



**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
Research methodology	8720303177	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	3	May 12, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	M.ABDUL GHOFUR		Prof.Dr. Waspodo Tjipto Subroto	Dr. Retno Mustika Dewi, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
PLO-8	Able to communicate well orally and in writing in learning activities																																																																																																					
PLO-11	Able to design and carry out research in the field of economic learning and educational economics and communicate the results																																																																																																					
	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: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-8	PLO-11	PO-1			PO-2			PO-3			PO-4																																																																																								
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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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.
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References	Main :

1. Ary, Donald; Jacob, Lucy Cheser; Razavieh, Asghar. 1985. Introduction to Research in Education. Third Edition. New York: Holt
2. Prof. Dr. Sukardi. 2003. Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya. Jakarta: Bumi Aksara
3. Arikunto, S. 2010. Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi 2010). Bandung: Rineka Cipta
4. Creswell, John W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th edition. New Jersey: Pearson Prentice Hall
5. Nazir M. 2011. Metode Penelitian. Jakarta: Grasindo
6. Sukmadinata. 2005. Metode Penelitian Pendidikan. Bandung: Rosda
7. Tuckman, B. W. 1999. Conducting Educational Research Fifth Edition. Orlando: Harcourt Brace Orlando College Publisher

Supporters:

1. Sukmadinata. 2005. Metode Penelitian Pendidikan. Bandung: Rosda

Supporting lecturer
 Prof. Dr. Waspodo Tjipto Subroto, M.Pd.
 Muhammad Abdul Ghofur, S.E., M.Pd.
 Dr. Retno Mustika Dewi, S.Pd., M.Pd.
 Eka Indah Nurlaili, 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	Understand the importance of research	Explain the benefits and underlying aspects of economic education research methodology courses	Criteria: 1. scoring guidelines 2. Define the meaning of research and the reasons why research is important and draw conclusions 3.5 4. Describing the meaning of marketing research is not precise 5.5 6. Wrong answer / no answer Form of Assessment : Participatory Activities	Discussion, questions and answers 3 X 50	-	Material: research methodology concepts Readers: Ary, Donald; Jacob, Lucy Cheser; Razavieh, Asghar. 1985. Introduction to Research in Education. Third Edition. New York: Holt	5%
2	Mastering the types of educational research	1. Analyze research based on objectives 2. Describe research based on methods 3. Analyze research by place 4. Analyze research based on data type 5. Describe research based on data analysis	Criteria: 1. Score > 80 2. Analyze research by place 3. Score > 65 4. Analyzing research based on data types is less precise 5. Score < 50 6. Wrong answer / no answer Form of Assessment : Test	Discussion, questions and answers 3 X 50		Material: analyzing research methods References: Nazir M. 2011. Research Methods. Jakarta: Grasindo	5%

3	Examining research based on its function	<ol style="list-style-type: none"> 1. Describe philosophical approaches to research in education 2. Describe the paradigm and characteristics of quantitative research 3. Describe the paradigm and characteristics of qualitative research 4. Analyze the paradigms and characteristics of mixed research approaches 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score > 80 2. Analyze the paradigms and characteristics of mixed research approaches 3. Score > 65 4. Describing the paradigm and characteristics of qualitative research is inaccurate 5. Score < 50 6. Wrong answer / no answer <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Discussion question and answer 3 X 50		<p>Material: paradigms and characteristics of mixed research approaches References: Arikunto, S. 2010. <i>Research Procedures: A Practice Approach (2010 Revised Edition)</i>. Bandung: Rineka Cipta</p>	5%
4	Mastering problem formulation	<ol style="list-style-type: none"> 1. Analyze educational standards 2. Finding problems in the field of education 3. Formulating problems in educational research 4. Creating the background of problems in educational research 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score > 80 2. Finding problems in the field of education 3. Score > 65 4. Analyzing the process of determining the title of a research and not yet having a research idea 5. Score < 50 6. Wrong answer / no answer <p>Form of Assessment : Practice / Performance</p>	Discussion, questions and answers, 3 X 50 project	-	<p>Material: problems in economic education Reference: Creswell, John W. 2014. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th edition</i>. New Jersey: Pearson Prentice Hall</p>	5%
5	<ol style="list-style-type: none"> 1. Describe how to carry out theoretical analysis 2. Identifying plagiarism practices 3. Analyze efforts to prevent plagiarism 4. Applying citations in research 5. Applying references in research 6. Write a bibliography in research 7. Formulating hypotheses in educational research 	Analyze efforts to prevent plagiarism	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score > 80 2. Analyze efforts to prevent plagiarism 3. Score > 65 4. Analyzing efforts to prevent plagiarism is not appropriate 5. Score < 50 6. Wrong answer / no answer <p>Form of Assessment : Practice / Performance</p>	Discussions, questions and answers, 9 X 50 projects	-	<p>Material: plagiarism Reference: Nazir M. 2011. <i>Research Methods</i>. Jakarta: Grasindo</p>	5%
6	Mastering the concept of variables and their measurement, as well as formulating operational definitions of variables	<ol style="list-style-type: none"> 1. Identifying research variables 2. Describe the research variables operationally 3. Formulate operational definitions of variables 	<p>Criteria: scoring guidelines</p> <p>Form of Assessment : Participatory Activities</p>	questions and answers, discussions, projects	-	<p>Material: operational definition References: Creswell, John W. 2014. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th edition</i>. New Jersey: Pearson Prentice Hall</p>	5%

7	Mastering data collection techniques and research instruments	<ol style="list-style-type: none"> 1. Describe data collection techniques 2. Determine relevant data collection techniques 3. Determine relevant data collection instruments 	Criteria: scoring guidelines Form of Assessment : Participatory Activities	discussions, projects	-	Material: data collection References: <i>Tuckman, BW 1999. Conducting Educational Research Fifth Edition. Orlando: Harcourt Brace Orlando College Publishers</i>	5%
8	MIDTERM EXAM	able to answer questions according to the indicators	Criteria: scoring guidelines Form of Assessment : Test	3 X 50 ESSAY TEST	-	Material: research methodology Reader: <i>Prof. Dr. Sukardi. 2003. Competency Education Research Methodology and Practice. Jakarta: Bumi Literacy</i>	20%
9	Perform data analysis and interpretation of results	<ol style="list-style-type: none"> 1. Apply quantitative descriptive analysis 2. Applying inferential analysis 3. Describe analysis in qualitative research 4. Interpret the results of quantitative data analysis 5. Interpret the results of qualitative data analysis 	Criteria: <ol style="list-style-type: none"> 1. Score > 80 2. Interpret the results of quantitative data analysis 3. Score > 65 4. Wrong answer / no answer Form of Assessment : Practice / Performance	Discussion, Q&A, 6 X 50 project	-	Material: inferential statistics References: <i>Creswell, John W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th edition. New Jersey: Pearson Prentice Hall</i>	5%
10	Mastering the philosophy of quantitative research	<ol style="list-style-type: none"> 1. Identifying the characteristics of Quantitative Research 2. Describe the philosophy of applying quantitative research 3. Describe the impact of implementing quantitative research 4. Describe the objectives of quantitative research 	Criteria: scoring guidelines Form of Assessment : Practice / Performance	projects, discussions	-	Material: quantitative research Reader: <i>Prof. Dr. Sukardi. 2003. Competency Education Research Methodology and Practice. Jakarta: Bumi Literacy</i>	5%
11	Master the principles of quantitative research	<ol style="list-style-type: none"> 1. Identify quantitative research models 2. Describe implementation in quantitative research 3. Creating a framework for thinking in quantitative research 4. Applying research methods in quantitative research 	Criteria: <ol style="list-style-type: none"> 1. Score > 80 2. Able to provide analysis correctly and provide conclusions 3. Score > 65 4. Wrong answer / no answer Form of Assessment : Participatory Activities, Tests	Reading literature, lectures and discussions 3 X 50	-	Material: quantitative research model References: <i>Arikunto, S. 2010. Research Procedures: A Practice Approach (2010 Revised Edition). Bandung: Rineka Cipta</i>	5%

12	Mastering quantitative data analysis techniques	<ol style="list-style-type: none"> 1. Comparing field data analysis techniques 2. Determine quantitative data analysis techniques 3. Apply data analysis techniques in quantitative research 4. Evaluate the application of data analysis techniques in quantitative research 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score > 80 2. Able to provide analysis correctly and provide conclusions 3. Score > 65 4. Wrong answer / no answer <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Reading literature, discussions and 6 X 50 projects	-	<p>Material: data analysis References: <i>Creswell, John W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th edition. New Jersey: Pearson Prentice Hall</i></p>	5%
13	Mastering the principles of conducting quantitative research	<ol style="list-style-type: none"> 1. Identify quantitative research models 2. Describe the implementation of the inner cycle 	<p>Criteria: scoring guidelines</p> <p>Form of Assessment : Practice / Performance</p>	discussions, projects	-	<p>Material: qualitative research References: <i>Arikunto, S. 2010. Research Procedures: A Practice Approach (2010 Revised Edition). Bandung: Rineka Cipta</i></p>	5%
14	Mastering qualitative field data analysis techniques	<ol style="list-style-type: none"> 1. Comparing field data analysis techniques 2. Determine data analysis techniques in qualitative 3. Apply data analysis techniques in qualitative 4. Evaluate the application of qualitative data analysis techniques 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score > 80 2. Able to provide analysis correctly and provide conclusions 3. Score > 65 4. Wrong answer / no answer <p>Form of Assessment : Practice / Performance</p>	Reading literature, discussions and 3 X 50 projects	-	<p>Material: qualitative research References: <i>Creswell, John W. 2014. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th edition. New Jersey: Pearson Prentice Hall</i></p>	5%
15	Mastering the preparation of Qualitative research reports	<ol style="list-style-type: none"> 1. Describe the systematics of preparing qualitative reports 2. Analyzing data in qualitative 3. Interpreting the results of data analysis 4. Determining conclusions in qualitative 5. Compile suggestions in a qualitative report 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Score > 80 2. Able to make research proposals well and correctly 3. Score > 65 4. Wrong answer / no answer <p>Form of Assessment : Practice / Performance</p>	Practicum and discussion, 3 X 50 project	-	<p>Material: research proposal Bibliography: <i>Sukmadinata. 2005. Educational Research Methods. Bandung: Rosda</i></p>	5%
16	material 9-15	answer questions according to the indicators	<p>Criteria: scoring guidelines</p> <p>Form of Assessment : Test</p>	3 X 50 test	-	<p>Material: educational research Library: <i>Sukmadinata. 2005. Educational Research Methods. Bandung: Rosda</i></p>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20.84%
2.	Project Results Assessment / Product Assessment	3.34%
3.	Practice / Performance	36.67%
4.	Test	39.17%
		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.