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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Educational Research Methodology	8721103035		T=3	P=0	ECTS=4.77	3	July 19, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Tri Sudarwanto, S.Pd., MSM.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

PLO-8	PLO-S4 Able to demonstrate a responsible attitude for achieving work results both individually and in groups

Program Objectives (PO)

PO - 1	Able to explain the research process correctly, starting from exploring problems to finding problems, research problems that originate from a phenomenon.
PO - 2	Able to study concepts appropriate to the research topic and collect data in the correct way
PO - 3	Able to prepare a research design (proposal) or scientific work that is feasible and of good quality in accordance with the field of Business education

PLO-PO Matrix

P.O	PLO-8
PO-1	
PO-2	
PO-3	

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
PO-1																
PO-2																
PO-3																

Short Course Description

The discussion of scientific methods for solving problems in the field of education, introduces the basics of scientific research (scientific approach) which is the basis for carrying out analyzes related to the application of commercial science. This course discusses qualitative and quantitative approaches and the obstacles that limit them in the context of social research in society, organizations and corporate levels. This course emphasizes aspects of research planning, forming problem models, collecting relevant data, processing collected data, testing hypotheses, up to forming scientific conclusions which were the aim of the research in the first place. Lectures are carried out using a system of case study analysis, presentations and discussions and reflections.

References

Main :

1. Ary,Donald; Jacob, Lucy Cheser; Razavieh, Asghar. 1985.Introduction to Reseach in Education. Third Edition. New York: Holt
2. Prof. Dr. Sukardi. (2003). Metodologi Penelitian Pendidikan Kompetensi danPraktiknya. Jakarta: Bumi Aksara
3. Arikunto,S. 2010.Prosedur Penelitian: SuatuPendekatan Praktik (Edisi Revisi 2010). Bandung: Rineka Cipta
4. Research Design: Qualitative,Quantitative, and Mixed Methods Approaches 4th edition.NewJersey: Pearson Prentice Hall5. NazirM. 2011.Metode Penelitian. Jakarta:Grasindo
5. Sukmadinata. 2005.Metoda Penelitian Pendidikan. Bandung: Rosda
6. Tuckman,B. W. 1999.Conducting EducationalResearch Fifth Edition. Orlando: Harcourt Brace Orlando College Publisher

Supporters:

Supporting lecturer	Dr. Finisica Dwijayati Patrikha, S.Pd., M.Pd. Veni Rafida, S.Pd., M.Pd.

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	1. Understand the importance of research in the world of education 2. analyze the objectives of educational research	outlines the scope of educational research	**Criteria:** 1. Score > 80 Define the meaning of research and the reasons why research is important and make conclusions 2. Score > 65 Describes the meaning of marketing research incorrectly 3. Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Discussion question and answer 3 X 50		**Material:** Definition of research **Libraries:** *Ary, Donald; Jacob, Lucy Cheser; Razavieh, Asghar. 1985.Introduction to Research in Education. Third Edition. New York: Holt* **Material:** Differences between educational research and other research **References:** *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th edition. New Jersey: Pearson Prentice Hall5. NazirM. 2011. Research Methods. Jakarta:Grasindo*	3%
2	Examining the process of discovering scientific truth	1. outlines Classroom Action research 2. outlines Learning Evaluation research 3. Outlining educational experimental research 4. Outlining Learning Planning Research 5. Describes development research	**Criteria:** 1. Score > 80 Describe and draw conclusions correctly 2. Score > 65 Describes inaccurately 3. Score < 50 Wrong answer / no answer / not active **Form of Assessment** : Participatory Activities	Discussion question and answer 3 X 50			3%
3	Examining the process of discovering scientific truth	1. outlines Classroom Action research 2. outlines Learning Evaluation research 3. Outlining educational experimental research 4. Outlining Learning Planning Research 5. Describes development research	**Criteria:** 1. Score > 80 Describe and draw conclusions correctly 2. Score > 65 Describes inaccurately 3. Score < 50 Wrong answer / no answer / not active **Form of Assessment** : Participatory Activities	Discussion question and answer 3 X 50			3%

4	Examining the process of discovering scientific truth	1. outlines Classroom Action research 2. outlines Learning Evaluation research 3. Outlining educational experimental research 4. Outlining Learning Planning Research 5. Describes development research	**Criteria:** 1. Score > 80 Describe and draw conclusions correctly 2. Score > 65 Describes inaccurately 3. Score < 50 Wrong answer / no answer / not active **Form of Assessment** : Participatory Activities	Discussion question and answer 3 X 50			3%
5	Examines educational methods and research	1. analyzing educational problems 2. arrange educational problems based on a priority scale 3. Analyze solutions to educational problems 4. Compile a literature review	**Criteria:** 1. Score > 80 Provides several problems/phenomena in the field of education in problem points and is able to provide reasons for the importance of these phenomena being researched 2. Score > 65 Gives several problems/phenomena in education in problem points without giving reasons for the importance of the phenomenon being discussed 3. Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Question and answer discussion 9 X 50			3%
6	Examines educational methods and research	1. analyzing educational problems 2. arrange educational problems based on a priority scale 3. Analyze solutions to educational problems 4. Compile a literature review	**Criteria:** 1. Score > 80 Provides several problems/phenomena in the field of education in problem points and is able to provide reasons for the importance of these phenomena being researched 2. Score > 65 Gives several problems/phenomena in education in problem points without giving reasons for the importance of the phenomenon being discussed 3. Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Question and answer discussion 9 X 50			3%

7	Examines educational methods and research	1. analyzing educational problems 2. arrange educational problems based on a priority scale 3. Analyze solutions to educational problems 4. Compile a literature review	**Criteria:** 1. Score > 80 Provides several problems/phenomena in the field of education in problem points and is able to provide reasons for the importance of these phenomena being researched 2. Score > 65 Gives several problems/phenomena in education in problem points without giving reasons for the importance of the phenomenon being discussed 3. Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Question and answer discussion 9 X 50			3%
8	meetings 1 to 7		**Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50			25%
9	Examining data collection instruments	Analyze data collection instruments	**Criteria:** 1. Score > 80 Able to provide background to the problem and research instruments correctly 2. Score > 65 answer is not correct 3. Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Discussion Questions and Answers 6 X 50			3%
10	Examining data collection instruments	Analyze data collection instruments	**Criteria:** 1. Score > 80 Able to provide background to the problem and research instruments correctly 2. Score > 65 answer is not correct 3. Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Discussion Questions and Answers 6 X 50			3%
11	Examining the need for validity and reliability in research	analyzing the process validity and reliability.	**Criteria:** 1. Score > 80 Able to provide correct analysis and provide conclusions 2. Score > 65 The answer is not correct 3. Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Reading literature, lectures and discussions 3 X 50			3%
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 Able to provide correct analysis and provide conclusions 2. Score > 65 The answer is not correct 3. Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Reading literature, discussions and practicum 6 X 50			5%

13	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 Able to provide correct analysis and provide conclusions 2.Score > 65 The answer is not correct 3.Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Reading literature, discussions and practicum 6 X 50			5%
14	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 Able to provide correct analysis and provide conclusions 2.Score > 65 The answer is not correct 3.Score < 50 Wrong answer / no answer **Form of Assessment** : Participatory Activities	Reading literature, discussions and practicum 6 X 50			5%
15	Develop a research design	Designing a good composition of scientific work	**Criteria:** 1.Score > 80 Able to make research proposals well and correctly 2.A score of > 65 is less suitable for a research proposal **Form of Assessment** : Participatory Activities	project based 3 X 50			5%
16	Able to apply methodology in research proposals		**Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50			25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	50%
		100%

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** 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.
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.