL, assignments. Study independently 2 X 50	<p><b>Material:</b> Developing research methods for a thesis proposal and bibliography <b>References :</b> 4. Yin, RK (2016). <i>Qualitative Research from Strat to Finish. 2nd Ed. New York: Guilford Press.</i></p>	4%
12	Compile the research methods section of the thesis proposal and bibliography	Accuracy in compiling research methods for thesis proposals and bibliography	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Group discussions, PjBL, assignments. 2 X 50	<p><b>Material:</b> Developing research methods for a thesis proposal and bibliography <b>References :</b> 3. Tim (2022). <i>Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	5%

13	Able to prepare attachments to a thesis research proposal	Accuracy in compiling attachments to the thesis research proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Presentation, PjBL, assignment 2 X 50		<p><b>Material:</b> Preparing an attachment to a thesis research proposal</p> <p><b>References:</b> 2. Sugiyono (2015). <i>Educational Research Methods. Quantitative, Qualitative and R&amp;D Approaches. 22nd printing. Bandung: Alfabeta.</i></p>	3%
14	Able to prepare attachments to a thesis research proposal	Accuracy in compiling attachments to the thesis research proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Group discussions, PjBL, assignments. Study independently 2 X 50	<p><b>Material:</b> Preparing an attachment to a thesis research proposal</p> <p><b>References:</b> 2. Sugiyono (2015). <i>Educational Research Methods. Quantitative, Qualitative and R&amp;D Approaches. 22nd printing. Bandung: Alfabeta.</i></p>	3%
15	Able to prepare attachments to a thesis research proposal	Accuracy in compiling attachments to the thesis research proposal	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Group discussions, PjBL, assignments. Study independently 2 X 50	<p><b>Material:</b> Preparing an attachment to a thesis research proposal</p> <p><b>References:</b> 3. Team (2022). <i>Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	3%
16	Able to take the proposal exam	The quality of the proposal, presentation skills and mastery of the contents of the proposal as well as the quality of the thesis proposal supervision process	<p><b>Criteria:</b> Based on the assessment rubric that has been created by the teaching lecturer</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>		Proposal exam (UAS) 2 X 50	<p><b>Material:</b> Dissertation proposal examination</p> <p><b>References:</b> 3. Team (2022). <i>Guidelines for Writing Theses and Dissertations. Surabaya: Unesa Postgraduate.</i></p>	20%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Project Results Assessment / Product Assessment	47.5%
		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.