



**Universitas Negeri Surabaya**  
**Fakultas Bahasa dan Seni**  
**Program Studi S1 Pendidikan Bahasa Inggris**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Educational Research Methodology	8820303146	Mata Kuliah Wajib Program Studi	T=3	P=0	ECTS=4.77	3	27 Agustus 2024
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Dr. Nur Chakim, S.Pd., M.Pd.		Dr. Nur Chakim, S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

<b>Model Pembelajaran</b>	<b>Project Based Learning</b>
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<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>
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<b>CPL-3</b>	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
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<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>	
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<b>CPMK - 1</b>	Demonstrate thorough understanding about concepts on educational research methodology.
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<b>CPMK - 2</b>	Conduct research on the teaching and learning of English as a foreign language.
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<b>CPMK - 3</b>	Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.
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<b>CPMK - 4</b>	Demonstrate the awareness of the values, ethical issues and norms in conducting.
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<b>Matrik CPL - CPMK</b>	
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CPMK	CPL-3
CPMK-1	✓
CPMK-2	✓
CPMK-3	✓
CPMK-4	✓

<b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>	
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CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✓		✓			✓	✓		✓	✓	✓	✓			✓	
CPMK-2																✓
CPMK-3				✓	✓			✓						✓		
CPMK-4		✓														

<b>Deskripsi Singkat MK</b>	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 case-based method.
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<b>Pustaka</b>	<b>Utama :</b>
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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.

**Dosen Pengampu**  
 Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.  
 Dr. Wiwjet Eva Savitri, S.Pd., M.Pd.  
 Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.  
 Ahmad Munir, S.Pd., M.Ed., Ph.D.  
 Nur Chakim, S.Pd., M.Pd.  
 Syafi'ul Anam, Ph.D.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]		Materi Pembelajaran [ Pustaka ]	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	<b>Kriteria:</b> 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 60 - 69 corrigible  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecturing and discussion 3 X 50		<b>Materi:</b> the characteristics of quantitative & qualitative research and reasons for using quantitative, qualitative or mixed-method research  <b>Pustaka:</b> Ary, D., Jacobs, L. C., & Sorensen, C. K. 2010. Introduction to Research in Education . Belmont: Wadsworth.	5%
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	<b>Kriteria:</b> 1. 100 excellent 2. 90 - 99 very good 80 - 89 good 70 - 79 mediocre 60 - 69 corrigible  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecturing, discussion, case-based 6 X 50		<b>Materi:</b> the difference between deductive and inductive procedures in scientific approach  <b>Pustaka:</b> Gall, M. D., Gall, J. P., & Borg, W. R. 2003. Educational Research: An Introduction . Boston: Pearson Education, Inc.	5%

3	Understanding the concepts of research problems and hypotheses	<ol style="list-style-type: none"> <li>1. Define a research problem</li> <li>2. Explain the sources of a research problem</li> <li>3. Explain the components of a research problem</li> <li>4. Explain the characteristics a good research problem</li> <li>5. Define a hypothesis</li> <li>6. Explain the types of hypotheses</li> </ol>	<p><b>Kriteria:</b> 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecture, discussion, and presentation 3 X 50		<p><b>Materi:</b> research problem and the sources of a research problem</p> <p><b>Pustaka:</b> Ary, D., Jacobs, L. C., &amp; Sorensen, C. K. (2019). <i>Introduction to Research in Education</i>. Boston: Cengage.</p>	5%
4	Understanding literature review	<ol style="list-style-type: none"> <li>1. To define a hypothesis</li> <li>2. To explain the function of a hypothesis</li> </ol>	<p><b>Kriteria:</b> 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lectures, discussion, presentation and case-based. 3 X 50		<p><b>Materi:</b> all</p> <p><b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. &amp; Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i>. Belmont: Wadsworth.</p>	5%
5	Understanding sampling	<ol style="list-style-type: none"> <li>1. To explain the purposes of literature review</li> <li>2. To describe the credible sources for literature review</li> </ol>	<p><b>Kriteria:</b> 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecture, discussion, Presentation 3 X 50		<p><b>Materi:</b> All</p> <p><b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. &amp; Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i>. Belmont: Wadsworth.</p>	5%
6	Understand research instruments	<ol style="list-style-type: none"> <li>1. To distinguish population from sample</li> <li>2. To explain the types of probability sampling</li> </ol>	<p><b>Kriteria:</b> 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecture, discussion, presentation, case-based. 3 X 50		<p><b>Materi:</b> All</p> <p><b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. &amp; Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i>. Belmont: Wadsworth.</p>	5%
7	Understand validity and reliability	<ol style="list-style-type: none"> <li>1. To explain the function of research instruments</li> <li>2. To explain the research instruments to collect quantitative data</li> </ol>	<p><b>Kriteria:</b> 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecture, discussion, presentation, case-based. 3 X 50		<p><b>Materi:</b> All</p> <p><b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. &amp; Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i>. Belmont: Wadsworth.</p>	5%

8	Mid-term exam	Menganalisis kebenaran metode penelitian dalam laporan penelitian pendidikan bahasa Inggris	<b>Kriteria:</b> 100 excellent 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	Written Test 3 X 50		<b>Materi:</b> All <b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i> . Belmont: Wadsworth.	20%
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	<b>Kriteria:</b> 100 excellent 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecturing, discussion and presentation 3 X 50		<b>Materi:</b> all <b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i> . Belmont: Wadsworth.	5%
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	<b>Kriteria:</b> 100 excellent 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecturing, discussion and presentation 3 X 50		<b>Materi:</b> All <b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i> . Belmont: Wadsworth.	5%
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	<b>Kriteria:</b> 100 excellent 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecture, discussion, presentation, case-based 3 X 50		<b>Materi:</b> All <b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i> . Belmont: Wadsworth.	5%
12	Understand survey	1. To explain the purposes of basic interpretive research 2. To explain the characteristics of basic interpretive research	<b>Kriteria:</b> 100 excellent 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecture, discussion, presentation, case-based 3 X 50		<b>Materi:</b> all <b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i> . Belmont: Wadsworth.	3%
13	Understand action research	1. To explain the purposes of case studies 2. To explain the characteristics of case studies 3. To distinguish different types of case studies	<b>Kriteria:</b> 100 excellent 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Lecturing, discussion, presentation, case-based. 3 X 50		<b>Materi:</b> all <b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. & Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i> . Belmont: Wadsworth.	1%

14	Understand basic interpretive study	<p>1. To explain the purposes of Research and Development (R&amp;D)</p> <p>2. To explain the characteristics of Research and Development (R&amp;D)</p> <p>3. To distinguish different types of Research and Development (R&amp;D)</p>	<p><b>Kriteria:</b> 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecturing, discussion, presentation, case-based 3 X 50		<p><b>Materi:</b> all</p> <p><b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. &amp; Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i>. Belmont: Wadsworth.</p>	1%
15	Understand case studies	<p>1.Explain the aim of conducting case studies</p> <p>2.Explain the instruments</p> <p>3.Explain the sampling</p> <p>4.Explain the data collection</p> <p>5.Explain how to analyze the data</p> <p>6.Explain how to interpret the research results</p>	<p><b>Kriteria:</b> 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecturing, discussion, presentation, case-based 3 X 50		<p><b>Materi:</b> all</p> <p><b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. &amp; Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i>. Belmont: Wadsworth.</p>	5%
16	Mengajukan usulan singkat penelitian pendidikan bahasa Inggris	Menulis usulan singkat penelitian pendidikan bahasa Inggris dalam 300 kata berisi judul, gap penelitian, pertanyaan penelitian, kajian pustakan kunci, desain penelitian, partisipan peneliti, pengumpulan data penelitian dan analisa data penelitian	<p><b>Kriteria:</b> Keseuaian dengan isi penugasan</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	Luring	-	<p><b>Materi:</b> all</p> <p><b>Pustaka:</b> Ary, D., Jacobs, L. C., Sorensen, C. K. &amp; Walker, David. A. 2019. <i>Introduction to Research in Education (10th Edition)</i>. Belmont: Wadsworth.</p> <p><b>Materi:</b> all</p> <p><b>Pustaka:</b></p>	20%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	54.5%
2.	Penilaian Hasil Project / Penilaian Produk	45.5%
		100%

#### Catatan

- 1. Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- 2. CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- 3. CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- 4. Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- 5. Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.

6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 18 Oktober 2024

Koordinator Program Studi S1  
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,  
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UPM Program Studi S1  
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