Module designation	**Final Project Proposal** **Indonesian title:** *Seminar Proposal Tugas Akhir* **Course code:** 8420202200
Semester(s) in which the module is taught	Semester 7 (Fourth year)
Person responsible for the module	**Coordinator:** Lecturer Team of the Undergraduate Mathematics Education Programme **Teaching staff:** Lecturer Team of the Undergraduate Mathematics Education Programme
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Presentations and discussions, consultation and mentoring, workshops, and a proposal seminar **Media and tools:** 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)
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	Research Methodology
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-1: Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties. • PLO-3: Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field. • PLO-6: Demonstrate mathematical knowledge and insight. • PLO-7: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning. • PLO-9: Demonstrate knowledge related to mathematics education research. • PLO-11: Communicate ideas and research results effectively, orally, and in writing. **Course learning outcomes (CLO): after completing this module, students are able to:**

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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)
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)
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)
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)
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, PLO 9)

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<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 project. 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>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-1</td><td>PLO-3, PLO-9</td><td>5</td></tr>
<tr><td>2</td><td>CLO-1</td><td>PLO-3, PLO-9</td><td>5</td></tr>
<tr><td>3</td><td>CLO-1</td><td>PLO-3, PLO-9</td><td>5</td></tr>
<tr><td>4</td><td>CLO-1</td><td>PLO-3, PLO-9</td><td>5</td></tr>
<tr><td>5</td><td>CLO-1</td><td>PLO-3, PLO-9</td><td>5</td></tr>
<tr><td>6</td><td>CLO-2</td><td>PLO-6, PLO-9</td><td>10</td></tr>
<tr><td>7</td><td>CLO-2</td><td>PLO-6, PLO-9</td><td>5</td></tr>
<tr><td>8</td><td>CLO-2</td><td>PLO-6, PLO-9</td><td>10</td></tr>
<tr><td>10</td><td>CLO-3</td><td>PLO-3, PLO-7,</td><td>5</td></tr>
<tr><td>15</td><td>CLO-4</td><td>PLO-1, PLO-11</td><td>10</td></tr>
<tr><td>16</td><td>CLO-5</td><td>PLO-11, PLO-6</td><td>10</td></tr>
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<tr><td>Study and examination requirements</td><td>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</td></tr>
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the seminar presentation (week 16) carry 10% each, and the other weeks carry 5% each.

Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
<tr><td>B+</td><td>3.50</td><td>75 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
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<td>Reading list</td>
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1. Tim. (2024). Pedoman tugas akhir (Edisi II). Universitas Negeri Surabaya.
2. Tim. (2006). Panduan penulisan dan penilaian skripsi. Unesa University Press.
3. Suseno, S. (1980). Teknik penulisan ilmiah populer. Gramedia.
4. Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
5. Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge.
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.
7. Hart, C. (2018). Doing a literature review: Releasing the research imagination (2nd ed.). SAGE Publications.
8. Lester, F. K., Jr. (2005). On the theoretical, conceptual, and philosophical foundations for research in mathematics education. ZDM, 37(6), 457-467.
9. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).

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