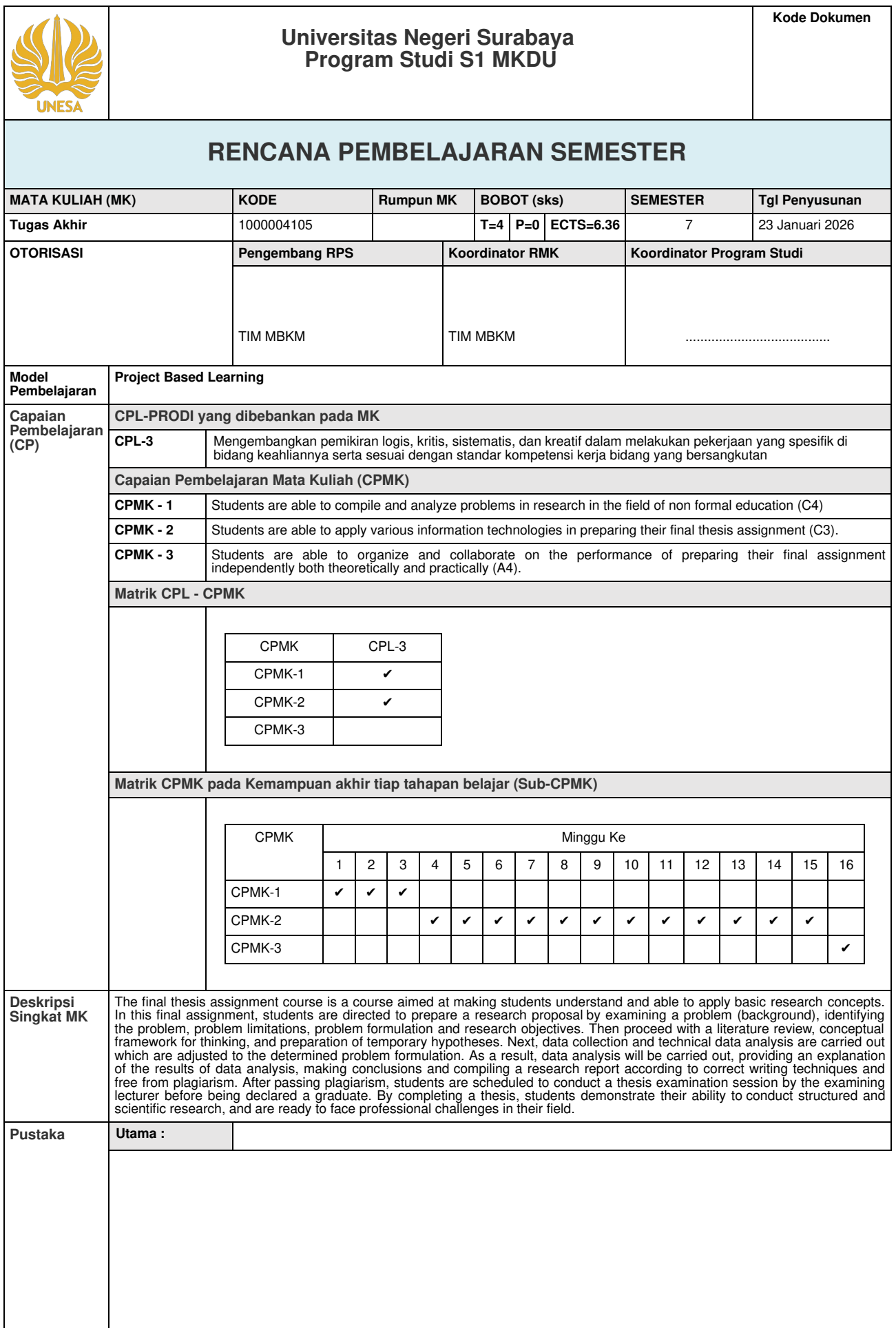




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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Pendukung :</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                            |                                                                                                   |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                         |                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                            | <ol style="list-style-type: none"> <li>1. scholar</li> <li>2. SINTA</li> <li>3. SCOPUS</li> </ol> |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                         |                     |
| <b>Dosen Pengampu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |                                                                                                   |                                                                                                                                                                               |                                                                                  |                 |                                                                                                                                                                                                                                                                         |                     |
| Mg Ke-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                            | Penilaian                                                                                         |                                                                                                                                                                               | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |                 | Materi Pembelajaran [ Pustaka ]                                                                                                                                                                                                                                         | Bobot Penilaian (%) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                            | Indikator                                                                                         | Kriteria & Bentuk                                                                                                                                                             | Luring (offline)                                                                 | Daring (online) |                                                                                                                                                                                                                                                                         |                     |
| (1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (2)                                                                        | (3)                                                                                               | (4)                                                                                                                                                                           | (5)                                                                              | (6)             | (7)                                                                                                                                                                                                                                                                     | (8)                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students are able to identify and formulate problems for the final project | Students are able to identify and formulate problems for the final project                        | <b>Kriteria:</b><br>Students are able to identify and formulate problems for the final project<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Project 4x50                                                                     | Project 4 X 50  | <b>Materi:</b> Students are able to identify and formulate problems for the final project<br><b>Pustaka:</b> Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.                  | 5%                  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students are able to identify and formulate problems for the final project | Students are able to identify and formulate problems for the final project                        | <b>Kriteria:</b><br>Students are able to identify and formulate problems for the final project<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Project 4x50                                                                     | Project 4 X 50  | <b>Materi:</b> Students are able to identify and formulate problems for the final project<br><b>Pustaka:</b> Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.                  | 5%                  |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students are able to identify and formulate problems for the final project | Students are able to identify and formulate problems for the final project                        | <b>Kriteria:</b><br>Students are able to identify and formulate problems for the final project<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Project 4x50                                                                     | Project 4 X 50  | <b>Materi:</b> Students are able to identify and formulate problems for the final project<br><b>Pustaka:</b> Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.                  | 5%                  |
| 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students are able to design and compile their final projects well          | Students are able to design and compile their final projects well                                 | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk          | Project 4x50                                                                     | Project 4 X 50  | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> Khatri, Bishnu. 2022. Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910. | 5%                  |

[illegible]

|    |                                                                                           |                                                                                           |                                                                                                                                                                                              |              |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |
|----|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 12 | Students are able to design and compile their final projects well                         | Students are able to design and compile their final projects well                         | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | Project 4x50 | Project 4 X 50 | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> <i>Khatri, Bishnu. 2022. Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</i>                                                                                                                                                                                                                                                                              | 5%  |
| 13 | Students are able to design and compile their final projects well                         | Students are able to design and compile their final projects well                         | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | Project 4x50 | Project 4 X 50 | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> <i>Khatri, Bishnu. 2022. Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</i>                                                                                                                                                                                                                                                                              | 5%  |
| 14 | Students are able to design and compile their final projects well                         | Students are able to design and compile their final projects well                         | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | Project 4x50 | Project 4 X 50 | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> <i>Khatri, Bishnu. 2022. Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</i>                                                                                                                                                                                                                                                                              | 5%  |
| 15 | Students are able to design and compile their final projects well                         | Students are able to design and compile their final projects well                         | <b>Kriteria:</b><br>Students are able to design and compile their final projects well<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                         | Project 4x50 | Project 4 X 50 | <b>Materi:</b> Students are able to design and compile their final projects well<br><b>Pustaka:</b> <i>Khatri, Bishnu. 2022. Writing an Effective Abstract for a Scientific Paper. Nepalese Journal of Development and Rural Studies. 19. 1-7. 10.3126/njdrs.v19i01.51910.</i>                                                                                                                                                                                                                                                                              | 5%  |
| 16 | answer questions in the final project exam and revise based on the input of the examiners | answer questions in the final project exam and revise based on the input of the examiners | <b>Kriteria:</b><br>answer questions in the final project exam and revise based on the input of the examiners<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | UAS 4 X 50   | UAS 4 X 50     | <b>Materi:</b> menjawab pertanyaan dalam ujian tugas akhir dan merevisi berdasar masukan para penguji<br><b>Pustaka:</b> <i>Tim Penyusun Buku Pedoman Tugas Akhir. 2024. Pedoman Tugas Akhir Universitas Negeri Surabaya. Surabaya: Direktorat TPTP.</i><br><br><b>Materi:</b> answer questions in the final project exam and revise based on the input of the examiners<br><b>Pustaka:</b> <i>Léane, Jourdan &amp; Boudin, Florian &amp; Dufour, Richard &amp; Hernandez, Nicolas. (2023). Text revision in Scientific Writing Assistance: An Overview</i> | 25% |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Penilaian Hasil Project / Penilaian Produk | 100%       |
|    |                                            | 100%       |

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang studinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.