



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program Drama Arts, Dance and Music Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Educational Research Methodology	8820902237		T=2 P=0 ECTS=3.18	4	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
		Dr. Welly Suryandoko, S.Pd., M.Pd.
Learning model	Case Studies				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course				
	Program Objectives (PO)				
	PLO-PO Matrix				
		P.O			
Short Course Description	Understanding and Mastery of Basic Concepts, Research Steps and Procedures as well as Practice in Preparing Research Proposals (Thesis and PTK)				
References	Main :				
	<ol style="list-style-type: none"> 1. Arikunto, Suharsimi, dkk. 2008. Penelitian Tindakan Kelas. Jakarta : PT. Bumi Aksara. 2. Arikunto Suharsimi. 1989. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta :BinaAksara. 3. Azwar, Saifuddin. 1998. MetodePenelitian. Yogyakarta : Pustaka Pelajar. 4. Bungin, H. M. Burhan. 2008. Penelitian Kualitatif, Komunikasi, Ekonomi, Kebijakan Publik dan Ilmu Sosial Lainnya. Jakarta : Kencana. 5. Bagong,Suyanto (Ed). 2007. MetodePenelitianSosialBerbagaiAlternatifPendekatan. Jakarta : Kencana. 6. Teori dan Paradigma Penelitian Sosial. Yogyakarta : Tiara Wacana 9. Sudikan, Setya Yuwana. 2001. Metode Penelitian Kebudayaan. Surabaya : Citra Wacana 7. Susilo. 2007. PanduanPenelitianTindakanKelas. Yogyakarta :Pustaka Book Publisher. 8. Tim Penyusun. 2006. PanduanPenulisandanPenilaianSkripsiUniversitasNegeri Surabaya. 9. Tim Penyusun. 2005. PedomanUmumEjaanBahasa Indonesia yang Disempurnakan. Jakarta :PusatBahasaDepartemenPendidikan Nasional. 10. Tim Skripsi. 2009. PanduanPenyusunan Proposal danLaporanKaryaSeniMahasiswaSendratasik FBS UNESA. 				
	Supporters:				
Supporting lecturer	Dr. Anik Juwariyah, M.Si. Dr. Setyo Yanuartuti, M.Si.				

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	Mastering the essence of thesis writing and mastering the meaning and types of research	1. Explain the nature of arts education research 2. Explain the types of educational research 3. Describe the scope of arts education research	Criteria: Accuracy of answers with lecturer explanations	Lecture method, question and answer, and discussion 2 X 50			0%
2	Mastering topic selection, preliminary studies and interesting research titles	1. Choose a research topic 2. Make a preliminary study 3. Create an interesting research title	Criteria: Choosing a topic, making an introduction and making a title is appropriate and there is continuity.	Lecture method, question and answer, discussion and assignment 2 X 50			0%
3	Understand the preparation of qualitative and quantitative research proposals and research reports	1. Explain the meaning of a qualitative proposal 2. Explain the meaning of a quantitative proposal 3. Distinguish between qualitative and quantitative research proposals	Criteria: Clarity and accuracy in answering questions	Lecture method, question and answer and discussion 4 X 50			0%
4							0%
5	Understanding Classroom Action Research (PTK) proposals	1. Explain the meaning of PTK 2. Explain the characteristics of PTK 3. Explain the steps of PTK 4. Explain the systematics of PTK	Criteria: Accuracy in preparing proposals based on the theory presented by the lecturer	Lecture method, question and answer, discussion and assignment 2 X 50			0%
6	Mastering writing literature reviews, bibliography, quotations and other writing systems in a thesis	1. Explain writing a literature review 2. Explain writing a bibliography 3. Explain quotation techniques 4. Explain other writing systems in the thesis	Criteria: Answers are written accurately and correctly according to writing rules	Lecture method, question and answer and discussion 2 X 50			0%
7	Explain various research data collection techniques.	1. Explain the meaning of observation techniques 2. Explain the meaning of interview techniques 3. Explain the meaning of documentation techniques 4. Explain the meaning of library study techniques	Criteria: Answers are clear and precise	Lecture method, question and answer, and discussion 2 X 50			0%

8	Explain various data analysis techniques in research	1. Explain qualitative research analysis techniques2. Explain quantitative research analysis techniques3. Explains mixed qualitative and quantitative research analysis techniques	Criteria: Accuracy in analyzing research data and its explanation	Lecture method, question and answer, and discussion 2 X 50			0%
9	UTS	UTS	Criteria: Rubric attached	OTS 2 X 50			0%
10	Compiling an introductory chapter, literature review and practice making quotations and criticizing other thesis writings	1. Prepare the introductory chapter of the research proposal 2. Compiling a literature review chapter3. Create quotations4. Criticize the thesis	Criteria: Accuracy in preparing research proposals	Method: Discussion, question and answer and assignment 8 X 50			0%
11							0%
12							0%
13							0%
14	Compiling the Research Methods Chapter	Prepare a Research Proposal in Chapter III, namely Research Methods	Criteria: The explanation in chapter III of Research Methods is appropriate and relevant to the previous chapter.	Discussion method, question and answer and assignment 2 X 50			0%
15	Understand Research Proposals and Reports as a whole	1. Prepare a research proposal from Chapters I, II and II2. Explain the systematics of writing research reports	Criteria: Clarity in conveying ideas and coherent thinking concepts in the proposal.	Method: Discussion and presentation 2 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.