

## Module Descriptions

Module designation	Seminar Proposal Tugas Akhir <i>Final Project Seminar</i>
Course Code	1000004104
Semester/Term	8 <sup>th</sup> Semester
Person responsible for the module	Dr. Rinie Pratiwi Purpitawati, M.Si.
Language	Bahasa Indonesia (Indonesian language)
Relation to curriculum	Compulsory
Teaching methods	Individual Project
Workload	4 x 50 minutes structured activity, per week 4 x 60 minutes individual activity per week
Credit Point	4 CU(6.36 ECTS)
Required and recommended prerequisites for joining the module	Research Methodology in Biology Education, Professional Teaching Program
Module Objectives/intended learning outcomes	<p>After taking this course, students will be:</p> <ol style="list-style-type: none"> <li>1. Students are able to identify relevant and current problems in primary education as the basis for developing a research proposal.</li> <li>2. Students are able to formulate a research problem that is focused, specific, and researchable within the context of primary education.</li> <li>3. Students are able to formulate the objectives and benefits of the research logically and measurably according to the problem being addressed.</li> <li>4. Students are able to conduct a literature review of scientific journals, books, and other credible sources to support the background and theoretical basis of the research.</li> <li>5. Students are able to formulate a theoretical basis that is relevant to the research topic and focus systematically and critically.</li> <li>6. Students are able to design a research method (type, approach, and design) that is appropriate to the research objectives and problems.</li> <li>7. Students are able to develop valid and reliable research instruments according to the approach used.</li> <li>8. Students are able to determine data collection techniques appropriate to the research approach and design.</li> <li>9. Students are able to explain the data analysis techniques used accurately and logically.</li> <li>10. Students are able to systematically structure the research proposal in accordance with applicable scientific writing conventions.</li> </ol>

	<p>11. Students are able to use appropriate, standard, and communicative academic language in writing the proposal.</p> <p>12. Students are able to use applications supporting scientific work (such as Mendeley, Zotero, or others) to compile a bibliography.</p> <p>13. Students are able to present a research proposal with a logical structure, strong argumentation, and good communication skills.</p> <p>14. Students are able to receive, respond to, and revise the proposal based on input from the supervisor and examiners.</p> <p>15. Students are able to demonstrate responsibility, honesty, and ethics in compiling and presenting the research proposal.</p> <p>16. Students are able to prepare a proposal that is suitable for examination in a proposal defense as the initial step in the thesis preparation.</p>																																	
Content	<p>The thesis proposal seminar course is a course aimed at making students understand and able to apply basic research concepts, as preparation for thesis project. In the final project seminar, 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, in addition to designing methods according to hypotheses with guidance of supervisor. Students present their proposal to supervisor and reviewer before conducting their research.</p>																																	
Study and examination requirements and forms of examination	<p>The final grade (NA) is calculated based on the following ratio:</p> <table border="1" data-bbox="639 1267 1439 1447"> <thead> <tr> <th>Assessment Components</th> <th>Percentage of contribution</th> </tr> </thead> <tbody> <tr> <td>Proposal writing</td> <td>60%</td> </tr> <tr> <td>Proposal Presentation</td> <td>40%</td> </tr> </tbody> </table> <p>Grade Conversion of 0-100 scale into 0-4 scale is set as below:</p> <table border="1" data-bbox="639 1525 1439 2047"> <thead> <tr> <th>Letter</th> <th>Number</th> <th>Grade interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00</td> <td><math>85 \leq A \leq 100</math></td> </tr> <tr> <td>A-</td> <td>3.75</td> <td><math>80 \leq A- &lt; 85</math></td> </tr> <tr> <td>B+</td> <td>3.50</td> <td><math>75 \leq B+ &lt; 80</math></td> </tr> <tr> <td>B</td> <td>3.00</td> <td><math>70 \leq B &lt; 75</math></td> </tr> <tr> <td>B-</td> <td>2.75</td> <td><math>65 \leq B- &lt; 70</math></td> </tr> <tr> <td>C+</td> <td>2.50</td> <td><math>60 \leq C+ &lt; 65</math></td> </tr> <tr> <td>C</td> <td>2.00</td> <td><math>55 \leq C &lt; 60</math></td> </tr> <tr> <td>D</td> <td>1.00</td> <td><math>40 \leq D &lt; 55</math></td> </tr> </tbody> </table>	Assessment Components	Percentage of contribution	Proposal writing	60%	Proposal Presentation	40%	Letter	Number	Grade interval	A	4.00	$85 \leq A \leq 100$	A-	3.75	$80 \leq A- < 85$	B+	3.50	$75 \leq B+ < 80$	B	3.00	$70 \leq B < 75$	B-	2.75	$65 \leq B- < 70$	C+	2.50	$60 \leq C+ < 65$	C	2.00	$55 \leq C < 60$	D	1.00	$40 \leq D < 55$
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Reading List	<ol style="list-style-type: none"> <li>1. Pedoman Penulisan Skripsi. 2014. Universitas Negeri Surabaya.</li> <li>2. Ho-Young Song, John A Walker &amp; Jiaywei Tasuo. 2022. Writing Successful Scientific Papers: A User's Guide. Seoul.Panmu Education.Co.Ltd</li> <li>3. Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk:Open Book Publishers.</li> <li>4. Wendy Laura Belcher. 2019. Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success (Chicago Guides to Writing, Editing, and Publishing). Chicago, University Chicago Press.</li> <li>5. C. George Thomas. 2021. Research Methodology and Scientific Writing. Springer.</li> <li>6. Reis, Simone &amp; Reis, André. 2013. How to Write Your First Scientific Paper. 10.1109/IEDEC.2013.6526784</li> <li>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.</li> <li>8. Ayu, Fitri &amp; Anggriani, Devi &amp; 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.</li> <li>9. Wahyuddin, Wahyuddin &amp; Syafaruddin, &amp; 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.</li> <li>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.</li> <li>11. Léane, Jourdan &amp; Boudin, Florian &amp; Dufour, Richard &amp; Hernandez, Nicolas. (2023). Text revision in Scientific Writing Assistance: An Overview</li> </ol>		