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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Research methodology		8720903045			**T=3**	**P=0**	**ECTS=4.77**	4	July 17, 2024
AUTHORIZATION		**SP Developer**			**Course Cluster Coordinator**			**Study Program Coordinator**	
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Learning model	**Project Based Learning**								
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**								
	Program Objectives (PO)								
	PLO-PO Matrix								

P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

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 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 implementing research methods to find alternative problem solutions in the field of education which include research paradigms, frameworks, hypotheses and variables, literature reviews, populations and samples, research instruments, research designs, data collection techniques and data analysis which are packaged in accounting education research proposals guided by the guidelines for writing a thesis proposal as a course output.

References	**Main :**	

1. Sumber/ Bahan / Alat :1. Ali, Mohamad. 1987. Penelitian Kependidikan, Prosedur dan Strategi . Bandung: Angkasa.2. Arikunto, Suharsimi. 1993. Manajemen Penelitian . Jakarta: Rineka Cipta.3. Arikunto, Suharsimi. 1992. Prosedur Penelitian . Jakarta: Rineka Cipta.4. Cochran, William G. 1991. Teknik Penarikan Sampel . Jakarta: Universitas Indonesia.5. Damim, Sudarwan. 2001. Penelitian Kebijakan . Jakarta: Bumi Aksara.6. Furchan, Arief. 1982. Penelitian Dalam Pendidikan . Surabaya: Usaha Nasional.7. Furchan, Arief. 1973. Merencanakan Penelitian Dalam Pendidikan . Surabaya: Bina Ilmu.8. Ghony, M. Djunaidi. 1988. Dasar-Dasar Penelitian Eksperimen . Surabaya: Usaha Nasional.9. Hadi, Sutrisno. 1981. Metodologi Research . Yogyakarta: Fakultas Psikologi UGM.10. Hague, Paul & Jackson, Peter. 1993. Riset Pemasaran. Jakarta: Pustaka Binaman Pressindo.11. Indriantoro, Nur dan Supomo, Bambang. 1999. Metodologi Penelitian Bisnis . Yogyakarta: BPFE.12. J. Vredenbergt. 1981. Metode dan Teknik Penelitian Masyarakat . Jakarta: Gramedia.13. Kerlinger, Fred N. 1993. Penelitian Behavioral . Yogyakarta: Gajah Mada University Press.14. Koentjaraningrat. 1980. Metode-Metode Penelitian Masyarakat . Jakarta: Gramedia.15. Mercado, Cesar M. 1982. Langkah-Langkah Penelitian Ilmu Sosial . Surakarta: HAPSARA.16. Moleong, Lexy J. 1991. Metodologi Penelitian Kualitatif : Bandung :Remaja Rosdakarya.17. Muhajir, Noeng. 1992. Metodologi Penelitian Kualitatif . Yogyakarta: Rake Sarasin.18. Nasution. 2000. Metode Research. Jakarta:Bumi Aksara19. Nazir, Moch. 1988. Metode Penelitian . Jakarta: Ghalia Indonesia.20. Rasjidi, Lili. 1991. Manajemen Riset Antar Disiplin . Bandung: Remaja Rosdakarya.21. Schlegel, Stuart A. 1984. Penelitian Grounded . Surakarta: FISIP-UNS.22. Soeratno & Arsyad, Lincoln. 1995. Metodologi Penelitian Ekonomi dan Bisnis . Yogyakarta: UPP AMP YKPN.23. Sugiyono. 2004. Metode Penelitian Bisnis . Bandung: Alfabeta.

	Supporters:	

Supporting lecturer	Drs. Eko Wahjudi, M.Si. Dr. Luqman Hakim, S.Pd., S.E., M.SA.

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	Defining research and research objectives	1.Able to define research 2.Able to identify research objectives	**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 **Form of Assessment** : Participatory Activities	Offline: Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 3 X 50			10%
2	Mention the benefits of research and science	1.Able to identify the benefits of research 2.Able to define science	**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	Offline: Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 3 X 50			0%
3	Identify research's relationship to science and how to find the truth	1.Able to identify the relationship between research and science 2.Able to identify ways to find the truth	**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	Offline: Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 3 X 50			0%

4	Identifying problems and formulating problems	1.Able to identify problems 2.Able to formulate problems	**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 **Form of Assessment** : Participatory Activities	Offline: Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 3 X 50			10%
5	Defining research variables and assumptions	1.Able to identify variables 2.Able to identify research assumptions	**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 **Form of Assessment** : Participatory Activities	Offline: Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 3 X 50			10%
6	Identify limitations of the research and theoretical framework	1.Able to identify research limitations 2.Able to identify theoretical framework	**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	Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 3 X 50			0%

			Criteria:				
7	Formulate a hypothesis	Able to identify hypotheses	**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	Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 3 X 50			0%
8	UTS			3 X 50			0%
9	Identify the research population and research sample	1. Able to identify the research population 2. Able to identify research samples	**Criteria:** 1. Score > 80 2. Able to provide background to the problem and research instruments correctly 3. Score > 65 4. Wrong answer / no answer **Form of Assessment** : Participatory Activities	Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 6 X 50			10%
10							0%

| 11 | Identify research sampling techniques | 1. Able to identify the research population
2. Able to identify research samples
3. Able to identify appropriate random sampling techniques
4. Able to identify non-random sampling techniques
5. Able to identify stratified sampling techniques
6. Able to identify proportional sampling techniques
7. Able to identify purposive sampling techniques
8. 8. Able to identify quota sampling techniques
9. Able to identify double sampling techniques
10. Able to identify area sampling techniques | **Criteria:**
1. Score > 80
2. Able to provide background to the problem and research instruments correctly
3. Score > 65
4. Wrong answer / no answer | Project Base Learning, case studies, group work, lectures, discussions[1 x 3 x 50 minutes]
3 X 50 | | | 0% |

| 12 | Identify research sampling techniques | 1. Able to identify the research population
2. Able to identify research samples
3. Able to identify appropriate random sampling techniques
4. Able to identify non-random sampling techniques
5. Able to identify stratified sampling techniques
6. Able to identify proportional sampling techniques
7. Able to identify purposive sampling techniques
8. 8. Able to identify quota sampling techniques
9. Able to identify double sampling techniques
10. Able to identify area sampling techniques | **Criteria:**
1. Score > 80
2. Able to provide background to the problem and research instruments correctly
3. Score > 65
4. Wrong answer / no answer | Project Base Learning, case studies, group work, lectures, discussions[1 x 3 x 50 minutes]
3 X 50 | | | 0% |
| 13 | Identify research data collection techniques | 1. Able to identify observation techniques
2. Able to identify interview techniques
3. Able to identify questionnaire techniques
4. Able to identify test techniques
5. Able to identify documentation techniques
6. Able to identify sociometric techniques | **Criteria:**
1. Score > 80
2. Able to provide background to the problem and research instruments correctly
3. Score > 65
4. Wrong answer / no answer | Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes]
3 X 50 | | | 0% |

14	Identify research data collection techniques	1. Able to identify observation techniques 2. Able to identify interview techniques 3. Able to identify questionnaire techniques 4. Able to identify test techniques 5. Able to identify documentation techniques 6. Able to identify sociometric techniques	**Criteria:** 1. Score > 80 2. Able to provide background to the problem and research instruments correctly 3. Score > 65 4. Wrong answer / no answer **Form of Assessment** : Participatory Activities	Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 3 X 50			10%
15	Identification of research data analysis techniques	Able to identify the use of descriptive and inferential statistical techniques in research	**Criteria:** 1. Score > 80 2. Able to provide background to the problem and research instruments correctly 3. Score > 65 4. Wrong answer / no answer	Project Base Learning, case studies, group work, lectures, discussions [1 x 3 x 50 minutes] 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
1.	Participatory Activities	50%
		50%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.