MINISTRY OF HIGHER EDUCATION, SCIENCE, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
**UNDERGRADUATE PROGRAM OF MATHEMATICS EDUCATION**
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Website: https://pendidikan-matematika.fmipa.unesa.ac.id/



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| **Module Name:** | Final Assignment Seminar<br>Seminar Proposal Tugas Akhir |
| **Module Level:** | Sarjana (S-1) / Undergraduate |
| **Abbreviation, if applicable:** | 8420202200 |
| **Sub-heading, if applicable:** | - |
| **Course included in the module, if applicable:** | - |
| **Semester/term:** | 7 / Fourth year |
| **Module Coordinator(s):** | Lecturer Team of the Undergraduate Mathematics Education Programme |
| **Lecturer(s):** | Lecturer Team of the Undergraduate Mathematics Education Programme |
| **Language:** | Indonesian |
| **Classification within the curriculum:** | Compulsory course~~/elective studies~~ |
| **Teaching format/class hours per week during the semester** | Teaching format: presentations and discussions, consultation and mentoring, workshops, and a proposal seminar<br>Class hours per week: 2 x 170 minutes = 340 minutes (5.67 hours), of which 2 x 50 minutes are lectures |
| **Workload:** | 16 weeks per semester consisting of:<br>• 2 hours lectures (2 x 50 minutes) per week,<br>• 2 hours structured assignments (2 x 60 minutes) per week,<br>• 2 hours independent study (2 x 60 minutes) per week,<br><br>Total workload: 16 x 2 x 170 minutes = 5,440 minutes = 90.67 hours = 3.18 ECTS* |
| **Credit Point:** | 2 CU (3.18 ECTS) |
| **Requirements:** | Research Methodology |
| **Learning Goals :** | **Programme Learning Outcomes (PLO) addressed:**<br>PLO 1: Able to demonstrate the values of religion, nationality and national culture, as well as academic ethics in carrying out |

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| | their duties<br>PLO 3: Develop logical, critical, systematic, and creative thinking in carrying out specific work in their area of expertise and in accordance with the work competency standards of the relevant field<br>PLO 6: Design, implement and evaluate mathematics learning using IT<br>PLO 7: Communicate ideas and research results effectively, orally, and in writing<br>PLO 9: Demonstrate mathematical knowledge and insight<br>PLO 11: Demonstrate knowledge related to mathematics education research<br><br>**Course Learning Outcomes (CLO): after completing this module, students are able to:**<br>CLO-1: Explain the characteristics and structure of scientific work, and search, select, and review credible and current literature relevant to a research topic in mathematics education (PLO 3, PLO 11)<br>CLO-2: Write the introduction (background, problem formulation, objectives, benefits, operational definitions, assumptions and limitations) and the literature review (supporting theory, relevant studies, and conceptual framework) of a research proposal (PLO 9, PLO 11)<br>CLO-3: Write the research method, develop research instruments, and determine appropriate data analysis techniques for the research problem, with the support of digital tools (PLO 3, PLO 6, PLO 11)<br>CLO-4: Compile a scientific paper that follows the academic format and writing standards, is free from plagiarism, and upholds academic honesty and ethics (PLO 1, PLO 7)<br>CLO-5: Present and defend the research proposal systematically, clearly, and convincingly in an academic seminar, with logical arguments supported by data and literature (PLO 7, |

<table>
<tr><td></td><td>PLO 9)</td></tr>
<tr><td>Content:</td><td>This course gives students the understanding and the skills to write a research proposal in mathematics education that becomes the basis of their final assignment. Topics are the characteristics and structure of scientific work; literature searching and selection of credible and current sources; the introduction and the literature review of a research proposal; research methods, research instruments, and data analysis techniques; the writing format and academic ethics, including the avoidance of plagiarism; and the presentation of the proposal in an academic seminar. Learning is organised as presentations and discussions, consultation, mentoring, and workshops, so that each student leaves the course with a proposal that has been defended in a seminar.</td></tr>
<tr><td>Study/exam achievements</td><td>
<ul>
<li>Students are considered competent and pass if the final score, calculated from the assessment of each stage of the proposal, is at least 55 or C. The introduction (week 6), the literature review (week 8), the proposal manuscript that meets academic standards (week 15), and the seminar presentation (week 16) carry 10% each, and the other weeks carry 5% each.</li>
<li>Final score is calculated as follows:
<table>
<tr><th>Week</th><th>Course Learning Outcomes (CLO)</th><th>Programme Learning Outcomes (PLO)</th><th>Evaluation</th></tr>
<tr><td>1</td><td>CLO-1</td><td>PLO-3, PLO-11</td><td>5%</td></tr>
<tr><td>2</td><td>CLO-1</td><td>PLO-3, PLO-11</td><td>5%</td></tr>
<tr><td>3</td><td>CLO-1</td><td>PLO-3, PLO-11</td><td>5%</td></tr>
<tr><td>4</td><td>CLO-1</td><td>PLO-3, PLO-11</td><td>5%</td></tr>
<tr><td>5</td><td>CLO-1</td><td>PLO-3, PLO-11</td><td>5%</td></tr>
<tr><td>6</td><td>CLO-2</td><td>PLO-9, PLO-11</td><td>10%</td></tr>
<tr><td>7</td><td>CLO-2</td><td>PLO-9, PLO-11</td><td>5%</td></tr>
<tr><td>8</td><td>CLO-2</td><td>PLO-9, PLO-11</td><td>10%</td></tr>
<tr><td>9</td><td>CLO-3</td><td>PLO-3, PLO-6, PLO-11</td><td>5%</td></tr>
<tr><td>10</td><td>CLO-3</td><td>PLO-3, PLO-6,</td><td>5%</td></tr>
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| | | PLO-11 | |
| 11 | CLO-3 | PLO-3, PLO-6, PLO-11 | 5% |
| 12 | CLO-3 | PLO-3, PLO-6, PLO-11 | 5% |
| 13 | CLO-3 | PLO-3, PLO-6, PLO-11 | 5% |
| 14 | CLO-3 | PLO-3, PLO-6, PLO-11 | 5% |
| 15 | CLO-4 | PLO-1, PLO-7 | 10% |
| 16 | CLO-5 | PLO-7, PLO-9 | 10% |

- Final index is defined as follow:

| Index | Converted Score | Score Range |
|---|---|---|
| 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 | $40 \leq D < 55$ |
| E | 0.00 | $0 \leq E < 40$ |

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| **Forms of Media** | Slides, LCD projector, whiteboard, UNESA Learning Management System (LMS), Google Scholar and Scopus, reference manager (Mendeley or Zotero), plagiarism checker, statistical software (SPSS or JASP) |
| **Literature** | 1. Tim. (2024). Pedoman tugas akhir (Edisi II). Universitas Negeri Surabaya.<br>2. Tim. (2006). Panduan penulisan dan penilaian skripsi. Unesa University Press.<br>3. Suseno, S. (1980). Teknik penulisan ilmiah populer. Gramedia.<br>4. Creswell, J. W., & Creswell, J. D. (2018). Research design: |

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| | Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.<br>5. Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.<br>6. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The craft of research (4th ed.). University of Chicago Press.<br>7. Hart, C. (2018). Doing a literature review: Releasing the research imagination (2nd ed.). SAGE Publications.<br>8. Lester, F. K., Jr. (2005). On the theoretical, conceptual, and philosophical foundations for research in mathematics education. ZDM, 37(6), 457-467.<br>9. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). |
| **Note** | *Based on the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 on Quality Assurance in Higher Education, 1 credit unit (CU) corresponds to 45 hours of learning per semester. UNESA implements this as 170 minutes per week over 16 weeks, including the midterm and final examinations: 1 CU = 170 x 16 = 2,720 minutes or 45.3 hours. The total workload of 144 CU is therefore 144 x 45.3 = 6,523.2 hours. UNESA sets this workload as equivalent to 229 ECTS, so that 1 ECTS = 6,523.2 / 229 = 28.48 hours and 1 CU = 1.59 ECTS. |