



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Chinese Language Education Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Educational Research Methodology	8820803073		T=3	P=0	ECTS=4.77	4	July 18, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																											
			Miftachul Amri, M.Pd., M.Ed., Ph.D.																																											
Learning model	Case Studies																																																
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	<table style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <tr> <td colspan="16" style="text-align: center; border-bottom: 1px solid black;">Week</td> </tr> <tr> <td style="border-right: 1px solid black; border-bottom: 1px solid black;"></td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">1</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">2</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">3</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">4</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">5</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">6</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">7</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">8</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">9</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">10</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">11</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">12</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">13</td> <td style="border-right: 1px solid black; border-bottom: 1px solid black;">14</td> <td style="border-bottom: 1px solid black;">15</td> <td style="border-bottom: 1px solid black;">16</td> </tr> </table>															Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Course Description: Study of educational research designs with the concepts of qualitative and quantitative approaches, various research methods, and research procedures through class meeting activities, laboratory exercises, and simulations to produce research designs in the field of Mandarin language education in schools to be presented in class discussions and exhibitions /prodi work title.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Referensi: Syamsudin A. R. dan Damaianti, Vismaia S. 2006. Metode Penelitian Pendidikan Bahasa . Bandung:Rosda. 2. Susanto. 2008. Penelitian Tindakan Kelas . Surabaya:Unesa University Press. 3. Sugiyono. 2010. Metode Penelitian Pendidikan . Bandung: Alfabeta. 4. Chaer, Abdul. 2011. Ragam Bahasa Ilmiah . Jakarta: Rineka Cipta. 																																																
	Supporters:																																																
Supporting lecturer	Dr. Mintowati, M.Pd. Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																
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	Understand the nature of research and the function of educational research	Explain the nature of research and the function of educational research	Criteria: 1.keywords: 2.systematic process, scientific procedures, solving research problems systematic process, scientific procedures, solving problems language education research functions of pure and applied research functions of pure and applied research on language and language learning	lecture and question and answer 3 X 50			0%
2	Understand the topics, titles, problems, objectives and benefits of educational research	Explain the nature of the topic, title, problem, objectives and benefits of educational research	Criteria: Explain the nature of the topic, title, problem, objectives and benefits of educational research according to the criteria that have been discussed.	Lectures, discussions, exercises 3 X 50			0%
3	Understand the topics, titles, problems, objectives and benefits of educational research	Formulate topics, titles, problems, objectives and benefits of educational research	Criteria: Formulation of topics, titles, problems, objectives and benefits of educational research in accordance with the criteria that have been discussed.	Lectures, discussions, exercises 3 X 50			0%
4	Develop part I proposal (topic, title, background, problems, objectives and benefits of educational research) Present part I proposal	1.Able to develop part I proposal (topic, title, background, problems, objectives and benefits of educational research) 2.Presenting part I of the proposal	Criteria: in accordance with the criteria for formulating title, background, problems, objectives and benefits of research, positive attitude towards questions/input/criticism, presentation skills, presentation media	assignments, discussions, presentations 6 X 50			0%
5	Develop part I proposal (topic, title, background, problems, objectives and benefits of educational research) Present part I proposal	1.Able to develop part I proposal (topic, title, background, problems, objectives and benefits of educational research) 2.Presenting part I of the proposal	Criteria: in accordance with the criteria for formulating title, background, problems, objectives and benefits of research, positive attitude towards questions/input/criticism, presentation skills, presentation media	assignments, discussions, presentations 6 X 50			0%
6	Discussing relevant previous research Using science and technology to search for previous research results from internet sources or online journals Summarizing previous research results Presenting summarized results	1.Explain the nature of relevant previous research 2.Using science and technology to search for previous research results from internet sources or online journals 3.Summarize the results of previous research 4.Present summary results	Criteria: according to the topic and research variables, at least 3 sources containing the title. researcher, year, objectives, research methods, and conclusions, attitude and content of the presentation	presentation assignment 6 X 50			0%

7	Discussing relevant previous research Using science and technology to search for previous research results from internet sources or online journals Summarizing previous research results Presenting summarized results	<ol style="list-style-type: none"> 1.Explain the nature of relevant previous research 2.Using science and technology to search for previous research results from internet sources or online journals 3.Summarize the results of previous research 4.Present summary results 	Criteria: according to the topic and research variables, at least 3 sources containing the title. researcher, year, objectives, research methods, and conclusions, attitude and content of the presentation	presentation assignment 6 X 50			0%
8	Carrying out the U.S.S	Collecting part 1 of the educational research proposal	Criteria: <ol style="list-style-type: none"> 1.title: appropriate to the content, short, clear, in the form of a phrase 2.background: argumentative, logical, supported by facts 3.research problem: interrogative sentence, according to the scope of the title 4.purpose: news sentence, appropriate to the problem 5.benefits: theoretical and practical 	Assignment 3 X 50			0%
9	Identifying relevant theories Managing the results of reading relevant theories Presenting theoretical studies	<ol style="list-style-type: none"> 1.Write relevant theoretical sub-subheadings 2.Develop sub-subheads based on the results of reading relevant theories 3.Presenting theoretical studies 	Criteria: Appropriate and relevant theoretical sources Develop an appropriate and coherent theoretical study framework Develop an appropriate framework and apply citation techniques Presentation: Appropriate attitude and material	discussion and presentation 3 X 50			0%
10	Understand quantitative, qualitative and mixed research approaches	identify quantitative, qualitative, and mixed research approaches	Criteria: Keywords: research background, data characteristics, data collection instruments, data analysis techniques, and presentation of analysis results	presentation and discussion 3 X 50			0%
11	Developing part II of the research proposal (relevant previous research and theoretical studies)	Prepare part II of the research proposal (relevant previous research and theoretical studies)	Criteria: Key: relevant previous research, systematic theoretical studies, application of citation techniques	Assignment and mentoring 3 X 50			0%

12	Mastering the concept of types of educational research	1.Understand the concept of types of educational research 2.apply the concept of types of educational research	Criteria: keywords: descriptive, correlation, experiment, PTK, development according to the problem, objectives, required data	discussion, presentation, practice 6 X 50			0%
13	Understand the nature of data sources and data, population and samples, research subjects and settings, sampling techniques Determine data sources and data, populations and samples, research subjects and settings, sampling techniques	1. Identifying the nature of data sources and data, population and samples, research subjects and settings, sampling techniques 2. Apply data sources and data, population and samples, research subjects and settings, sampling techniques in the research proposals prepared	Criteria: used in qualitative descriptive research; quantitative research; ptk according to the problem, objectives and required data	discussions, presentations and assignments 3 X 50			0%
14	Determine various data collection techniques and instruments. Determine various data analysis techniques and instruments		Criteria: Keywords: techniques and instruments according to the type of data collected. Keywords: techniques and instruments according to the type of data analyzed	discussion, presentation, assignment 6 X 50			0%
15	Determine various data analysis techniques and instruments. Practice data analysis techniques and instruments	Able to determine data analysis techniques and instruments; able to practice data analysis techniques and instruments.	Criteria: keywords: techniques and instruments according to the type of data being analyzed	discussion, presentation, assignment 6 X 50			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.

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.