



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																																																											
Research methods	8820803170	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	July 16, 2024																																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																												
	Dr. Anas Ahmadi, M.Pd.		Dr. Anas Ahmadi, S.Pd., M.Pd.			Miftachul Amri, M.Pd., M.Ed., Ph.D.																																																												
Learning model	Project Based Learning																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	Program Objectives (PO)																																																																	
	PO - 1	Utilizing science and technology as a tool to help solve problems and communicate ideas in relation to language research, literature and learning. 2. Mastering concepts/theories regarding the meaning, characteristics, problems, management, epistemology, and types of language and literature education research. 3. Make strategic decisions in using appropriate types of language and literature education research. 4. Responsible for completing assignments, research proposals, tests, and articles related to language and literature research.																																																																
	PLO-PO Matrix																																																																	
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																	
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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Short Course Description	Course Description Able to master various language and literature education research methods and be able to apply them for writing proposals and language and literature education research through structured and independent activities to produce a research proposal.																																																																	
References	Main :																																																																	
	<ol style="list-style-type: none"> Endraswara, Suwardi. 2011. Metodologi Penelitian Sastra: Epistemologi, Model, Teori, dan Aplikasi. Yogyakarta: CAPS. Endrawara, Suwardi. 2011. Metode Penelitian Sosiologi Sastra. Yogyakarta: CAPS. Endraswara, Suwardi. 2013. Metodologi Penelitian Antropologi Sastra. Yogyakarta: Ombak. Sudaryanto. 2016. Metode Penelitian Bahasa. Yogyakarta Sugiyono. 2016. Metode Penelitian Pendidikan. Yogyakarta Laksono, Kisyani dan Tatag YES. 2017. Penelitian Tindakan Kelas. Bandung: Rosda Karya. 																																																																	
	Supporters:																																																																	
	<ol style="list-style-type: none"> https://www.google.com/search?client=firefox-b-d&q=sinta+ristekbrin+jurnal Semiawan, C. R. (2010). Metode penelitian kualitatif. Jakarta: Grasindo. 																																																																	
Supporting lecturer	Miftachul Amri, M.Pd., M.Ed., Ph.D. Prof. Dr. Anas Ahmadi, 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	Students are able to understand educational research paradigms	Students are able to explain the meaning and paradigm of educational research. Students are able to design educational research.	Criteria: 1.presence 2.completeness of elements 3.content, language, systematics Form of Assessment : Participatory Activities	1. Lecture 2. Discussion 3. Assignment 3 X 50			10%
2	Students are able to understand educational research paradigms	Students are able to explain the meaning and paradigm of educational research. Students are able to design educational research.	Criteria: 1.presence 2.completeness of elements 3.content, language, systematics	1. Lecture 2. Discussion 3. Assignment 3 X 50			10%
3	Students are able to understand educational research paradigms	Students are able to explain the meaning and paradigm of educational research. Students are able to design educational research.	Criteria: 1.presence 2.completeness of elements 3.content, language, systematics Form of Assessment : Participatory Activities	1. Lecture 2. Discussion 3. Assignment 3 X 50			10%
4	Students are able to understand educational research paradigms	Students are able to explain the meaning and paradigm of educational research. Students are able to design educational research.	Criteria: 1.presence 2.completeness of elements 3.content, language, systematics	1. Lecture 2. Discussion 3. Assignment 3 X 50			0%
5	Students are able to understand the language research paradigm in relation to education.	Students are able to explain the meaning and paradigm of language research in relation to education. Students are able to prepare language research plans in relation to education.	Criteria: 1.Conformity to criteria 2.Content, language and systematics	1. Lecture 2. Discussion 3. Assignment 3 X 50			0%

6	Students are able to understand the language research paradigm in relation to education.	Students are able to explain the meaning and paradigm of language research in relation to education. Students are able to prepare language research plans in relation to education.	Criteria: 1.Conformity to criteria 2.Content, language and systematics	1. Lecture 2. Discussion 3. Assignment 3 X 50			0%
7	Students are able to understand the language research paradigm in relation to education.	Students are able to explain the meaning and paradigm of language research in relation to education. Students are able to prepare language research plans in relation to education.	Criteria: 1.Conformity to criteria 2.Content, language and systematics	1. Lecture 2. Discussion 3. Assignment 3 X 50			0%
8	Students are able to understand the language research paradigm in relation to education.	Students are able to explain the meaning and paradigm of language research in relation to education. Students are able to prepare language research plans in relation to education.	Criteria: 1.Conformity to criteria 2.Content, language and systematics Form of Assessment : Portfolio Assessment	1. Lecture 2. Discussion 3. Assignment 3 X 50			30%
9	Students are able to understand the language research paradigm in relation to education.	Students are able to explain the meaning and paradigm of language research in relation to education. Students are able to prepare language research plans in relation to education.	Criteria: 1.Conformity to criteria 2.Content, language and systematics	1. Lecture 2. Discussion 3. Assignment 3 X 50			0%
10	UTS	UTS	Criteria: UTS	UTS 3 X 50			0%

11	Students are able to understand the literary research paradigm in relation to education	Students are able to explain the meaning and paradigm of literary research in relation to education. Students are able to prepare literary research plans in relation to education.	Criteria: 1.conformity with the criteria 2.Content, language, systematics.	1. discussion 2.assignment 3 X 50			0%
12	Students are able to understand the literary research paradigm in relation to education	Students are able to explain the meaning and paradigm of literary research in relation to education. Students are able to prepare literary research plans in relation to education.	Criteria: 1.conformity with the criteria 2.Content, language, systematics.	1. discussion 2.assignment 3 X 50			0%
13	Students are able to understand the literary research paradigm in relation to education	Students are able to explain the meaning and paradigm of literary research in relation to education. Students are able to prepare literary research plans in relation to education.	Criteria: 1.conformity with the criteria 2.Content, language, systematics.	1. discussion 2.assignment 3 X 50			0%
14	Students are able to understand the literary research paradigm in relation to education	Students are able to explain the meaning and paradigm of literary research in relation to education. Students are able to prepare literary research plans in relation to education.	Criteria: 1.conformity with the criteria 2.Content, language, systematics.	1. discussion 2.assignment 3 X 50			0%
15	Reflection	Reflection	Criteria: Reflection	Reflection 3 X 50			0%
16			Form of Assessment : Portfolio Assessment				50%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Portfolio Assessment	80%
		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.