



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Research Methodology and Methods	8420704023		T=4 P=0 ECTS=6.36	4	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dr. Nuansa Bayu Segara, S.Pd., M.Pd.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> </tr> </table>				P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	The Methodology and Research Methods course aims to develop the competence of PIPS students to think scientifically through the process of social studies educational research activities. The scope of the course includes qualitative, quantitative research methodology and methods, classroom action research, research and development, and statistics. Learning activities include face-to-face lectures, structured assignments, and presentation of results																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Babbie, E. 1986. The Practice of Social Research. Belmont, CA: Wadsworth Publishing. 2. Borg, W.R., & Gall, M.G. 1989. Educational Research: An Introduction. New York: Longman. 3. Diener, E. & Crandall, R. 1978. Ethics in Social and Behavioral Research. Chicago, US: The University of Chicago Press. 4. Koentjaraningrat. 1993. Metode-metode Penelitian Masyarakat. Jakarta, Indonesia: PT. Gramedia. 5. May, T. 1993. Social Research: Issues, Methods and Process. Milton Keynes, UK: Open University Press. 																																					
	Supporters:																																					
Supporting lecturer	Dr. Agus Suprijono, M.Si. Dr. Sukma Perdana Prasetya, S.Pd., M.T. Ali Imron, S.Sos., M.A.																																					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																															
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															
1	Practicing the qualitative research process	<ol style="list-style-type: none"> 1. Identify the characteristics of qualitative research 2. Practice qualitative research procedures 3. Write a qualitative research proposal 4. Practicing techniques for writing qualitative research reports 	Criteria: 1. Assessment components 2. Proposal 30% Report 50% Presentation 10%	Face-to-face lectures Practice Presentations 4 X 50			0%																															

2	Practicing the qualitative research process	<ol style="list-style-type: none"> 1. Identify the characteristics of qualitative research 2. Practice qualitative research procedures 3. Write a qualitative research proposal 4. Practicing techniques for writing qualitative research reports 	Criteria: 1. Assessment components 2. Proposal 30% Report 50% Presentation 10%	Face-to-face lectures Practice Presentations 4 X 50			0%
3	Practicing the qualitative research process	<ol style="list-style-type: none"> 1. Identify the characteristics of qualitative research 2. Practice qualitative research procedures 3. Write a qualitative research proposal 4. Practicing techniques for writing qualitative research reports 	Criteria: 1. Assessment components 2. Proposal 30% Report 50% Presentation 10%	Face-to-face lectures Practice Presentations 4 X 50			0%
4	Applying quantitative research procedures Writing quantitative research proposals Writing quantitative research reports Disseminating research results	<ol style="list-style-type: none"> 1. Analyzing the philosophy of quantitative research 2. Analyze the characteristics of quantitative research 3. Practicing quantitative research procedures 4. Write a quantitative research proposal 5. Write quantitative research reports 	Criteria: Preparation of proposals 40% Writing research reports 50% Presentation 10%	Lectures Practical Presentations 4 X 50			0%
5	Applying quantitative research procedures Writing quantitative research proposals Writing quantitative research reports Disseminating research results	<ol style="list-style-type: none"> 1. Analyzing the philosophy of quantitative research 2. Analyze the characteristics of quantitative research 3. Practicing quantitative research procedures 4. Write a quantitative research proposal 5. Write quantitative research reports 	Criteria: Preparation of proposals 40% Writing research reports 50% Presentation 10%	Lectures Practical Presentations 4 X 50			0%

6	Applying quantitative research procedures Writing quantitative research proposals Writing quantitative research reports Disseminating research results	<ol style="list-style-type: none"> 1. Analyzing the philosophy of quantitative research 2. Analyze the characteristics of quantitative research 3. Practicing quantitative research procedures 4. Write a quantitative research proposal 5. Write quantitative research reports 	Criteria: Preparation of proposals 40% Writing research reports 50% Presentation 10%	Lectures Practical Presentations 4 X 50			0%
7	Practicing classroom action research Compiling a classroom action research proposal Compiling a classroom action research report	<ol style="list-style-type: none"> 1. Analyze the characteristics of classroom action research 2. Practicing classroom action research procedures 3. Write a classroom action research proposal 4. Write a class action research report 	Criteria: Preparing proposals 40% Writing research reports 50% Presentations 10%	Lectures Practical Presentations 4 X 50			0%
8	Practicing classroom action research Compiling a classroom action research proposal Compiling a classroom action research report	<ol style="list-style-type: none"> 1. Analyze the characteristics of classroom action research 2. Practicing classroom action research procedures 3. Write a classroom action research proposal 4. Write a class action research report 	Criteria: Preparing proposals 40% Writing research reports 50% Presentations 10%	Lectures Practical Presentations 4 X 50			0%
9	Practicing classroom action research Compiling a classroom action research proposal Compiling a classroom action research report	<ol style="list-style-type: none"> 1. Analyze the characteristics of classroom action research 2. Practicing classroom action research procedures 3. Write a classroom action research proposal 4. Write a class action research report 	Criteria: Preparing proposals 40% Writing research reports 50% Presentations 10%	Lectures Practical Presentations 4 X 50			0%
10	Using descriptive statistics as a data analysis technique. Using inferential statistics as a data analysis technique	<ol style="list-style-type: none"> 1. Analyze data with descriptive statistics 2. Analyze data with inferential statistics 	Criteria: Practice questions 30% Field data processing and analysis 70%	Lectures Assignment 4 X 50			0%
11	Using descriptive statistics as a data analysis technique. Using inferential statistics as a data analysis technique	<ol style="list-style-type: none"> 1. Analyze data with descriptive statistics 2. Analyze data with inferential statistics 	Criteria: Practice questions 30% Field data processing and analysis 70%	Lectures Assignment 4 X 50			0%

12	Practicing research and development methods Writing research and development proposals Writing research and development reports	1.Analyze research and development concepts 2.Analyze research and development models 3.Write research and development proposals 4.Write research and development reports	Criteria: Proposal preparation 20% Product development 50% Report preparation 20% Presentation 10%	LecturesPracticalPresentations 4 X 50			0%
13	Practicing research and development methods Writing research and development proposals Writing research and development reports	1.Analyze research and development concepts 2.Analyze research and development models 3.Write research and development proposals 4.Write research and development reports	Criteria: Proposal preparation 20% Product development 50% Report preparation 20% Presentation 10%	LecturesPracticalPresentations 4 X 50			0%
14	Practicing research and development methods Writing research and development proposals Writing research and development reports	1.Analyze research and development concepts 2.Analyze research and development models 3.Write research and development proposals 4.Write research and development reports	Criteria: Proposal preparation 20% Product development 50% Report preparation 20% Presentation 10%	LecturesPracticalPresentations 4 X 50			0%
15	Field assignments for 1. Conduct research2. Prepare research reports			4 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

