



**Universitas Negeri Surabaya**  
**Faculty of Engineering,**  
**Building Engineering Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Educational Research Methods	8320502145		T=2   P=0   ECTS=3.18	6	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. Gde Agus Yudha Prawira Adistana, S.T., M.T.																																	
<b>Learning model</b>	<b>Case Studies</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">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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<b>Short Course Description</b>	Research methodology discusses the methods or methods used in scientific research activities. Educational research activities are adjusted to the dimensions and development of educational research, types of educational research, basics of educational research, research problems, research variables, assumptions and development of theoretical studies, formulation of hypotheses (if any), research approaches and designs, sampling techniques, research instruments, validity and reliability of instruments, research data analysis techniques and review of research results.																																					
<b>References</b>	<b>Main :</b>																																					
	1. 1. Sugiyono. 2013. <i>Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&amp;D</i> . Bandung: Alfabeta. 2. Iskandar. 2013. <i>Metodologi Penelitian Pendidikan dan Sosial</i> . Jakarta: Referensi. 3. Krathwohl, David R. (2006). <i>Methods of Educational &amp; Social Science Research</i> . New York: Addison Wesley Longman, Inc. 4. Trianto. 2010. <i>Penelitian Tindakan Kelas</i> . Surabaya: Prestasi Pustaka. Pub. 5. Sudjana. 1989. <i>Disain dan Analisis Eksperimen</i> . Bandung: Tarsito.																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	NANIK ESTIDARSANI Dr. Nurmi Frida Dorintan Bertua Pakpahan, M.Pd. Prof. Dr. Suparji, S.Pd., M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Have broad and in-depth insight into the field to be researched	<ol style="list-style-type: none"> <li>1.Explaining the perspective of educational research methods,</li> <li>2.Explains quantitative, qualitative and development research methods</li> <li>3.Distinguish between quantitative, qualitative and development research methods</li> </ol>	<b>Criteria:</b> Those who can answer oral questions correctly get a participation score (scoring scale 0-100),	Lectures, discussions, questions and answers. 2 X 50			0%
2	Able to analyze problems accurately	<ol style="list-style-type: none"> <li>1.Explain the research problems</li> <li>2.Explain development research problems</li> <li>3.Explain the problems of qualitative research</li> </ol>	<b>Criteria:</b> Those who can answer the questions correctly get a participation score (scoring scale 0-100),	Lectures, discussions, questions and answers. 2 X 50			0%
3	Able to design educational research models that are relevant in vocational schools and/or the world of work,	<ol style="list-style-type: none"> <li>1.Explaining educational research models that are relevant in vocational schools and the world of work,</li> <li>2.Determine relevant educational research models in vocational schools and the world of work</li> </ol>	<b>Criteria:</b> Those who can answer the questions correctly get a participation score (scoring scale 0-100),	Lectures, discussions, questions and answers, and assignments 2 X 50			0%
4	Able to use appropriate theory to clarify the problem being studied	<ol style="list-style-type: none"> <li>1.Explains how to cite the correct theory on the problem being studied</li> <li>2.Using appropriate theory to clarify the problem under study</li> </ol>	<b>Criteria:</b> Those who can answer the oral questions correctly are given an additional score as part of the participation assessment (scale 0-100)	Lectures, discussions, questions and answers, and assignments 2 X 50			0%
5	Able to develop a conceptual framework/framework for thinking in educational research proposals	<ol style="list-style-type: none"> <li>1.Identify variables used in educational research</li> <li>2.Connect existing variables within a conceptual framework/frame of thinking</li> </ol>	<b>Criteria:</b> Those who can answer oral questions correctly get a participation score (0-100 assessment scale), and complete the assignment (0:1 scale)	Lectures, discussions, questions and answers, and assignments, 2 X 50 presentations			0%
6	Able to select and formulate problems in educational research	Explains how to choose and formulate problems in educational research	<b>Criteria:</b> Those who can answer oral questions correctly get a participation score (0-100 assessment scale), and complete the assignment (0:1 scale)	Lectures, discussions, questions and answers, and assignments, 2 X 50 presentations			0%

7	Understand various types of approaches in research methods	1.Explains various types of approaches in research methods 2.Distinguish between various types of approaches in research methods 3.Determine various types of approaches in research methods	<b>Criteria:</b> Those who can answer oral questions correctly get a participation score (0-100 assessment scale), and complete the assignment (0:1 scale)	Lectures, discussions, questions and answers, and assignments, 2 X 50 presentations			0%
8	Understand population selection, sampling and sampling techniques	1.Selecting populations and samples for educational research 2.Determining sampling techniques for educational research		Lectures, discussions, questions and answers, and assignments, 2 X 50 presentations			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

#### Evaluation Percentage Recap: Case Study

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.

