



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	4 Juli 2024
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi
	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Model Pembelajaran	Project Based Learning
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Capaian Pembelajaran (CP)	<p>CPL-PRODI yang dibebankan pada MK</p> <p>CPL-7 Menerapkan pemikiran kritis dan keterampilan analitis untuk memecahkan masalah pembelajaran bahasa Inggris</p> <p>CPL-12 Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.</p> <p>Capaian Pembelajaran Mata Kuliah (CPMK)</p> <p>CPMK - 1 Demonstrate thorough understanding about concepts on educational research methodology.</p> <p>CPMK - 2 Conduct research on the teaching and learning of English as a foreign language.</p> <p>CPMK - 3 Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.</p> <p>CPMK - 4 Demonstrate the awareness of the values, ethical issues and norms in conducting.</p> <p>Matrik CPL - CPMK</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <tr> <td>CPMK</td> <td>CPL-7</td> <td>CPL-12</td> </tr> <tr> <td>CPMK-1</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> </tr> </table>	CPMK	CPL-7	CPL-12	CPMK-1			CPMK-2			CPMK-3			CPMK-4		
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

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Deskripsi Singkat MK	This subject explores types and characteristics of various research methods for education field. This covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.
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Pustaka	Utama :
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1. Ary, D., Jacobs, L. C., & Sorensen, C. K. 2010. Introduction to Research in Education . Belmont: Wadsworth.
2. Bielska, J. 2011. The Experimental Method in Action Research. Katowice: Wydawnictwo Uniwersytetu AI5skiego.
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. 2005. 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 . 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.
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14. Best, J.W. and Kahn, J.V. (2016). Research in Education. New York: Pearson Education.
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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.
 Wiwiet Eva Savitri, S.Pd., M.Pd.
 Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.
 Nur Chakim, S.Pd., M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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.Explaining the characteristics of quantitative & qualitative research 2.Explaining the reasons for using mixed-method research	Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 60 - 69 corrigible Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecture and discussion 3 X 50		Materi: the characteristics of quantitative & qualitative research and reasons for using quantitative, qualitative or mixed-method research Pustaka: 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	Kriteria: 1.100 excellent 2.90 - 99 very good 80 - 89 good 70 - 79 mediocre 60 - 69 corrigible Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lectures & assignment 6 X 50		Materi: the difference between deductive and inductive procedures in scientific approach Pustaka: 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"> 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 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture & assignment 3 X 50		<p>Materi: research problem and the sources of a research problem Pustaka: Ary, D., Jacobs, L. C., & 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"> 1. Explain the reasons for reviewing the literature 2. Distinguish credible sources of literature review from the poor ones 3. Demonstrate how to search online and offline credible sources 4. Explain how to organize literature review 5. Write references using APA style correctly 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p>	Lectures, project-based learning 3 X 50			5%
5	Understanding sampling	<ol style="list-style-type: none"> 1. Distinguishing a population from a sample 2. Explaining types of sampling 3. Explaining the appropriate size of a sample for a particular study 4. Distinguishing random sampling from random assignment 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p>	Lecture, discussion, question and answer 3 X 50			5%
6	Understand research instruments	<ol style="list-style-type: none"> 1. Define a research instrument 2. Explain the function of instruments in conducting research 3. Explain the types of research instruments 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecture, project-based learning 3 X 50			5%
7	Understand validity and reliability	<ol style="list-style-type: none"> 1. Define validity 2. Explain the methods of estimating validity 3. Define reliability 4. Explain the methods of estimating reliability 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Praktik / Unjuk Kerja</p>	Lecture, project-based learning 3 X 50			5%
8	Mid-term exam		<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	3 X 50			10%
9	Understand experimental research	<ol style="list-style-type: none"> 1. Explain the aim of conducting experimental research 2. Explain the designs 3. Explain the instruments 4. Explain the sampling 5. Analyze data using machine computation 6. Explain how to interpret the research results 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture & project-based learning 3 X 50			5%

10	Understand ex-post facto research	<ol style="list-style-type: none"> 1. Distinguish ex-post facto research from experimental research 2. Explain the aim of conducting ex-post facto research 3. Explain the design 4. Explain the instruments 5. Explain the sampling 6. Analyze data using machine computation 7. Explain how to interpret the research results 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture, Project-based learning 3 X 50			5%
11	Understand correlational studies	<ol style="list-style-type: none"> 1. Explain the aim of conducting correlational studies 2. Explain the direction & strength of correlation 3. Explain the instruments 4. Explain the sampling 5. Analyze data using machine computation 6. Explain how to interpret the research results 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture, project-based learning 3 X 50			5%
12	Understand survey	<ol style="list-style-type: none"> 1. Distinguish a survey from a census 2. Explain the aim of conducting surveys 3. Explain the instruments 4. Explain the sampling 5. Analyze data using machine computation 6. Explain how to interpret the research results 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture, project-based learning 3 X 50			5%
13	Understand action research	<ol style="list-style-type: none"> 1. Distinguish action research from experimental one 2. Explain the aim of conducting action research 3. Explain the instruments 4. Explain the sampling 5. Explain how to analyze the data 6. Explain how to interpret the research results 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecture, project-based learning 3 X 50			5%
14	Understand basic interpretive study	<ol style="list-style-type: none"> 1. Explain the aim of conducting basic interpretive study 2. Explain the instruments 3. Explain the sampling 4. Explain how to analyze the data 5. Explain how to interpret the research results 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture, project-based learning 3 X 50			5%
15	Understand case studies	<ol style="list-style-type: none"> 1. Explain the aim of conducting case studies 2. Explain the instruments 3. Explain the sampling 4. Explain the data collection 5. Explain how to analyze the data 6. Explain how to interpret the research results 	<p>Kriteria: 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecture, project-based learning 3 X 50			5%
16			<p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Luring			20%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	42.5%
2.	Penilaian Hasil Project / Penilaian Produk	37.5%
3.	Praktik / Unjuk Kerja	10%
		90%

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-CP 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.