Module Descriptions

Module designation	**Final Project Proposal**
Semester(s) in which the module is taught	7th/Fourth Year
Person responsible for the module	Prof. Dr. Utiya Azizah, M.Pd.
Language	Bahasa Indonesia (Regular Class) English (Internasional Class)
Relation to curriculum	Compulsory course
Teaching methods	Project-Based Learning, 2 workhours per week (2 x 170 minutes per week)
Workload (incl. contact hours, self-study hours)	1 CU for a bachelor's degree equals 170 minutes (50 minutes face-to-face, 60 minutes structured, 60 minutes independent learning) per week × 14 weeks, excluding mid and end-term exams. = 39.67 work hours per semester = 1.587 ECTS.
Credit points	2 Credit Units (CU) = 3.18 ECTS
Required and recommended prerequisites for joining the module	Research Methodology
Module objectives/intended learning outcomes	Upon successful completion of this course, students are expected to: 1. Identify relevant and contextual problems in chemistry education as a basis for preparing research proposals. 2. Formulate research problems that are focused, specific, and researchable within the context of chemistry education. 3. Formulate research objectives and benefits logically and measurably in accordance with the issues raised. 4. Conduct literature reviews of scientific journals, books, and other credible sources to support the background and theoretical basis of the research. 5. Formulate a theoretical framework relevant to the research topic and focus systematically and critically. 6. Design research methods (type, approach, and design) that are appropriate to the research objectives and problems. 7. Develop research instruments that are valid and reliable according to the approach used. 8. Determine data collection techniques that are appropriate to the research approach and design. 9. Explain the data analysis techniques used accurately and logically. 10. Organize the systematics of a research proposal in accordance with applicable scientific writing conventions. 11. Use precise, standard, and communicative academic language in proposal writing. 12. Use scientific support applications in compiling bibliographies.

	13. Present research proposals with a logical structure, strong argumentation, and effective communication. 14. Receive, respond to, and revise proposals based on input from supervisors and examiners. 15. Demonstrate an attitude of responsibility, honesty, and ethics in preparing and presenting research proposals. 16. Prepare a feasible proposal to be examined in a proposal defense as the initial step in completing the final project.
Content	This course is designed to broaden students' insights into contextual issues in chemistry education, enhancing their ability to organize and present research problems while fostering active participation and organizational skills in conducting academic seminars. The scope of the course encompasses the study of actual problems in chemistry education, synthesized into a comprehensive paper that includes problem identification and formulation, the development of a conceptual framework, critical discussion, and concluding recommendations. Specifically, the course aims to facilitate the development and refinement of final project proposals, the enhancement of presentation and analytical skills, and a deeper understanding of research methodology. Ultimately, this course prepares students to effectively construct, present, and refine research proposals that are academically sound and ready for implementation.
Examination forms	Essay and Presentation
Study and examination requirements	Study and Examination Requirements/Forms of Examination: 1. Individual assignments (literature review, analysis) 2. Discussions 3. Presentations and project documentation Assessment Recap (Project-Based Learning): 1. Participatory Activities: 60% 2. Project/Product Assessment: 40% Total: 100%
Reading list	1. Azahari, A. 1995. Materi Pokok Teknik Penulisan Ilmiah. Jakarta: UniversitasTerbuka. 2. Lindsay, D. 1998. Penuntun Penulisan Ilmiah. Alih Bahasa oleh S.S.Achmadi. Universitas Indonesia Press, Jakarta 3. Yuzal, dkk 2001. Panduan Praktis Seminar. Jakarta: PT RajaGrafindo Persada 4. Tim penyusun buku pedoman penulisan skripsi program sarja strata sati (S-1). 2014.Pedoman Penulisan Skripsi. Surabaya: Unesa University Press. 5. Jones, T., & Roberts, M. (2021). Developing Effective Final Project Proposals: A Guide for Graduate Students. Journal of Academic Writing and Research, 15(3), 212-225 6. Smith, A., & Wilson, P. (2022). Crafting Research Proposals: Best Practices for Final Project Seminars. Educational Research Review, 48(2), 98-110 7. Anderson, K., & Martin, L. (2021). Strategies for Effective Proposal Presentations in Final Project Seminars. Journal of Higher Education Pedagogy, 29(4), 142-155.

	8. Clark, J., & Thompson, M. (2022). Final Project Proposal Seminars: Structuring and Presenting Research Ideas. International Journal of Academic Excellence, 33(5), 187-202. 9. Miller, H., & Green, B. (2021). Peer Review in Final Project Proposal Seminars: Enhancing Feedback and Collaboration. Journal of Educational Collaboration, 27(3), 115-130. 10. Carter, R., & Hayes, S. (2021). Improving Research Proposal Skills: A Practical Guide for Students in Final Project 11. Seminars. Journal of Graduate Education, 30(2), 72-85. 12. Nelson, K., & Fisher, L. (2022). Developing Critical Thinking in Final Project Proposal Seminars. Journal of Critical Pedagogy, 31(2), 50-63. 13. Ferguson, G., & Peterson, R. (2021). Designing Effective Final Project Proposals for Graduate Students: A Seminar Based Approach. Journal of Research Methodology, 40(5),185-198. 14. Wright, S., & Lee, H. (2021). Final Project Proposal Seminars: Bridging Theory and Practice. Journal of Academic Seminar Studies, 22(7), 98-110. 15. Roberts, M., & Gray, T. (2022). Enhancing Final Project Proposal Seminars Through Interactive Feedback. Journal of Higher Learning, 28(8), 130-142. 16. Purnomo, A., Rahmasari, D., & Riyanto, Y. (2024). Implementasi Penelitian Multiple Intelligences (MIR) untuk 17. Meningkatkan Mutu Pembelajaran. Jurnal Penelitian Pendidikan, 5 (3), 2660-2670. 18. Relevance Article(s) from journal that indexed in Scopus, Google Scholar and SINTA