UNESA	**Universitas Negeri Surabaya** **Fakultas Teknik** **Program Studi S1 Pendidikan Tata Rias**	**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Tugas Akhir	1000004105		**T=4**	**P=0**	**ECTS=6.36**	7	8 Desember 2025

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	TIM MBKM	TIM MBKM	NIA KUSSTIANTI

Model Pembelajaran	**Project Based Learning**	
Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	Students are able to compile and analyze problems in research in the field of non formal education (C4)
	CPMK - 2	Students are able to apply various information technologies in preparing their final thesis assignment (C3).
	CPMK - 3	Students are able to organize and collaborate on the performance of preparing their final assignment independently both theoretically and practically (A4).

Matrik CPL - CPMK

CPMK	CPL-3
CPMK-1	✔
CPMK-2	✔
CPMK-3	

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔	✔	✔													
CPMK-2				✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	
CPMK-3																✔

Deskripsi Singkat MK	The final thesis assignment course is a course aimed at making students understand and able to apply basic research concepts. In this final assignment, students are directed to prepare a research proposal by examining a problem (background), identifying the problem, problem limitations, problem formulation and research objectives. Then proceed with a literature review, conceptual framework for thinking, and preparation of temporary hypotheses. Next, data collection and technical data analysis are carried out which are adjusted to the determined problem formulation. As a result, data analysis will be carried out, providing an explanation of the results of data analysis, making conclusions and compiling a research report according to correct writing techniques and free from plagiarism. After passing plagiarism, students are scheduled to conduct a thesis examination session by the examining lecturer before being declared a graduate. By completing a thesis, students demonstrate their ability to conduct structured and scientific research, and are ready to face professional challenges in their field.
Pustaka	**Utama :**

1. Pedoman Penulisan Skripsi.2014. Universitas Negeri Surabaya.
2. Ho-Young Song, John A Walker & Jiaywei Tasuo. 2022. Writing Succesful Scientifi Papers: A User's Guide. Seoul. Panmu Eduation.Co.Ltd
3. Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.
4. Wendy Laura Belcher. 2019. Writing YourJournal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing).Chicago, University Chicago Press.
5. C. George Thomas. 2021. Research Methodology and Scientific Writing. Springer.
6. Reis, Simone & Reis, André. 2013. How to Write Your First Scientific Paper. 10.1109/IEDEC.2013.6526784
7. 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.
8. Ayu, Fitri & Anggriani, Devi & Nizamuddin,. 2023. Improving Students' Ability in Writing Scientific Papers Through Process Approach. The International Conference on Education, Social Sciences and Technology (ICESST). 2. 77-86. 10.55606/icesst.v2i1.272.
9. Wahyuddin, Wahyuddin & Syafaruddin, & Maharida,. 2022. Training on Using Mendeley for Citations in Writing Scientific Papers for Students. Jurnal Pengabdian Masyarakat Bestari. 1. 1063- 1072. 10.55927/jpmb.v1i9.2064.
10. KLAHR, SAULO. 2007. Guidelines for writing a scientific paper: an address to beginners. Nephrology. 2. s230 - s234. 10.1111/j.1440-1797.1996.tb00178.x.
11. Léane, Jourdan & Boudin, Florian & Dufour, Richard & Hernandez, Nicolas. (2023). Text revision in Scientific Writing Assistance: An Overview

Pendukung :

1. scholar
2. SINTA
3. SCOPUS

Dosen Pengampu

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	**Kriteria:** Students are able to identify and formulate problems for the final project **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to identify and formulate problems for the final project **Pustaka:** *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	**Kriteria:** Students are able to identify and formulate problems for the final project **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to identify and formulate problems for the final project **Pustaka:** *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	**Kriteria:** Students are able to identify and formulate problems for the final project **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to identify and formulate problems for the final project **Pustaka:** *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	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%

5	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
6	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
7	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
8	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
9	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
10	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
11	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%

12	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
13	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
14	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
15	Students are able to design and compile their final projects well	Students are able to design and compile their final projects well	**Kriteria:** Students are able to design and compile their final projects well **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Project 4x50	Project 4 X 50	**Materi:** Students are able to design and compile their final projects well **Pustaka:** *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%
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	**Kriteria:** answer questions in the final project exam and revise based on the input of the examiners **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	UAS 4 X 50	UAS 4 X 50	**Materi:** menjawab pertanyaan dalam ujian tugas akhir dan merevisi berdasar masukan para penguji **Pustaka:** *Tim Penyusun Buku Pedoman Tugas Akhir. 2024. Pedoman Tugas Akhir Universitas Negeri Surabaya. Surabaya: Direktorat TPTP.* **Materi:** answer questions in the final project exam and revise based on the input of the examiners **Pustaka:** *Léane, Jourdan & Boudin, Florian & Dufour, Richard & Hernandez, Nicolas. (2023). Text revision in Scientific Writing Assistance: An Overview*	25%

Rekap Persentase Evaluasi : Project Based Learning

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

Catatan

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 prodinya 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, ketrampulan 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.

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