	Universitas Negeri Surabaya **Faculty of Mathematics and Natural Sciences** **Natural Sciences** **Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Research methodology	8420103094	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	5	July 17, 2024

AUTHORIZATION	**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
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Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program that 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	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course examines research paradigms, research approaches, types of research, study of the latest research articles, hypotheses, variables, research designs, research instruments, research techniques, data analysis and interpretation of research results, as well as steps for preparing proposals and research report. This course is presented theoretically and the assignment is to prepare an educational research proposal as the final product of the course

References

Main :

1. Creswell, J.W. 2008. Educational Research: Planning, Conducting, and Evaluating Quantitative Research. 3rd Edition.New Jersey: Pearson Prentice Hall.Fraenkel, J.R., Wallen, N.E., Hyun, H. H. 2012. How to Design and Evaluate Research in Education. New York: McGraw-Hill Companies, Inc. Cohen, Louis., Manion, Lawrence., Morrison, Keith. 2007. Research Methods in Education. Sixth Edition. New York: Routledge
2. Suharsimi Arikunto. 2011. Prosedur Penelitian : suatu pendekatan praktik. Jakarta : Rineka Cipta.
3. Sugiyono. 2019. Metode Penelitian dan Pengembangan. Bandung: Alfabeta.
4. Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 1. Boston: McGraw Hill.
5. 9. Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.

Supporters:

	1. 1. Widodo, Wahono & Sudibyo, Elok & Suryanti, Suryanti & Sari, Dhita & Inzanah, I. & Setiawan, Beni. (2020). The Effectiveness of Gadget-Based Interactive Multimedia in Improving Generation Z's Scientific Literacy. Jurnal Pendidikan IPA Indonesia. 9. 248-256. 10.15294/jpii.v9i2.23208. 2. 2. Widodo, Wahono & Sari, Dhita & Martini, Martini & Suyanto, Totok. (2019). Strengthening Pre-service Teachers' Character: The application of ALLR Learning Model in Basic Science Subject. 10.2991/icesshum-19.2019.59.
Supporting lecturer	Prof.Dr. Wahono Widodo, M.Si. Dr. Elok Sudibyo, S.Pd.,M.Pd. Prof. Dr. Erman, 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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.