



Universitas Negeri Surabaya
Faculty of Economics and Business
Economic Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																					
ECONOMIC EDUCATION RESEARCH METHODOLOGY	8720303370	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	November 17, 2022																																																																																																					
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																																																						
		Albrian Fiky Prakoso, S.Pd, M.Pd	Prof. Dr. Waspodo Tjipto Subroto, M.Pd			Dr. Retno Mustika Dewi, S.Pd., M.Pd.																																																																																																						
Learning model	Project Based Learning																																																																																																											
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																											
	Program Objectives (PO)																																																																																																											
	PO - 1	Demonstrate a responsible attitude towards work independently and in groups																																																																																																										
	PO - 2	Utilizing technology and information to expand insight into the application of Economic Education Research (CAR, Experiments, Surveys, Lesson Study, Development, Correlation, and Preparation of Scientific Articles)																																																																																																										
	PO - 3	Identifying and providing solutions in economic learning through designing economic education research.																																																																																																										
	PO - 4	Designing economic education research in economic learning																																																																																																										
	PLO-PO Matrix																																																																																																											
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4																																																																																																						
P.O																																																																																																												
PO-1																																																																																																												
PO-2																																																																																																												
PO-3																																																																																																												
PO-4																																																																																																												
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																												
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr><td>PO-2</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> <tr><td>PO-3</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> <tr><td>PO-4</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> </tbody> </table>	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																	PO-4																						
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																																																																																																												
PO-4																																																																																																												
Short Course Description	In this course students learn about the application of classroom action research, experiments, surveys, lesson study, development, correlation and preparation of scientific articles in the field of economic education, which includes: developing background problems and formulating research problems, determining theoretical and empirical studies to discuss research variables, determining research methods, research subjects, data collection instruments, and research data analysis techniques in the field of economic education.																																																																																																											
References	Main :																																																																																																											
	<ol style="list-style-type: none"> 1. Alimah, Siti. (2020). Jejak Kumpulan Penelitian Tindakan Kelas (PTK). Yogyakarta: Deepublish. 2. Aqib, Z. and Chotibuddin, M.,(2018). Teori dan Aplikasi Penelitian Tindakan Kelas: (PTK). Yogyakarta: Deepublish. 3. Arikunto, S. (2015). Penelitian Tindakan Kelas. Jakarta: Bumi Aksara. 4. Elliot, John. (2002). Action Research For Educational Change . Philadelphia: Open University Press 5. Lewis, Catherine C. (2004). Lesson study: A Handbook of Teacher-Led Instructional Change . Philadelphia: Research Future Better Schools, Inc. 6. Hopkins, David. (2003). A Teacher Guide To Classroom Research . Buckingham: Open University Press. 7. Suprayitno, Adi. (2020). Menyusun PTK Era 4.0. Yogyakarta: Deepublish. 8. Sugiyono. (2014). Metodologi Penelitian Kualitatif dan Kuantitatif. Bandung: Rosda Karya 9. Syafaruddin, Supiono & Burhanuddin. 2019. Guru Mari Kita Menulis Penelitian Tindakan Kelas (PTK). Yogyakarta: Deepublish. 10. Dick, W., Carey, L., & Carey, J. O. (2015). The Systematic Design of Instruction. Pearson Education, Inc. 																																																																																																											
	Supporters:																																																																																																											

1	Understand research concepts in the field of Economic Education, such as: Classroom Action Research (CAR), experiments, surveys, development, correlation and preparation of scientific articles.	<p>1.1. Explain the benefits and underlying aspects of economic education research methodology courses</p> <p>2.2. Describe the types of research in general</p> <p>3.3. Explain the types of research commonly used in the field of economic education such as: PTK, Experiment, survey, development, correlation and preparation of scientific articles</p>	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Week 1 - Lecture - Group discussion 3 X 50	-	<p>Material: Library Research concept : Arikunto, S. (2015). <i>Classroom action research</i>. Jakarta: Bumi Literacy.</p> <p>Material: General types of research Reader: Sugiyono. (2014). <i>Qualitative and Quantitative Research Methodology</i>. Bandung: Rosda Karya</p> <p>Material: Classroom Action Research (PTK) References: Alimah, Siti. (2020). <i>Traces of the Classroom Action Research Collection (PTK)</i>. Yogyakarta: Deepublish.</p> <p>Material: Experiment Reader: Sugiyono. (2014). <i>Qualitative and Quantitative Research Methodology</i>. Bandung: Rosda Karya</p> <p>Material: survey Bibliography: Sugiyono. (2014). <i>Qualitative and Quantitative Research Methodology</i>. Bandung: Rosda Karya</p> <p>Material: development Library: Sugiyono. (2014). <i>Qualitative and Quantitative Research Methodology</i>. Bandung: Rosda Karya</p> <p>Material: correlation Reader: Sugiyono. (2014). <i>Qualitative and Quantitative Research Methodology</i>. Bandung: Rosda Karya</p> <p>Material: preparation of scientific articles References: Fiky Prakoso, A, Fitriyati, D, Mustika Dewi, R. (2018). <i>Scientific Approach with Problem Posing Integrated in Introductory Microeconomics Theory, Does it Work?</i>. <i>International Journal of Educational Research Reviews</i>, 3(4), 1-10. DOI: 10.24331/ijere.415828</p>	3%
---	---	---	---	---	---	--	----

2	Understand the nature of the problems, objectives and implementation of Classroom Action Research (PTK) in Economics Learning.	<ol style="list-style-type: none"> 1.1. Explain the benefits of Classroom Action Research (PTK) 2.2. Describe the principles of implementing PTK 3.3. Explain the urgency of PTK 4.4. Describe the initial data in developing the background to the problem 5.5. Describe empirical studies that are relevant to the problem 6.6. Describe the PTK method 	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2nd week - Lecture - Discussion in groups of 3 X 50	-	<p>Material: problems, objectives, and implementation of Classroom Action Research</p> <p>References: <i>Aqib, Z. and Chotibuddin, M., (2018). Theory and Application of Classroom Action Research: (PTK). Yogyakarta: Deepublish.</i></p>	4%
3	Understand the nature of the problems, objectives and implementation of Classroom Action Research (PTK) in Economics Learning.	<ol style="list-style-type: none"> 1.1. Explain the benefits of Classroom Action Research (PTK) 2.2. Describe the principles of implementing PTK 3.3. Explain the urgency of PTK 4.4. Describe the initial data in developing the background to the problem 5.5. Describe empirical studies that are relevant to the problem 6.6. Describe the PTK method 	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Week 3 Approach: Project based learning through background design and 3 X 50 literature review	-	<p>Material: problems, objectives, and implementation of Classroom Action Research</p> <p>Library: <i>Alimah, Siti. (2020). Traces of the Classroom Action Research Collection (PTK). Yogyakarta: Deepublish.</i></p>	3%
4	Understand the nature of the problems, objectives and implementation of Classroom Action Research (PTK) in Economics Learning.	<ol style="list-style-type: none"> 1.1. Explain the benefits of Classroom Action Research (PTK) 2.2. Describe the principles of implementing PTK 3.3. Explain the urgency of PTK 4.4. Describe the initial data in developing the background to the problem 5.5. Describe empirical studies that are relevant to the problem 6.6. Describe the PTK method 	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Week 4 Approach: Project based learning through the preparation of Class 3 X 50 Action Research Methods	-	<p>Material: nature of the problem, objectives and implementation of Classroom Action Research</p> <p>Library: <i>Syafaruddin, Supiono & Burhanuddin. 2019. Teachers Let Us Write Classroom Action Research (PTK). Yogyakarta: Deepublish.</i></p>	3%
5	Understand the nature of the problems, objectives and implementation of Experimental Research in Economic Learning	<ol style="list-style-type: none"> 1.1. Describe the nature and characteristics of experimental research 2.2. Describe the initial data in developing the background to the problem. 3.3. Describe empirical studies that are relevant to the problem 4.4. Develop hypotheses in experimental research 5.5. Describe Experimental Research 	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	5th week - Lecture - Discussion in groups of 3 X 50	-	<p>Material: nature of the problem, objectives and implementation of Experimental Research</p> <p>Reader: <i>Ranjit Kumar. 2011. RESEARCH METHODOLOGY: a step-by-step guide for beginners. Los Angeles: SAGE Publishers.</i></p>	4%

6	Understand the nature of the problems, objectives and implementation of Survey Research in Economic Learning.	<p>1.1. Describe the nature and characteristics of survey research</p> <p>2.2. Describe the initial data in developing the background to the problem.</p> <p>3.3. Describe Experimental Research</p>	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	5th week - Lecture - Discussion in groups of 3 X 50		<p>Material: nature of the problem, objectives and implementation of Literature Survey Research: Sugiyono. (2014). Qualitative and Quantitative Research Methodology. Bandung: Rosda Karya</p>	4%
7	Designing a framework for classroom action research proposals, experiments and surveys in the field of economic education	Designing a framework for classroom action research proposals, experiments and surveys	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based learning through preparing a framework for classroom action research proposals, experiments and 3 X 50 surveys	-	<p>Material: Designing a classroom action research proposal framework References: <i>Fiky Prakoso, A. Fitrayati, D, Mustika Dewi, R. (2018). Scientific Approach with Problem Posing Integrated in Introductory Microeconomics Theory, Does it Work? . International Journal of Educational Research Reviews, 3(4), 1-10. DOI: 10.24331/ijere.415828</i></p>	4%
8	UTS	UTS	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	- 3 X 50	-	<p>Material: - Library:</p>	20%
9	Mastering the essence of the lesson study research concept	<p>1.1. Explain the essence of lesson study in improving teacher performance</p> <p>2.2. Describe the concept of implementing lesson study</p>	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Week 9 - Lecture - Group discussion 3 X 50	-	<p>Material: Lesson Study research concept References: <i>Lewis, Catherine C. (2004). Lesson study: A Handbook of Teacher-Led Instructional Change. Philadelphia: Research Future Better Schools, Inc.</i></p>	4%
10	Mastering the development of the background to the problems that will be researched in lesson study research	<p>1.1. Describe the urgency of lesson study in improving teacher performance in learning</p> <p>2.2. Explain the background to the importance of implementing lesson study to improve the quality of teacher performance in learning</p>	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Week 10: - Lecture - Discussion in groups Approach: Project based learning through preparing a 3 X 50 lesson study background design	-	<p>Material: development of the background to the problem to be researched in lesson study research. Reference: <i>Lewis, Catherine C. (2004). Lesson study: A Handbook of Teacher-Led Instructional Change. Philadelphia: Research Future Better Schools, Inc.</i></p>	4%
11	Understanding development research in economic learning	<p>1.1. Explain the nature and background/urgency of development research in economic learning</p> <p>2.2. Mastering product design in economic learning based on the research and development model</p>	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Week 11 - Lecture - Discussion in groups of 3 X 50	-	<p>Material: development research References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. Pearson Education, Inc.</i></p>	4%
12	Understanding development research in economic learning	<p>1.1. Explain the nature and background/urgency of development research in economic learning</p> <p>2.2. Mastering product design in economic learning based on the research and development model</p>	<p>Criteria: Scoring guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Week 12 Approach: Project based learning through preparing a 3 X 50 development research design	-	<p>Material: development research References: <i>Dick, W., Carey, L., & Carey, JO (2015). The Systematic Design of Instruction. Pearson Education, Inc.</i></p>	3%

13	Understanding correlation research in economics learning.	<ol style="list-style-type: none"> 1.1. Describe the nature and characteristics of correlation research 2.2. Describe the initial data in developing the background to the problem. 3.3. Describe empirical studies that are relevant to the problem 4.4. Develop hypotheses in correlation research 5.5. Describe correlation research methods 	Criteria: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	Week 13 - Lecture - Discussion in groups of 3 X 50	-	Material: correlation research Reader: Sugiyono. (2014). <i>Qualitative and Quantitative Research Methodology</i> . Bandung: Rosda Karya	3%
14	Understanding correlation research in economics learning.	<ol style="list-style-type: none"> 1.1. Describe the nature and characteristics of correlation research 2.2. Describe the initial data in developing the background to the problem. 3.3. Describe empirical studies that are relevant to the problem 4.4. Develop hypotheses in correlation research 5.5. Describe correlation research methods 	Criteria: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	Week 14 - Practice Preparing a research proposal framework Lesson Study, Development, and correlation Task 2: Approach: Project based learning through preparing a research proposal framework Lesson Study, Development, and correlation 3 X 50	-	Material: correlation research Reader: Sugiyono. (2014). <i>Qualitative and Quantitative Research Methodology</i> . Bandung: Rosda Karya	3%
15	Mastering the techniques for preparing scientific articles from PTK research reports, Experiment, Survey, Lesson Study, Development, Correlation) for scientific publications in seminars or scientific journals.	<ol style="list-style-type: none"> 1.1. Master the techniques for preparing scientific articles from PTK research reports 2.2. Master the techniques for preparing scientific articles from Experiment research reports 3.3. Master the techniques for preparing scientific articles from Survey research reports 4.4. Master the techniques for preparing scientific articles from lesson study research reports 5.5. Master the techniques for preparing scientific articles from development research reports 6.6. Master the techniques for preparing scientific articles from Correlation research reports 	Criteria: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	Week 15 - Lecture - Discussion in groups Approach: Project Based Learning through drafting scientific articles 3 X 50	-	Material: scientific publications in seminars or scientific journals. References: Fiky Prakoso, A, Fitriyati, D, Mustika Dewi, R. (2018). <i>Scientific Approach with Problem Posing Integrated in Introductory Microeconomics Theory, Does it Work?</i> . <i>International Journal of Educational Research Reviews</i> , 3(4), 1-10. DOI: 10.24331/ijere.415828	4%
16	UAS	-	Criteria: Scoring guidelines Form of Assessment : Project Results Assessment / Product Assessment	-	-	Material: - Library:	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
----	------------	------------

1.	Project Results Assessment / Product Assessment	98.5%
2.	Test	1.5%
		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.