



Universitas Negeri Surabaya
S1 Pendidikan Bahasa Inggris

Kode
Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan																
Educational Research Methodology		8820303146			3			25 Agustus 2026																
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi																		
				Dr. Nur Chakim, S.Pd., M.Pd.		HIMMAWAN ADI NUGROHO																		
Deskripsi Singkat MK		This course provides an in-depth understanding of the principles, methods, and techniques used in conducting educational research. It covers both qualitative and quantitative research methods and introduces mixed-method approaches. Students will explore the research process, including problem identification, literature review, research design, data collection, data analysis, and interpretation of results. The course emphasizes developing critical skills in evaluating research studies and applying research findings to educational settings. Key topics include: Formulating research questions and hypotheses, Research designs (experimental, correlational, descriptive, case study, etc), Sampling techniques, Data collection methods (surveys, interviews, observations), Ethical considerations in educational research, Writing and presenting research proposals. By the end of the course, students will be able to critically analyze existing research and design their own research project in the form of research proposal. This course is conducted through lecturing, discussion, and presentation using project-based method.																						
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK																						
		CPL	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya																					
		CPL	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																					
		CPL	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.																					
		Capaian Pembelajaran Mata Kuliah (CPMK)																						
		CPMK-1	Demonstrate the awareness of the values, ethical issues and norms in conducting research.																					
		CPMK-2	Demonstrate thorough understanding about concepts on educational research methodology.																					
		CPMK-3	Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.																					
		Matrik CPL - CPMK																						
			<table><tr><td>CPMK</td><td>CPL</td><td>CPL</td><td>CPL</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td></tr></table>						CPMK	CPL	CPL	CPL	CPMK-1	✓			CPMK-2		✓		CPMK-3			✓
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Pustaka	Utama :	1. Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, David. A. 2019. Introduction to Research in Education (10th Edition). Belmont: Wadsworth. 2. Bielska, J. 2011. The Experimental Method in Action Research. Katowice: Wydawnictwo Uniwersytetu Al5skiego. 3. Burns, A. 2010. Doing Action Research in English Language Teaching: A Guide for Practitioners . New York: Routledge. 4. Cohen, L., Manion, L., & Morrison, K. 2018. Research Methods in Education . London: Routledge/Falmer. 5. Costello, P. J. M. 2003. Action Research . London: Continuum. Cresswell, J. W. (2007). Qualitative Inquiry and Reserch Design: Choosing Among Five Traditions . Thousand Oaks: Sage. 6. Denzin, N. K., & Lincoln, Y. S. 2005. Introduction: The Discipline of and Practice of Qualitative Research. Thousand Oaks: Sage Publications. 7. Gall, M. D., Gall, J. P., & Borg, W. R. 2003. Educational Research: An Introduction (7th edition). Boston: Pearson Education, Inc. 8. Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. L., & Creswell, J. D. 2005. Mixed Methods Research Designs in Counseling Psychology. Journal of Counseling Psychology, 52 (2), 224-235. 9. Merriam, S. B. 2009. Qualitative Research and Case Study Applications . San Fransisco: Jossey Bass. 10. Neuman, W. L. 2007. Basics of Social Research: Quantitative and Qualitative . Boston: Pearson Education, Inc. 11. Singh, Y. K. 2006. Fundamentals of Research Methodology and Statistics . New Delhi: New Age International Limited Publishers. 12. Whitehead, J., & McNiff, J. 2006. Action Research: Living Theory . London: Sage Publications. 13. Best, J.W. and Kahn, J.V. (2016). Research in Education. New York: Pearson Education. 14. McNiff, J. (2016). Writing Up Your Action Research Project. London: Routledge. Pendukung : 1. Nugroho, H.A. (2018). EFL TEACHERS' NEED OF LANGUAGE PROFICIENCY PROFESSIONAL DEVELOPMENT: WHEN POLICY AND PRACTICE COLLIDE. 2(2); 74-82. 2. Merriam, S.B. and Tisdell, E.J. (2016). Qualitative Research: A Guide to Design and Implementation. San Francisco: Jossey Bass. <tr><td>Mg Ke-</td><td>Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</td><td colspan="2">Penilaian</td><td colspan="2">Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]</td><td rowspan="2">Materi Pembelajaran</td><td rowspan="2">Bobot Penilaian (%)</td></tr> <tr><td></td><td></td><td>Indikator</td><td>Kriteria & Bentuk</td><td>Luring (offline)</td><td>Daring (online)</td></tr> <tr><td>(1)</td><td>(2)</td><td>(3)</td><td>(4)</td><td>(5)</td><td>(6)</td><td>(7)</td><td>(8)</td></tr> <tr><td>1</td><td>Distinguishing quantitative & qualitative approaches to research</td><td> 1. • To explain the nature of educational research 2. • To explain the characteristics of qualitative research 3. • To explain the characteristics of quantitative research </td><td>100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible</td><td>Lecturing and discussion</td><td></td><td></td><td>1%</td></tr> <tr><td>2</td><td>Understanding scientific approach as a foundation of research</td><td> 1. Explaining the difference between deductive and inductive procedures in scientific approach 2. Explaining the systematic relationship between deductive/inductive procedures and quantitative/qualitative approaches 3. Distinguishing one type of research from another in terms of aim, research question and other characteristics 4. Explaining the definition & types of variables </td><td>100 excellent</td><td>Lecturing, discussion, case-based</td><td></td><td></td><td>1%</td></tr>	Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)			Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	1	Distinguishing quantitative & qualitative approaches to research	1. • To explain the nature of educational research 2. • To explain the characteristics of qualitative research 3. • To explain the characteristics of quantitative research	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecturing and discussion			1%	2	Understanding scientific approach as a foundation of research	1. Explaining the difference between deductive and inductive procedures in scientific approach 2. Explaining the systematic relationship between deductive/inductive procedures and quantitative/qualitative approaches 3. Distinguishing one type of research from another in terms of aim, research question and other characteristics 4. Explaining the definition & types of variables	100 excellent	Lecturing, discussion, case-based			1%																																														
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3	Understanding the concepts of research problems and hypotheses	1. Define a research problem 2. Explain the sources of a research problem 3. Explain the components of a research problem 4. Explain the characteristics a good research problem 5. Define a hypothesis 6. Explain the types of hypotheses	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecture, discussion, and presentation			1%
4	Understanding literature review	1. • To define a hypothesis 2. • To explain the function of a hypothesis	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lectures, discussion, presentation and case-based.			1%
5	Project 1: Menyusun instrumen penelitian sederhana berupa questionnaire dan interview	1. • Menyusun instrumen penelitian kuesioner 2. • Menyusun instrumen penelitian interview	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecture, discussion, Presentation			27%
6	Understand research instruments	1. • To distinguish population from sample 2. • To explain the types of probability sampling	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecture, discussion, presentation, case-based.			1%
7	Understand validity and reliability	1. • To explain the function of research instruments 2. • To explain the research instruments to collect quantitative data	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecture, discussion, presentation, case-based.			1%
8	Project 2: Membuat poster dari hasil review artikel ilmiah dan menentukan bagian-bagian penting penelitian yaitu Judul, previous studies, research gap, research questions, significance, methods, instruments, data collection technique, data analysis.	Membuat poster penelitian dari hasil review artikel penelitian	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Project 2			30%
9	Understand experimental research	1. • To distinguish experimental and ex-post facto research 2. • To explain characteristics of experimental research 3. • To explain experimental research designs 4. • To explain characteristics of ex-post facto research 5. • To explain ex-post facto research design 6. • To explain how to draw the sample	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecturing, discussion and presentation			1%
10	Understand ex-post facto research	1. • To explain the purpose of correlational studies 2. • To distinguish the strength and the direction of correlation 3. • To explain how to draw the sample	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecturing, discussion and presentation			1%
11	Understand correlational studies	1. • To explain the purposes of a survey 2. • To distinguish different types of survey 3. • To explain how to draw the sample	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecture, discussion, presentation, cased-based			1%
12	Understand survey	1. • To explain the purposes of basic interpretive research 2. • To explain the characteristics of basic interpretive research	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecture, discussion, presentation, case-based			1%

13	Understand action research	• To explain the purposes of case studies • To explain the characteristics of case studies • To distinguish different types of case studies	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecturing, discussion, presentation, case-based.			1%
14	Understand basic interpretive study	• To explain the purposes of Research and Development (R&D) • To explain the characteristics of Research and Development (R&D) • To distinguish different types of Research and Development (R&D)	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecturing, discussion, presentation, case-based			1%
15	Understand case studies	- Explain the aim of conducting case studies - Explain the instruments - Explain the sampling - Explain the data collection - Explain how to analyze the data - Explain how to interpret the research results	100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible	Lecturing, discussion, presentation, case-based			1%
16	Project 3: Membuat proposal penelitian singkat meliputi Bab 1, Bab 2, Bab 3 (Lanjutan)	Menulis usulan singkat penelitian pendidikan bahasa Inggris dalam 300 kata berisi judul, gap penelitian, pertanyaan penelitian, kajian pustakan kunci, desain penelitian, partisipan penelitian, pengumpulan data penelitian dan analisa data penelitian	Keseuaian dengan isi penugasan	Luring			30%

SDGS (Sustainable Development Goals)



Catatan

- Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
- CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
- Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
- Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
- Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
- Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
- Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
- Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
- Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
- Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
- Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
- TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.

