



**Universitas Negeri Surabaya
Faculty of Economics and Business
Bachelor of Accounting Education Study Program**

Document Code

SEMESTER LEARNING PLAN

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|---|--|---|-----------------------------------|--|----------------------------------|--|------------------------------|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | |
| Accounting Education Research Methodology | 8720903044 | | T=3 P=0 ECTS=4.77 | 5 | July 18, 2024 | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | | Study Program Coordinator | | |
| | | | | | Rochmawati, S.Pd., M.Ak. | | |
| 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: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table> | | | | | P.O |
| P.O | | | | | | | |
| Short Course Description | Study of the nature of research, research objectives, types, literature review, research design, research design, data analysis techniques, research instruments, research methods that are relevant to educational research, as well as analyzing the results of educational research, especially accounting education and equipping students to be able to make decisions in applying them. research methods to find alternative solutions in solving educational problems which include research paradigms, frameworks of thought, hypotheses and variables, literature studies, populations and samples, research instruments, research designs, data collection techniques and data analysis which are packaged in accounting education research proposals that are guided by guidelines writing a thesis proposal as a course output | | | | | | |
| | <p>References Main :</p> <ol style="list-style-type: none"> 1. Arikunto S. 2010. Prosedur Penelitian: Suatu Pendekatan Praktik (edisi revisi 2010). Bandung: Rineka Cipta. 2. Creswell, J. W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4rd Edition. New Jersey: Pearson Prentice Hall. 3. Fraenkel, J. R., Wallen, N. E., Hyun, H. H. 2012. How to Design and Evaluate Research in Education. New York: McGraw-Hill Companies, Inc. 4. Gulo W. 2000. Metodologi Penelitian. Jakarta: Grasindo. 5. Moleong. 2004. Metodologi Penelitian Kualitatif (edisi revisi). Bandung: Rosda. 6. Nazir M. 2011. Metode Penelitian. Jakarta: Ghali Indonesia. 7. Sugiyono. 2006. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alfabeta. 8. Sukmadinata. 2005. Metode Penelitian Pendidikan. Bandung: Rosda. 10. Tuckman. B. W, 1999. Conducting Educational research. Fifth edition. Harcourt Brace Orlando: College Publishers. <p>Supporters:</p> | | | | | | |
| Supporting lecturer | Drs. Eko Wahjudi, M.Si. Dr. Agung Listiadi, S.Pd., M.Ak. | | | | | | |
| 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) |

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| 1 | Understand the importance of research | Define research and the reasons why it is important to conduct research | Criteria: 1.Score > 80 2.Define the meaning of research and the reasons why research is important and draw conclusions 3.Score > 65 4.Describing the meaning of marketing research is not precise 5.Score < 50 6.Wrong answer / no answer | Discussion question and answer 3 X 50 | | | 0% |
| 2 | Examining the process of discovering scientific truth | Analyze the research process using deductive and inductive methods. | Criteria: 1.Score > 80 2.Describe the research process using deductive and inductive methods and draw conclusions 3.Score > 65 4.Describing the meaning of marketing research is not precise 5.Score < 50 6.Wrong answer / no answer | Discussion question and answer 3 X 50 | | | 0% |
| 3 | Examining research based on its function | Analyze research based on its function | Criteria: 1.Score > 80 2.Analyze types of educational research and draw conclusions 3.Score > 65 4.Describing the meaning of marketing research is not precise 5.Score < 50 6.Wrong answer / no answer | Discussion question and answer 3 X 50 | | | 0% |
| 4 | Examining research approaches | Analyze quantitative and qualitative approaches in research | Criteria: 1.Score > 80 2.Analyzing the process of determining the title of a research and determining the research topic to be carried out 3.Score > 65 4.Analyzing the process of determining the title of a research and not yet having a research idea 5.Score < 50 6.Wrong answer / no answer | Discussion question and answer 3 X 50 | | | 0% |

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| 5 | Examines educational methods and research | Analyze educational research procedures and methods | Criteria: 1.Score > 80 2.Provide several problems/phenomena in the field of education in the problem points and be able to provide reasons for the importance of these phenomena being researched 3.Score > 65 4.Provide several problems/phenomena in the field of education in problem points without giving reasons for the importance of the phenomenon being discussed 5.Score < 50 6.Wrong answer / no answer | Discussion question and answer 9 X 50 | | | 0% |
| 6 | | | | | | | 0% |
| 7 | | | | | | | 0% |
| 8 | meetings 1 to 7 | | | 3 X 50 | | | 0% |
| 9 | Examining data collection instruments | Analyze data collection instruments | Criteria: 1.Score > 80 2.Able to provide background to the problem and research instruments correctly 3.Score > 65 4.Wrong answer / no answer | Discussion Questions and Answers 6 X 50 | | | 0% |
| 10 | | | | | | | 0% |
| 11 | Examining the need for validity and reliability in research | analyzing the validity and reliability process. | Criteria: 1.Score > 80 2.Able to provide correct analysis and provide conclusions 3.Score > 65 4.Wrong answer / no answer | Reading literature, lectures and discussions 3 X 50 | | | 0% |
| 12 | Study data analysis | Analyzing the process of understanding and explaining the analysis process and being able to discuss research results compared to journals or scientific articles | Criteria: 1.Score > 80 2.Able to provide correct analysis and provide conclusions 3.Score > 65 4.Wrong answer / no answer | Reading literature, discussions and practicum 6 X 50 | | | 0% |
| 13 | | | | | | | 0% |
| 14 | Study about data presentation | Analyze good data presentation techniques as a result of research and the process of discussing data | Criteria: 1.Score > 80 2.Able to provide correct analysis and provide conclusions 3.Score > 65 4.Wrong answer / no answer | Reading literature, discussions and practicum 3 X 50 | | | 0% |

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| 15 | Develop a research design | Designing a good composition of scientific work | Criteria: 1.Score > 80 2.Able to make research proposals well and correctly 3.Score > 65 4.Wrong answer / no answer | Practicum and discussion 3 X 50 | | | 0% |
| 16 | Able to apply methodology in research proposals | | | 3 X 50 | | | 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.